

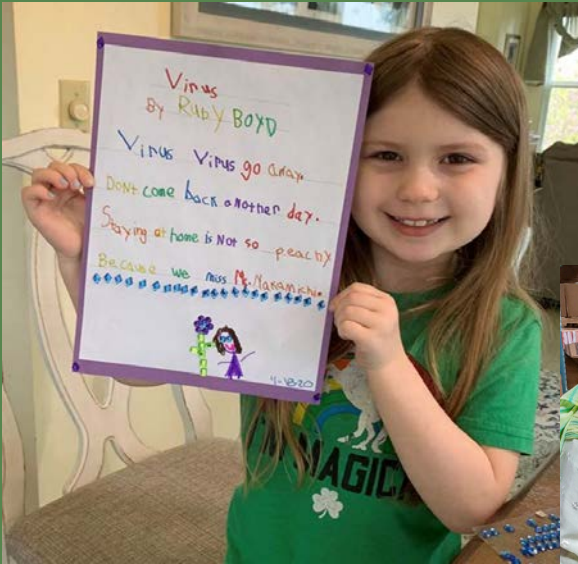
Bellevue City Council – Covid-19 Update

May 4, 2020

Ivan Duran, Ed.D., Superintendent
Bellevue School District



BELLEVUE SCHOOL DISTRICT
STRATEGIC PLAN 2018–2023



AFFIRM. INSPIRE. THRIVE.



OUR VISION, MISSION, AND SHARED VALUES PROVIDE DIRECTION FOR OUR WORK OVER THE NEXT FIVE YEARS

BELLEVUE SCHOOL DISTRICT STRATEGIC PLAN 2018–2023

VISION

To affirm and inspire each and every student to learn and thrive as creators of their future world.

MISSION

To serve each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

OUR SHARED VALUES

- Service
- Integrity
- Excellence
- Compassion
- Respect
- Collaboration



Covid-19 Update: This is Not the New Normal...What will it be?



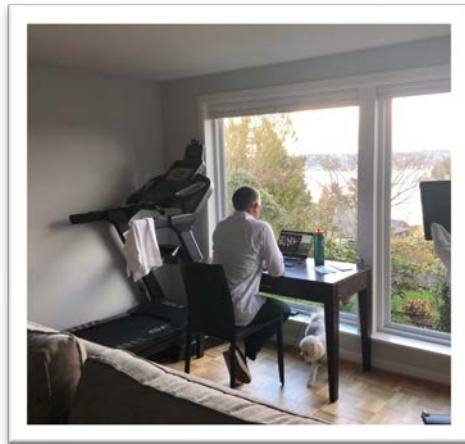
Cheryl Strayed ✓ @CherylStrayed · 4h

Best line from my son's school principal, who sent an email yesterday about how the first day of school via Zoom went, "It is important for you to get out of bed when joining classes. It will help you focus and retain information and is, in general, just good manners :)" 😂

25

114

1.4K





Office of Superintendent of Public Instruction Guidance



School District **Priorities during Long-term Closure:**

- 1) Ensure the provision of school **meals** including breakfast and lunch to students who need them
- 2) Develop plans to be a **childcare** provider of last resort
- 3) Provide **graduating seniors** the content they need to meet their graduation requirements and support their post-secondary transition
- 4) Offer **learning opportunities for students** and continued **professional learning for staff**
- 5) **Continue payroll** for all employees as you develop **meaningful work** and professional development plans

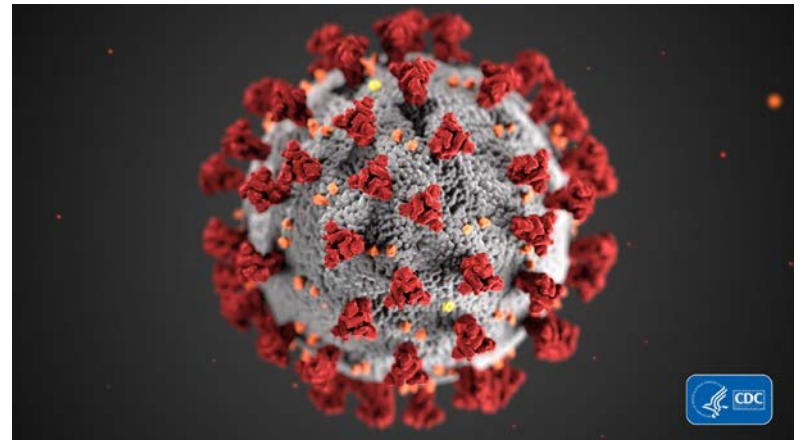
Chris Reykdal, Superintendent of Public Instruction, March 17, 2020

Priorities when we closed on March 12:

- Ensure equity and access
 - Nutrition
 - Technology
 - Childcare
 - Support for all students especially our students experiencing poverty, Special Education, and Multi-language learners
- Graduate Seniors
- Support student well-being and social, emotional, and mental health
- Provide meaningful learning for all students K-12 that prepare them for the next level, with a focus on ELA and math proficiency K-8



BELLEVUE SCHOOL DISTRICT STRATEGIC PLAN 2018–2023





Equity and Access for Each and Every Student: Nutrition

BELLEVUE SCHOOL DISTRICT Covid-19 Response

- Any student can receive a lunch and breakfast for the next morning
- Six locations for “Grab and Go” Lunch and Breakfast Pick up
- 33 locations for pre-order delivery
- Highest number of meals served last week

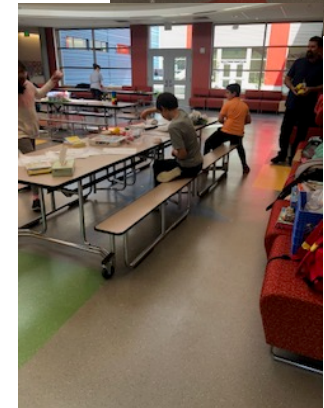
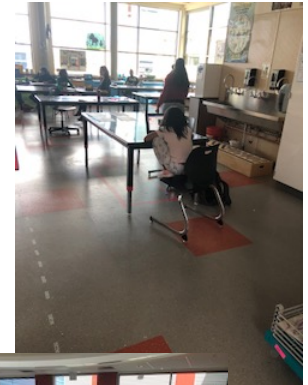
BSD Nutrition Services	week 1	week 2	week 3	week 4	week 5 Spring Break	week 6	week 7	Total
	3/16-3/20	3/23-3/27	3/30-4/3	4/6-4/10	4/13-4/17	4/20-4/24	4/27-5/1	YTD
Breakfast	2,146	3,267	4,805	5,115	4,886	5,760	7,007	32,986
Lunch	2,482	3,539	5,075	5,502	5,171	6,140	7,646	35,555
Total Meals	4,628	6,806	9,880	10,617	10,057	11,900	14,653	68,541



Equity and Access for Each and Every Student: Child Care

BELLEVUE SCHOOL DISTRICT Covid-19 Response

- Child care for first responders, health care workers, essential workers, and students experiencing homelessness
- Prepared to serve up to 200 students at 4 locations
- Currently running one location serve approximately 100 students at Stevenson Elementary Schools
- Boys and Girls Club has been an essential partner for us during this time



VISION: TO AFFIRM AND INSPIRE EACH AND EVERY STUDENT TO LEARN AND THRIVE AS CREATORS OF THEIR FUTURE WORLD.



Equity and Access for Each and Every Student: Technology

BELLEVUE SCHOOL DISTRICT Covid-19 Response

- Distributed **2,975** Laptops and **435** “hot spots”
- Provide on site technology support at district office following “physical distance” guidelines
- Hotline support in multiple languages to support families
- “The walls of our physical buildings, do not define us. It is you, us, our team - working together - that have made a HUGE difference.”
- **Need: City of Bellevue support for WIFI access**





Equity and Access for Each and Every Student: Transportation

BELLEVUE SCHOOL DISTRICT Covid-19 Response

- We have 26 bus drivers/bus attendants delivering meals to 36 different locations (Elementary School Load Zones and large apartment complexes).
- We have 6 bus drivers driving students to and from Stevenson & Lake Hills for Child Care.
- We have 2 drivers assisting IT Help Desk delivering laptops to students around the district.

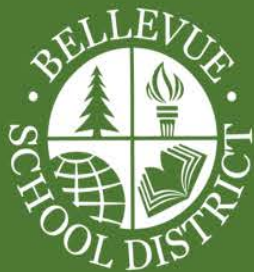




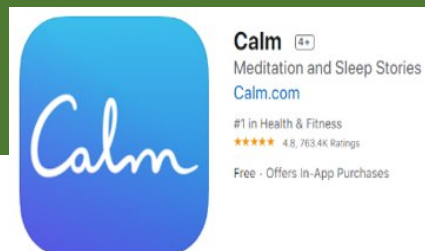
Equity and Access for Each and Every Student: Supporting our Seniors

BELLEVUE SCHOOL DISTRICT Covid-19 Response

- After two weeks of implementation (March 30 – April 20)
- Initiated 493 attempts and/or actual contacts with Seniors receiving a grade of D or F in a select core year-long classes
- Reduced number of D or F grades in select core year-long classes from 459 on 3/30 to 363 on 4/20
- Decreased number of D or F grades in English year-long core classes by 91 (from 248 to 157)
- Decreased number of D or F grades in Social Studies year-long core classes by 5 (from 158 to 152) (was 169 after first full week of implementation)
- Increased number of D or F grades in year-long course classes in Math by 10 (from 53 to 63)



Equity and Access for Each and Every Student: Supporting our Seniors



- Distributing Senior signs at each high school to display in yards or on doors/windows
- Updating Senior FAQ on our district's website, which includes resources to support students academically and social emotionally
- Utilizing counselors, Mental Health Assessment Team (MHAT), and support staff to connect with Seniors
- Working closely with Senior Class and ASB Officers, Senior Class Advisors and Building Administrators to support and honor Seniors and to solicit engagement of Seniors in decision making of graduation, key social events, and celebrations
- Co-designing and facilitating administration of Senior surveys to solicit insights and guide actions and decision making



Academic Success: Elementary Learning Plans

Content Area
Materia

3rd Grade Elementary Learning Opportunities
Week of April 20-24

WelcomeSocial Emotional Learn...LiteracySocial StudiesMathScienceComputer Science...Art

meet and con

Spring 2020 Learning Plan: 3rd Grade

Thursday, March 12, 202012:51 PM

Below are the main science standards and resources for Spring 2020 learning:

Standards-Estándares	Resources - Recursos
<ul style="list-style-type: none">• Growth and development of organisms: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)• Structure and function: Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (foundational)• Inheritance of traits: Many characteristics of organisms are inherited from their parents. (3-LS3-1)• Other characteristics result from individuals' interactions with the environment. Many characteristics involve both inheritance and environment. (3-LS3-2)	<p>Unit 3: Structures of Life</p> <p>https://www.nextgenscience.org/sites/default/files/ParentGuideGR3to5Spanish.pdf</p>

ParentGuideGR3to5Spanish (1)

+ Add Page

Spring 2020 Learning Plan

Unit 3: Structures of Life

Literacy Integration

Week of March 30th

April 6th - 10th

April 20th - 24th

April 27th - May 1st

May 4th - May 9th

May 11th - May 15th

May 18th - May 22nd

May 25th - May 29th

June 1st - June 5th

June 8th - June 12th

June 15th - June 19th



Secondary Learning Plans

5

Standards Plan

Week A

Week B

Week C

Week D

Week E

Week F

Week G

Week H

...

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Search (Ctrl+E)

Week A: Piecewise-Linear & Step Functions

Friday, April 3, 2020 12:48 PM

Week A: Piecewise-Linear & Step Functions	Standards:
Core Lesson(s): A1.7.1.1	HSA-CED.A.2 HSF-IF.C.7b HSF-IF.B.5
Skills	
Develop the definition of a piecewise-linear function	
Determine which values of x make sense for each part of the graph and use comparison symbols to write the x -value restrictions for the different intervals	
Use a graphing calculator to graph the function, including restrictions, to develop the definition of a piecewise linear function	
Supplemental Resources and Activities	
Bank Account Balance Task	
Weekly Check In	
Week A Check In	

+ Add Page

Week A: Piecewise-Linear

7.1 Inv 1 Notes Page

KEY: 7.1 Inv 1

☒ VIDEO: 7.1 Inv

Desmos: Domain an

Desmos: Des-Pet



Equity and Access for Each and Every Student: Well-Being

Progress monitoring and informing adjustments using ‘practical measures’ approximately every 3 weeks with a survey





- What parents are saying about student well-being
- What staff are saying about student well-being
- What students are saying about student well-being

Preview of what students are saying about their well-being:

- Our students are reporting being impacted socially and emotionally due to not being in school with their teachers and each other.
- A significant number/percentage of our students are reporting feeling sad/lonely (1260) or overwhelmed/frustrated (1779).
- Although remote learning is helping many students feel connected to their teachers, many of our students are not feeling connected to classmates.



How did **learning at home** go this week?

Grade Band	Ave Rating
3-5	3.8 
6-8	3.4 
9-11 (High School)	3.3 
12 th Grade (Seniors)	3.1 

Measured on a scale of 0-5 stars



What was **hard** about learning at home this week (patterns)?

Grades 3-5

Nothing (36.%)

Technology difficulties (22%)

Didn't feel like learning from home
(19%)

Grades 6-8

Didn't understand what teachers
wanted me to do (32%)

Nothing (28%)

Busy with other things (25%)

Grades 9-11

Didn't understand what teachers
wanted me to do (36%)

Didn't feel like learning at home (35%)

Busy with other things (28%)

Grade 12 (Seniors)

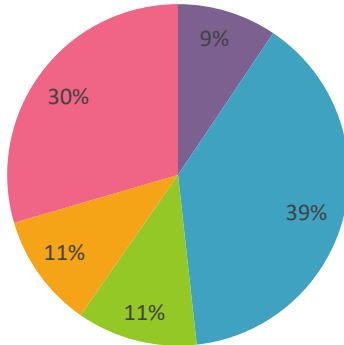
Didn't feel like learning at home (40%)

Didn't understand what teachers
wanted me to do (38%)

Busy with other things (33%)

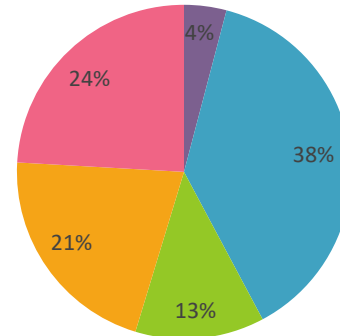
Which of the following best describes how you are **FEELING** about learning at home?

Grades 3-5



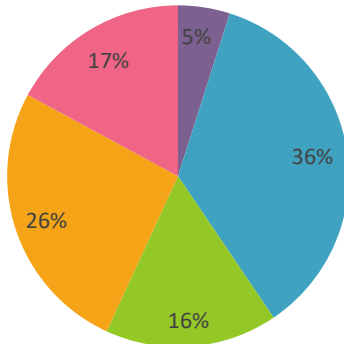
48% Positive

Grades 6-8



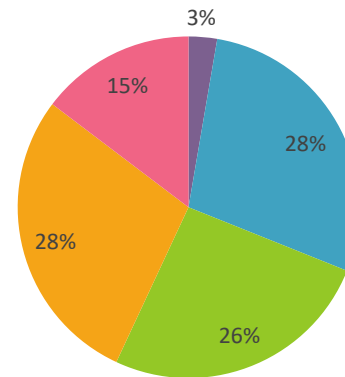
42% Positive

Grades 9-11



41% Positive

Grade 12 (Seniors)



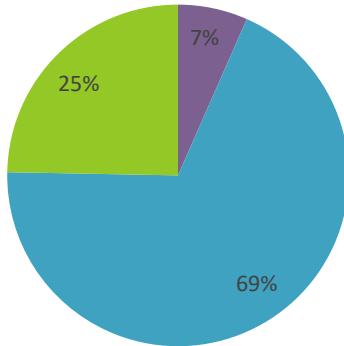
31% Positive

- Excited, enjoying it
- Happy, fine
- Sad, lonely
- Overwhelmed, frustrated
- Other - Write In

How **CONNECTED** did you feel to your
TEACHERS?

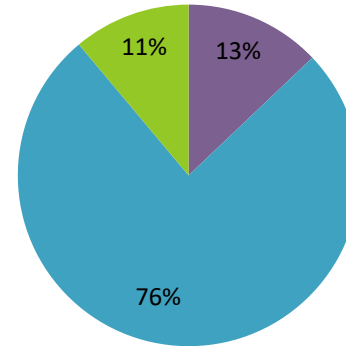
Grades 3-5

94% Connected



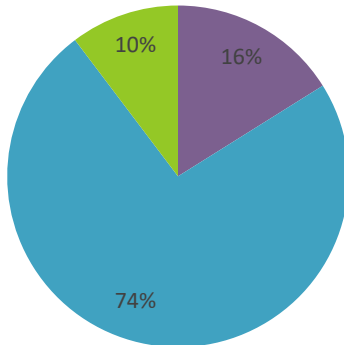
Grades 6-8

87% Connected



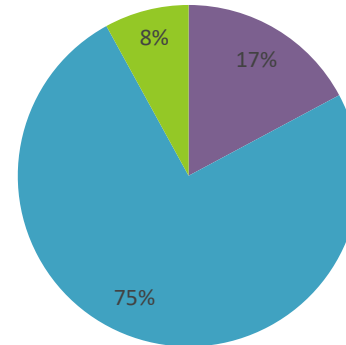
Grades 9-11

84% Connected



Grade 12 (Seniors)

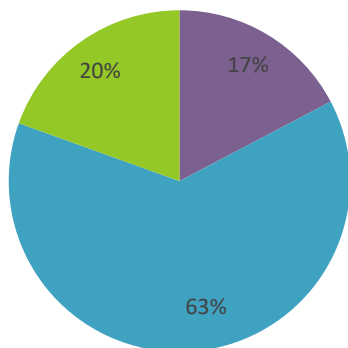
83% Connected



■ Not at all connected
■ Somewhat connected
■ Very connected

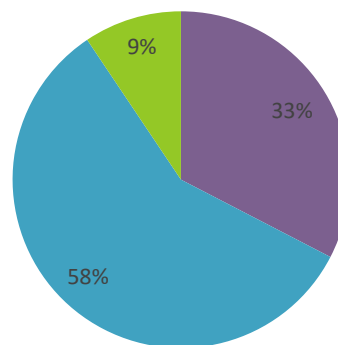
How **CONNECTED** did you feel to your **CLASSMATES**?

Grades 3-5



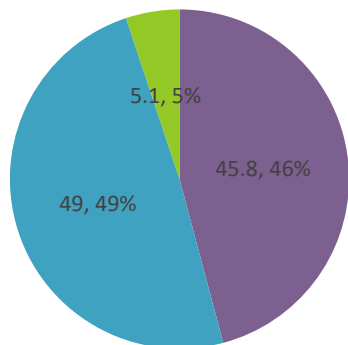
83% Connected

Grades 6-8



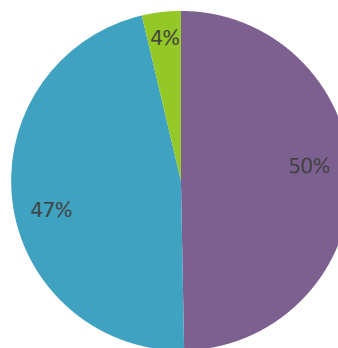
67% Connected

Grades 9-11



54% Connected

Grade 12 (Seniors)



51% Connected

■ Not at all connected
■ Somewhat connected
■ Very connected



Student Survey - Preliminary Findings

- **Elementary students** are rating their at-home learning experience on average higher than middle or high school.
- There are **common trends around challenges** across middle and high school, including: being busy, lack of motivation (didn't feel like it) or not understanding the teachers' instructions. Elementary challenges included challenges with technology.
- Less than half of students at every grade band report **feeling positive** about learning at home (happy, fine, excited, enjoying it).
- A significant number of students reported **feeling sad/lonely** (1260 total students) especially among seniors (26% of those who responded).
- A significant number of students reported **feeling overwhelmed/frustrated** (1779 total students) especially among seniors (28% of those who responded).
- The majority of students report feeling at least somewhat **connected to their teachers** (>80% in each subgroup).
- Students in every subgroup report feeling less **connected to their classmates** than their teachers especially at the middle and high school levels.



Student Survey - Reflections

- Our students are certainly being impacted socially and emotionally due to not being in school with their teachers and each other.
- A significant number/percentage of our students are reporting feeling sad/lonely or overwhelmed/frustrated.
- Although remote learning is helping many students feel connected to their teachers, many of our students are not feeling connected to classmates.



Preliminary Adjustments

- We must keep social/emotional health and student well being as a key focus area during remote learning. This may include identifying district-wide strategies as well as learning from innovations happening in classrooms and schools across the district.
- We must address the high number of students feeling sad/lonely or overwhelmed/frustrated, particularly for students in middle and high school. This includes better understanding who these kids are and what their particular challenges are.
- We will use a different survey tool to allow us to disaggregate data by subgroup.
- Building on our strength of connection with teachers, we need to shift focus to helping students feel connected to each other.



Final Words...

BELLEVUE SCHOOL DISTRICT STRATEGIC PLAN 2018–2023

“They’ll also be the leaders who go to extremes to protect those among us who are vulnerable and support those among us who are risking their lives so everyone else can get back to theirs.”



<https://www.nytimes.com/2020/04/21/opinion/covid-dov-seidman.html>