



# Reopening Guam Community College in a Post-COVID Learning Environment:

Planning and Preparing our Campus  
for Spring 2021 and Beyond



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# Introduction

The tremendous impact of the 2019 Novel Corona Virus pandemic has created uncertainty and fear worldwide. While Guam has been spared the devastation that many others experienced, we must remain vigilant and steadfast as we guard against further spread of the deadly virus.

Yet even in our caution, we must take the initial steps to return to some sense of normalcy on our island and our campus. To this end, the leadership of the Guam Community College has developed guidelines for the reopening of GCC's campus that ensures adherence to the strictest standards of health and safety protocols as defined by the Centers for Disease Control and Prevention as well as those established by the Government of Guam.

Students first, mission always has been GCC's guiding motto as the leaders in career and technical workforce development. Our highest priority is the health and safety of our students, faculty, staff and administrators. The decision to re-open the GCC campus is driven first and foremost by our ability to provide a safe and healthy environment for all our GCC stakeholders, including those with underlying health conditions.

By first ensuring a safe and healthy campus, we are then able to focus all our efforts and energy in delivering the highest quality, student-centered education and job training for Micronesia.

As you will see from this guidance, classrooms have been reconfigured to ensure appropriate social distancing; instruction will be delivered through a mix of in-classroom and online formats, to accommodate the smaller class capacity; masks are required to be worn at all times; hand sanitizer stations are available throughout campus; ample signage is posted throughout campus to remind our community of the safety measures required of us all; and facilities will be cleaned on a regular daily basis.

In the end, our health and safety will depend on all of us, collectively, practicing good hygiene and social distancing, ensuring that we clean up our area before we leave, and being an example to our neighbors by wearing our masks at all times, washing our hands frequently, and staying home when we are not feeling well.

GCC will continually evaluate and adjust our procedures to meet any further developments regarding COVID-19, and any necessary adjustments will be reflected within this document.

We welcome you to the new GCC.

### **Your Guide to GCC Campus Reopening**

In planning to reopen GCC for Spring 2021 and beyond, several discussions have taken place among various stakeholders on campus, which included discussions with the leadership of the Faculty Senate and the Faculty Union. Guidance from the local Public Health and Social Services (DPHSS), as well as from the federal Center for Disease Control (CDC) have been carefully considered to determine how to implement important considerations while adjusting to meet the unique needs and circumstances of our local community college. We are aware that implementation of these considerations should be guided by what is viable, practical, feasible, and tailored to the needs of GCC constituents, which include students, faculty, staff and administrators.

### **Core Guiding Principle**

In planning what considerations must be put in place and implemented to help maintain the safety and health of all campus constituents, the updated guidelines for institutions of higher education from CDC (updated May 21, 2020) served as the context for our discussions. This guiding principle states that “The more an individual interacts with others, and the longer that interaction, the higher the risk of COVID-19 spread.” In order to adhere to this guiding principle, we will need to be mindful of two levels of risk in the GCC general setting:

**Lowest risk:** Faculty and students engage in virtual-only learning options, activities and events; this option will be available, where student access to resources and faculty certification expertise are also available;

**Moderate risk:** Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects, as necessary and feasible. Similarly, GCC may allow staff and administrators may combine campus presence and telework in staggered schedules to be able to serve students.

In setting up this plan, several other guidance booklets were also reviewed and discussed such as the American Health Association’s “Considerations for Reopening Institutions of Higher Education in the COVID-19 Era” (May 7, 2020). To contribute meaningfully to these discussions, the leadership of the Faculty Senate and the Faculty Union, as well as several faculty

members and administrators, also joined a webinar entitled, “Reimagining Your Campus for the Future of Work and the New Normal” (May 12, 2020), as sponsored by the League for Innovation in the Community College.

In a parallel vein, the document, (Re) Open: A Guide for Planning and Preparing Your Campus issued by Jones Lang LaSalle (JLL) IP, Inc. was also used as a valuable reference. Furthermore, the guidelines issued by the Guam Recovery Panel of Advisors entitled Chalan Para Hinemlo were integrated into our discussions. Executive Order No. 2020-16 Relative to Allowing Additional Activities During Pandemic Condition of Readiness 2 also served as a reference document that helped facilitate the planning process. All these resources provided significant ideas and insights that contributed invaluable to the planning and development of this document, which is intended as a tool to inform all GCC constituents of the critical changes that will occur at the GCC campus, as a result of this global pandemic. Its utility as a marketing tool for the “new GCC” also has great potential.

Several scenarios in the classrooms for faculty and their students, as well as the office spaces of employees will need to be reset or reconfigured, in light of the public health restrictions that are still currently in place. Though some of the restrictions have eased up, the public health emergency declaration will probably remain for a while, as the government tries to contain its community spread. The economic impact of the pandemic has been devastating for many businesses and industries, and in the long run, this will also impact our institution, budget-wise. As such, we will need to explore new avenues to do more with less. According to The Chronicle of Higher Education, 96% of colleges and universities are looking to re-engineer processes and look at budget reductions, as institutions of higher education will be pressed to find new ways to advance their missions, operate more efficiently and generate revenue, as well as to develop more responsive and proactive organizational strategies.

As we align GCC policies and processes with COVID-19 realities, we will need to explore new avenues to do more with less, and prepare for contingencies that will make us survive in a post-COVID learning environment.

## COVID-19 | Preparing GCC to reopen

The text in the following pages (pp. 6-11) is adapted and excerpted from the CDC guidelines posted on [www.cdc.gov](http://www.cdc.gov) entitled “Considerations for Institutes of Higher Education,’ under the section Coronavirus Disease 2019 (COVID-19). It is intended as a guide to all the processes that GCC will adhere to, as long as they are viable, feasible, and practical, from a budgetary perspective. Note: In the text below, GCC is substituted where IHEs appeared in the original document.

### Maintaining Healthy Operations

#### Protections for Students, Faculty, and Staff at Higher Risk for Severe Illness from COVID-19

- Offer options for faculty and staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework and modified job responsibilities).
- Offer options for students at higher risk for severe illness that limit their exposure risk (e.g. virtual learning opportunities).
- Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions in compliance with applicable federal and state privacy and confidentiality laws.

#### Regulatory Awareness

- Be aware of local regulatory agency policies related to group gatherings to determine if events can be held.

#### Gatherings

- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, or county).

#### Telework and Virtual Meetings

- Replace in-person meetings with video- or tele-conference calls whenever possible.
- Provide student support services virtually, as feasible.

When necessary, use flexible work or learning sites (e.g., telework, virtual learning) and flexible work or learning hours (e.g., staggered shifts or classes) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between people, especially if social distancing is recommended by local health authorities.

#### Travel and Transit

- Consider options for limiting non-essential travel in accordance with local regulations and guidance.
- Encourage students, faculty, staff and administrators who use public transportation or ride sharing to use forms of transportation that minimize close contact with others (e.g., biking, walking, driving or riding by car either alone or with household members).
- Encourage students, faculty, staff and administrators who use public transportation or ride sharing to follow CDC guidance on how to protect yourself when using transportation. Additionally, encourage them to commute during less busy times and clean their hands as soon as possible after their trip.

#### Designated COVID-19 Point of Contact

- GCC Environmental Health and Safety Administrator serves as the COVID-19 Coordinator responsible for implementing and monitoring of the GCC COVID-19 plan. GCC’s Nursing Administrator serves as the alternate coordinator.

#### Participation in Community Response Efforts

- Consider participating with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).

## Communication Systems

Put systems in place for:

- Consistent with applicable law and privacy policies, having students, faculty, staff and administrators communicate with GCC if they have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 (e.g. see “Notify Health Officials and Close Contacts” in the **Preparing for When Someone Gets Sick** section below), and other applicable federal and state privacy and confidentiality laws, such as the Family Educational Rights and Privacy Act (FERPA).
- Notifying students, faculty, staff and administrators and the public of GCC closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

## Leave (Time Off) and Excused Absence Policies

- Implement flexible sick leave policies and practices that enable students, faculty, staff, and administrators to stay home or self-isolate when they are sick, have been exposed, or caring for someone who is sick.
- Examine and revise policies for excused absences and virtual learning (students) and leave, telework, and employee compensation (employees).
- Leave and excused absence policies should be flexible, not be punitive to people for taking time off and should allow sick employees and students to stay home and away from others. Leave and excused absence policies should also account for employees and students who need to stay home with their children if there are school or childcare closures, or to care for sick family members.

- Develop guidelines for returning to classes and GCC facilities after COVID-19 illness. CDC’s criteria to discontinue home isolation and quarantine can inform these policies.

## Back-Up Staffing Plan

- Monitor absenteeism of employees and students, cross-train staff, and create a roster of trained back-up staff.

## Staff Training

- Train staff on all safety protocols
- Conduct training virtually or ensure that social distancing is maintained during training.

## Recognize Signs and Symptoms

- If feasible, conduct daily health checks or ask students, faculty, staff and administrators to conduct self-checks (e.g., temperature screening and/or symptom checking).
- Health checks should be done safely and respectfully, and in accordance with any applicable federal or state privacy and confidentiality laws and regulations. GCC administrators may use examples of screening methods found in CDC’s General Business FAQs.

## Support Coping and Resilience

- Encourage students, faculty, staff, and administrators to take breaks from watching, reading, or listening to news stories, including social media if they are feeling overwhelmed or distressed.
- Promote employees and students eating healthy, exercising, getting sleep and finding time to unwind.
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
- Maintain Healthy Environments

- GCC may consider implementing several strategies to maintain healthy environments.

## **Cleaning and Disinfection**

- Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, grab bars, hand railings, bathroom stalls) within GCC facilities at least daily. Use of shared objects (e.g., lab equipment, computer equipment, desks) should be limited.
- If transport vehicles (e.g., vans) are used by GCC, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings).
- Develop a schedule for increased, routine cleaning and disinfection.
- Ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely. Use products that meet EPA disinfection criteria.
- Encourage students, faculty, staff and administrators to keep their personal items (e.g., cell phones, other electronics) and personal work and living spaces clean. Encourage students, faculty, and staff to use disinfectant wipes to wipe down shared desks, lab equipment, and other shared objects and surfaces before use.
- Ensure there is adequate ventilation when using cleaning products to prevent students or staff from inhaling toxic fumes.

## **Shared Objects**

- Discourage sharing of items that are difficult to clean or disinfect.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., assigning each student their own, lab equipment and computers) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Discourage the sharing of electronic devices, books, pens, and other learning aids.

## **Ventilation**

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students, faculty, or staff using the facility. To the extent possible, prevent air from blowing from one person directly to another.

## **Water Systems**

- To minimize the risk of diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, water refilling stations) are safe to use after a prolonged facility shutdown. On-campus touchless refillable water stations will be cleaned and sanitized following CDC guidelines. All drinking fountains will be disabled and covered to prevent use.

## **Modified Layouts**

- Space seating/desks at least 6 feet apart in classrooms, ensuring that desks and table seating are arranged so occupants are facing the same direction. For lecture halls, consider taping off seats and rows to ensure six-foot distance between seats.
- Host smaller classes in larger rooms.
- Offer distance learning in addition to in-person classes to help reduce the number of in-person attendees.
- Provide adequate distance between individuals engaged in experiential learning opportunities (e.g., labs, vocational skill building activities).

## **Physical Barriers and Guides**

- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., cash registers).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls to ensure that individuals remain at least 6 feet apart in lines and at other times.



## Communal Spaces

- Close shared spaces such as exercise rooms, and lounges if possible; otherwise, stagger use and restrict the number of people allowed in at one time to ensure everyone can stay at least 6 feet apart, and clean and disinfect between use.
- Restrict the number of people allowed in restrooms and conference rooms to ensure distancing of at least 6 feet.

## Food Service

- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and water. Individuals should wash their hands after removing their gloves or after directly handling used food service items. If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and consider the safety of individuals with food allergies.

## Promoting Behaviors that Reduce Spread

### Staying Home or Self-Isolating when Appropriate

- If a decision is made to have any version of in-person classes, before returning to campus, actively encourage students, faculty, staff and administrators who have been sick with COVID-19 symptoms, tested positive for COVID-19, or have been potentially exposed to someone with COVID-19 (either through community-related exposure or international travel) to follow CDC guidance to self-isolate or stay home.
- Once back on campus, educate students, faculty, and staff on when they should stay home or self-isolate in their living quarters.
  - Actively encourage students, faculty, staff, and administrators who are sick or have recently had a close contact with a person with

COVID-19 to stay home. Develop policies that encourage sick individuals to stay at home without fear of reprisals, and ensure students, faculty, and staff are aware of these policies

- students, faculty, staff and administrators should stay home when they have tested positive for or are showing symptoms of COVID-19.
- students, faculty, staff and administrators who have recently had a close contact with a person with COVID-19 should also stay home and monitor their health.
- CDC's criteria can help inform return to work/school policies:
- If they have been sick with COVID-19
- If they have recently had a close contact with a person with COVID-19

### Hand Hygiene and Respiratory Etiquette

- Recommend and reinforce hand washing with soap and water for at least 20 seconds.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used.
- Encourage students, faculty, and staff to cover coughs and sneezes with a tissue or use the inside of your elbow. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used.

### Cloth Face Coverings

- Recommend and reinforce use of cloth face covering masks among students, faculty, staff and administrators. Face

coverings should be worn as feasible and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to all students, faculty, staff and administrators. on proper use, removal, and washing of cloth face coverings.

Note: Cloth face coverings should not be placed on:

- Anyone who has trouble breathing or is unconscious.
- Anyone who is incapacitated or otherwise unable to remove the cover without assistance.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

### Adequate Supplies

- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer containing at least 60 percent alcohol, paper towels, tissues, disinfectant, cloth face coverings (as feasible), and no-touch/foot pedal trash cans.

### Signs and Messages

- Post signs in highly visible locations (e.g., building entrances, restrooms, dining areas) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Include messages (for example, videos) about behaviors that prevent spread of COVID-19 when communicating with students, faculty, staff and administrators (such as on GCC websites, in emails, and on GCC social media accounts) in accordance with the Clery Act.

- Utilize the CDC's print and digital resources on CDC's communications resources main page.

### Preparing for When Someone Gets Sick

#### Advise Sick Individuals of Home Isolation Criteria

- Sick students, faculty, staff and administrators should not return to in-person classes or GCC facilities, or end isolation until they have met CDC's criteria to discontinue home isolation.
- GCC will advise student, parent/guardian, or employee to stay home; not leave their house except to receive medical care; not visit public areas, monitor symptoms including fever, cough, shortness of breath, fatigue, body aches, headaches, loss of taste or smell, sore throat, congestion, nausea, and diarrhea.
- GCC will also advise to look for emergency warning signs of COVID-19 and seek emergency medical care immediately or call "911":

1. Trouble breathing;
2. Persistent pain or pressure in the chest;
3. New confusion;
4. Inability to wake or stay awake; and
5. Bluish lips or face.

#### Isolate Those Who are Sick

- Make sure that students, faculty, staff and administrators know they should not come to the GCC if they are sick, and should notify GCC officials (e.g., GCC designated COVID-19 point of contact) if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
- Immediately separate students, faculty, staff and administrators with COVID-19 symptoms (such as fever, cough, or shortness of breath). Individuals who are sick should go home or to a healthcare facility, depending on how severe their symptoms are, and follow CDC Guidance for caring for oneself and others who are sick.

- GCC has identified Room 5108 in Building 5000 as the designated isolation room to separate persons who display COVID -19 symptoms while on campus

## Clean and Disinfect

- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting, per CDC guidance.
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely.

## Notify Health Officials and Close Contacts

- In accordance with applicable federal, state and local laws and regulations, GCC should notify local health officials, students, faculty, staff and administrators immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA), FERPA or and other applicable laws and regulations.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.
- Contact Tracing will be coordinated by the GCC COVID-19 Coordinator, using GCC staff who have undergone Contact Tracing training.



# **CURRENT PLANS & INITIATIVES**

## Adjustments to the Classroom Learning Environment

### **Spring 2021 Procedural Guidance for Limited Face-to-Face Classroom Instruction**

In light of the continued directive of social distancing, the following procedural guidance was developed for implementation for Spring 2021. Existing classroom capacity at GCC range from 13 to 60, with the majority of classrooms having a capacity between 20 and 30. It is likely that 6 to 7 students will be allowed in the classroom for face-to-face instruction at one time.

Course offerings generally meet twice a week, either Monday and Wednesday, or Tuesday and Thursday.

On December 9, 2020, the College received temporary approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer programs via distance education for Spring 2021 to accommodate restrictions related to on-campus instruction due to the COVID-19 pandemic.

There are several courses identified in our Spring 2021 master schedule as online or hybrid. Courses requiring specialized equipment, facilities, or software will not be permitted to be taught online. Courses not identified as online or hybrid, will be taught on campus when approved by the Governor. All online/hybrid courses will be taught synchronously, except for courses taught by faculty with online teaching certification. Faculty who are teaching asynchronously are required to authenticate student identity using real-time virtual meetings at least three times throughout the semester, and towards the end of the semester) and the MyGCC Faculty Attendance feature.

# TRANSITIONING TO ONLINE LEARNING

The official Learning Management System (LMS) for GCC is Moodle, an open source learning platform. Through a contract with a third-party vendor, our Moodle classrooms remain in a host server even after a class has been completed. The archival of these classes is important for accreditation purposes, as this provides the opportunity for future accreditors during an accreditation year to visit those classes virtually. They will be looking for *regular and substantive interaction* among faculty and students, as well as *regular and effective contact* between them.

The section below is excerpted from guidelines prepared by faculty member Marivic Schrage, based on online and hard copy materials, notably the Guide To Evaluating Distance Education And Correspondence Education, published by the Accrediting Commission for Community and Junior Colleges (ACCJC). The other reference is

Poulin, R. and Poulin, R.,( n.d.). Interpreting What Is Required For “Regular And Substantive Interaction.” [online] WCET Frontiers. Available at: <https://wceftrfrontiers.org/2016/09/30/interpreting-regular-and-substantive-interaction/>

The Guidelines establish minimum instructor contact with online students in credit-bearing courses. The Guidelines are based on the principle that online courses entail the same weekly instructional time, rigor, and quality of interaction as face-to-face courses. Therefore, online instructors are required to create intentional and deliberate substantive interaction in the Moodle Learning Management System.

## Elements of “regular and substantive interaction”.

1. Interaction must be initiated by the instructor
2. Interaction must be frequent.
3. Interaction must be of an academic nature.
4. Interaction must be with an instructor that meets accrediting agency standards.  
(Source: Interpreting what is Required of “Regular and Substantive Interaction”)

## The Guidelines

1. **The faculty prepares a syllabus, including elements identified in the syllabi checklist, documenting how regular contact between students and the instructor is achieved.**
2. **The instructor sends weekly class-wide course-related and timely announcements, emails, or messages.**
3. **The instructor deliberately creates an online community of learners using strategies such as discussion boards, group projects, group problem-solving, discussion of assignments, activities, or other collaborative activities, as applicable to the course.**
4. **The instructor varies the types of interaction, such as instructor-student, student-student, student-content.**
5. **The instructor monitors student interaction and activity to ensure that they participate fully.**

- 6. The instructor participates regularly in discussion activities with students to provide a summary, to correct errors of fact, to keep the discussion on the topic, and/or to add expertise to the content of the discussion.**
- 7. The instructor regularly asks students for feedback about the course and revises the content as needed to address issues identified.**
- 8. The instructor provides substantive feedback and guidance to students on multiple assignments over the full length of the term. The feedback must go beyond “good job” or “great work”.**
- 9. The instructor's interaction with students is demonstrable and documented. Examples of substantive interaction include:**
  - Chat rooms within the LMS when instructor dialogues actively with students;
  - Course-related discussion board replies;
  - Course-related e-mail and messages within the learning management system (LMS).
  - Personalized, regular, and timely feedback student blogs, wikis, quizzes, papers, portfolios, exams, and other course-related assignments;
  - Course-related phone calls;
  - Course-related Q&As;
  - Review sessions;
  - Course-related social networking using the LMS;
  - Course-related video conferences with the instructor;
  - Face-to-face meeting with the students;
- 10. The following content deliveries are often essential to quality instruction and the student's learning experience but do not qualify as substantive interactions:**
  - Course orientations;
  - Administrative or non-academic announcements, emails, and messages;
  - Administrative or non-academic content such as generic praise or clarifications of class policies;
  - Internet resources and links to external sites;
  - Modules, materials, lessons, lectures, and presentations that are pre-loaded;
  - Use of technologies that assist students in understanding course content such as webcasts, webinars, podcasts, slide presentation, Camtasia shows, streaming videos, web hunt, and other audio/video recordings, etc.;
  - Assignments that require students to make effective use of external resources including Virtual Library, web-based and other electronic resources.



## **IMPORTANT CHECKLISTS TO CONSIDER**

The section below is adapted from the Center for Disease Control and Prevention material entitled, *Workplaces During the COVID-19 Pandemic*, and can be accessed via [www.cdc.gov/coronavirus](http://www.cdc.gov/coronavirus)

### **Should GCC consider opening?**

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Are you ready to protect employees at higher risk for severe illness?

### **Are recommended health and safety actions in place?**

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing and enhance space between employees, including through physical barriers, changing layout of workspaces, closing or limiting access to communal spaces, staggering shifts and breaks, and limiting large events, when and where feasible
- ✓ Train all employees on health and safety protocols

### **Is ongoing monitoring in place?**

- ✓ Develop and implement procedures to check for signs and symptoms of employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if an employee gets sick
- ✓ Regularly communicate and monitor developments with local authorities and employees
- ✓ Monitor employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the campus or an increase in cases in the community.



# **STANDARD OPERATING PROCEDURE FOR GCC CLASSROOM DISINFECTION**

Prior to start of class:

## **1. Students will be briefed on the requirements to attend the class:**

- Students must wear a face mask at all times during the class.
- Class size limits and spacing will be reviewed with students.
- Seating arrangements will be made for the duration of the class, so that students have an assigned seat and not share a chair or switch chairs during the class session.
- No students will be allowed in the session if they are ill or display flu-like symptoms.
- Students will only be in the lab or classroom as required.
- If lab class: During the lab station activities, students will use their assigned chair for the lab activities.

## **2. Faculty will wipe down all classroom table surfaces and chairs prior to the start of class.**

**During class:**

1. Proper distancing and capacity limits will be maintained.
2. If lab class: Students will be assigned tools for the duration of the session. All tools will be sanitized prior to and after use.
3. Students who rotate throughout stations will use assigned chairs.
4. All equipment and testers will be cleaned before and after each use by students.
5. All tools and associated equipment will be cleaned after class session and then stored in proper area.

**After each class:**

1. All classroom table surfaces and chairs will be cleaned by faculty and students. If students are willing to assist, they may do so.

# DAILY HEALTH SELF-ASSESSMENT FOR GCC EMPLOYEES

Prior to coming to campus, GCC employees should do a self-assessment to determine if they should report to work. Due to the severity and highly infectious nature of COVID-19, employees should stick to the results of this assessment. This self-assessment tool is not meant to take the place of talking with your health care professional or to diagnose or treat conditions. If you are in an emergency medical situation, call 911 or your local emergency number. This assessment is based on guidance provided by the Centers for Disease Control and Prevention (CDC) and the Mayo Clinic.

The checklist below is adapted from Texas Christian University's *Phase 1: Return to Campus, Initial Guidance for Employees Returning to Campus as their Primary Workspace (May 2020)*.

## EXPOSURE

Have you been within six feet of a person or had direct contact with a lab-confirmed or suspected case of COVID-19 in the past 14 days?

- YES
- NO

**If you answered "Yes," DO NOT COME TO WORK. Call your supervisor.**

## SYMPTOMS

Do you have any of these symptoms?

Fever (Please check your temperature daily before reporting to work?)

- New cough
- New shortness of breath or difficulty breathing
- New chills
- New muscle aches
- Sore throat
- Headache
- Diarrhea
- New loss of taste or smell

If you have any of these symptoms, speak to your health care professional and call your supervisor. **Stay home and DO NOT COME TO WORK until at least 10 days after symptoms of respiratory infection** (not allergies or asthma), **without the use of fever-reducing medications**. This applies regardless of whether you have been tested for COVID-19.

## SEVERE SYMPTOMS

Are you struggling to breathe or fighting for breath even while inactive or when resting?

- YES
- No

Do you feel as though you might collapse every time you stand or sit up?

- YES
- No

If you have any of the severe symptoms, **CALL 911, DO NOT COME TO WORK.**

## REMINDER

Employees should not discuss personal medical history with supervisors. Calls to supervisors are to notify them that the employee will be out sick.

## Reopening Guam Community College in a Post-COVID Learning Environment:

Planning and Preparing our Campus for Spring 2021 and Beyond



## Who can I contact?

### Implementing and monitoring of GCC COVID-19 plan:

**Huan Hosei**

**Environmental Health and Safety Officer**

Room 2215, Administration Building

Call: (671) 788-2223

Email: gccsafety@guamcc.edu

**Dorothy-Lou Duenas**

**MSN, RNNursing & Allied Health Administrator**

Anthony A. Leon Guerrero Allied Health Center

Call: (671) 735-7005

Email: alliedhealth.info@guamcc.edu

### Protecting High Risk Students and Employees:

(Older persons and persons with underlying medical conditions)

**Accommodations for High-Risk Students**

**Office of Accommodative Services**

Call: (671) 735-5597

Email: accommserv.info@guamcc.edu

**Accommodations for High-Risk Staff**

**Human Resources Office**

Call: (671) 735-5537/8

Email: hr@guamcc.edu

# Reconfiguration of Learning Spaces on the GCC campus

Preparing our buildings, spaces and our constituents to safely and efficiently resume our college mission

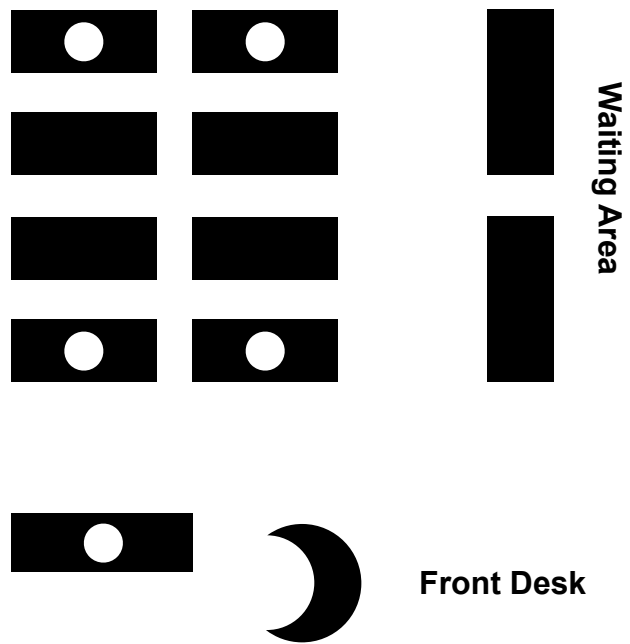
# Building A



**Building A**

**Room:  
A6 (Cosmetology Lab)  
8 Stations**

**4 Students**



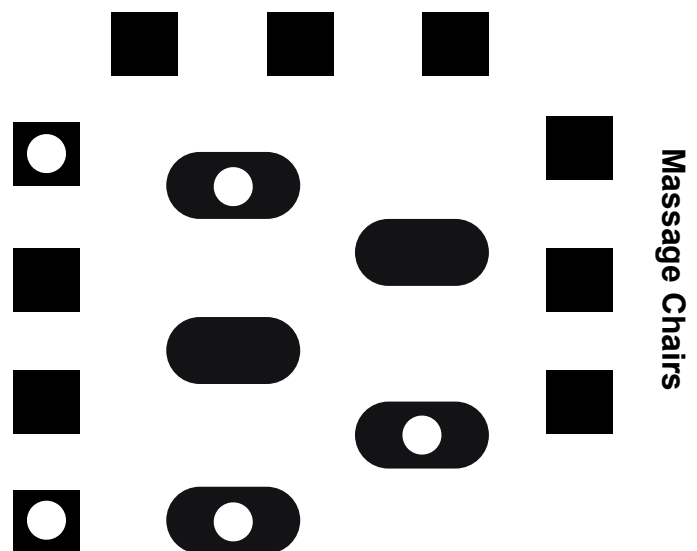
# Building A



## Building A

Room:  
A7 (Cosmetology Lab)  
4 Hair Stations  
5 Manicure Stations,  
3 Hair Washers  
3 Massage Chairs

5 Students



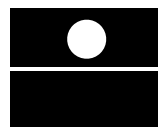
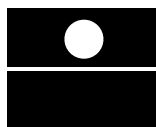
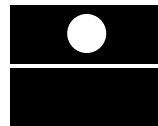
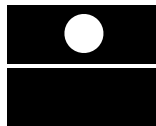
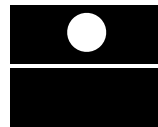
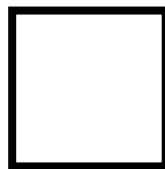
# Building A



**Building A**

**Room:  
A8 (Cosmetology Lab)**

**4 Students**



**Make-up Mirrors**

# Building A

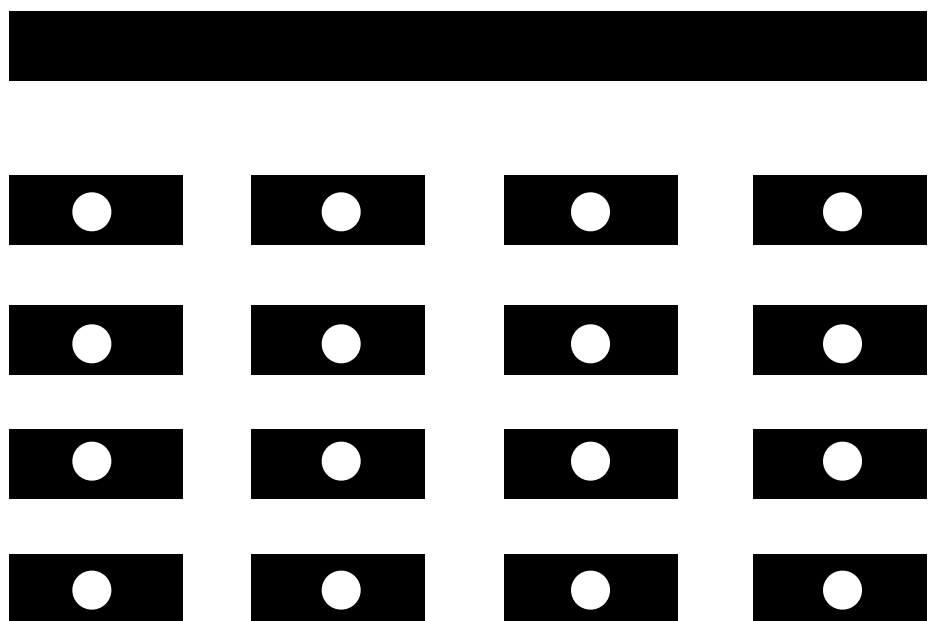


**Building A**

**Front**

**Room:  
A26 / A27  
30 Seats**

**16 Students**





# Building A



## Building A

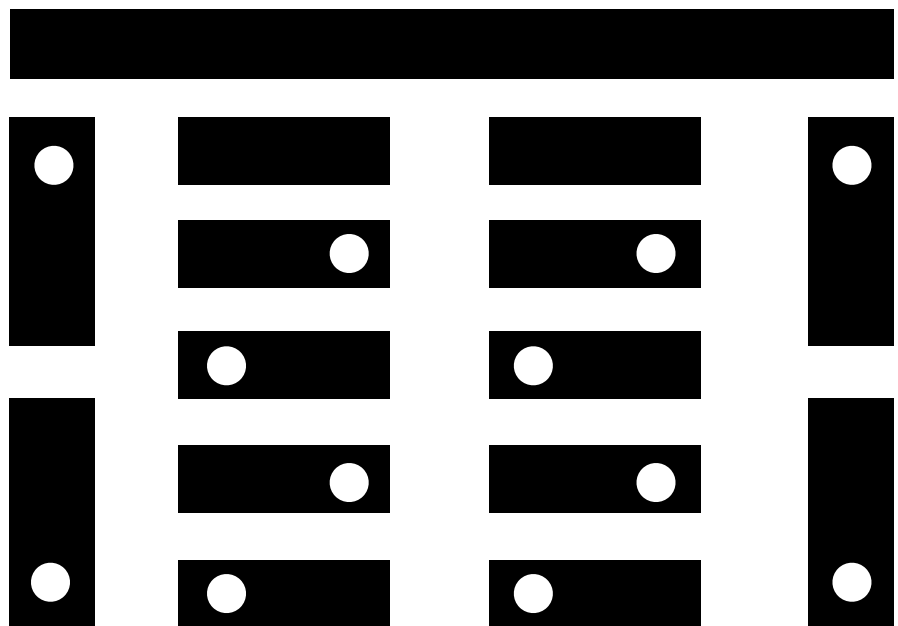
Front

Room:

A28

30 Seats

10 Students



# Building A



**Building A**

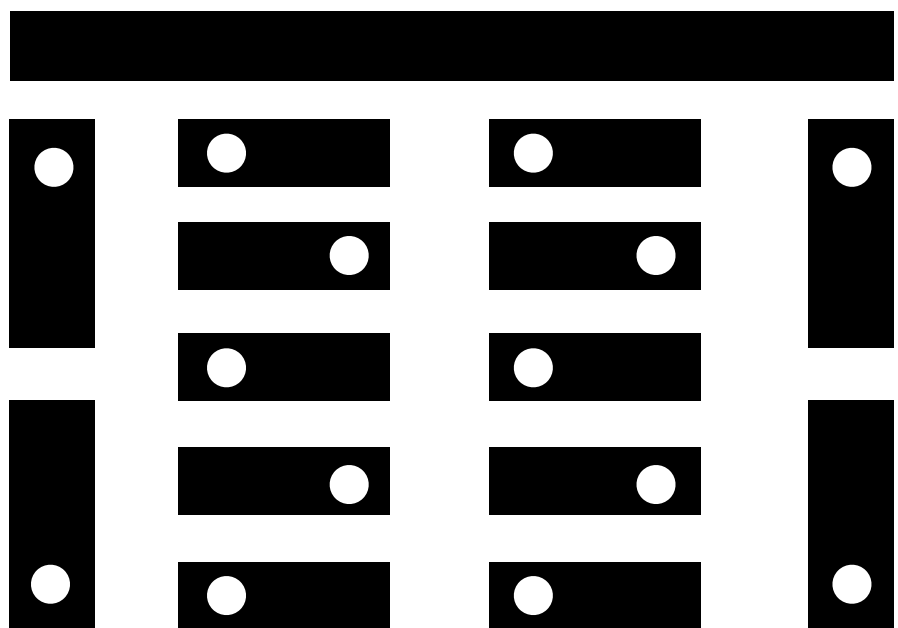
**Front**

**Room:**

**A29**

**30 Seats**

14 Students



# Building A

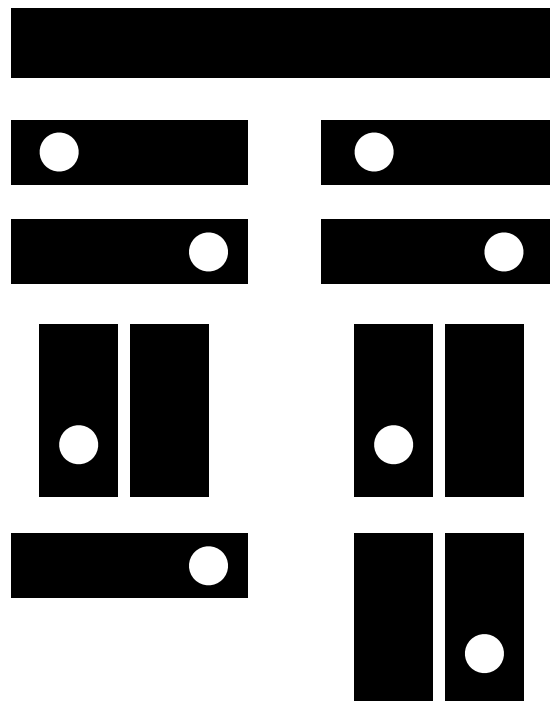


**Building A**

**Room:  
A30  
20 Seats**

**8 Students**

**Front**



# Building C

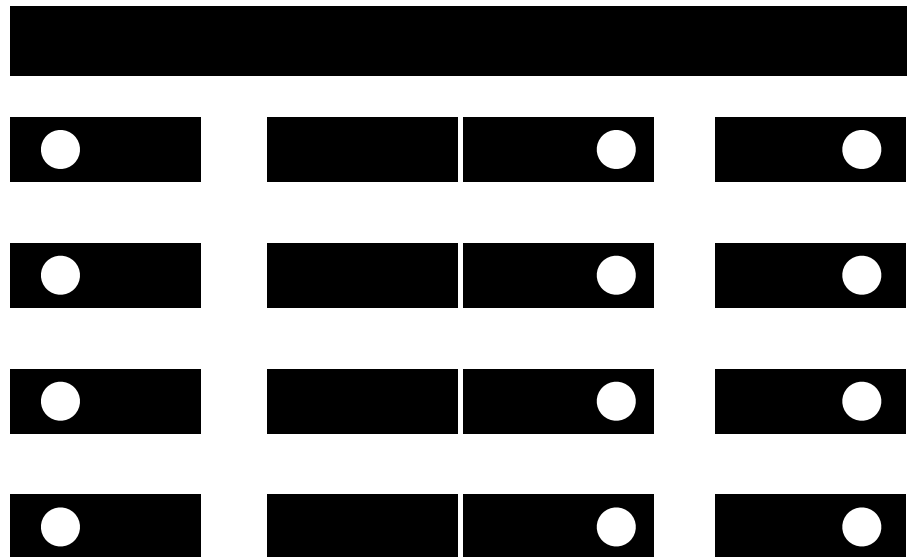


## Building A

Room:  
C1  
30 Seats

12 Students

Front



# Building C

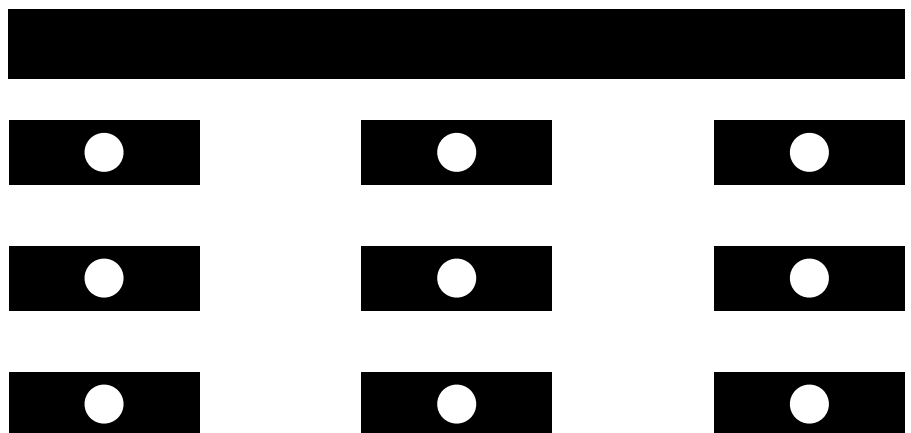


**Building C**

**Room:  
C3  
30 Seats**

**9 Students**

**Front**



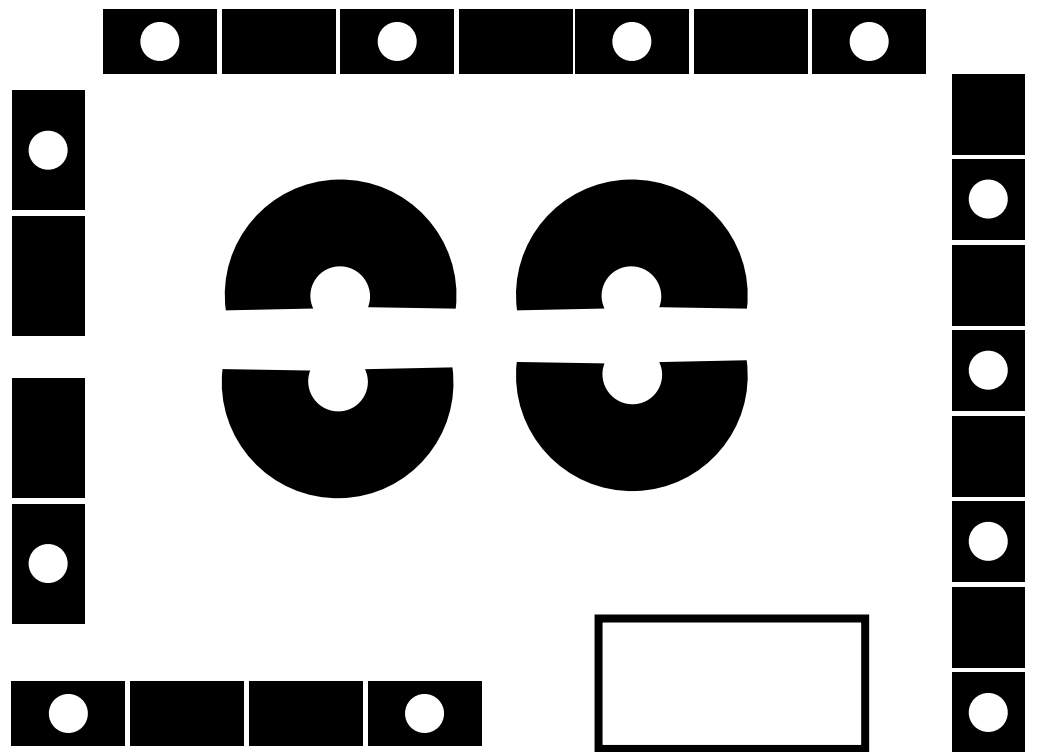
# Building C



**Building C**

**Room: C4**  
**20 Seats**

12 Students



# Building C

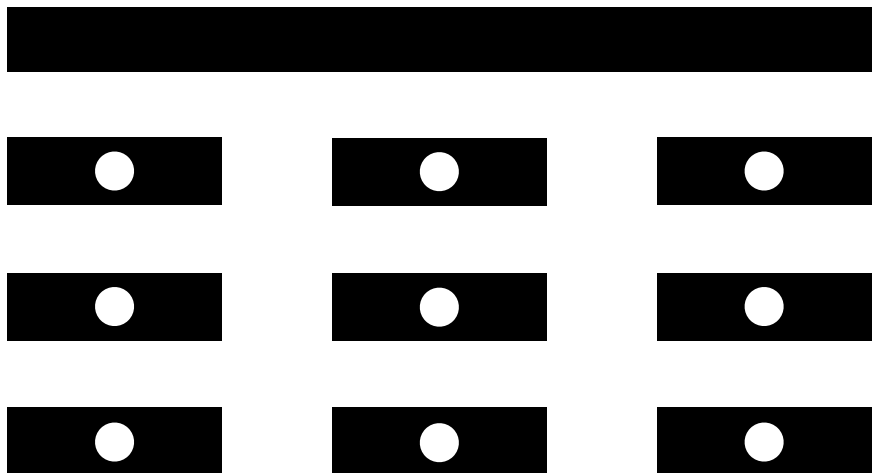


**Building C**

**Room: C5**  
**30 Seats**

**9 Students**

Front



# Building C

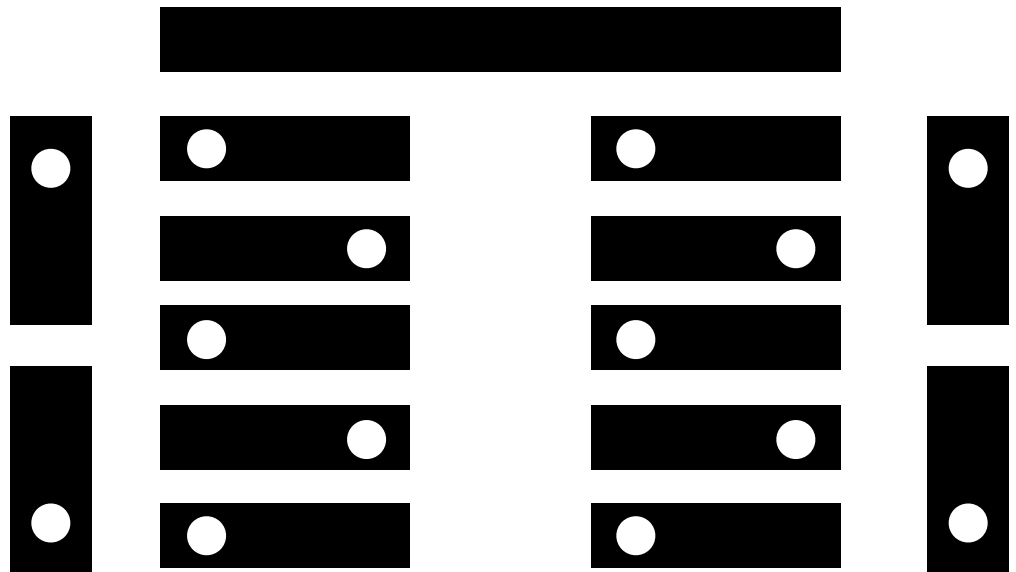


**Building C**

**Room: C21**  
**30 Seats**

14 Students

Front





# Building C

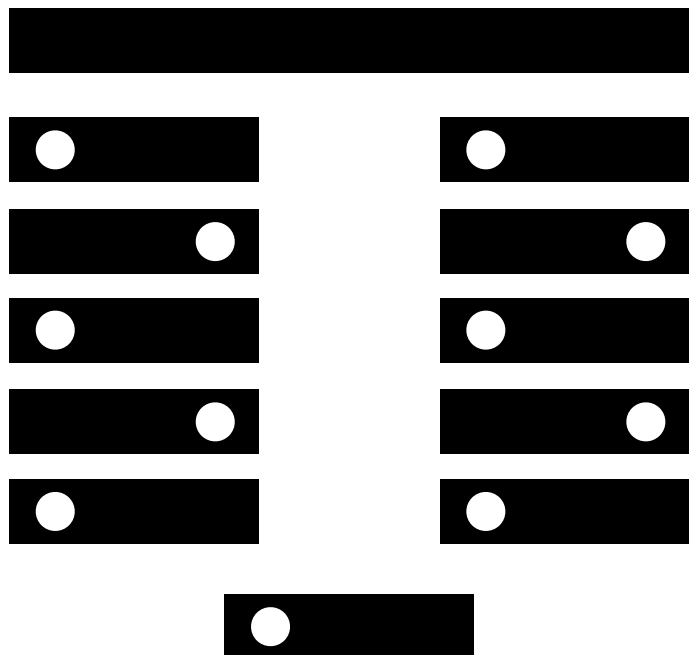


**Building C**

**Room: C22**  
**30 Seats**

11 Students

Front



# Building C

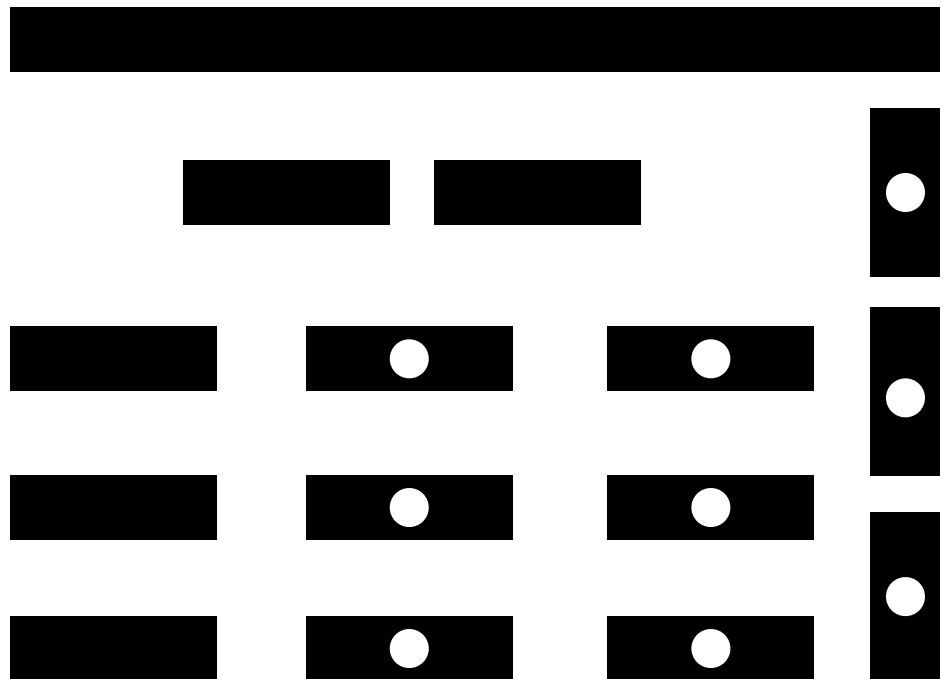


**Building C**

**Room: C23**  
**20 Seats**

10 Students

Front



# Building C

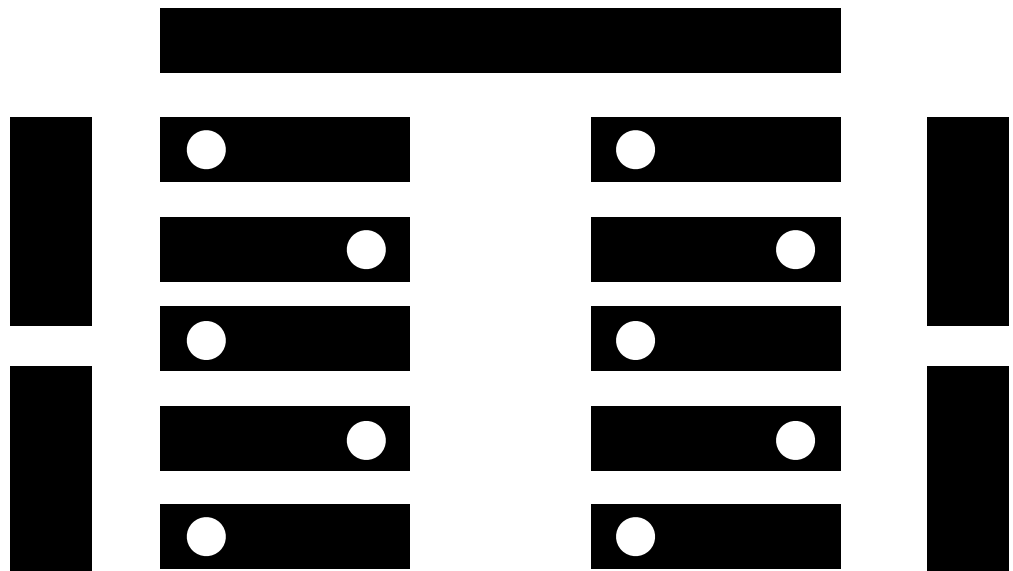


**Building C**

**Room: C24**  
**30 Seats**

10 Students

Front



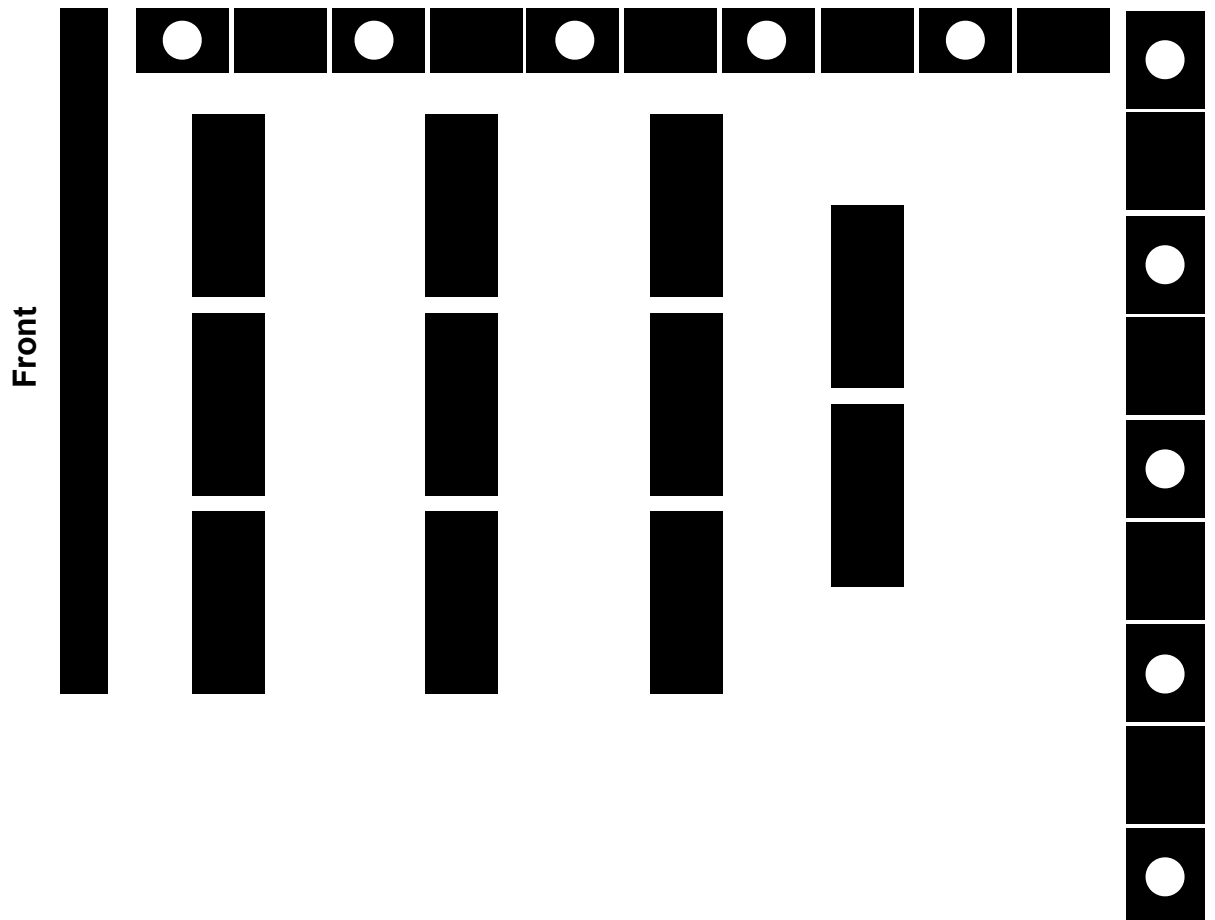
# Building C



Building C

Room: C25  
20 Seats

10 Students



# Building D

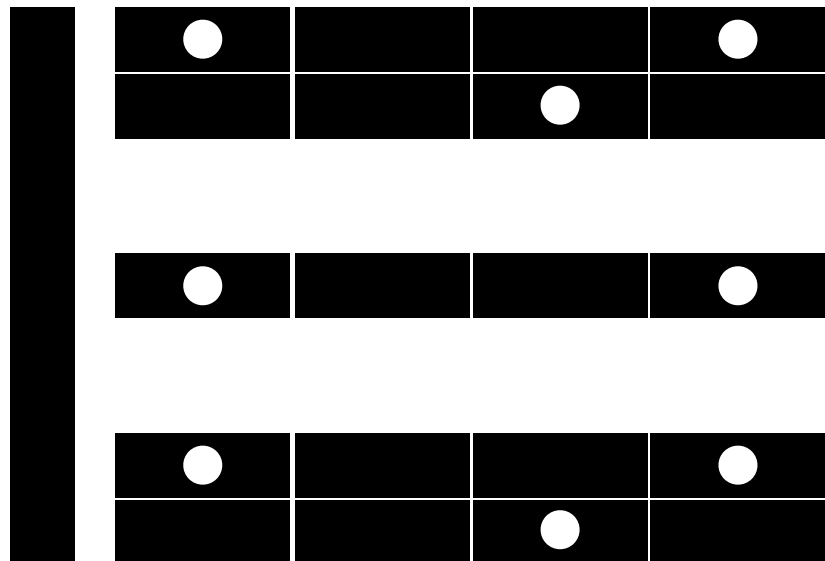


**Building D**

**Room: D2**  
**20 Seats**

**8 Students**

**Front**



# Building D

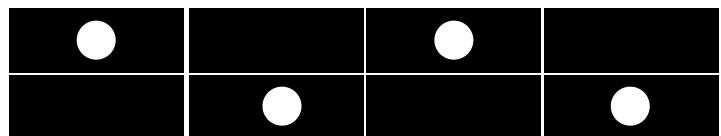
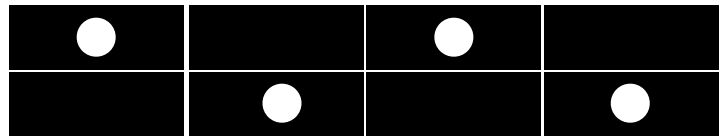


**Building D**

**Room: D3**  
**21 Seats**

10 Students

Front



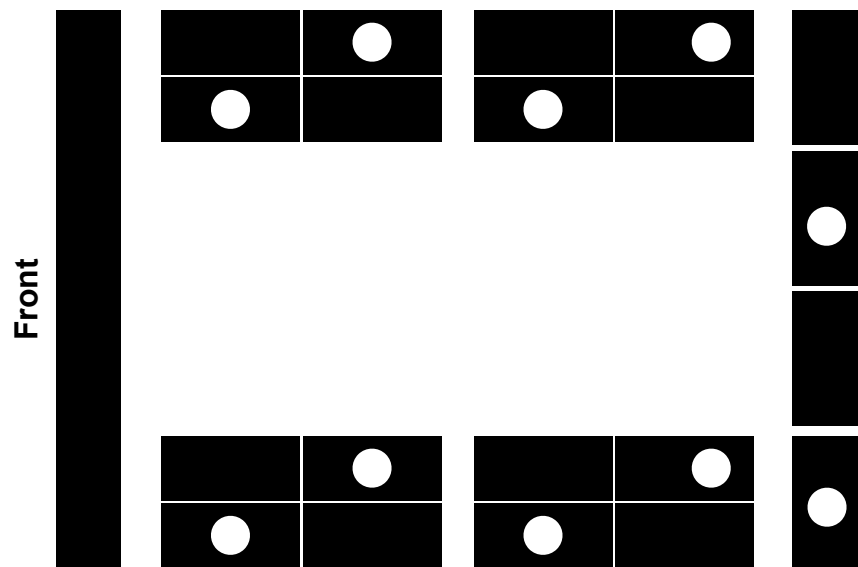
# Building D



**Building D**

**Room: D7**  
**21 Seats**

10 Students



# Building D

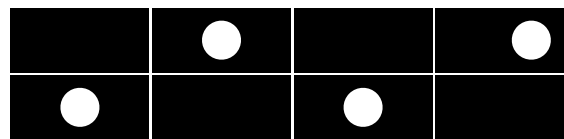
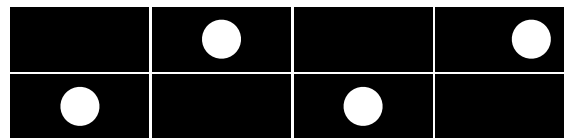


**Building D**

**Room: D8**  
**21 Seats**

10 Students

Front





# Building D

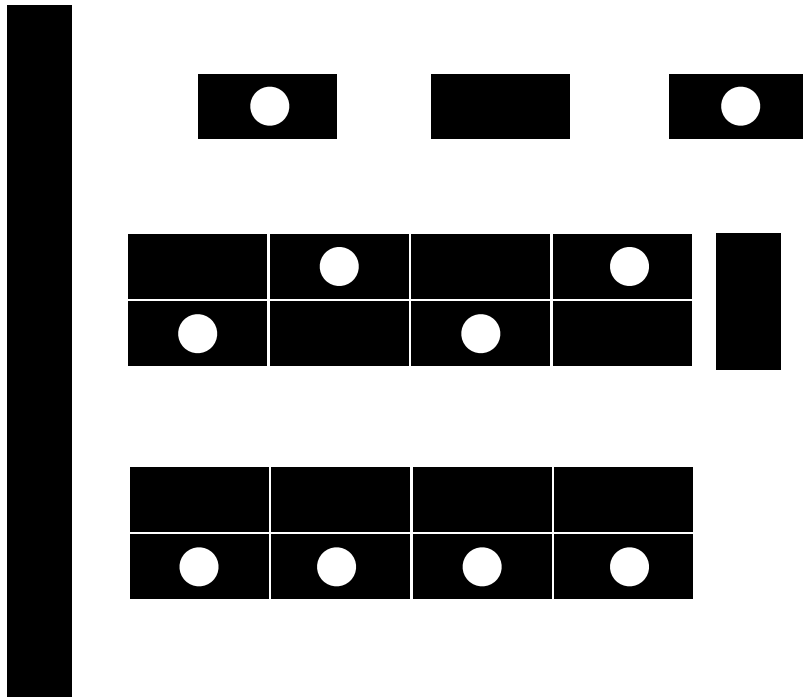


**Building D**

**Room: D9**  
**21 Seats**

10 Students

Front



# Building D

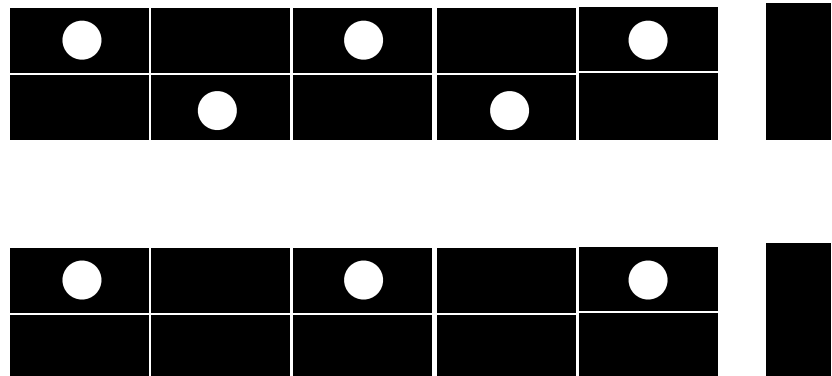


**Building D**

**Room: D10**  
**20 Seats**

10 Students

Front



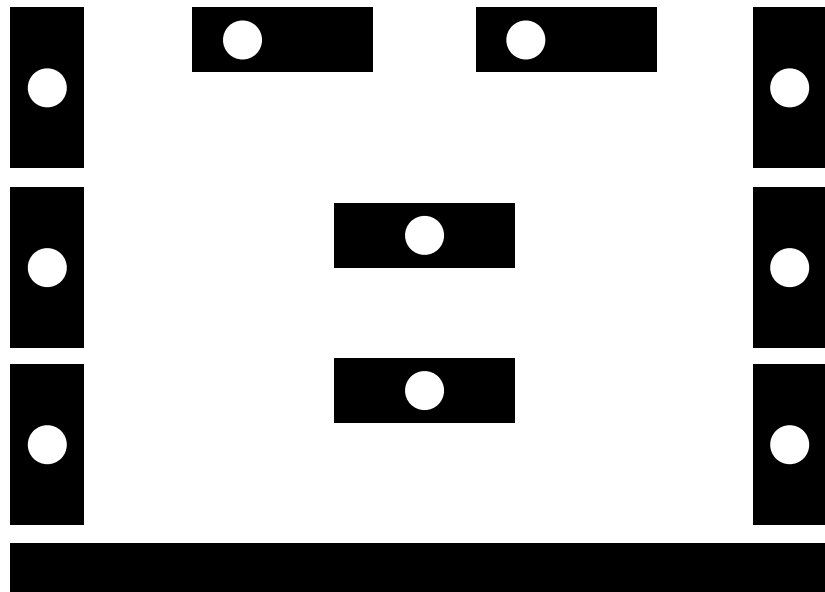
# Building E



**Building E**

**Room:  
E103 / 4 / 5  
30 Seats**

10 Students



**Front**

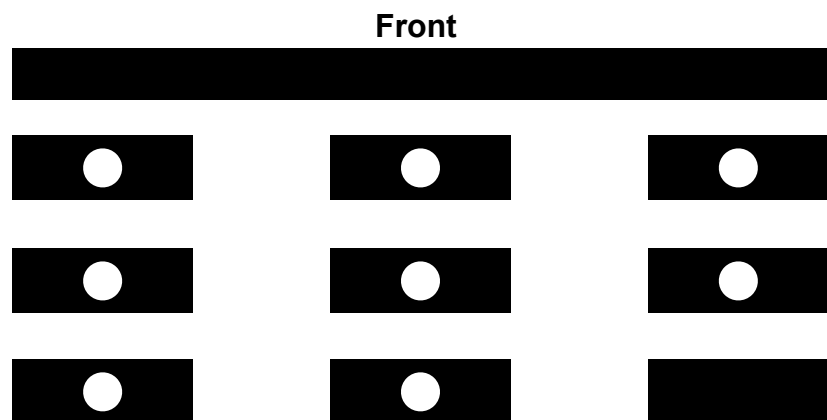
# Building E



**Building E**

**Room: E106**  
**30 Seats**

**8 Students**



# Building E

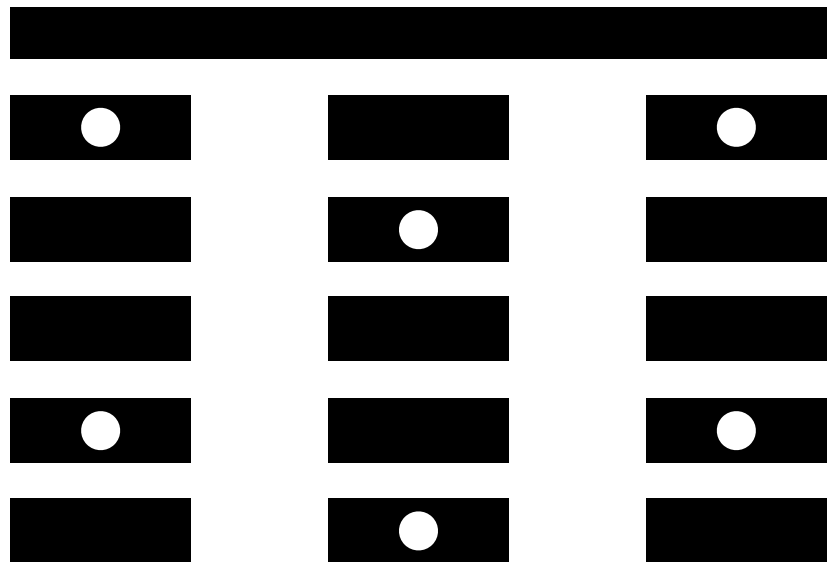


**Building E**

**Room: E107**  
**30 Seats**

6 Students

**Front**



# Building E

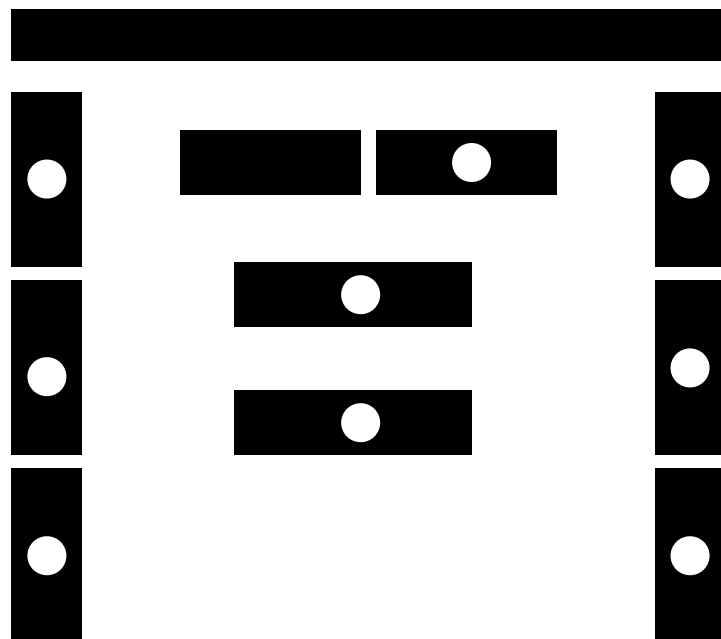


**Building E**

**Room: E203 / 4**  
**30 Seats**

9 Students

Front



# Building E

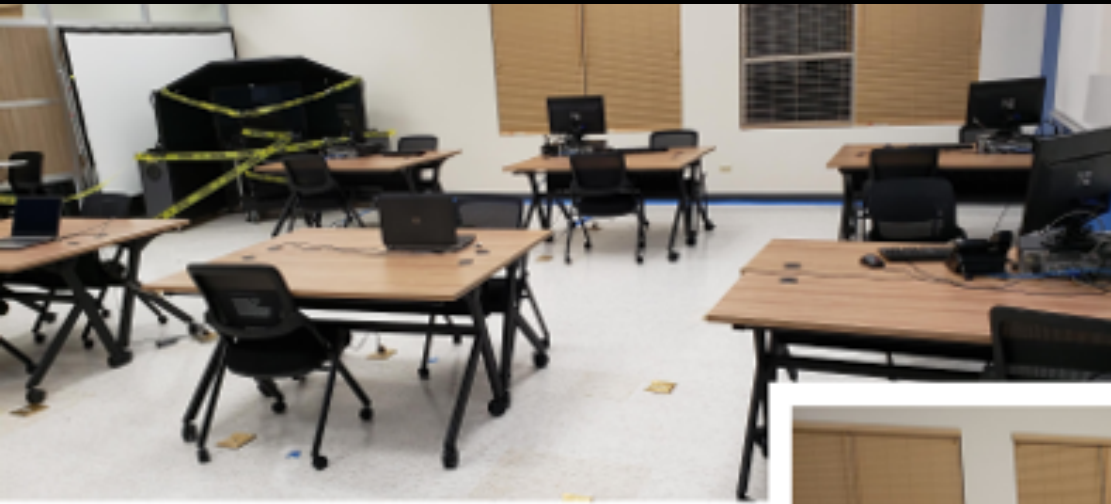


**Building E**

**Room: E205 / 6  
30 Seats**

**All 6 feet apart**

# Building E

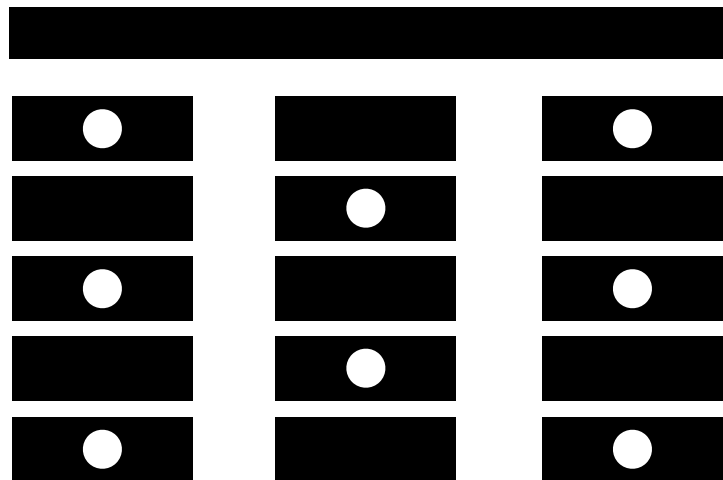


**Building E**

**Room: E117 / 18 / 19 / 20**

**8 Students**

**Front**





# Building E

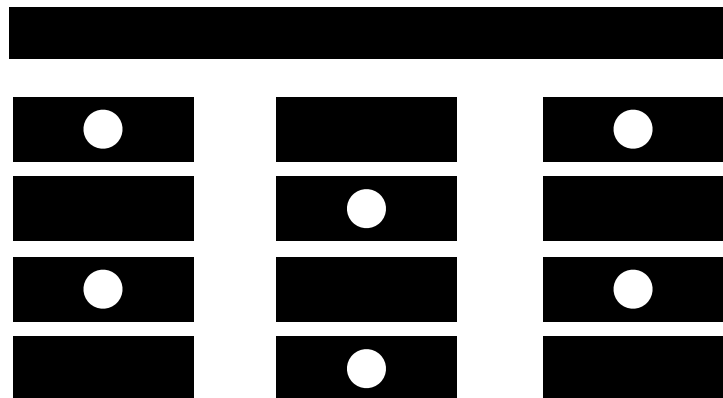


**Building E**

**Room: E218 / 19 / 21 / 24**

**6 Students**

**Front**



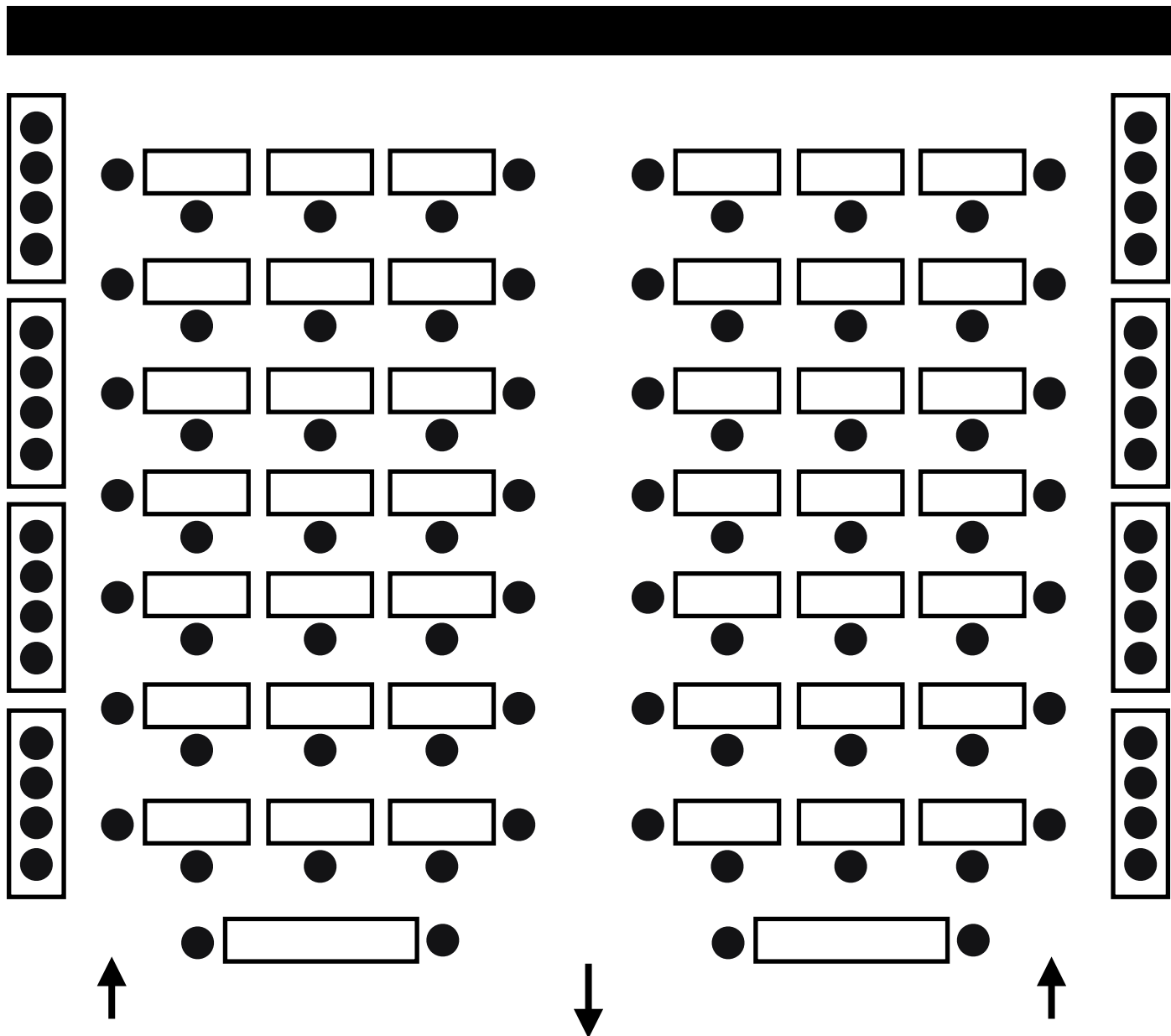
# Building 400, Multipurpose Auditorium (MPA)

Tables: 44 (21 Tables per side and 2 back)

Chairs: 108 (Main 70; Sides 34; Back 4)

108 Available Seats

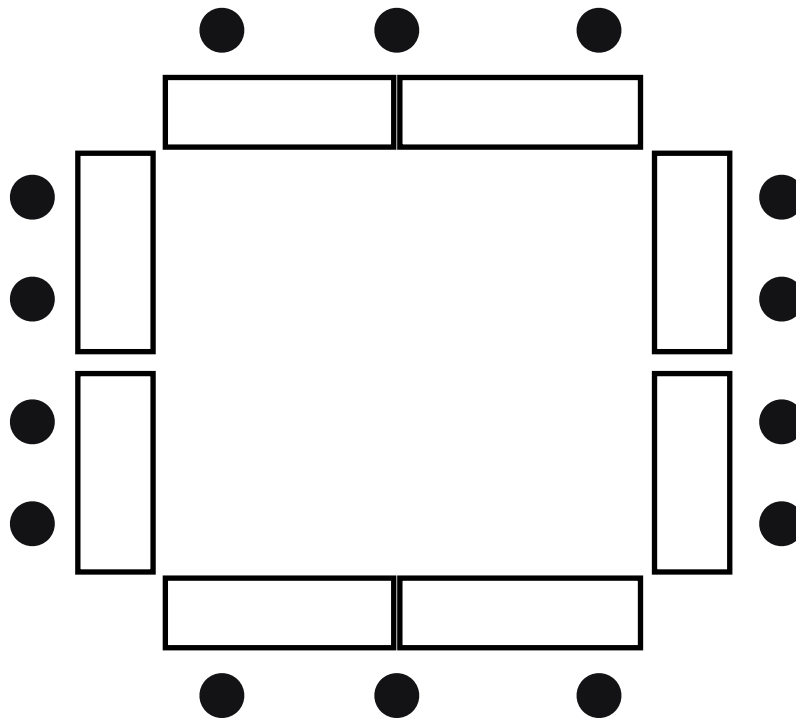
Front



# Building 400, Multipurpose Auditorium (MPA)

## Meeting Quad Spaces (MPA) 4 Quad Dividers

Per Quad: 8 Tables, 14 Seats



# Building 400, Multipurpose Auditorium (MPA)

**Main Left Side**



**Main Right Side**



**Left Side**



**Right Side**

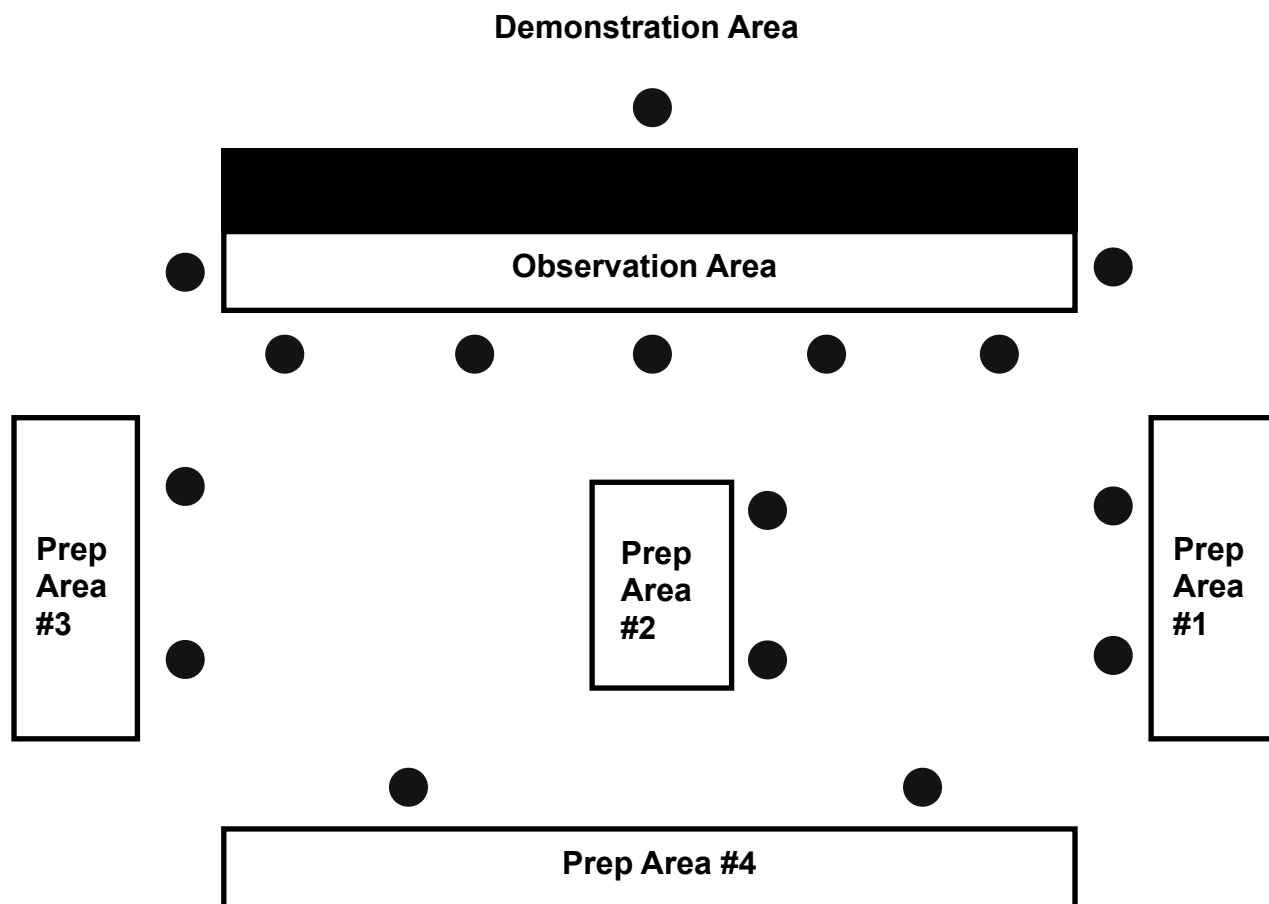


**Back Side Facing Front**



# Building 400, Culinary Kitchen

1 Demonstration Table  
4 Prep Area  
16 Participants



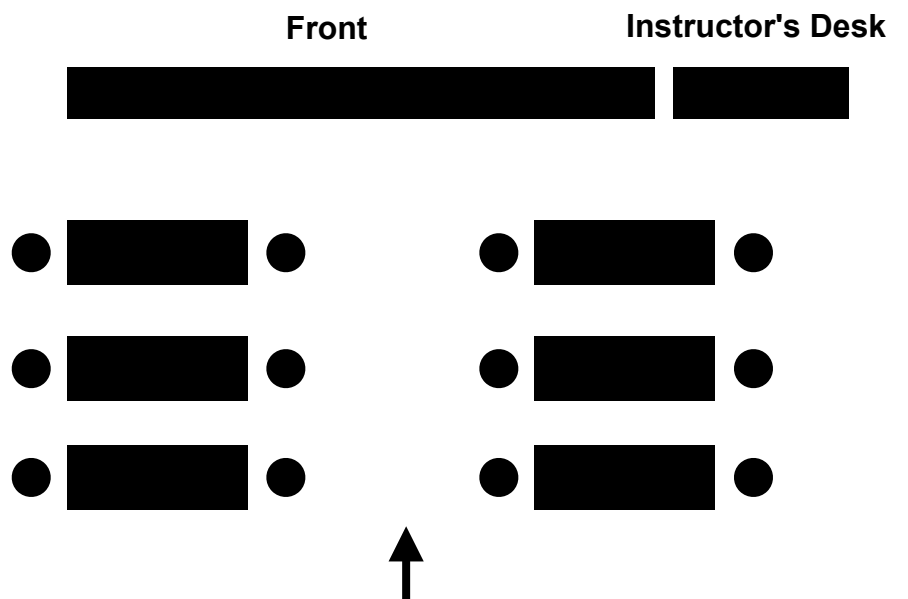
# Building 400



**Building E**

**Room:  
Culinary Classroom**

8 Tables  
13 Students



# Building 500



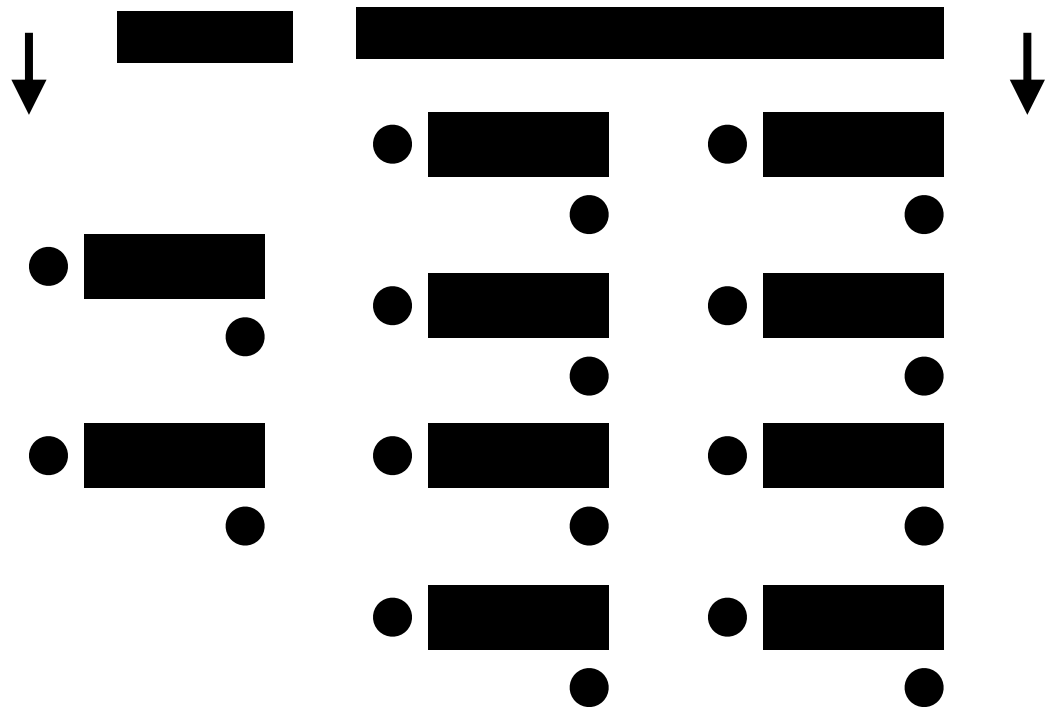
**Building 500**

**Room: 501**

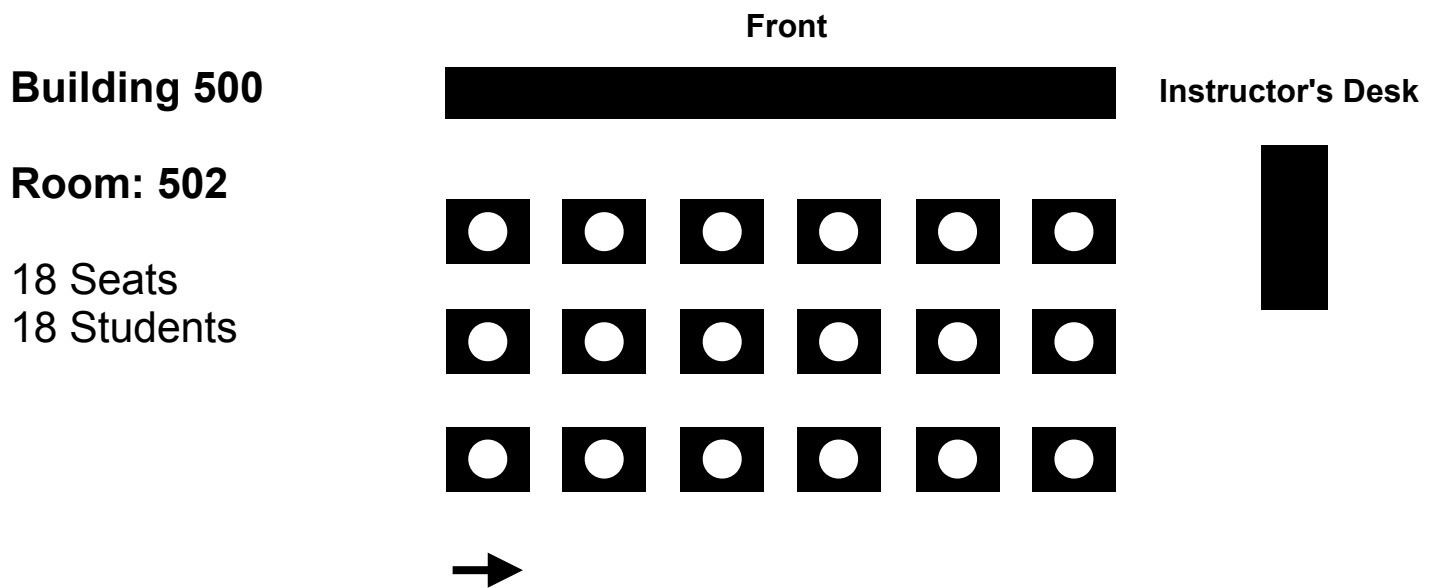
20 Seats  
20 Students

Instructor's Desk

Front



# Building 500





# Building 500

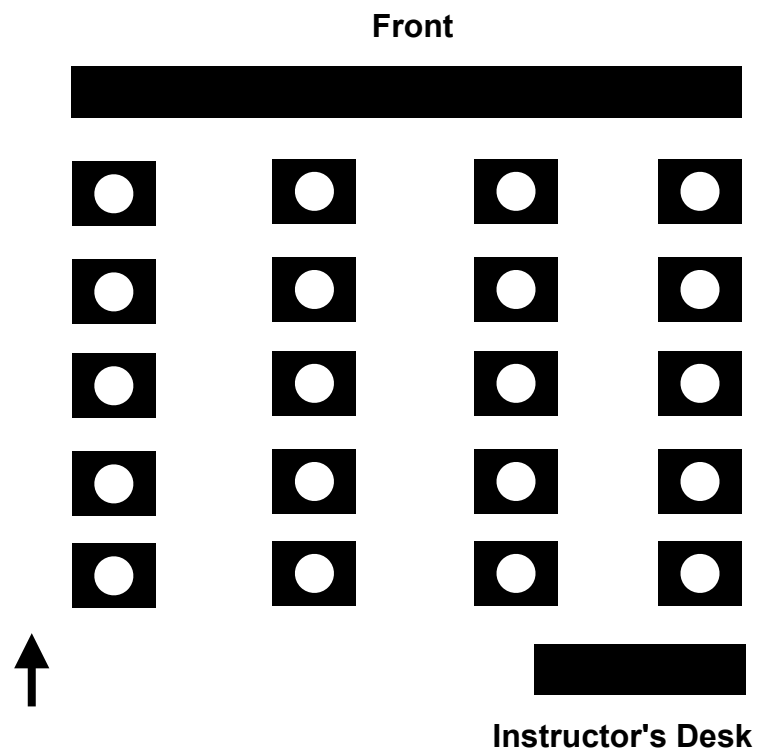


**Building 500**

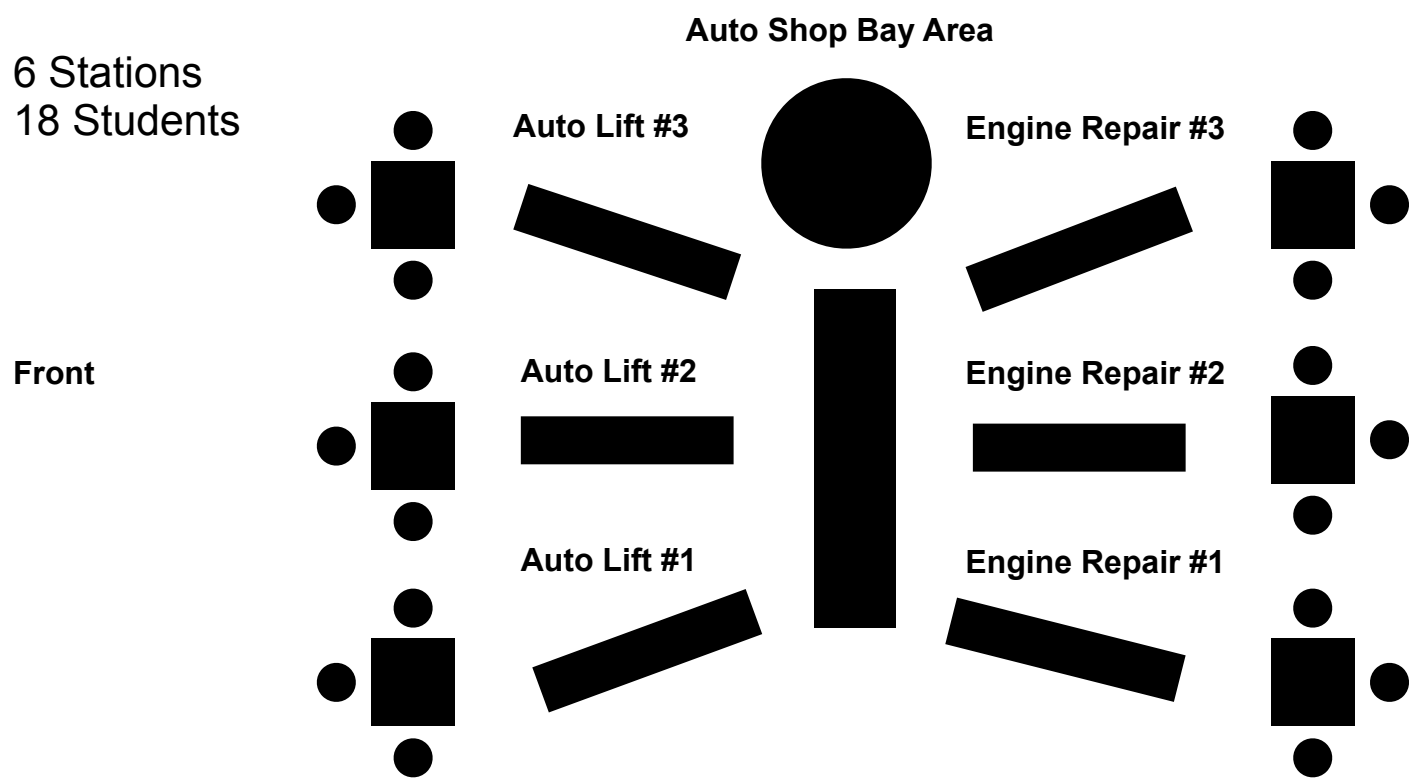
**Room: 503**

20 Seats

20 Students



# Automotive Shop



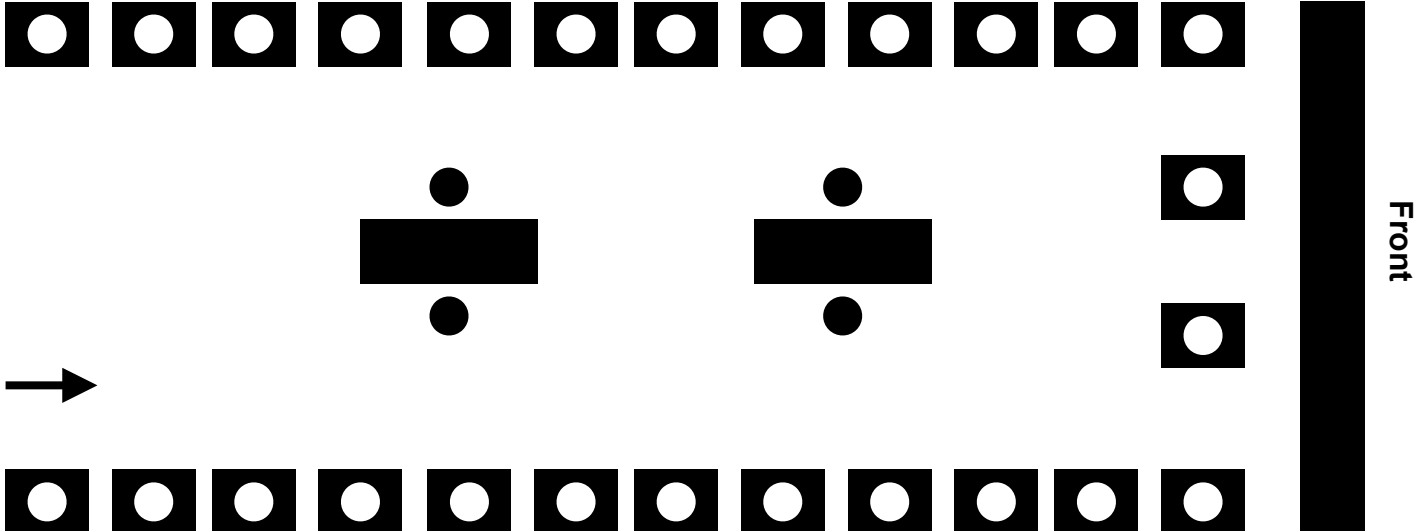
# Building 600

Building 600

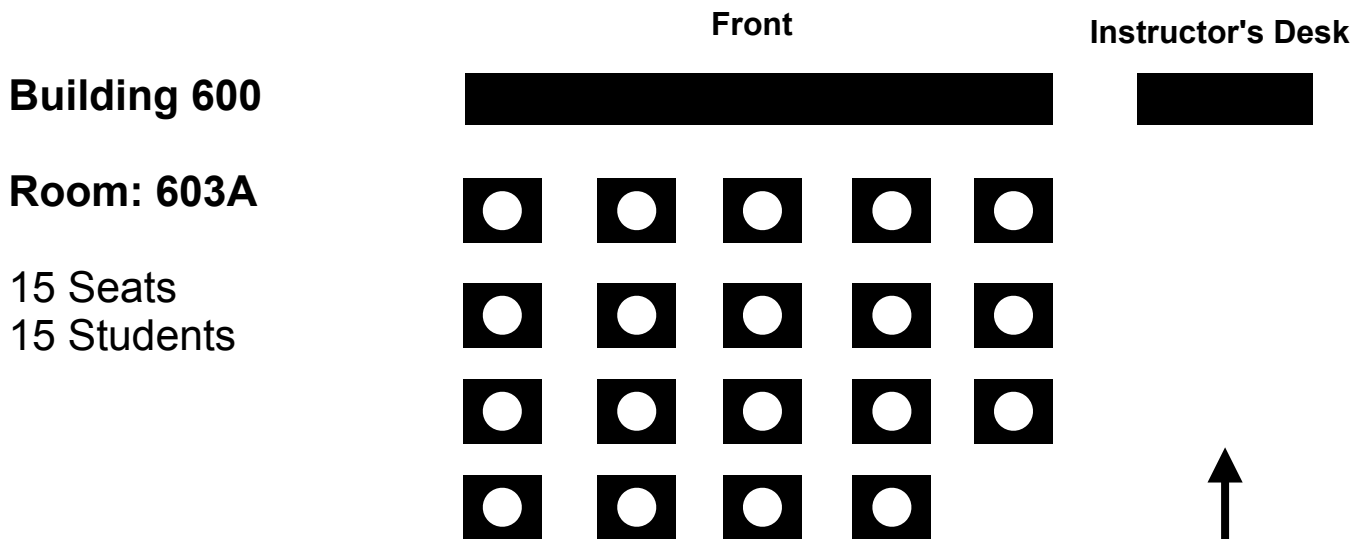
Room: 603

30 Seats

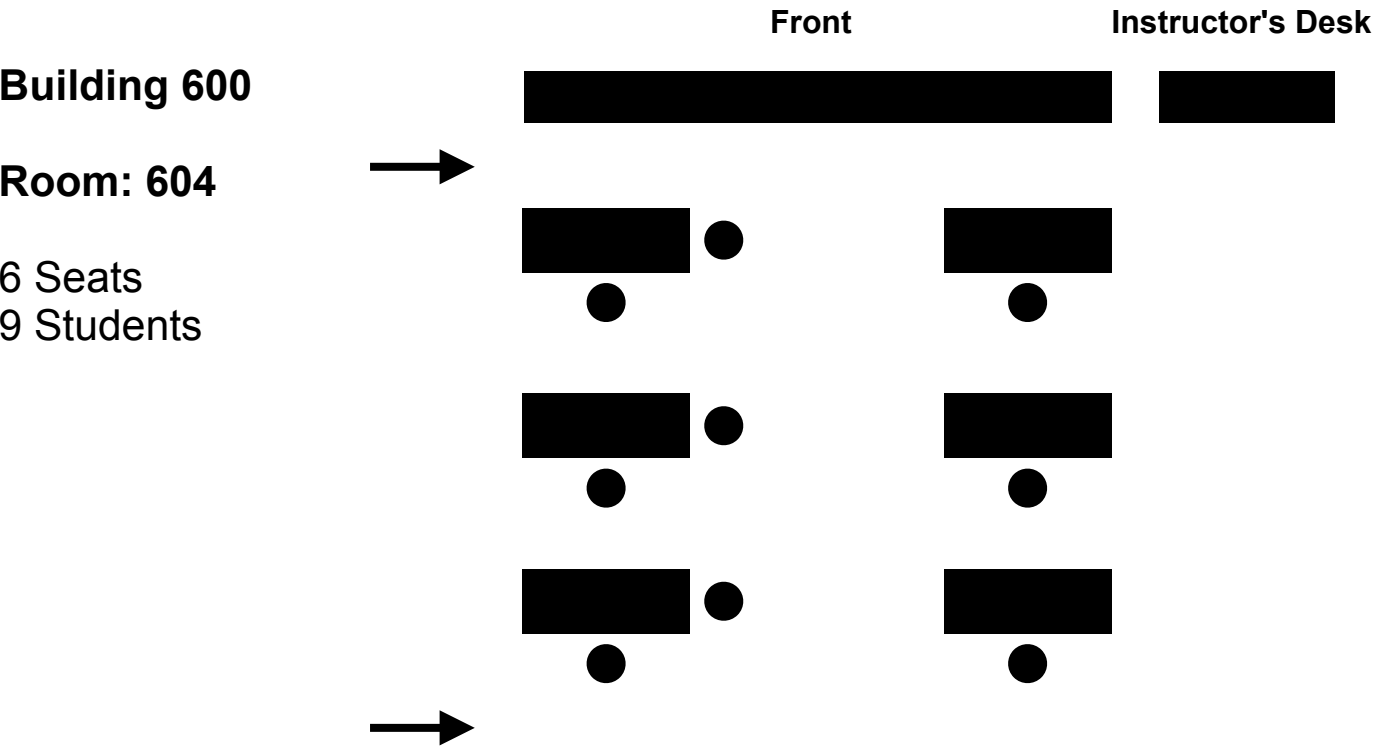
30 Students



# Building 600



# Building 600



# Building 600

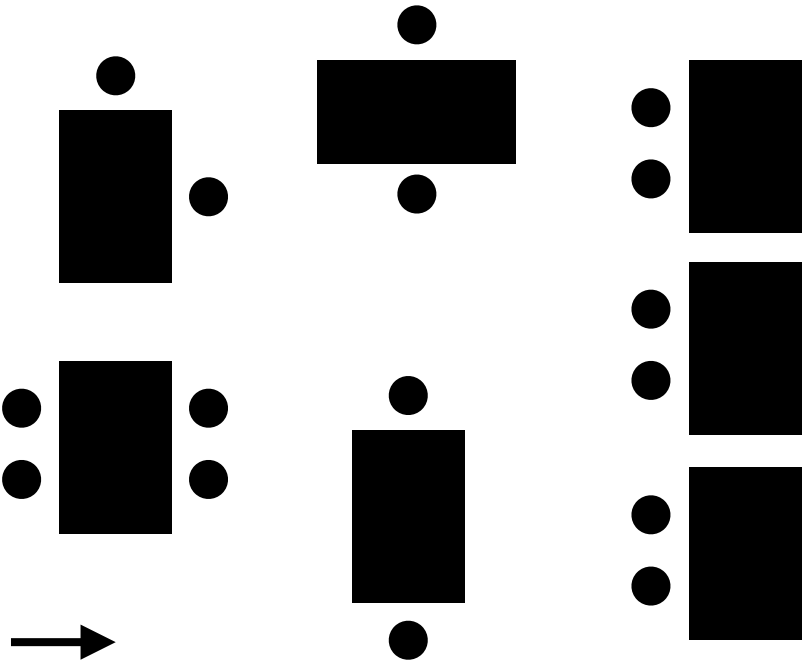
Main Floor Area



Right Side Carpentry Shop



**Building 600**  
**Room: 604A**  
**Carpentry Shop**  
  
7 Stations  
16 Students



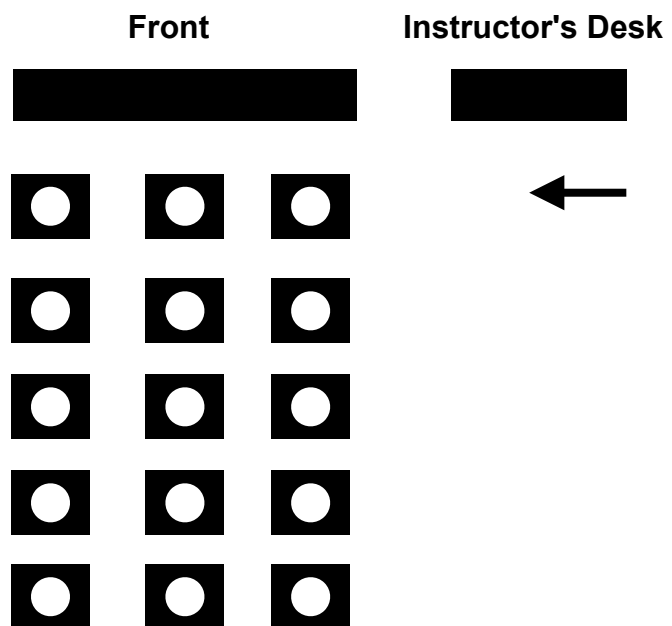
# Building 600



**Building 600**

**Room: 605**

15 Seats



# Building 900

Welding Shop - Oxygen and ACC Vent  
Area 1  
Left Side



Welding Shop Oxygen and ACC  
Vent Area 2  
Right Side



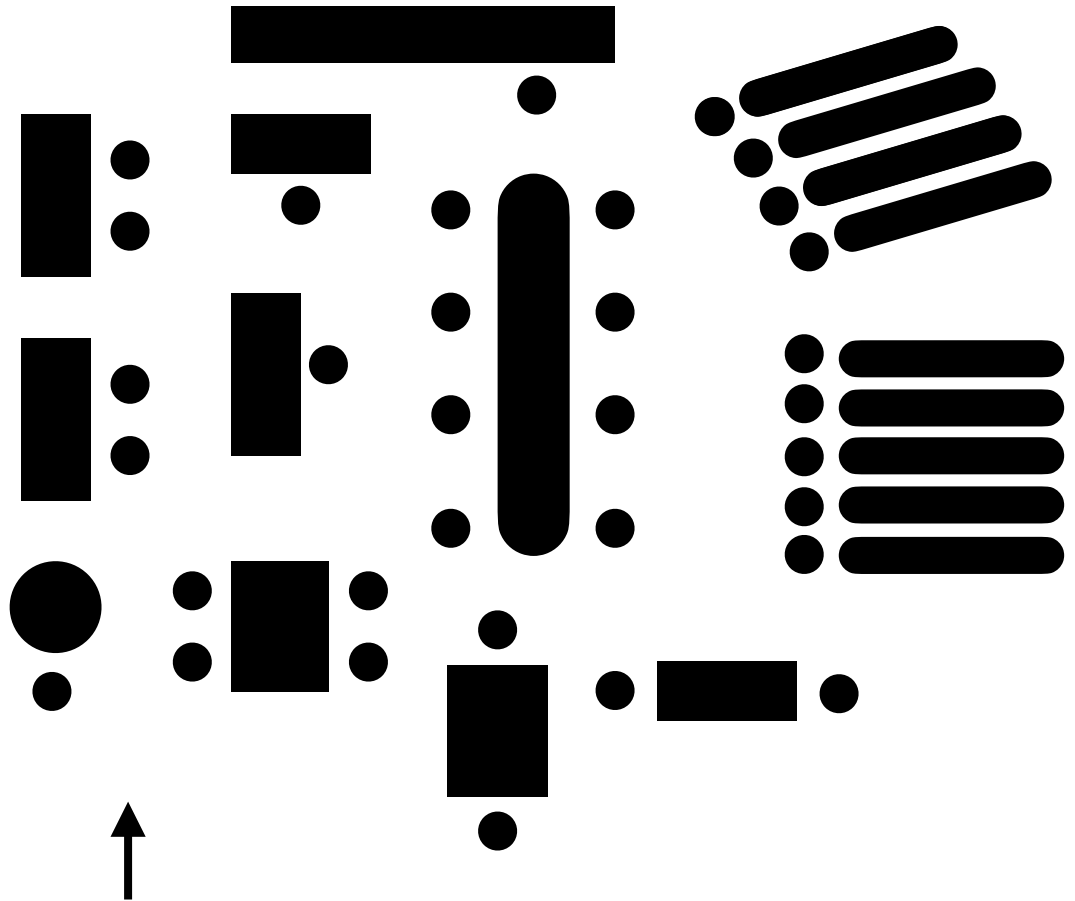
Welding Shop Oxygen and ACC Vent  
Area 3  
Right Back Side (ARC)



Building 900

Room: 901  
Welding Shop

33 Students





# Building 900

**Welding Prep Table  
Center Back Area**



**Welding Prep Table  
Center Front Work Area**



**Building 900**

**Room: 901  
Welding Shop**

**33 Students**

**Machine Drill Press  
Front Left Side**



**Welding Metal Cutter ~ Left  
Side Toward Back**



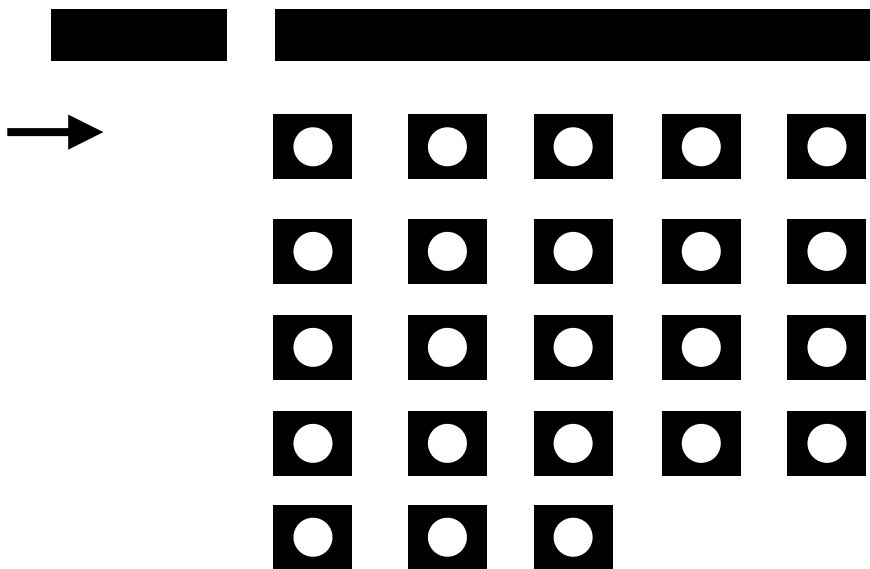
# Building 900



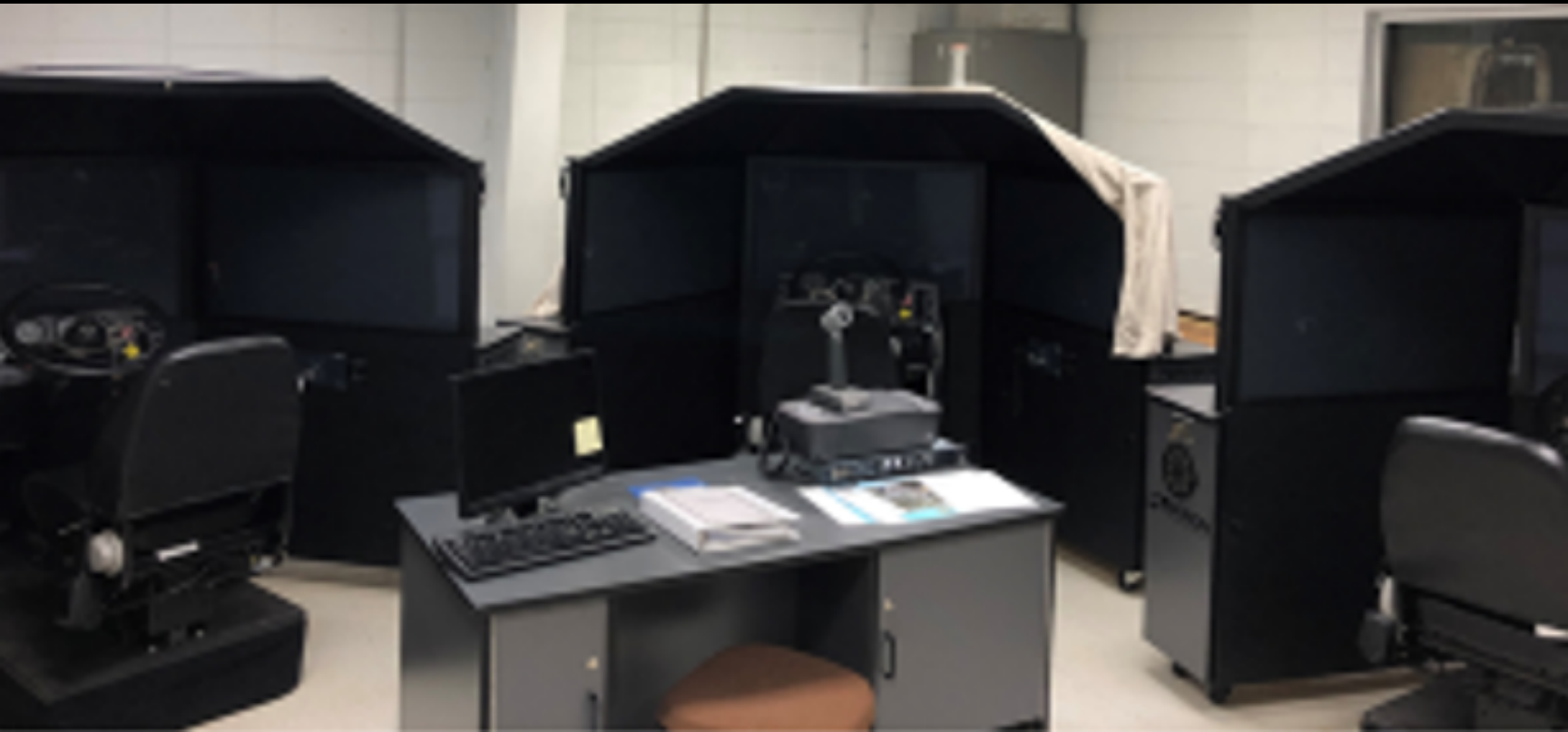
**Building 900**  
**Room: 902**  
23 Seats

Instructor's Desk

Front



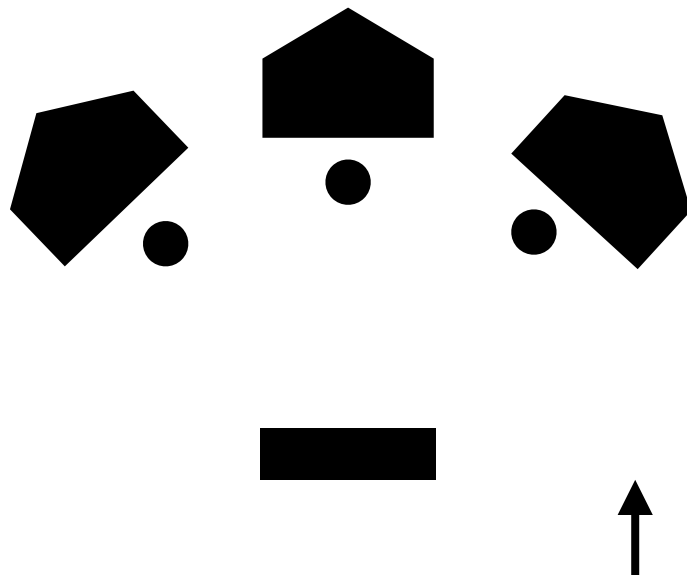
# Building 900



**Building 900**

**Room: 902A  
Simulators**

3 Seats



# Building 900

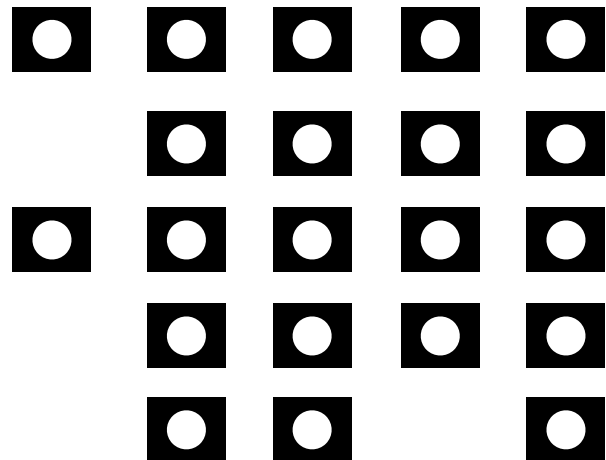


## Building 900

21 Seats  
21 Students

Instructor's Desk

Front



# Building 900

Top View



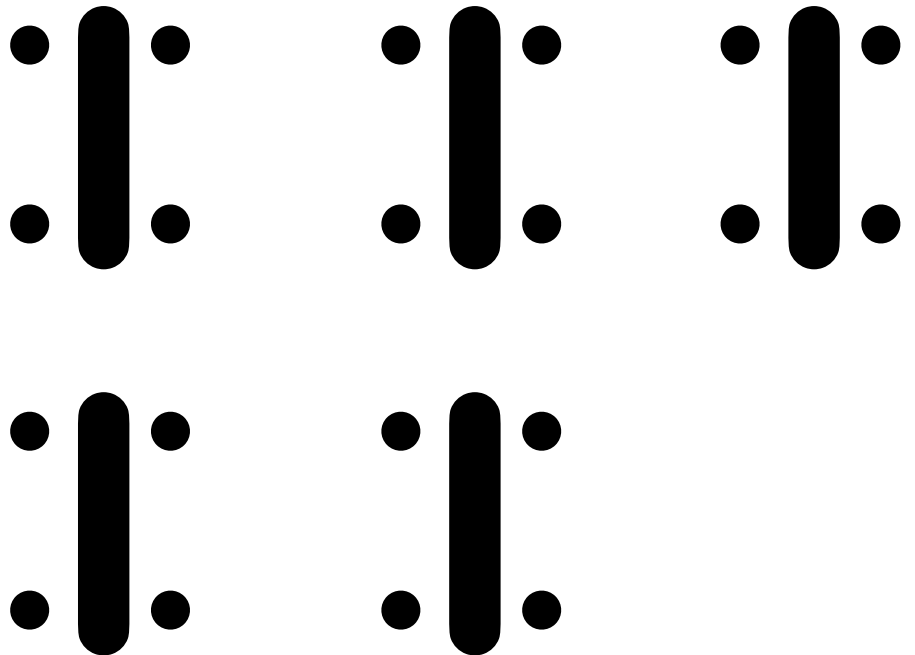
Floor Level



Building 900

Automotive Body &  
Fender Shop Area

20 Students



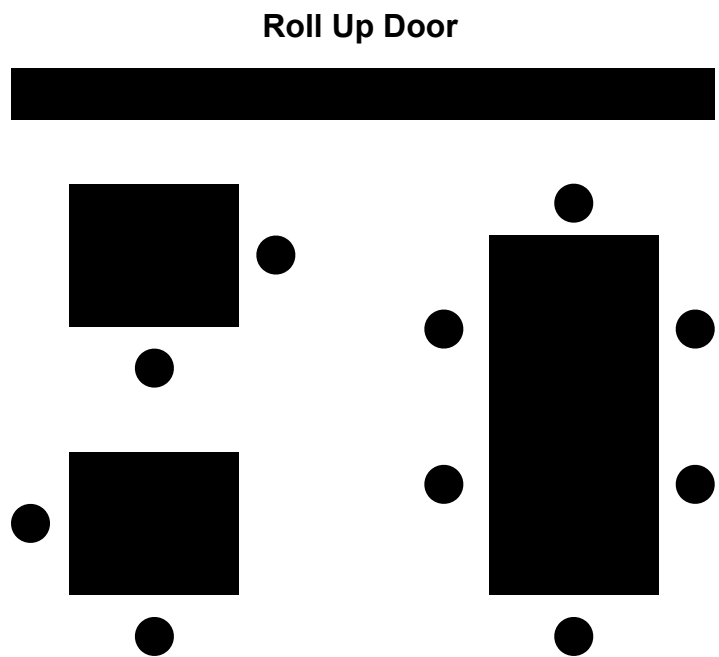
# Building 900



## Building 900

Room: 900 / 1  
Outdoor Automotive Body  
& Demonstration Site

10 Students



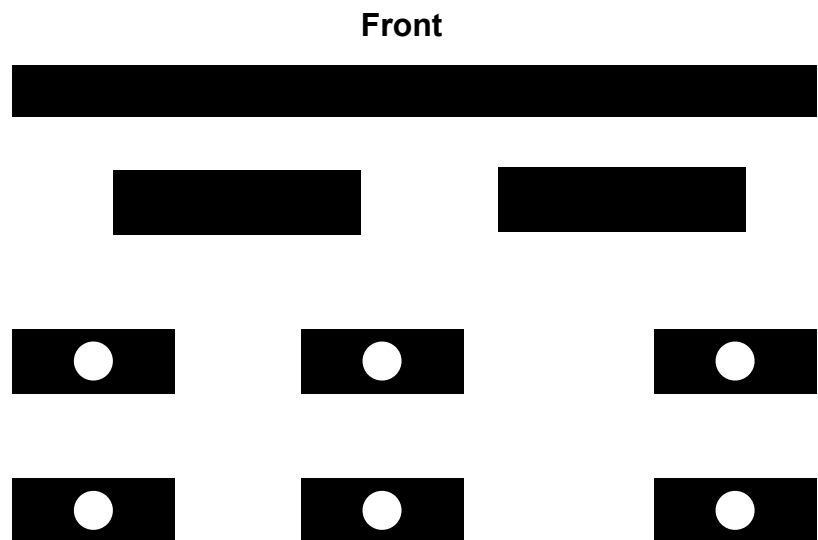
# Technology Building



## Technology Building

Room: 1101

20 Seats  
6 Students



# Technology Building

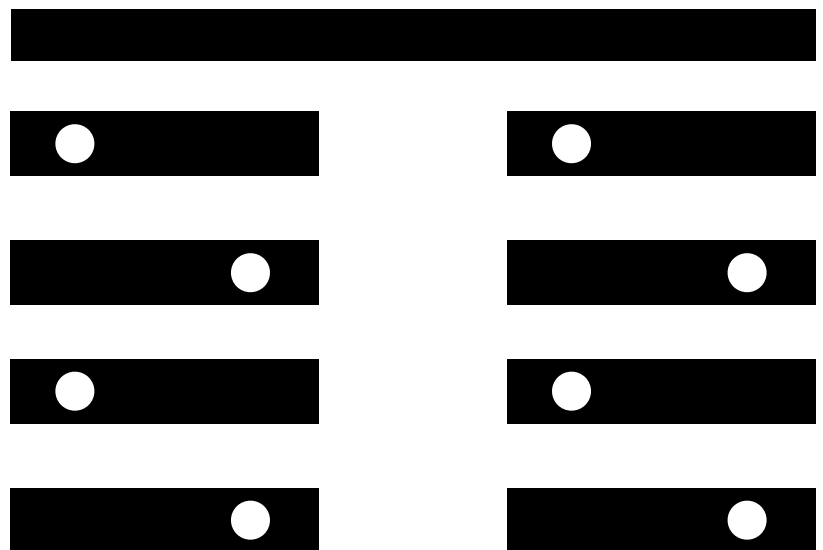


**Technology Building**

**Room: 1102**

20 Seats  
6 Students

Front





# Technology Building

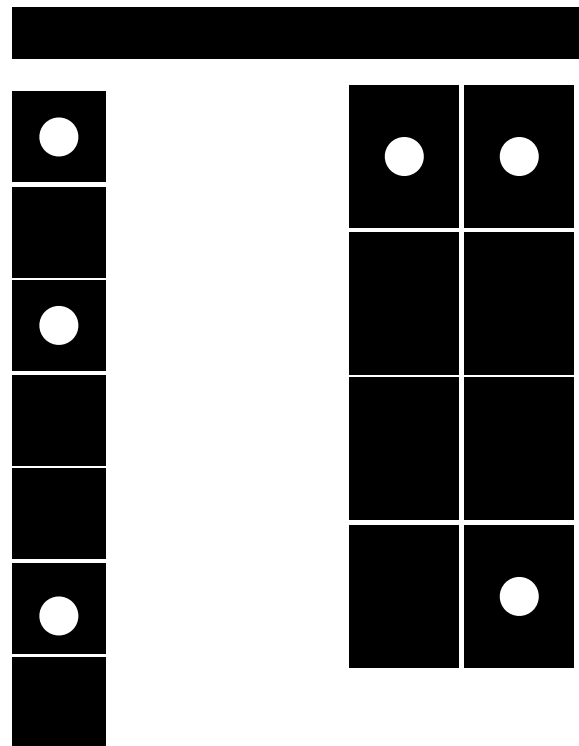


## Technology Building

Room: 1106

20 Seats  
5 Students

Front



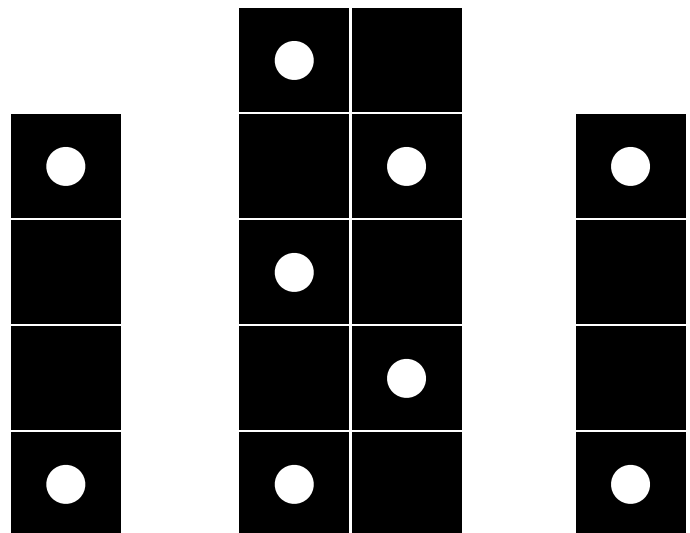
# Technology Building



## Technology Building

Room: 1106A

20 Seats  
9 Students



# Technology Building

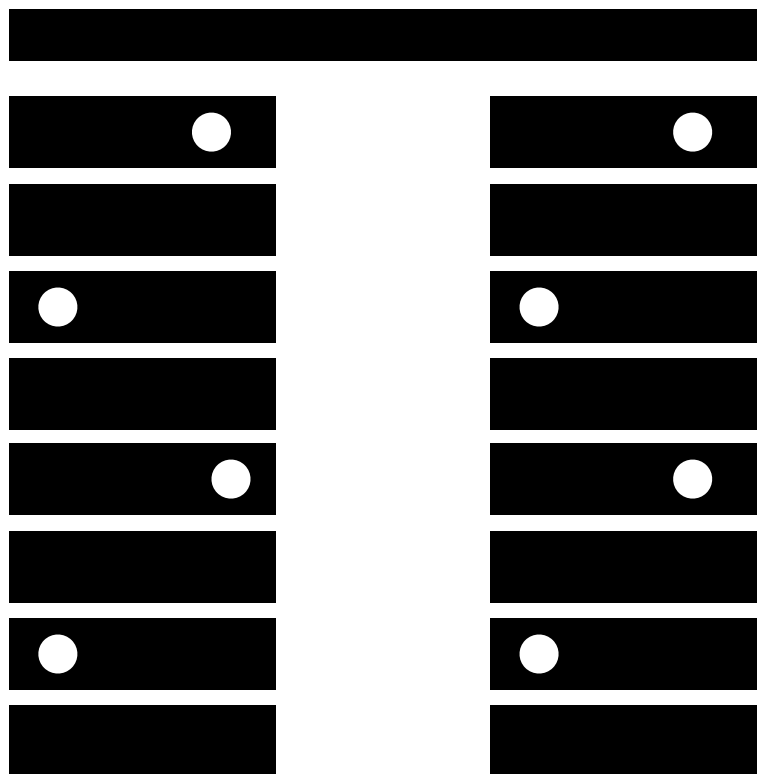


Front

Technology Building

Room: 1107

50 Seats  
8 Students



# Technology Building



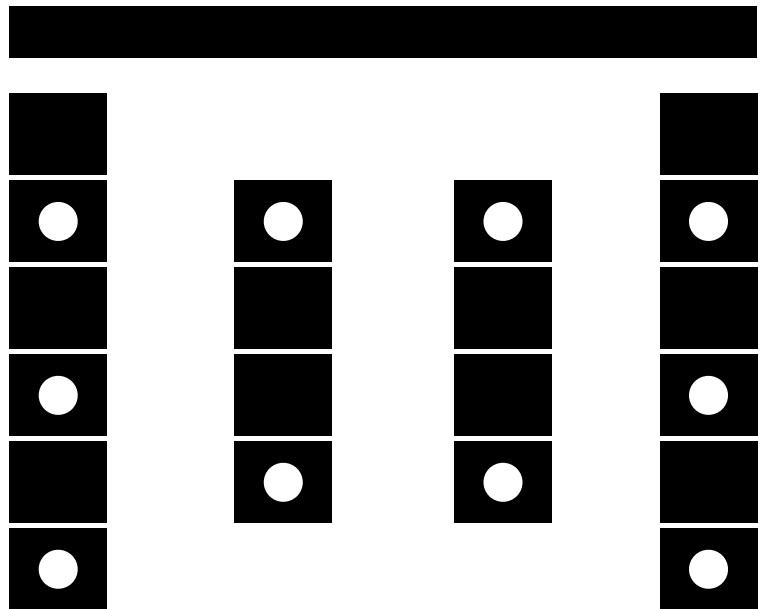
Front

Technology Building

Room: 1108

21 Seats

10 Students



# Technology Building

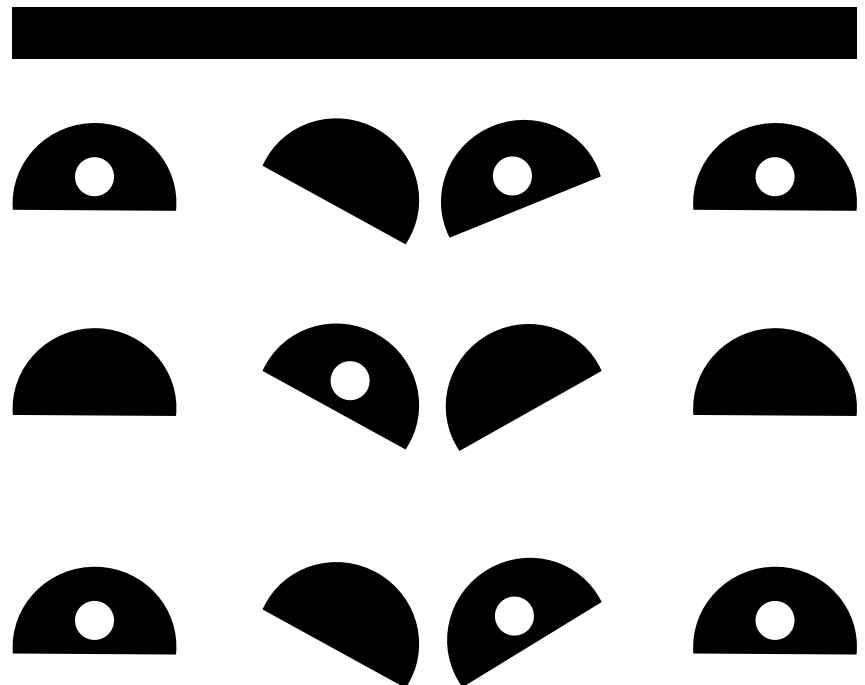


Technology Building

Room: 1109

13 Seats  
6 Students

Front



# Technology Building

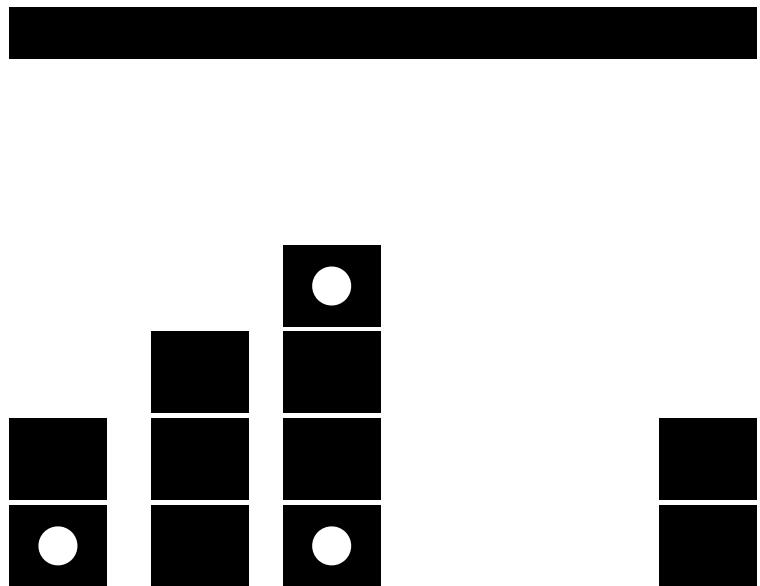


## Technology Building

Front

Room: 1110

20 Seats  
3 Students



# Technology Building

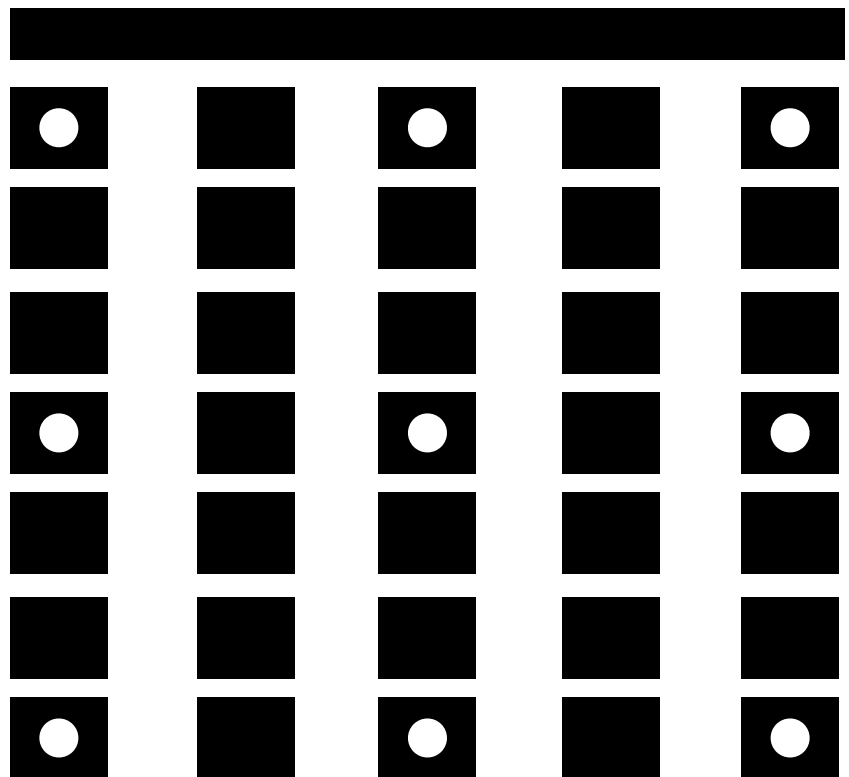


Front

Technology Building

Room: 1201

50 Seats  
9 Students



# Technology Building

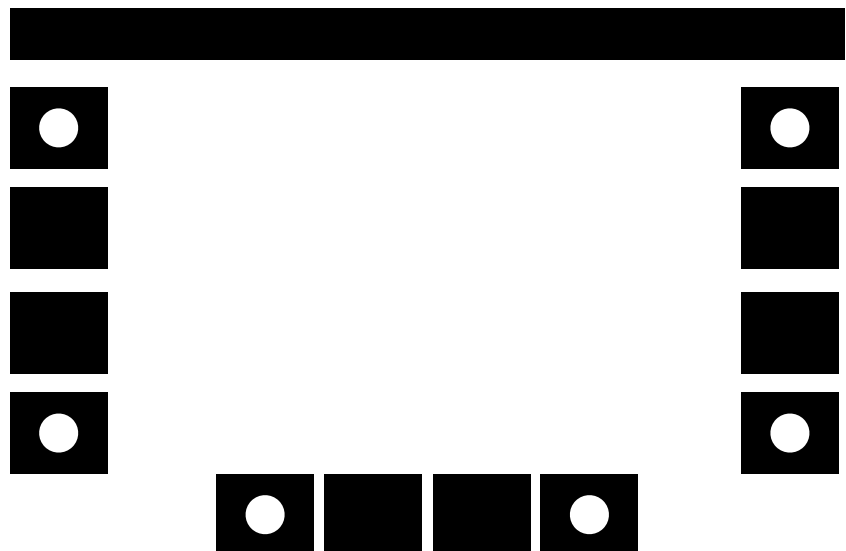


Front

Technology Building

Room: 1218

15 Seats  
6 Students





# Technology Building

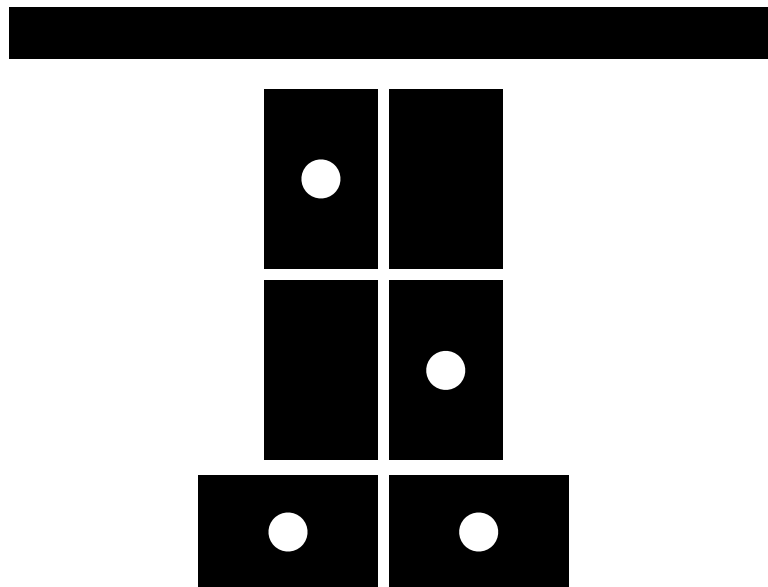


Front

Technology Building

Room: 1219

20 Seats  
4 Students



# Technology Building

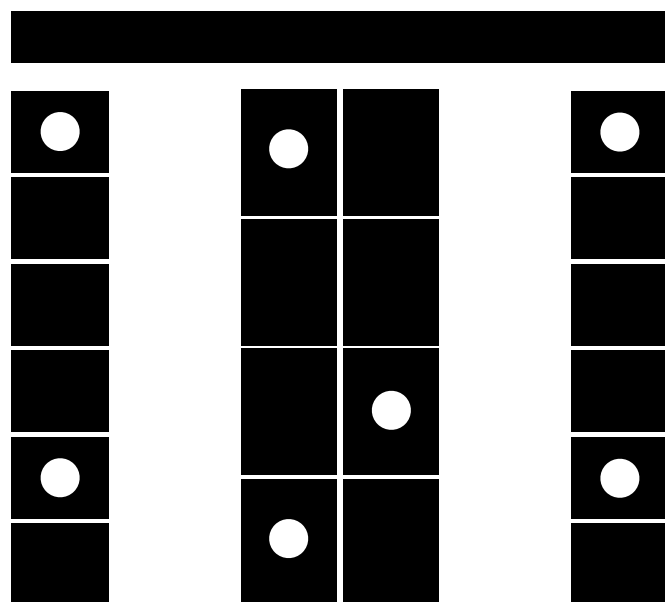


## Technology Building

Room: 1220

20 Seats  
7 Students

Front



# Technology Building

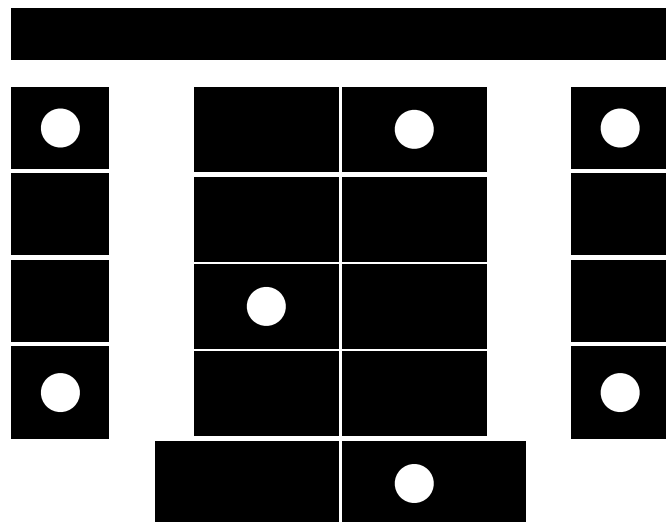


## Technology Building

Room: 1221

20 Seats  
7 Students

Front



# Technology Building

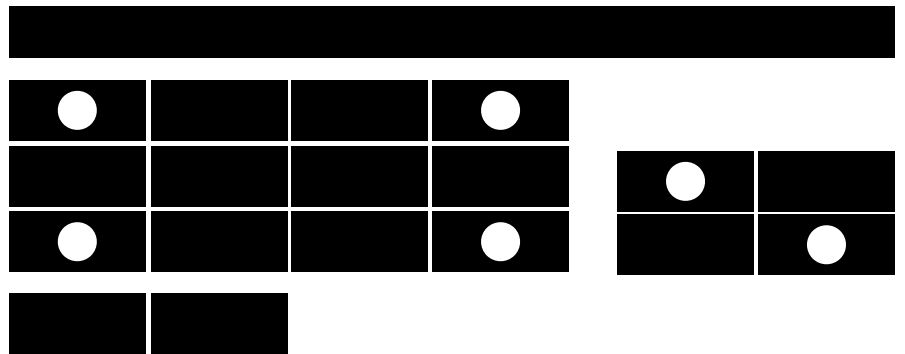


Technology Building

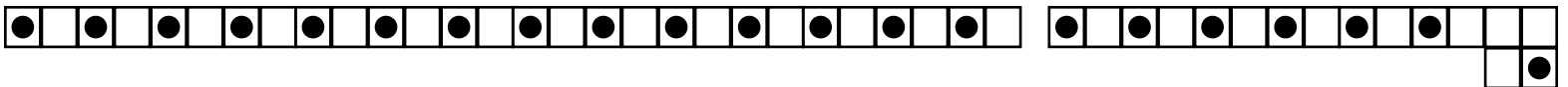
Room: 1222

20 Seats  
6 Students

Front



# Technology Building



## Technology Building

### Study Hall

38 Seats  
16 Students

# Allied Health Building

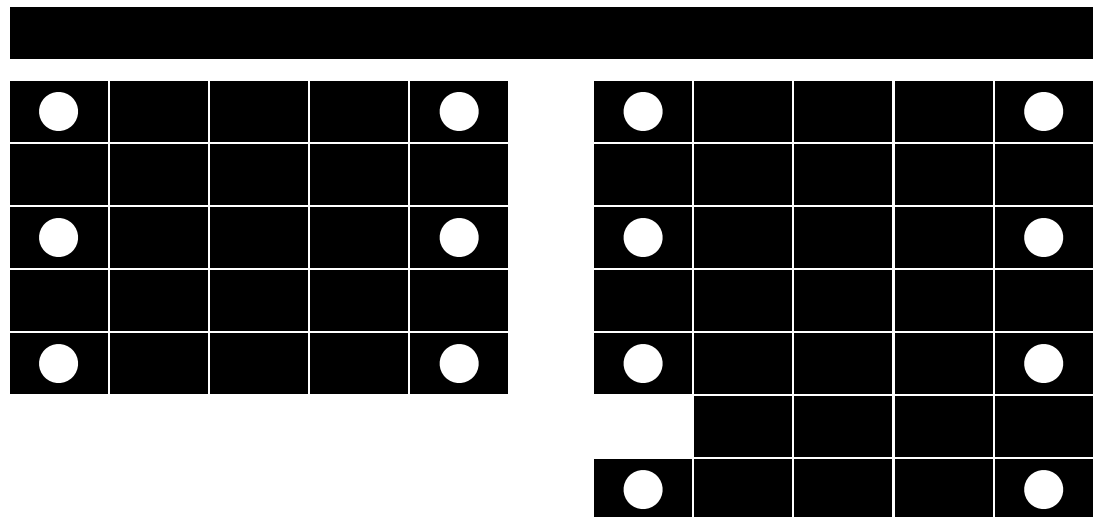


Front

**Allied Health Building**

**Room: 3108**

60 Seats  
14 Students



# Allied Health Building

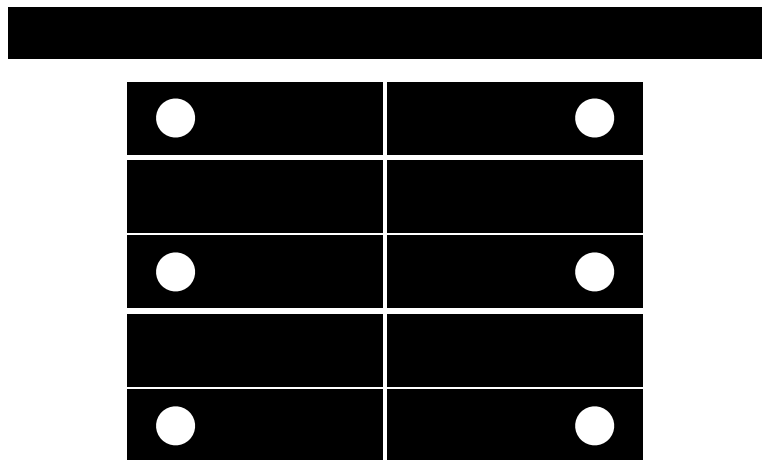


**Allied Health Building**

**Room: 3111 / 7**

20 Seats  
6 Students

Front



# Allied Health Building

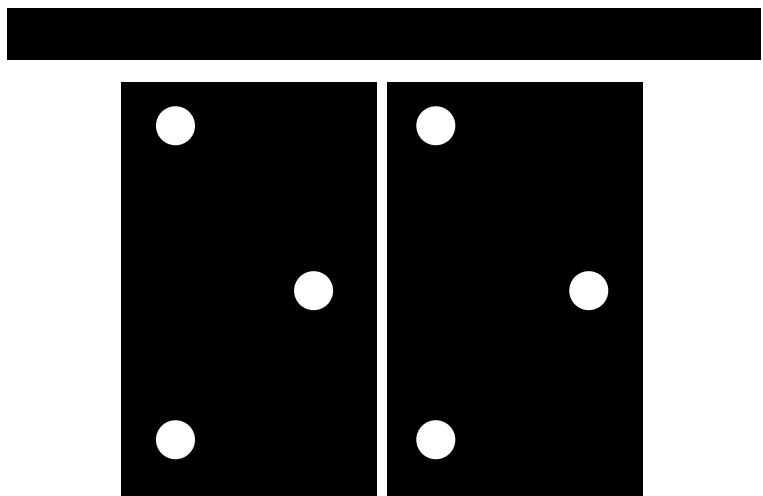


**Allied Health  
Building**

**Room: 3113 / 5**

18 Seats  
6 Students

Front





# Allied Health Building

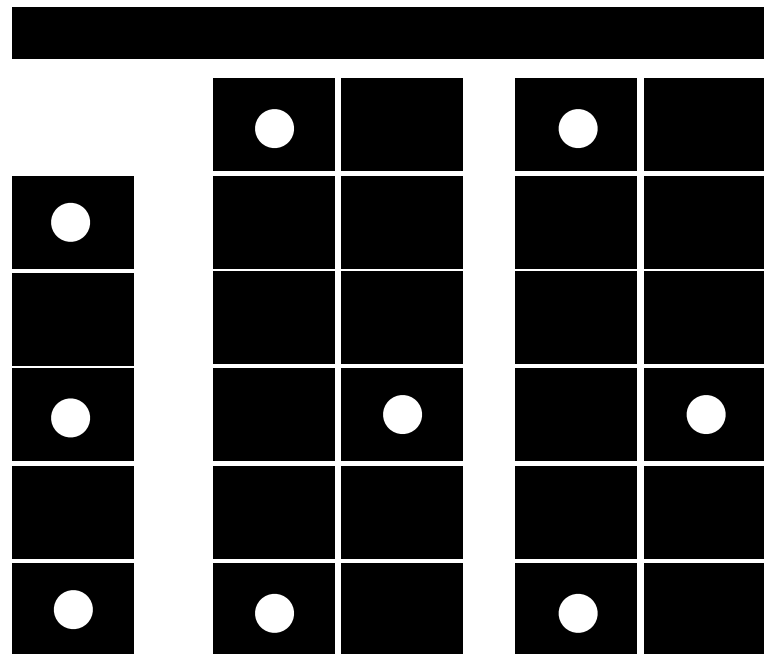


Front

Allied Health  
Building

Room: 3114

36 Seats  
9 Students



# Allied Health Building

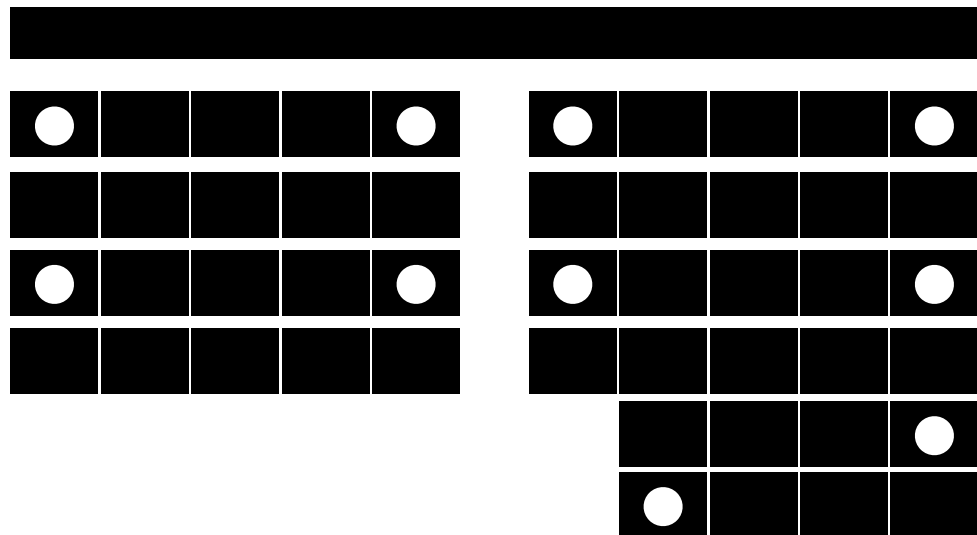


Front

**Allied Health Building**

**Room: 3120**

50 Seats  
10 Students



# Allied Health Building

Allied Health  
Building

Room: 3205/12



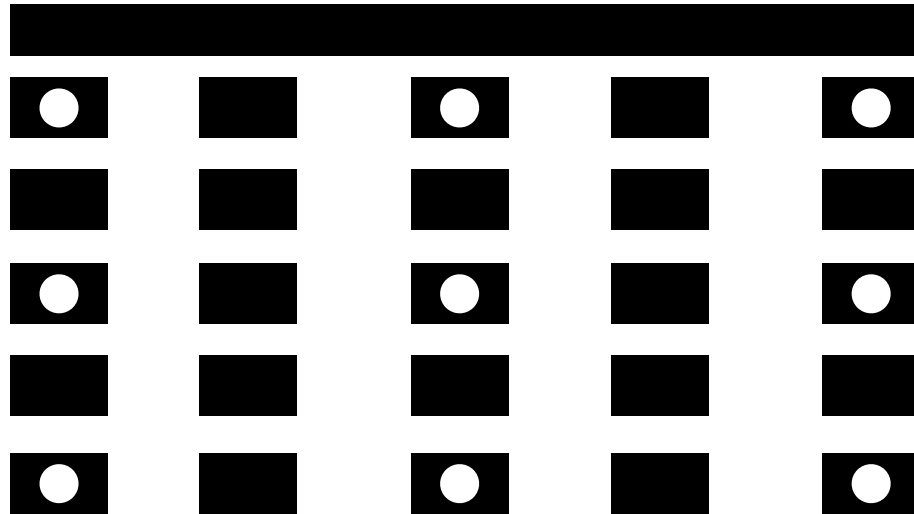
# Allied Health Building

Front

**Allied Health Building**

**Room: 3207**

25/30 Seats  
9 Students



**Allied Health Building**

**Room:  
3210 Lab**

Must Maintain  
6 ft Distancing



# Allied Health Building

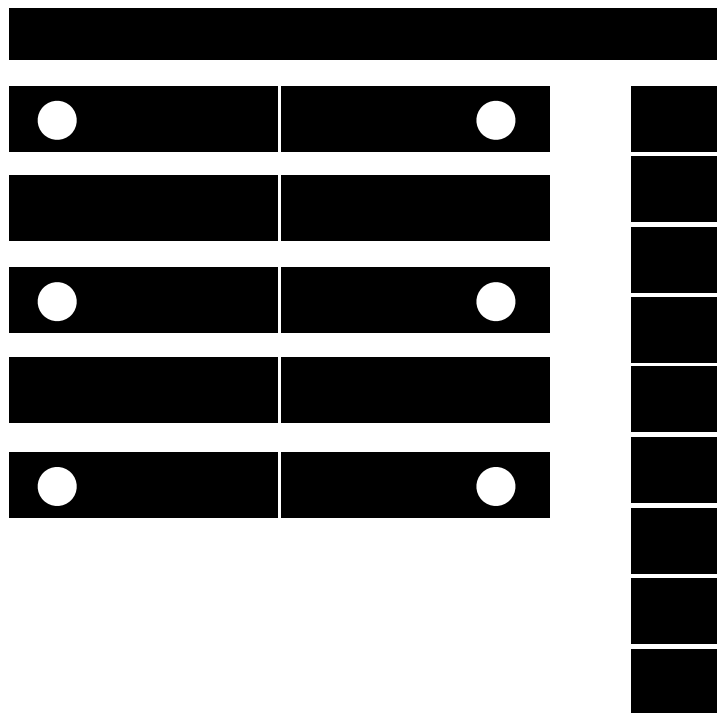


**Allied Health Building**

**Room: 3223**

**20 Seats  
6 Students**

**Front**



# Allied Health Building

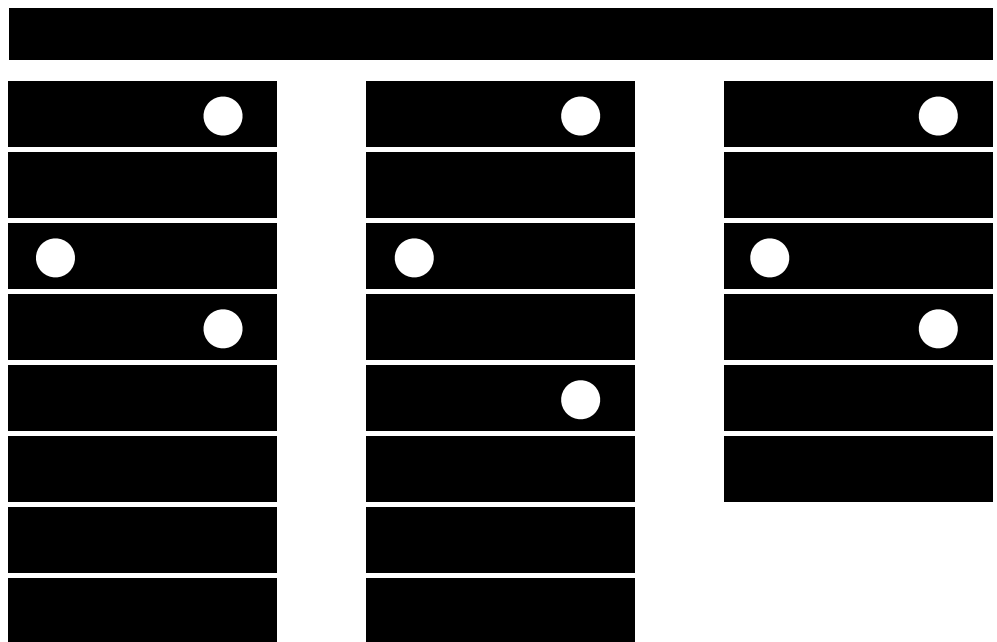


**Allied Health Building**

**Room: 3226**

20 Seats  
9 Students

Front



# Allied Health Building



**Allied Health Building**

**Room: 3229**

16 Seats  
10 Students

Front



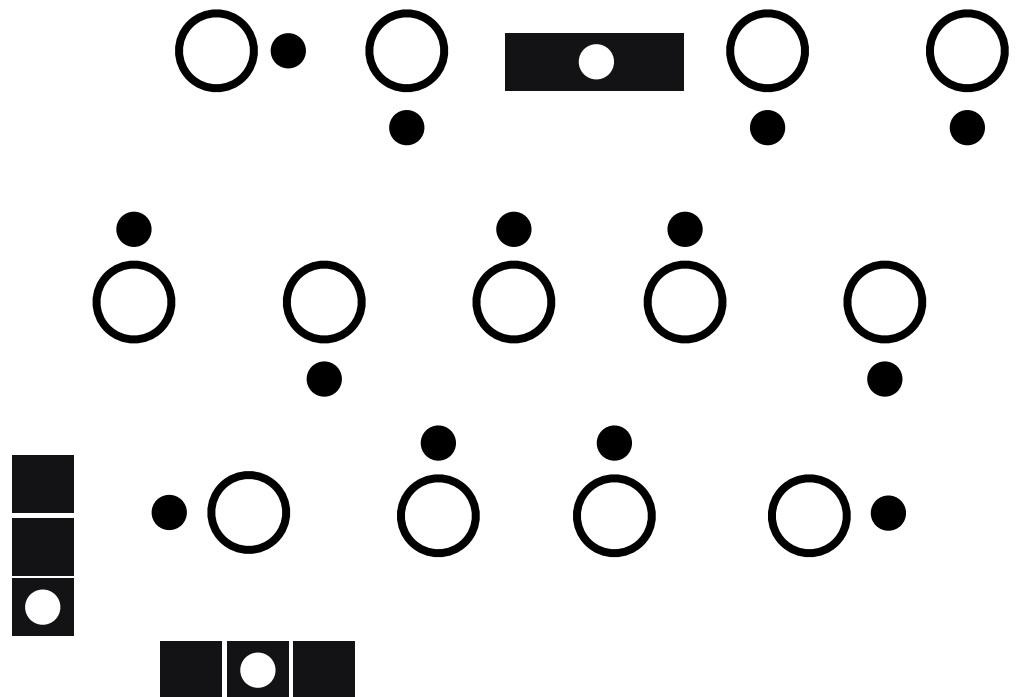
# Building 5000



## Building 5000

Room: Student Lounge

67 Seats  
17 Students





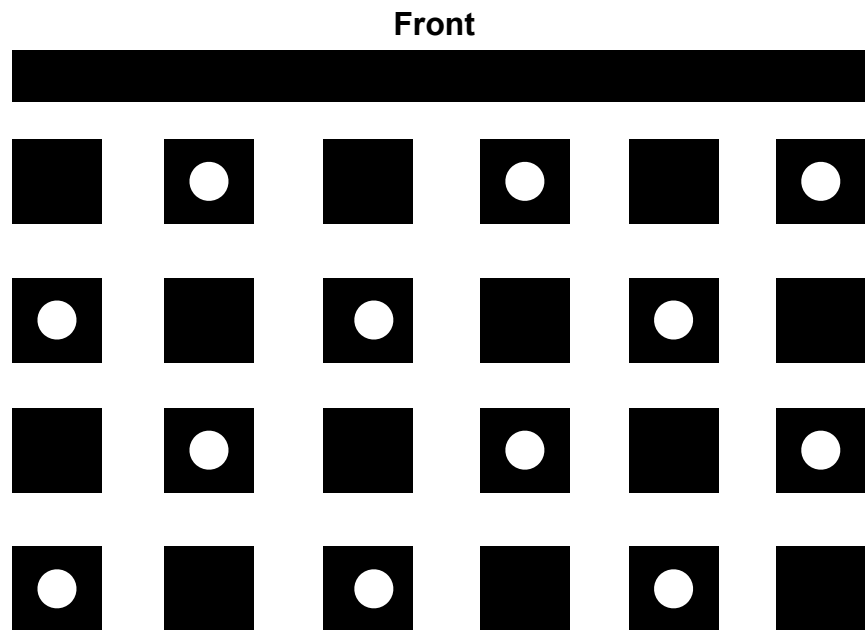
# Building 6000



**Building 6000**

**Room: 6112**

24 Seats  
12 Students



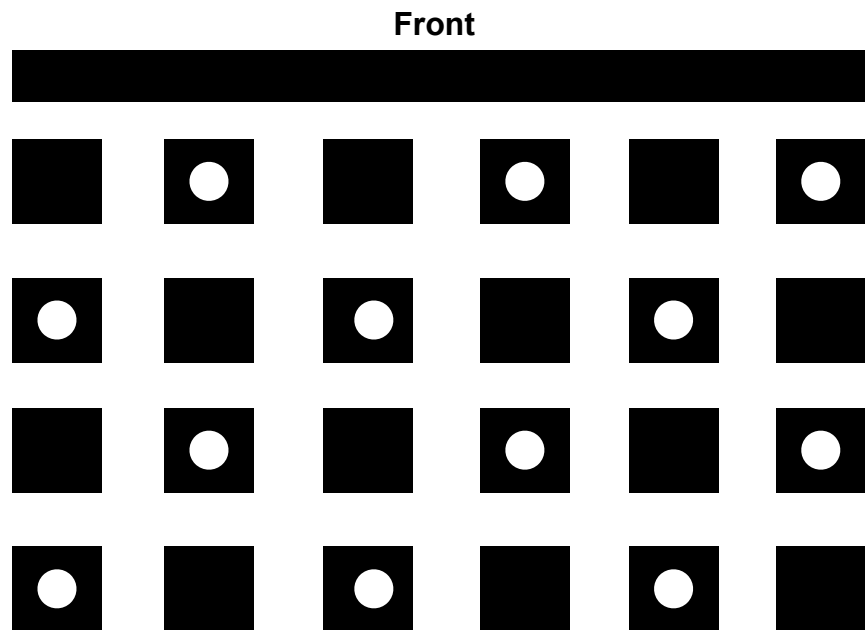
# Building 6000



**Building 6000**

**Room: 6113**

24 Seats  
12 Students



# Building 6000

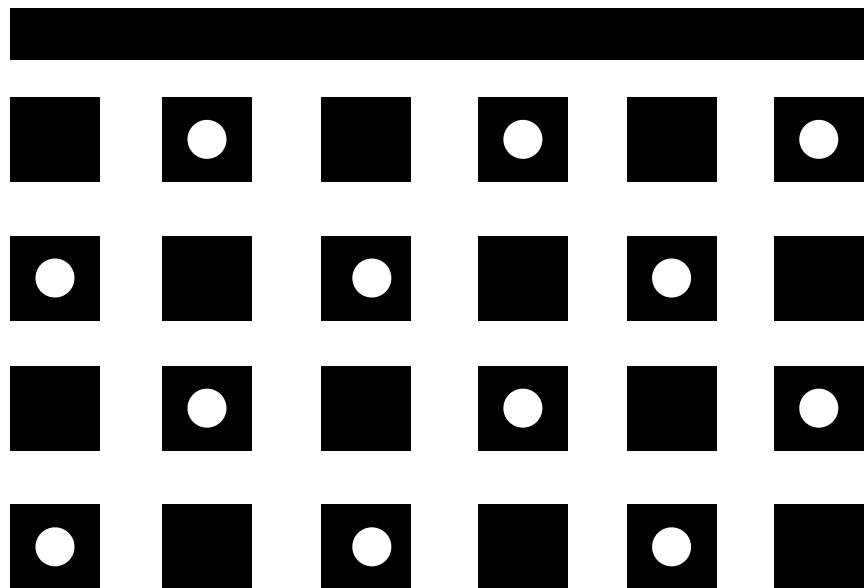


**Building 6000**

**Room: 6114**

24 Seats  
12 Students

Front



# Building 6000

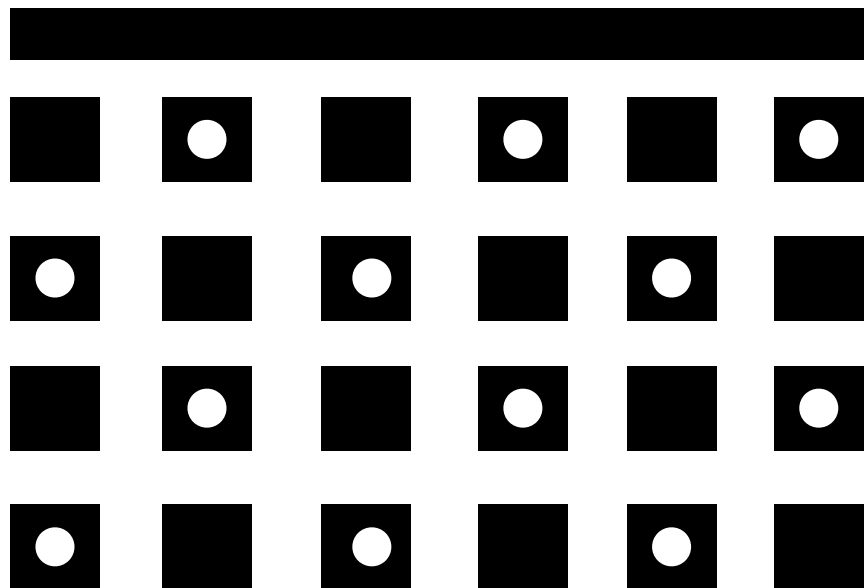


**Building 6000**

**Room: 6115**

24 Seats  
12 Students

Front



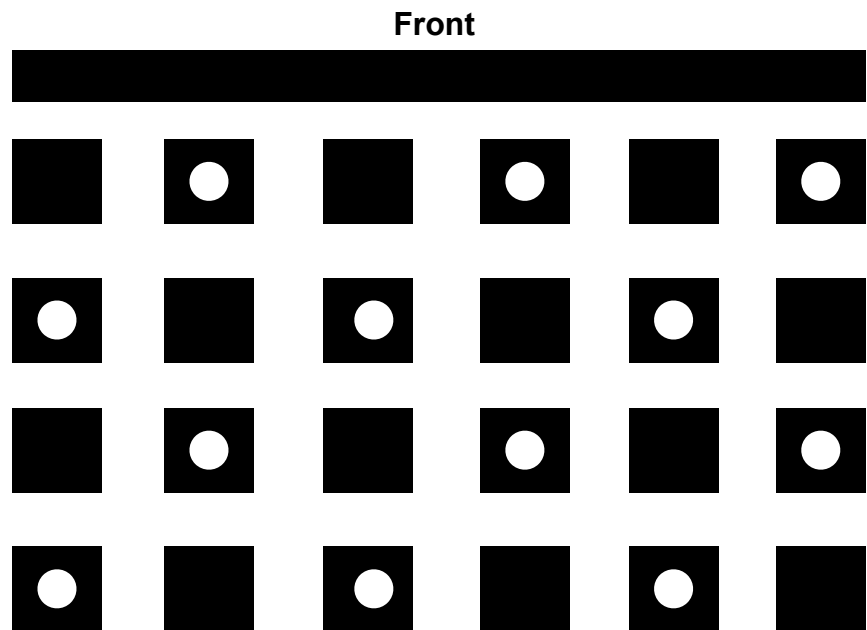
# Building 6000



**Building 6000**

**Room: 6117**

24 Seats  
12 Students



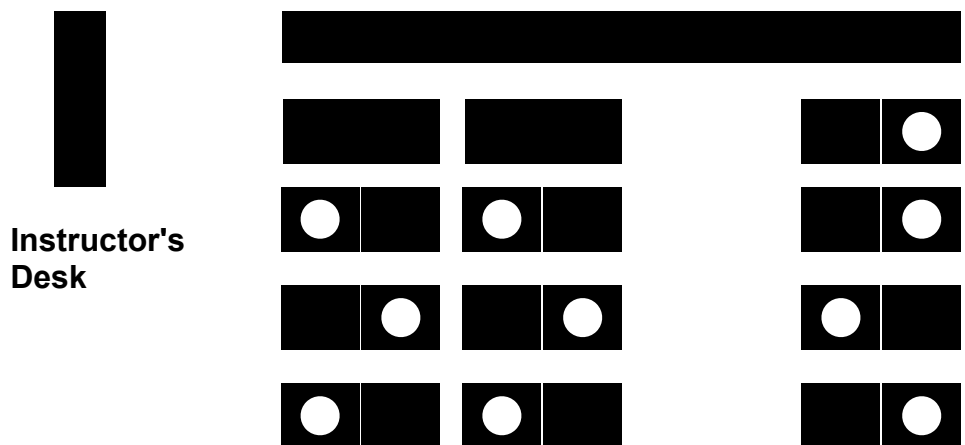
# Building 6000



## Building 6000

Room: 6119

24 Seats  
12 Students



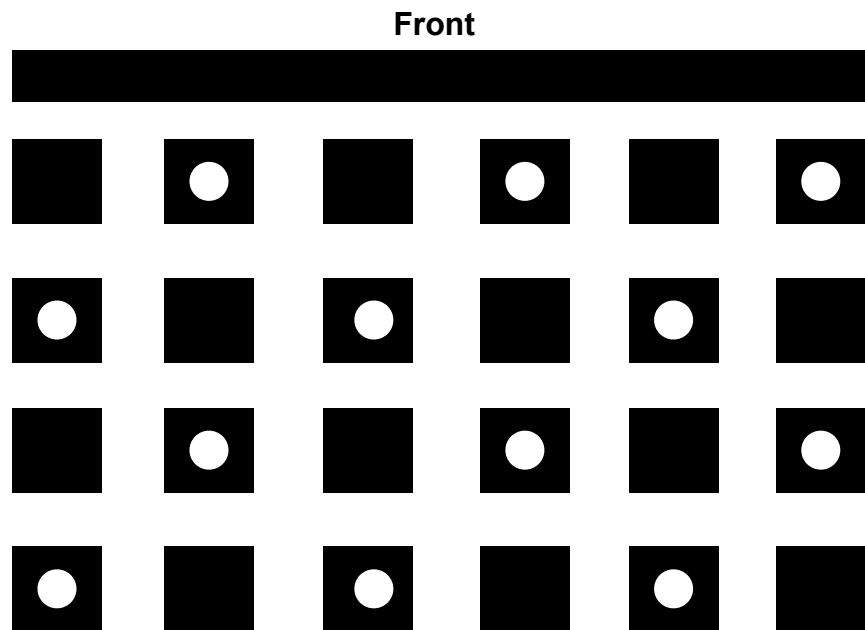
# Building 6000



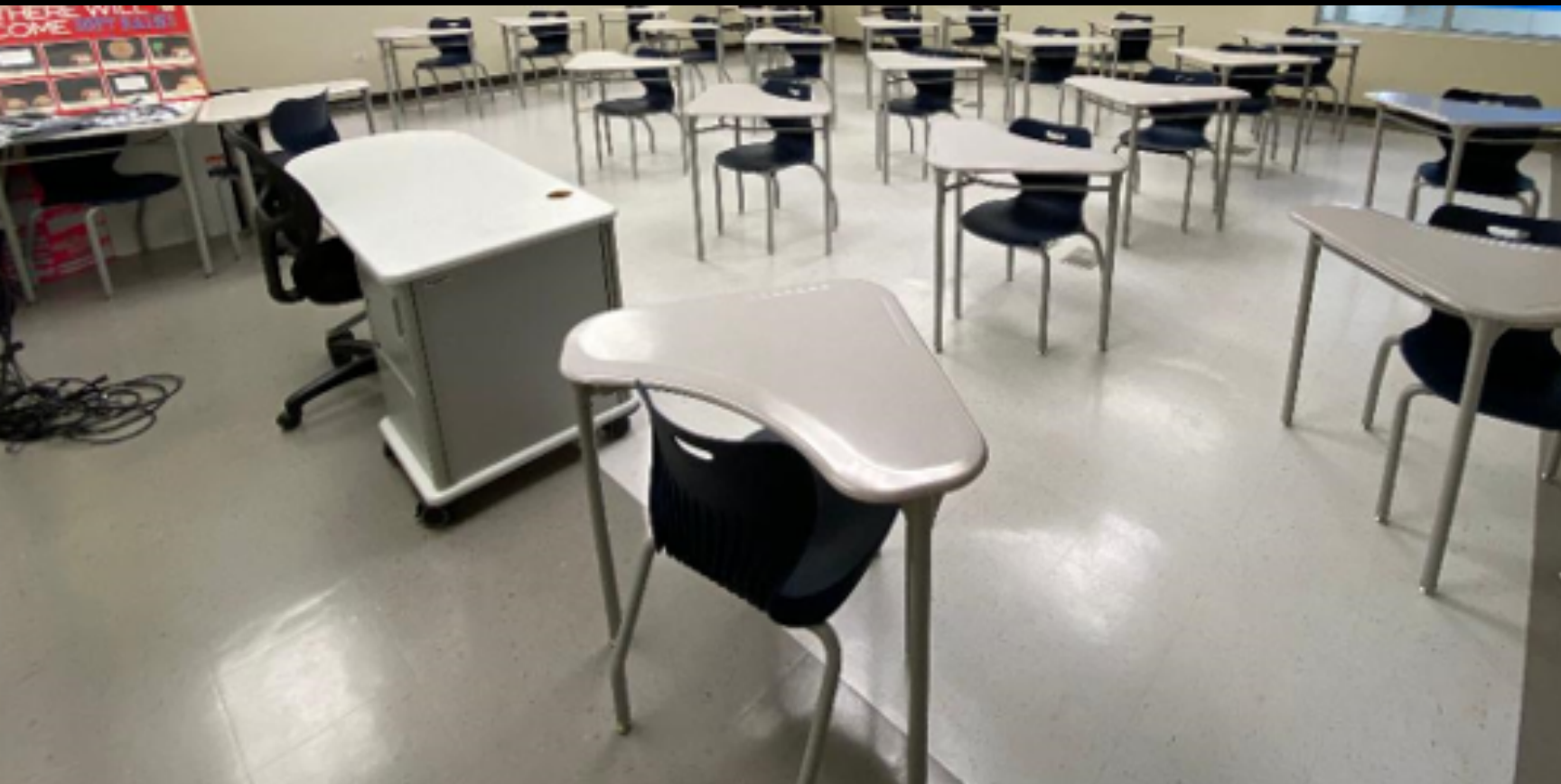
**Building 6000**

**Room: 6120**

24 Seats  
12 Students



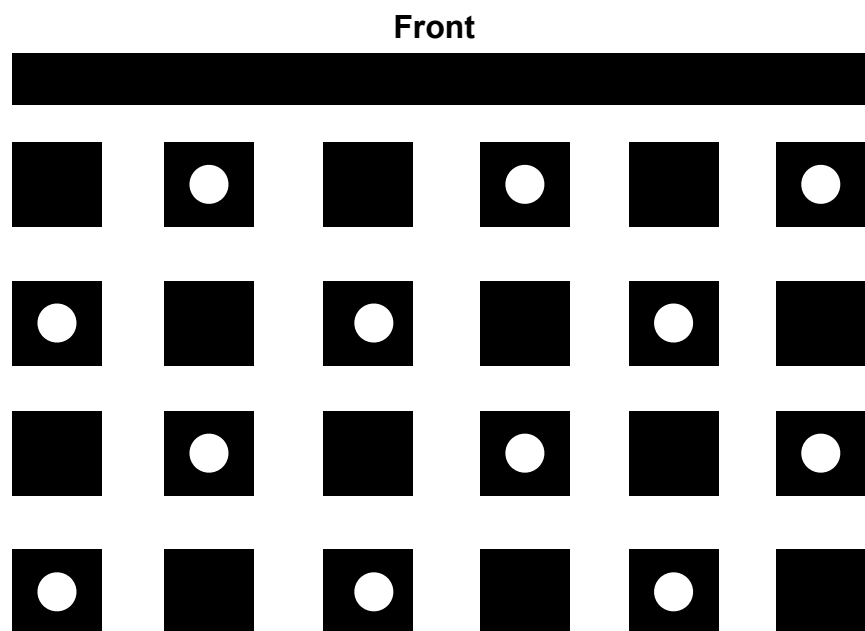
# Building 6000



**Building 6000**

**Room: 6121**

24 Seats  
12 Students





## Reconfiguration of Learning Spaces on the GCC campus

Preparing our buildings, spaces and our constituents to safely and efficiently resume our college mission

