

Educational and Operational Practices Learned from COVID-19

October 21, 2021

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COLLABORATION

- Increase collaboration between school sites
- Facilitating greater levels of student collaboration/sharing
- Coordinated prep time for the week (Monday) was incredibly helpful for collaborative planning
- Limited a la carte at secondary schools to focus preparation on improving reimbursable meals and in preparing more meals due to serving all students for free

PROCEDURES

- Synchronized schedules between classroom, grade levels and schools
- “Grab ‘n’ Go” meals for quicker meal service (comprises of entree & vegetable side which makes it a reimbursable meal)
- Increased use of outside areas to conduct class and or have gatherings with students

SAFETY

- “Washing hands out/Washing hands in” practices were successful
- Increased air circulation via open windows, doors, running of HVAC system and the purchase of air purification systems for each classroom
- Providing COVID-19 testing for student athletes who participate in indoor sports where a mask is not an option

TECHNOLOGY

- Virtual options for staff meeting (more effective)
- Offering remote meetings/conferences for parents who cannot make it onto campus
- Using Google (Docs) for sharing
- Parent/Teacher meetings online were efficient and often more collaborative
- Digitized curriculum could be expanded for enrichment/intervention (IE: Google forms-instant data)
- Online docs and Google helped maintain streamlined program
- Add virtual options to Board meetings

TEACHING/LEARNING

- Regular and more frequent brief check in with students (remote when needed)
- More clubs for kids across grade levels
- Increase the amount of available Social Emotional support programs
- PGHS and PGCHS Credit recovery offered during the regular school year.
- Credit recovery offered through online courses - Edmentum
- PGHS Increased academic intervention/support classes for all students

COMMUNICATION

- Increased digital parent communication

LUNCH/RECESS

- More structured activities at recess/lunch helped keep students engaged in positive play
- More adults out on the playground helped keep grounds calm

CARRY OVER GOALS

- Close learning gaps and focus on intervention
- Have some safe fun and enjoy being with each other
- Re-establish peer community skills
- To feel safe
- To want to be at school
- To be able to support student anxieties and fears
- Rediscover their love for learning in person and to re-ignite their passion and joy for school
- For students to feel a sense of community and belonging
- A sense of normalcy