

# Christie Finley

# Superintendent

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Work Instructions for Reset Capacity Calculations

1. Locate the Master Worksheet and the Classroom Worksheets in the Reset Capacity binder.

1. Using one Classroom Worksheet for each room in the school designated as a teaching station with capacity on the HCS master capacity spreadsheet (included in binder). Enter room number at top of sheet. Measure length and width of room, taking into account only usable space (for example, if there is a built-in counter, measure usable space from the outside edge of the counter, and not the wall itself). Fill in length and width on Classroom Worksheet.
2. Measure the length and width of one student desk and enter the data on the Classroom Worksheet and the Master Worksheet.
3. Examine the room for obvious facility issues, noting on the Classroom Worksheet issues that you will be submitting work orders for. Once form is complete, enter work order number in space provided.
4. Using the graph paper and manipulatives provided with the Reset Capacity binder, determine reset capacity of the room.
   1. Start with 12 as reset capacity (standard planning factor, 60% of the standard capacity of 20 per teaching station. One of the 12 spaces will be for the teacher. Each other faculty person who is in the room for the full school day (such as a special education aide).
   2. Use the 4 x 4 quadrille graph paper provided in the Reset Capacity binder to make a diagram of the room. On this paper, ¼ inch (1 square) =1 foot. Orient the drawing by noting the location of the door. Write the room number in the upper right corner of the paper.
   3. Use circular manipulative pieces provided in the Reset Capacity binder to determine how many people can be present in the room for class at one time. The circles are scaled to the 4 x 4 quadrille graph paper, denoting a circle 9 square feet around each person (6 feet social distance and 3 feet personal space is the model for determining capacity).
   4. Use the stencil provided with the circular manipulative pieces provided in the Reset Capacity binder to draw in the placement of people in the room on the room diagram drawn on the 4 x 4 quadrille graph paper. Note the position of the teacher with a capital letter “T” in one of the drawn circles, and the presence of any other faculty member



(such as a special education aide) by drawing a capital letter “F” (for “Faculty”) in any one circle. Write out to the side anywhere on the diagram the position denoted by the “F” (example: “F”=Special Education Aide).

e. When drawing circles, parts of the circle may go through a wall. That circle is still valid so long as the parts of the circle do not overlap another circle.

f. No circle may overlap another circle in the confines of the classroom.

g. If there is room for more people than 12, use the stencil and draw circles on the diagram until the capacity is maximized.

h. Record the Reset Capacity for students on the Classroom Worksheet and the

Master Worksheet.

i. Record the Reset Capacity for faculty on the Classroom Worksheet and the Master

Worksheet.

j. Identify excess movable furniture in the classroom (student desks, tables, etc.) on the Classroom Worksheet that must be moved before the classroom could be used to sustain the Reset Capacity number of people (note: on an alternating day schedule (A day, B day), desks are disinfected nightly, and are used by both A and B day students (all students having an assigned seat).

k. Place the Classroom Worksheet for the room on top of the graph paper diagram for that room, and place both in the Reset Capacity binder in room number order.

1. The Reset Capacity binder order should be classrooms, other rooms currently given capacity as a teaching station, rooms not currently given capacity as a teaching station, common areas (such as cafeterias), and outdoor spaces.
2. Draw diagrams to scale as much as possible, ¼ inch (1 square) =1 foot, keeping room and area diagrams on one sheet of graph paper.
3. Repeat steps 5 a-k for other spaces, placing in the Reset Capacity binder in the following order:
   1. other rooms currently given capacity as a teaching station.
   2. rooms not currently given capacity as a teaching station.
   3. common areas (such as cafeterias).
   4. outdoor spaces.

9. Considerations for determining capacity for spaces other than classrooms:

a. Use the circular manipulatives no matter what seating is provided (examples

include cafeteria tables, library tables, and science lab work tables). All persons who are working in a given space at a given time should be positioned 6 feet apart with 3 feet of personal space, as denoted by the circles. Using 4 x 4 quadrille graph paper, where ¼ inch (1 square) =1 foot, and the provided circular manipulatives, no circles should overlap.

b. Linear seating in auditoriums and theaters should be marked with 6 feet of distance between persons in rows, skipping every other row.

10. Considerations for space utilization in an alternating day schedule:

* 1. Consider closing half of any given similar spaces on alternating days, in order to better facilitate cleaning of all spaces (example: a school with 4 science labs can close 2 on each day, enabling deep clean on the unused days and easing contact tracing if necessary).
  2. Consider closing half of all restrooms on alternating days.