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. You also will find many links at the end of this newsletter.

Upcoming Dates to Remember:
- Monday, May 11 - Friday, May 22 - AP Testing:
  - Latest AP Update_05-05-2020
- Monday, May 25 - No School - Memorial Day
- Monday, June 1 - Friday, June 5 - AP Testing Make-Ups
- Thursday, June 11 – Last Day for Seniors
- Friday, June 19 – Last Day of School for Grades 9 – 11

I Know that You Need Answers
I recognize how hard it is to wait for announcements about the coming weeks of school and graduation. I assure you that I’m offering everything that I can be reasonably certain will happen.

Already you have seen me backtrack because we made implementation plans, announced them, and then learned a lot in our first-ever application of those ideas—plans without testing because our students need quick action.

Please be patient with me, with us, as we learn how to best serve your teens.

This week generated a lot less news than last week, but work done this week will create a flurry of activity next week as we hope to launch Teams meetings with our senior parents and as we put graduation plans into play.

We also set plans for our juniors to begin their college application process. Junior families should watch for those timelines on Monday.

Parents and staff gathered Friday in a drive-through event where seniors picked up their celebration signs. Caps, gowns, etc. also went home with students from an event staged at Factoria by Jostens, the vendor for those items. Seniors who missed this opportunity will hear from us about how to get their graduation items. Thank you so much to all our volunteers.
How You Can Build Wisdom in Your Teens During These Home-School Days
To thrive in these weeks at home, our students need—more than ever before—the skills to Notice, Name, & Navigate.

- **Notice**—to pause amid rising stress or emotion and notice the feeling as it emerges.
- **Name**—to identify what we feel and what caused it.
- **Navigate**—to plan how to manage the emotion and address the cause and how we will respond.

**Stopping Feelings of Helplessness**
Commonly amid the pandemic, it’s helplessness that we feel and that causes our stress—especially for our teens. If we seize this opportunity, though, we can **equip our young people with the wisdom that most of us take many years to refine.**

We have ample evidence—and common sense as well—to know that **helplessness damages our mental health.** More than that, its opposite, self-agency, lends great strength to our mental well-being.

**Practice Makes Wisdom**
As we plan each of our days at home, we have a window to **help our students practice—with real-life emotion, losses, and pressures**—these skills to Notice, Name, Navigate. And the practice they need can happen right there in front of you where you can demonstrate and coach.

As we stop with our teens to **apply the above three-step template for emotional discipline,** we can help them let go of what they can’t control and **seize on concrete actions that build self-agency and mental resilience.**

**Change the Focal-Length of Your Frame**
“The secret is to **focus on what’s happening right now,** right in front of you,” says University of Minnesota researcher Patricia Frazier. “If you can do that, you allow yourself to **solve problems you face and accept situations you can’t change.**”

In all situations, the process of Notice, Name, and Navigate stops us from spinning our wheels dwelling on circumstances—risks and losses—over which we have no control and no ability to change what comes. When circumstances impose themselves on us, we can control only how we react when the time arrives.

Until those circumstances get here, mental health experts advise us to spend our mental energy on things we can do to prepare or to minimize our risks—things like wearing a mask and keeping six feet of distance from one another.
“It might seem counterproductive to also reflect on what you can’t control,” professor Frazier says. “If you stop to identify what you can’t control, you can avoid a state of anxiety and hyper-vigilance that comes when we try to tame reality into submission, refusing to accept our areas of powerlessness.

“Frenzied action, such as excessive cleansing, can give us the illusion that we’re the ultimate masters of our fate. We can falsely believe that if something goes wrong, it’s only because we didn’t do enough,” she says.

Aiming Action Drops Depression Risk
Research backs up the notion that trying to exercise control in some areas can be unhelpful. Instead, if we aim efforts to where our actions do matter, our risk drops for depression, anxiety, and obsessive-compulsive tendencies. In fact, we feel more satisfied with life.

Most of all, help your students practice Notice, Name, and Navigate. As they do that, you can help your students employ strategies that we know make us feel better:

- Find enjoyable ways to spend time that involve people, creating, learning, games;
- Keep active and spend at least an hour each day outside;
- Reach out to others for laughter, comfort, and shared activity.
- Look around for anything you can do to support others. That focus away from ourselves and making a difference for others changes our biochemistry to a happier state.

Final 75 copies of Yearbook on Sale
If your student missed the opportunity to purchase a yearbook for this challenging yet historic year, now is their last chance. Our yearbook advisor, Juith Sceats, has announced the final sale. Click here to make your purchase through our district fees portal, Touchbase.

Students & Families Deliver Touching Messages
The staff received messages from students and families during this Staff Appreciation Week. Take three minutes with your student. Click below and then click the “Download” button to connect to the familiar faces of our community.

NHS Staff Appreciation

AP Exams Start Next Week
Click here for the latest instructions to prepare your access to the AP Exams, which start Monday.

Students who miss class to take an AP exam will have access to that content. Teachers will communicate individually how to access the material for each class. If access is not clear to your student, ask your student to contact the teacher directly.
Bellevue Schools Plans Social-Emotional Wellness Forums

During this unprecedented time, the Bellevue School District’s family engagement team seeks ways to inform, support and empower you as you nurture your families.

To that end, our team, along with the school district counseling team and community mental health providers, will present a series of community forums to support the social-emotional wellness of district families.

We asked families to send in their questions and concerns in order to make these forums informative and relevant. Using your questions, we have created these forums to address your needs.

More information, including links, will be shared soon.

- Wednesday, May 13 – Elementary School Families Forum
- Wednesday, May 20 – Secondary School Families Forum
- Wednesday, May 27 – Spanish Speakers Families Forum
- Wednesday, June 3 – Mandarin Speakers Families Forum

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Newport High School Remodel News
Note: We can achieve the most with our school bond dollars by remaining flexible throughout the design and construction of our building expansion. Keep in mind that any and all of the details we share may change as this five-year process moves forward.

This first installment of Remodel News will focus on overall concepts that will guide the choices we make as design takes shape. In coming weeks, we will detail some of the specifications our staff gave architects to make the spaces suit our community, our approaches to learning, and our specific courses of study.

Work Starts with Planning Bright Spaces, Directing Architects to Priorities

- More light!
- Room to move!
- Quicker food service!
- Collaborative study spaces redesigned to 21st Century learning!

Last month, the remodel design group met to set the overall goals (examples above) for our new-wing design. This week, small groups—with staff from each department in the new areas—met to pin down the details of the spaces we want in our expanded school house.

Next, designers and technical experts from NA Architecture will assemble the puzzle pieces into a preliminary design.

<table>
<thead>
<tr>
<th>Basic Project schedule</th>
<th>Start</th>
<th>End</th>
<th>Basic description of work in each phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Specs/ planning</td>
<td>Mar '20</td>
<td>Jun '20</td>
<td>Confirm scope of work, with BSD and planning comm.</td>
</tr>
<tr>
<td>Schematic Design (SD)</td>
<td>May '20</td>
<td>Oct '20</td>
<td>Develop plans, what building will look like</td>
</tr>
<tr>
<td>Design Development (DD)</td>
<td>Sep '20</td>
<td>Mar '21</td>
<td>Added detail to plans, features and items in each room</td>
</tr>
<tr>
<td>Contract Documents (CD)</td>
<td>Apr '21</td>
<td>Mar '22</td>
<td>Technical Development and Permitting</td>
</tr>
<tr>
<td>Bid</td>
<td>Mar '22</td>
<td>May '22</td>
<td>Contractors bidding to do work</td>
</tr>
<tr>
<td>Construction Administration (CA)</td>
<td>Jun '22</td>
<td>Aug '25</td>
<td>Construction phased into smaller pieces to reduce impact on education</td>
</tr>
</tbody>
</table>

This rough outline of the timeline will give you a sense of the activity ahead of us.

Key Education Concepts Guiding Design Decisions

As we made an initial wish list of everything that would make our school perfectly suited, we kept in mind how differently students learn in the 21st Century.
Students now spend their time quite differently than parents did in high school. The best learning—the learning most transferable to the real world—happens through engagement.

- **Relational Engagement** teaches students to work with others and build relationships that get things done and help people thrive.
• **Cognitive Engagement** involves students in applying what they know to solving problems. They build knowledge while they learn to think critically and adapt what they know to situations before them.

• **Agentic Engagement** makes students the agents of their own learning and teaches them to pursue understanding in ways that suit how they learn and what they need to know. This engagement plays a key role in how we “affirm and inspire each and every student to learn and thrive as creators of their future world” (quoted from the Bellevue School District Strategic Plan).

The environment is never neutral – it either hinders or enables the Vision for Learning

*These samples illustrate how the design of the classrooms and common spaces might include spaces for collaboration—places where small groups of students can work together and to demonstrate their learning to others.*

**Creating Spaces Where Students Thrive**

Creating spaces with natural light and views of the natural world outside both make a significant impact on student well-being as well as their behavior and ability to learn. Our architecture team
includes international leaders in how to create spaces that make a positive impact through all five of our senses.

These examples of spaces that open up outdoor views illustrate the use of light in human-centered design.

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