

EDUCATION — Design Implications based upon Operational Implications

Development of Owner's Project Requirements (OPR)

OPERATIONAL IMPLICATIONS

1

- Number of administrative, faculty, service staff, and students coming back campus
 - Schedules for all returning to campus
 - Number of shared classrooms and office spaces
 - Number of shared common areas – staff break rooms, office spaces, cafeteria, gym, auditorium, lobby, hallways etc.
 - Higher Education considerations include community spaces i.e. dorms, eating spaces, lounges, shared community areas, etc.
- Review and update existing policies and procedures.**
Develop and implement communications plan for campus administration, service professionals, faculty, parents, students, and visitors.

2

- Testing protocols for campus staff and faculty including daily temperature evaluation upon entry and exit
 - Mask and PPE protocols and availability for campus staff, faculty students, and visitors
 - Cleaning and disinfection protocols for workstations, classroom and community spaces
- Develop policies and procedures for campus staff, faculty, and students for temperature evaluations in accordance with HIPAA.**
Train campus staff on temperature evaluation process (when to send an employee and/or student home or for testing).
Train service staff on cleaning and disinfection protocols and processes for offices, classrooms, and community spaces (Higher education to include dorms and other shared spaces on campus).
Communicate PPE requirements to campus staff, parents, students, and visitors before they arrive onsite.

3

- Mask compliance requirements of campus staff, students and visitors
 - Shared community spaces – classrooms, gyms, auditoriums, libraries, cafeterias, student lounges, break rooms, dorm facilities, eating areas
 - Staff needs for respite and individual downtime: "mask-free zone"
- Create and implement virtual training and education for all campus staff and faculty prior to coming on campus.**
Communicate PPE and social distancing expectations of students prior to their arrival.

DESIGN IMPLICATIONS

1. Set up appropriate number of workstations campus staff, faculty, and students before they arrive.
2. Organize shared campus spaces for appropriate social distancing.
3. Remove unnecessary amenities from community areas (magazines, books, games, game tables, etc.).
4. Higher education consideration include evaluation of dorm and lounge furniture and fixtures for removal and/or replacement (textile headboards, upholstered chairs, carpet, etc.).

1. Determine entry setup/surface requirements.
2. Make masks, hand sanitizer, PPE, etc., available for campus staff, faculty, students, and visitors, and address storage requirements.

Create and implement entry and exit check lists for classrooms, workspaces, and shared community spaces.

Communicate cleaning and disinfection protocols for classrooms and shared community spaces with administrative staff and students (and their parents) prior to their arrival.

1. Identify community spaces, indoor and outdoor, as well as types of space (eating, dorm room, lounge area, library, etc.).
2. Determine break areas, indoor and outdoor, location, and line of sight.
3. Establish individual staff break areas for respite and privacy.
4. Specify high-touch surfaces (light switches, door handles, etc.).

IMPACT ON MATERIALS

1. Vinyl resilient flooring with vinyl -backed carpet to delineate 6' distancing at check-in, in hallways and classrooms
2. Vinyl coated fabrics on lounge furniture

1. Minimize high-touch points (TV remotes, foosball tables, personal handheld learning games, etc.)
2. 3D laminates – thermally fused storage for fixed and mobile cabinetry

1. Indoor/outdoor vinyl coated fabrics
2. Thermally fused counter and tabletops