

Guiding Questions for Principals

As you review your school's capacity information, consider the following questions:

- What adjustments to the capacity assumptions are needed for your school community? Why are these adjustments needed? Please keep in mind that the capacity assumptions are based on the currently planned allocations for the 2020-2021 school year.
- Can you use non-instructional spaces to serve more students? Why or why not? If yes, which spaces?
- How might you use smaller, half-size rooms (240-499 sq. ft., typically used for special classes, students support services, or administrative needs) to serve students or to accommodate other needs, such as dedicated health care spaces?
- Are there particular spaces you believe cannot be used for instruction under the circumstances? If so, which spaces?
- What do you consider to be the best use of public assembly spaces (auditorium, gym, cafeteria)? If not instructional, why is this use of the space better than using the space for additional instructional space? How will you ensure social distancing in public assembly spaces?
- What supports would be helpful in implementing these changes to your space?

The following questions aim to prompt your thinking about the various considerations for programming and scheduling under these circumstances:

- How would you approach programming your school schedule under social distancing constraints either on alternate days or alternate week schedules? Which decisions would you make first?
- How would you decide which students were grouped together on alternate schedules?
- Which instructional experiences would you prioritize for in-person instruction?
- Are there groups of students you would recommend attend every day? Why do you think it is important we prioritize these students? How would you prioritize these group of students given space constraints?
- What questions would you have about program services for students with disabilities and English language learners?
- How would you arrange for the provision of in-person related services?
- If your school serves 3-K and/or Pre-K, how will you ensure that you can continue to support these students in your building? What considerations are top of mind as you consider supporting this population in your building?
- How would you adjust your school's bell schedule/period lengths/length of school day?
- How would you adjust plans for entry and dismissal, including working with other schools on the campus as applicable?



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- How would you approach providing instruction for students who are learning remotely on any given day?
- What considerations will be necessary to create a schedule that can be modified over the year as public health guidelines are updated (for example, if we are able to serve more students at once)?
- What questions and concerns do you think families would have? How can you incorporate family preference in your scheduling?
- For classrooms that will be used to serve students that are six years old or younger, have those classrooms been inspected for lead in past cycles?
- What additional information would you need to create your master schedule?