Learning at Home Special Edition
Please continue to check our Bellevue School District Resources webpage for additional services and community resources to help your family through this challenging time.

Please Scroll Down for (in order of appearance):

- First, I want to share where I think we stand at this point.
- Highlights of This Week’s Detailed News
- News Briefs & Attachments
- The Details of This Week’s News

I Hear You; I Share Your Concerns
I heard from many parents this week. You, me, and everyone here at Newport share an understandable anxiety and frustration over all the unanswered questions about how our students will learn through the end of the school year.

Not just how they will learn. We don’t know yet exactly what they must learn to earn credit for this semester’s courses—especially our seniors who need those credits to graduate.

What I Know; What I Can Promise
I have faithfully shared everything that I do know.

I also staunchly promise that we will stand with you to resolve these questions in ways that are fair and reasonable for students whose learning was disrupted through no fault of their own.

In each of the last three weeks, we have moved steadily closer to clarity:

- We installed Microsoft Teams on all student laptops and taught students and staff how to use it. That learning is ongoing.
- We started communicating with students two weeks ago via Teams to establish that all students can reliably connect and to improve their skills using Teams. We used enrichment and review content to keep our student’s minds focused on learning.
- Last week, we began delivering new content to students while we continued to troubleshoot connections for students.

Coming Next Week
Next week, we will begin using the student’s work for 4th quarter grades. More on this below.

Also next week, district superintendent Dr. Ivan Duran, will meet with senior students via a virtual townhall (using Microsoft Teams). He will share what we know about graduation plans and take questions. More on this below.

What I Believe
I know that this progress seems slow when the outcomes will impact our student’s futures. Yet, I remain proud of what we’ve been able to accomplish on a challenging and complex task.

I am particularly proud of our Newport community, our teachers and students especially, who have leapt bravely and determinedly into completely unknown territory.
You have worked **collaboratively and creatively**. You have exposed your vulnerabilities—any lack of training or experience—so that you can **learn more quickly**. You have **stepped in to help** others with what knowledge you do have.

And yet, we still have much to learn. Critical decisions must still be made.

Again, I promise that I **will continue to share what I know as soon as I know**. Mostly, I'll share once a week in this newsletter. When we get the bits of information that you have said you want most, I'll send mid-week updates.

Meanwhile, **continue to contact me**. Whether it is questions or suggestions, we are partners and I want to hear from you. If you have praise or see bright spots, please share those as well. I **use those bright spots to speed everyone's progress**.

**HIGHLIGHTS of the DETAILED NOTES BELOW**

- Graduating Seniors Virtual Town Hall
- Newport Learning Plans Week of April 6
- The Upside of Stress—The Next Step
- Let's Help Our Students Remember a Key Character Trait They Share
- Also, Remember the Power of Independent Learning
- ASB Moving Ahead Monday with Elections for 2020-2021 School Year
- Help Your Teen Weather Physical Distancing—Advice from Teen Psychologist
- Same Traits Still Help Students Stand Out

**Brief NOTES & NEWS**

**Foundation Supporting Student Mental Health**

Click here for an interview with our own Heather Erickson, Newport Counseling department chair, where she explains how the Bellevue Schools Foundations mental health and Signs of Suicide initiatives are supporting students through Covid-19 and throughout high school.

Learn more about the Signs of Suicide program and the related high school mental health curriculum through the Mindwise parent portal.

**Help Our Students Succeed; Foundation Move Spring for Schools Event Online**

In order to help protect the health and well-being of our community, the Bellevue Schools Foundation has made the difficult decision to cancel the annual Spring for Schools luncheon on May 1st. Our Spring for Schools is now an online campaign.

In addition, Angel Donors have stepped up to offer a matching pool for donations of $1,000 and above. Your $1,000 contributions will be doubled thanks to their generosity.

Learn more on the Foundation website.
The developments around COVID-19 have put our most vulnerable students and families at risk. The Bellevue Schools Foundation has been asked to release $50,000 for emergency food for 3,500 students who normally rely on their school for nutritious meals.

Additionally, the Foundation is paying for counselors that are providing virtual and phone counseling to secondary students facing anxiety and depression. Please donate in any amount today at http://www.bellevueschoolsfoundation.org/donate/. Thank you in advance for your support!

**District’s Nursing Hotline Available Now 425-456-4444**
(available in English, Spanish and Chinese)
Get answers from Bellevue School District Nurses

- Information on Covid-19
- Finding health resources
- How does it work?
  - Call 425-456-4444
  - Talk to a nurse Monday through Friday from 9 AM to noon. You can leave message too.
  - After hours messages will be returned within one business day

Nurses are here to help as we "Stand Together, Stay Apart."

**District Updates Food Service Support**
See attached flyer for all the details on meals available to students under the age of 18. Parents/guardians can pick up these meals for their students.

**District Launches Additional Resource Page for Families**
Click here for Access to curriculum and resources that can expand and enrich learning at home in 11 content areas including Study Strategies, Social-Emotional learning and all high school departments (e.g., math, science, world languages, etc.).

**Results of Last Week’s Survey of Parents on Home Learning**
For those interested, I’ve attached a summary of the responses we received to our survey last week of parents regarding at-home learning.

**Take a Mental Health Break with Your Teen**
Psychologist recommend that, especially in this time of high anxiety for everyone, we take a few moments every day to create or experience something beautiful.

National poetry month offers an opportunity for you and your student to do this with more feeling and less thinking. Click here to connect to a National Public Radio broadcast that can make poetry accessible to your family even if it’s never been your thing.
State’s School Athletics Association Announces Plans for Spring Sports Finale
Learn how the Washington Interscholastic Activities Association (the governing body for competitions among high schools) currently plans to offer opportunities for students to compete. Click on the 4/2/2020 2-Minute Drill video at the top of the page.

Hot Jobs! State Resource Lists Current Opportunities
See the attached resource from Washington State’s Work Source for employment opportunities in these uncertain times.

Library Offering Learning Resources & Activities
Click here to learn about the support that our King County Library System is offering to families.

AP Review Sessions Online
Use this link to access online classes and review sessions for AP exams. Students can access this YouTube channel on their district devices. These are a resource for students. Some Newport teachers may use these for assignments, but students also may access them on their own.

Learn more about how the College Board will adapt this year’s testing in response to the Covid-19 outbreak.

Also, attached is a summary from Bellevue Schools of guidance for AP students.

Assistance for Families
Ah-Sim Aldridge, our Counseling secretary, continues to organize food, clothing, and other supports for daily living for Newport families that need help. Contact her directly to access services from our Family Connections Center contacts and resources.

We will send food vouchers this week to families who previously asked for help during school breaks. If you know of any Newport families that cannot leave their homes (are quarantined) and can’t afford food, please send their names to Ms. Aldridge.

THIS WEEK’S DETAILED NEWS

Duran to Host Graduating Seniors Virtual Town Hall
Seniors and your families, please join us for a Virtual Town Hall on Thursday, 04/09/2020, from 2 to 3 PM. Hear answers to your questions and concerns for the remainder of the school year.

Superintendent Ivan Duran will host the town hall. He will be joined by high school principals and representatives from Instruction, Counseling, and Athletics & Activities.

What: Graduating Seniors Virtual Town Hall
When: Thursday, 04/09/2020, from 2 to 3 PM
Where: Microsoft Teams
Submit Questions in Advance: Please complete this online form.
Save the Date for Newport-Specific Event
Please ALSO save the date for your Newport’s Town Hall meeting for our senior class. Invitations will be coming soon for the Tuesday, 04/21/2020, virtual meeting from 3 to 4 PM.

Newport Learning Plans Updated for Week of April 6
We will continue next week to build on learning at home. Much of the schedules and mechanics remain the same.

New This Week:

- Teachers may use work **completed during this week as a graded** assignment for 4th quarter.
- We will ramp up identifying necessary learning for **course/grade-level completion**.
- We will solidify what student **learning will look like for 4th Quarter**.
- Determine activity for **after Spring Break** including how to **assess student learning**.

Continuing From Last Week:

- **Learning opportunities** for the day continue to be **available by 8 AM** each day. Teachers deliver the outlines and supporting material via email, Microsoft Teams, or OneNote class notebooks.
- Learning opportunities include **new materials and build upon prior learning** to prepare students for key learning going forward.
- Students are expected to **attend any scheduled sessions** with their teachers and to complete the learning opportunities that are provided.
- Educators will **document any students who have not engaged** with the learning. This attendance policy focuses on identifying which students we must contact individually to remove any barriers to their participation.
- We will focus on **supporting those seniors** who will graduate this year. We will guide students to what they will need before the end of the year.

The schedule below outlines when students can access materials and/or look for any updates:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 10:00am</td>
<td>1st Period Resources</td>
<td>3rd Period Resources</td>
<td>Look for any additional Resources from Periods 1-4</td>
<td>5th Period Resources</td>
<td>7th Period Resources</td>
</tr>
<tr>
<td>10:00 – 11:00am</td>
<td>2nd Period Resources</td>
<td>4th Period Resources</td>
<td>Look for any additional Resources from Periods 5-0</td>
<td>6th Period Resources</td>
<td>0 Period Resources</td>
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Take the Next Step Toward Embracing the Upside of Stress
Please join me to continue our work to help our students embrace challenge stress as a source of physical and mental resources.

Recent science has revealed a difference between the potentially harmful Threat-Response stress and a newly identified Challenge-Response stress that can affect students in many positive ways.

If you have not done so, please look at Stanford Professor Kelly McGonigal's 14-minute TED Talk “The Upside of Stress” or her book of the same title.

This week, I hope you will take time to practice skills you and your teen will need to learn these stress strategies together. The skills and mindsets for capitalizing on stress cannot be taught. We can learn them together with specific activities, but to embrace the necessary mindsets about stress, we must work alongside our students to understand this unique human ability—to learn it—rather than teaching the concept to our teens.

This shared learning requires that we discuss—and get our students to discuss—how they now think and feel about stress. Since the topic requires looking at our quite personal beliefs and experiences, we must be able to listen carefully to our students and genuinely investigate and value their point of view.

If your pattern of conversation with your teen doesn’t seem to fit that model or if you could use more practice at it, I have a useful exercise that your whole family can enjoy.

You can use this sudden isolation of your family at home as a time create a new type of family conversation by discussing the material in the chart below.

The Search Institute (a 75-year-old, well-respected scientific research group) recently surveyed students about social media. In the chart below, they detail the ways that students say social media helps and how it hurts their relationships.

Try discussing these materials in the same way that I describe a stress conversation above—as an attempt to see these social media issues from your student's perspective and learn about their personal beliefs.
If we are to help our students learn to embrace Challenge-Response stress as an asset, we must start by helping them understand their current thoughts and feelings about stress. Join me in starting these honest and revealing conversations.

If you need help to focus on becoming an outstanding listener, try the attached protocol that we use at Newport.

<table>
<thead>
<tr>
<th>How social media HELPS their real-life relationships</th>
<th>How youth see social media HURTING their real-life relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect any time, any place</td>
<td>“You can’t always see them when you want to, so social media helps with that because you can call them or FaceTime them whenever you want.”</td>
</tr>
<tr>
<td>Since many of these youth typically only see friends at school, social media allows them to stay in touch to stay connected outside of school hours. They can also stay in touch with long-distance friends and family.</td>
<td>Spreading hurtful or untrue information hurts area youth described how social media can lead to “drama,” bullying, or spreading rumors. Others said it can spread judgmental, hurtful, or untrue comments, sometimes ruin friendships.</td>
</tr>
<tr>
<td>Better communication</td>
<td>“[My friends] listen more if it’s in text, so when it’s not in person they can’t just cut you off from your sentence.”</td>
</tr>
<tr>
<td>Some youth wrote that it felt easier to communicate with their friends over social media, particularly if they felt shy in person or if they wanted to discuss a more sensitive topic.</td>
<td>Acting differently on social media</td>
</tr>
<tr>
<td></td>
<td>Youth said they have seen friends seem very different on social media, which can hurt their relationships. For instance, if a person started a rumor online, “it could change the way you look at them,” now that you see their “true colors.”</td>
</tr>
<tr>
<td>Get to know each other better</td>
<td>As a result, some youth said they now hesitate to believe what others say on social media.</td>
</tr>
<tr>
<td>Some youth wrote that they could share and learn more about their friends through social media. Some friends share more or are more willing to tell the truth. Some also value being able to store memories of their friendship, such as pictures and text.</td>
<td>“It causes a lot of pressure to constantly be talking to people. People take it personally when sometimes I don’t want to respond—even though it doesn’t have anything to do with them, and I just need my space.”</td>
</tr>
<tr>
<td>“I’m not dependent on my social apps, but it’s helped me get to know the people I’m around much more. Instead of taking 100 days and 20-min conversations each day, it’s a continuous thing, which in the end is a great help.”</td>
<td>“Most of the time people don’t know the tone in what they are saying. Some people might think they are being mean when they are really not or the other way around.”</td>
</tr>
<tr>
<td>Helps stay connected</td>
<td>Becoming all-consuming</td>
</tr>
<tr>
<td>Youth shared examples of how they are able to maintain contact with their friends outside of in-person interactions. Some felt that social media communication is simpler, and therefore easier to connect with a friend at any time.</td>
<td>“The more the kids use social media in their lives, the more worried about how many ‘likes’ or ‘comments’ they receive.”</td>
</tr>
<tr>
<td>“I don’t have to be rebuilding relationships after long breaks of not seeing people.”</td>
<td>“People are on their phones too much, even at lunch time!”</td>
</tr>
<tr>
<td></td>
<td>Others described how they or their friends have become consumed with their devices.</td>
</tr>
<tr>
<td>Plan time together</td>
<td>On the other hand, some youth don’t see a downside</td>
</tr>
<tr>
<td>Youth use social media to plan events and get together.</td>
<td>Many survey participants responded to the question about the negative effects of social media on their relationships.</td>
</tr>
</tbody>
</table>
Let’s Help Our Students Remember a Key Character Trait They Share
At Newport, we believe that each student is committed to giving their best effort in all facets of their lives. This applies to school, non-school, graded and non-graded activities.

Giving your best effort is a life habit, an expectation of excellence out of yourself. Investing in yourself shouldn’t be something that you do only when you expect something back; it’s something you do to prepare yourself for your future.

Remind your students not to consider if something is graded or not. Instead, encourage them to remember to take advantage of any opportunity you have this day and in this place to learn all you can and practice giving yourself 100%.

Grades matter now, but this character trait will matter always.

Also, Remember the Power of Independent Learning
Giving students some choice over their learning builds intrinsic motivation, independence, and creativity.

Students can investigate real-world problems that interest them, research solutions, or build models or write reports that empower them.

At home, parents can allow their teens to choose topics to study, books to read, and ways to use their time. With independent pursuits, parents can allow time for deep exploration, building critical thinking skills and, at least as critically, a real desire to learn that will transfer to related topics of study.

ASB Moving Ahead Monday with Elections for 2020-2021 School Year
Even amid these unusual circumstances, we still need to elect a new ASB Executive Board so that we can begin planning for next year.

Elections for the ASB Executive Board will take place NEXT WEEK so that we have a team before spring break.

The ASB of 2020-2021 will play an especially important role in rebuilding community following this very challenging spring.

We hope that our student body will see this election process as an opportunity to connect as a group and to set the tone for next year.

Key Dates

- Candidate info and links to speeches will be sent to voters Monday 04/06/2020
- Ballots emailed to voters Wednesday 04/08/2020 at 3 PM
- VOTING: Wednesday 04/08/2020 at 3 PM to Thursday 04/09/2020 at 3 PM
- Run-off voting Friday 04/10/2020 from 9 AM to Noon
- Announcement of the ASB team after spring break Monday 04/20/2020
Here's What to Expect Next Week for ASB Elections

ASB Executive Board Elections
CAMPAIGN & VOTING PROCESS FOR SPRING 2020

VOTER PAMPHLETS
Emailed to voters MON 4/6 and posted on ASB Instagram. Will include: candidate information, flyers and a link to speeches!

CAMPAIGN EXPECTATIONS
STEP 02
No online campaigning!
Treat everyone with respect and kindness.

VOTING!!
Ballots from Survey Monkey will be emailed to all 9th - 11th graders WED 4/8 at 3pm.
VOTE until THURS 4/9 at 3pm.

RUN-OFF VOTES
If no candidate gets 40% of the initial vote a run-off vote will be held between top 2 candidates FRIDAY 4/10 from 9am to NOON

ASB ELECTED!
The new ASB Executive Board will be announced after spring break so they can GET to WORK!

STEP 01
STEP 03
STEP 04
STEP 05
Help Your Teen Weather Physical Distancing
The Chair of Seattle Pacific University’s Department of Clinical Psychology belongs to our Newport Learning Community. As a clinical psychologist specializing in adolescent mental health, (especially depression, anxiety, self-injury, and suicidality), she offers the attached summary of ways to support your teen through the feelings of isolation that accompany Stay at Home & Stay Safe.

Click here for the Uplift website, where the guide was developed.

Same Traits Still Help Students Stand Out & Succeed
I’m adding to this already long newsletter because in these unusual times, your students should remember that it’s their learning habits and values that will bring them through these changes in the way we learn. Who they are and what they believe matters more than ever.

Consider these descriptions of how students succeed at Newport:

CTE: “This student gave up his mid-winter break to lead a team of four students to Antigua, where they built computer labs for students of need. His team installed over six different computer labs in schools throughout the island. He and his team made a lasting difference to hundreds of students. He was a great team leader who worked tirelessly to make sure the job was done correctly, and everything was perfect. Thanks for making a difference in the lives of both students here at Newport as well as in the country of Antigua.” ~ Mr. Mason, Mr. Hoffman & Mr. Stueve

Science: “This student is a 100% MVP in biology. He is a natural leader and makes class enjoyable for all the Cell Elves. He is hardworking, kind, and helpful. I wish I had one (JUST ONE) of him in each of my classes. Keep up the good work Knight!” ~Ms. Doran

P.E.: “This student is a delight to have in our class! He is incredibly hardworking on the court as well as off the court. He is kind, always early to the Gym, eager, and excited to help his peers. He gets going with activity of the day right away leading & modelling to his peers! He is always the last student to leave the Gym as he helps teachers with putting away any equipment that may have been left out. We are very proud and lucky to have him as part of our class!” ~Ms. Kidd

ELL: “This student is really showing a great effort this semester, especially in English and Math. His assignments are detailed and thoughtfully done, he consistently participates in class discussion, and his positive attitude is a bright light in any class period. We are very proud of his strong work ethic.” ~ Mr. Deshayes and Mrs. Ries

Social Studies: “This student checks all the boxes for “High Quality + Fun Loving Student”: Big brain for history, charming personality, great sense of humor, cool 80s concert shirts, and is likely the best softball player in 5th period, by far. I’ve been lucky enough to work with her big brothers too, but sorry boys, she has you beat!” ~Mr. Rubio

Math: “This student has earned recognition as Student of the Month for Math. He is an excellent math student. What makes him stand out among his peers is his positive energy, great attitude, and hard work. He is dedicated to his success and elevates those around him. He is always willing to engage in class activities and does so with enthusiasm. Newport is lucky to have students like him and it will be fun to witness his future success!” ~Mr. Milton

Health: “She has been a great contributor to our Health class both in person and now remotely in this new reality. She has a great perspective on her own personal health while at the same
time being accepting of all other viewpoints. An asset to our class dynamic and her fellow classmates as a polite, personable peer. Indigo, thanks for being you!!” ~Mr. Oliver

English: “This student has been a critical part of class discussion, critical thought, and honest questions throughout the Lord of the Flies unit. I am so impressed by her work ethic and her genuine desire to learn. She makes real world connections to everything that we read and has created deeper learning because of it. I adore having her in class and I feel like she could change the world!” ~Ms. Knudsen

Music: “He helped us so much with the pronunciation of an Indian piece we were working on. He was patient and thorough with helping us get comfortable with singing this. He’s also in KnightSounds and is an excellent role model in class: always prompt, courteous, and incredibly prepared.” ~Ms. Fisher

Leadership: “He has been very on top of getting his work done while we’ve been gone. He’s been communicative with me as his case manager and doing what he can to stay caught up on work and review previous topics. As well as work with his counseling team to plan for post-secondary goals.” ~Ms. McGee

Leadership: “This student has gone out of his way to connect with his school team using TEAMS. He has been patient and flexible as NHS moves to online learning experiences. His upbeat attitude and desire to do well in school earns him this praise! Keep up the great communication and self-advocacy!” ~Ms. Parker

World Languages: “She blows my mind. This young woman is SO motivated to improve her Spanish that she pursues EVERY extra practice opportunity I throw her way and finds some of her own. Some examples from this year: she regularly met with a native speaker in tutorial to practice conversation, she did every single extra AP conversation practice on our textbook website, she stopped by other Spanish teachers’ tutorials to practice with them, she wants to take another advanced Spanish class next year, she has been watching a Spanish TV series on Netflix during this school closure, she serves as a peer tutor for lower level students, and… on and on. Just a fantastically dedicated student!” ~Ms. Swann