Due to the COVID global pandemic, the Governor closed all Washington State schools on March 17, 2020. The Puyallup School District began their district-wide school closure on March 16, 2020. Since March 19, 2020, the district has been providing continuous learning to students via Schoology, Zoom, and other digital platforms.

The Administrative Designee to the Puyallup School District Board of Directors is commissioning a Reopening of Schools Taskforce comprised of district leaders, school administrators, and Puyallup Education Association members. The goals and objectives of this taskforce are focused around three instructional models to consider for reopening schools in September 2020. The first of the three instructional models is school as normal. This first instructional model will not be examined because we are experienced and equipped to role this model out without reservation. The last two instructional models do require in-depth planning. These models include:

- Continuous Learning 2.0
- Split or Rotating In-Person Schedules with Distance Learning, P-12 (three different plans are needed for consideration)

The Reopening Schools Taskforce will...
1. Examine two non-traditional instructional models and identify needed resources for implementation
2. Design implementation plans for each of the two non-traditional instructional models
3. Develop common expectations for grade levels and content areas that address weekly family communication, student schedules, feedback, frequency of class meetings, etc.

### Presenter(s) and Titles
- Vince Pecchia (he/him/his) – Assistant Superintendent, Equity and Instructional Leadership
- Amanda Kraft (she/her/hers) – Executive Director, Equity and Professional Learning
- Karen McNamara – PEA President
- Tommy Haynes, Tabitha Aragon, Jessica Anderson, Candice McGregor – District Mentors

### Engagement Strategies
- What/Why Square
- Community Circle
- Whiteboard
- Video
- Breakout Rooms
- Polling
- Waterfall Chat

### Agenda

<table>
<thead>
<tr>
<th>Welcome (3:00)</th>
<th>Vince Pecchia and Amanda Kraft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norms</td>
<td></td>
</tr>
<tr>
<td>Community Circle</td>
<td></td>
</tr>
</tbody>
</table>

### Goal and Objectives
Vince Pecchia and Amanda Kraft

In-depth planning of the following three models:
- A/B Schedule
- Two Weeks on Face-to-Face/ Two Weeks Continuous Learning
- ½ days morning and afternoon sessions
### Summary of Elementary and Secondary Consideration

- Elementary & Secondary review

### Feedback and Revision

- Elementary Taskforce members review Secondary
- Secondary Taskforce members review Elementary

### Next Steps

- Elementary & Secondary review
- Feedback and Revision

#### Amanda Kraft

- Amanda Kraft

#### Vince Pecchia, Karen McNamara, Amanda Kraft, and District Mentors

The priority of this work is to serve students with as much face-to-face time with their educators and peers in schools as possible, consistent with health and safety needs. PSD will use the Reopening Washington Schools Workgroup recommendation to identified three reopening models, if we cannot meet physical distancing requirements and are limited in face-to-face instruction opportunity.

- Health and Safety Taskforce review the Reopening School consideration from Instructional Leadership
- Refine and revise the model that will best fit our organization

### Closing

- Vince Pecchia and Amanda Kraft

**Friday June 26 – share out the recommendations with the School Board at the board study session.**

- 9:00 – 11:00
- [Invitation to attend](#)

### Paraeducator Fundamental Course of Study Requirements

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Educational Outcomes</strong></td>
<td><strong>Demonstrate Professionalism and Ethical Practices</strong></td>
</tr>
<tr>
<td>☐ 1.1: Technology Basics</td>
<td>☐ 2.1: District Orientation/Roles and Responsibilities of Job Duties</td>
</tr>
<tr>
<td>☐ 1.2: Introduction to Cultural Identity and Diversity</td>
<td>Including Professional Conduct and Ethical Practices</td>
</tr>
<tr>
<td>☐ 1.3: Methods of Educational and Instructional Support</td>
<td>☐ 2.2: Equity</td>
</tr>
<tr>
<td>☐ 1.4: Using and Collecting Data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support a Positive and Safe Learning Environment</strong></td>
<td><strong>Communicate Effectively and Participate in the Team Process</strong></td>
</tr>
<tr>
<td>☐ 3.1: Positive and Safe Learning Environment</td>
<td>☑ 4.1: Communication Basics</td>
</tr>
<tr>
<td>☐ 3.2: Behavior Management Strategies Including De-Escalation Techniques</td>
<td>☑ 4.2: Communication Challenges</td>
</tr>
<tr>
<td>☐ 3.3: Child and Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>☐ 3.4: Emergency and Health Safety</td>
<td></td>
</tr>
</tbody>
</table>