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EXECUTIVE SUMMARY

LEADING IN THE COVID-19 ERA
Leading in the COVID-19 era takes persistence, flexibility, resourcefulness, and compassion. At Bellevue School District, we have leaned on our district’s core values, our unwavering dedication to students and equity, and the commitments adopted by the district on June 2, 2020 to guide our planning for fall. Prioritizing equity and holding students at the center of our decision-making has anchored us.

REFLECTIONS AND LESSONS LEARNED FROM SPRING 2020
BSD conducted extensive surveys of parents, families, and staff in June 2020 to assess lessons learned from the spring. That data, combined with reflection by administrators, has informed our planning. We have formed a plan that builds on the resilience and creativity demonstrated in the spring, while better addressing the needs our community expressed for more connection and support.

INSTRUCTIONAL PLANNING
On July 22, 2020, Superintendent Duran announced that BSD would begin the school year in Temporary Remote, with a determination to be made about a transition to hybrid learning during the first six weeks of the school year. This decision was informed by public health data and driven by BSD’s obligation to the health and safety of students and staff. The contents of this Reopening Plan are relevant to both virtual and hybrid learning scenarios. Details on specific aspects of BSD’s instructional model, from assessment to learning standards to technology and beyond, are included herein.

OPERATIONAL PLANNING
The operational complexity of preparing a school district for the 2020-2021 school year is significant. This plan outlines the steps BSD has taken to ensure facilities, transportation, meal service, sanitation, and health protocols are in place to provide maximal health and safety to our students, staff, and families.

COMMUNICATIONS AND FAMILY ENGAGEMENT
Families are more critical than ever as partners in providing high-quality learning in different modalities. We are committed to breaking down boundaries between school and home, building strong relationships, collaborating with families in new ways, and communicating with families in a caring, thorough, coordinated, and predictable manner.

BUDGET IMPACTS
The costs of the pandemic are tangible and intangible. COVID-19 has produced a net loss of $9,333,250 to BSD’s budget in the 2019-2020 and 2020-2021 school years. These costs are attributed to additional expenses and loss of revenue in 2019-2020; increased investment in technology to support remote learning; and expenses to support fall reopening including health monitoring, additional staff to implement health safety protocols, cleaning/disinfecting protocols for buildings and buses, and personal protective equipment (PPE).

EVERYONE HAS A ROLE TO PLAY
To a large extent, the speed with which BSD can return to in-person instruction rests with our community. Each of us has a role to play. Until there is a universally available vaccine, our best tools in limiting the spread of COVID-19 are masking, social distancing, and hand washing. We urge fidelity to these simple public health measures. We have agency in protecting ourselves and one another and in establishing the conditions necessary for a return to in-person schooling.
GUIDING PRINCIPLES

DISTRICT VALUES AND COMMITMENTS
Decisions guiding BSD’s operations in this momentous and unprecedented year have been guided by the district’s core values and the fall planning commitments adopted by the School Board on June 2, 2020.

STUDENTS AND EQUITY AT THE CENTER
At the most basic level, district staff and leadership are guided by the notion that students and equity are at the center of every decision. With this lens, BSD will provide a just and equitable education for all.

BALANCING SHORT-TERM NEED & LONG-TERM ASPIRATIONS
Reopening in the midst of a continuing pandemic requires BSD to address a multitude of operational imperatives. The district has done that, while still holding true to a long-term vision anchored in connection, joy, academic rigor, and excellence.
PUBLIC HEALTH GUIDANCE

CDC DEFINITION OF HIGH-RISK EMPLOYEES (OSPI question #6)

As required, BSD has reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of high-risk employees and has clearly communicated with staff their opportunity to identify themselves as high-risk. Jeff Thomas, Assistant Superintendent for Human Resources, sent an all-staff email on July 7, 2020, outlining this information and attaching the BSD Facilities COVID-19 Preparedness and Response Plan.

The CDC’s definition of high-risk employees includes older adults and those with certain underlying medical conditions:

Older Adults (as of June 25, 2020):
Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. Severe illness means that the person with COVID-19 may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die. The greatest risk for severe illness from COVID-19 is among those aged 85 or older.

People with Certain Medical Conditions (as of July 27, 2020)
People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19:

- Cancer
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus

COVID-19 is a new disease. Currently there are limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19.
Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus

Children who have medical complexity, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease might be at increased risk for severe illness from COVID-19 compared to other children.

WASHINGTON STATE DEPARTMENT OF HEALTH REOPENING DECISION TREE

On August 5, 2020, the Washington State Department of Health released a Decision Tree to assist local health officers and school administrators in making decisions around resuming in-person instruction for public and private K-12 schools during the COVID-19 pandemic. BSD will follow this guidance as we begin the school year fully remote and evaluate within the first six (6) weeks of school whether and when to shift to hybrid learning.
INSTRUCTIONAL PLAN

ASSESSMENT (OSPI question #24)
Assessment in the COVID era must be flexible, adaptable, and leveraged as a tool to address the educational inequities that have been exacerbated by the pandemic. Students will come to us this fall in different places, some with substantial unfinished learning and some having accelerated. Our plan will include early assessment, a robust learning and support plan, and regular progress monitoring.

We will accomplish this through the use of:

- Universal screeners, upon return, for a quick sense of where students are in their learning and whether they will benefit from additional supports or advanced work.
- Diagnostic assessments to help us understand specific skills gaps.
- Adaptive instructional software in literacy and math that students will work in regularly throughout the year to provide them with practice and supplemental instruction, and to provide us with a way to monitor their path through standards mastery, help inform instruction, support differentiation, and communicate with parents. These tools include Freckle math and Lexia Core5 reading in elementary school; ALEKS math and Lexia PowerUp in secondary schools; and Istation to support Spanish literacy in our Spanish language immersion programs (Freckle and ALEKS both come in Spanish for math).

This suite of activities and tools will enable us to monitor student learning as students and teachers move in and out of remote learning, possible quarantine situations, hybrid models, and full-time in-person instruction.

ATTENDANCE (OSPI question #19)
BSD will take daily attendance for all students, regardless of our teaching modality, and has a tiered approach to supporting students not participating, aligned to OSPI attendance rules.

Daily Attendance
School personnel will take daily attendance.

- Parents to report illnesses through attendance lines and phone calls or Self-Access Stations/Lobby Guard;
- For late arrivals/dismissals, one-guardian-one-child;
- For late arrivals, staff will escort students to class as needed.

Tiered approach to supporting students not participating
District and school administrators and relevant support personnel will closely monitor attendance and work collaboratively with select students, families and community agencies to individualize supports (daily check ins/check outs, wake-up calls, reinforcing incremental improvements, facilitating access to mental health/social emotional supports, etc.).
DIGITAL ETIQUETTE AND SAFETY
BSD uses Common Sense Media’s Digital Citizenship Curriculum to establish and reinforce digital etiquette and safety. This curriculum will be incorporated into building "classroom norms" in each class. For cyber security, BSD uses a combination of Common Sense Media and materials from Knowbe4, our phishing/training platform for staff.

DUAL LANGUAGE AND LANGUAGE IMMERSION
BSD is heavily invested in the success of our dual language and language immersion programs. Our goal is to achieve high-quality programming in both 100% virtual and hybrid settings. We will achieve this through:

• Building on synchronous learning time to develop language fluency and providing targeted language and academic support during small group instructional times.
• Supporting our educators by hosting dual language/ language immersion professional development during the summer to foster language learning strategies for students of different home languages in the virtual/hybrid settings.
• Enhancing family connection and support, including providing supports for homework, opportunities for more language practice, etc.
• Placing a special emphasis on welcoming incoming Kindergartners into the dual language learning environment. This will start with scheduled parent connections prior to the first day of school so parents and guardians can meet with teachers and share their child’s strengths and needs for the year.

EARLY LEARNING
BSD’s Early Learning efforts center on PALS and Washington state’s ECEAP program to prepare 3- and 4-year-old children from families furthest from opportunity for success in school and in life.

ELECTIVES
Electives are a critical component of a well-rounded educational experience. However, not all electives are well suited to the remote environment. During the 2020-2021 school year, difficult changes will be made to our elective programs. BSD will maintain courses that can be successfully delivered in the hybrid and virtual models. In some cases, course content will be modified to align with safety guidelines.

Changes under consideration:
• In-classroom singing and wind instrument playing will be temporarily suspended until it is safe to resume (students can sing and play instruments at home)
• Students at middle school will be assigned by grade level rather than skill level
• Performances will be conducted outside whenever possible
• Visual art offerings will emphasize 2-D and 3-D art, including Computer Visual Art and Photography. All AP and IB art offerings will be maintained.
• The Student Store course will be temporarily suspended
• Regarding PE:
  – PE courses are being modified to focus on personal fitness and lower impact activities
  – Some PE courses will not be offered during the 2019-20 school year
  – Locker room usage will be temporarily suspended
GRADING *(OSPI question #21)*

BSD’s 2020-2021 proposal for grading is developing and under discussion with stakeholders. The proposal builds on BSD’s *Best Practices in Assessment, Grading, and Reporting*. Major tenets of the proposed plan include:

*Assessment practices:*
- Classroom assessment is aligned to standards
- Students are provided with multiple opportunities and formats to demonstrate learning
- Students can re-take and/or re-do assessments
- Late work used to assess student learning is fully recognized to demonstrate proficiency

*Grading practices (phased implementation):*
- Grades are based on proficiency relative to standards
- Grades are assigned on a scale of 0-4 with a minimum grade floor

INCOMPLETES *(OSPI question #22)*

BSD has been implementing a plan to support students who received “incompletes” in the spring of 2020. During the spring, the district tracked, by school, students who were at-risk of receiving an Incomplete “I” or Not Progressing “NP” for Spring 2020. Each student received direct family communication and each student had a plan of support in place which included summer school where appropriate and available, 1:1 or small group staff support, or other individualized methods of support.

As of July 27, 2020:
- Elementary (K-5): 115 of 8,896 K-5 students have an NP on their report card (0.013)
- Middle School: 422 of 4,814 of 6-8 students have an NP or I on their report card (0.088)
- High School: 277 of 6,789 9-12 students have an I on their report card (0.040)

For Fall 2020:
- Each school will revise individualized student plans based on end-of-year data and current needs.
- In-person attendance will be prioritized for students who received an NP or I in Spring 2020.
- Small group and/or individual support via the utilization of both teaching and classified support staff will be prioritized for any student receiving an NP or I during Spring 2020.
- Student progress will be monitored during regular intervention cycles. Interventions will be adjusted based on student outcome data.

IN-PERSON SERVICES DURING TEMPORARY REMOTE

A subset of buildings will be open during Temporary Remote to provide limited in-person services for childcare (see additional detail on page 14) and small group or individualized support for some students with special education services, those who are emerging bilingual speakers, and those who received an incomplete or an NP in spring of 2020.

INSTRUCTIONAL DAYS AND HOURS / SCHOOL CALENDAR *(OSPI question #17)*

BSD’s 2020-2021 school calendar will follow the calendar previously established. As required by OSPI, we will implement a school calendar to accommodate 180 instructional days and required instructional hours with all guided learning planned by and under the direction of a certificated teacher subject to the State Board of Education requirements outlined in WAC 180-16-200.
2020
September 3 (Thursday): First day of school for grades 1 through 12
September 7 (Monday): No school, Labor Day observance, all district offices closed
September 9 (Wednesday): First day of kindergarten
October 9 (Friday): No school, professional development day
October 12, 13, 14 (Monday, Tuesday, Wednesday): Elementary school early release, conference days
November 9 (Monday): First Quarter
November 11 (Wednesday): No school, Veterans Day observance, all district offices closed
November 26 and 27 (Thursday and Friday): No school, Thanksgiving, all district offices closed
December 21 through January 1, 2021: No school, winter break
December 24 and 25 (Thursday and Friday): All district offices closed
December 31 (Thursday): New Year’s observance, all district offices closed

2021
January 1 (Friday): New Year’s observance, all district offices closed
January 18 (Monday): No school, Martin Luther King Jr. Day observance, all district offices closed
January 28 (Thursday): Semester
January 29 (Friday): No school, Non-student day
February 15 through 19: No school, mid-winter break
February 15 (Monday): President’s Day observance, all district offices closed
March 19 (Friday): No school, professional development day
April 9 (Friday): Third Quarter
April 12 through 16: No school, spring break
April 16 (Friday): Spring Holiday, all district offices closed
May 31 (Monday): No school, Memorial Day observance, all district offices closed
June 22 (Tuesday): Last day of school
July 5 (Monday): Independence Day observance, all district offices closed

INSTRUCTIONAL SCHEDULES (OSPI question #18)

Best practices in remote learning share the following characteristics:

- A full day of learning with reasonable limits on screen time
- A combination of synchronous and asynchronous learning
- An emphasis on live instruction, small group learning, and 1:1 support
- Special attention paid to social emotional learning

BSD’s instructional schedules have been carefully designed to reflect these practices. Sample schedules for temporary remote can be found below and online. Schedules for hybrid learning are being finalized with our BEA partners.
LEARNING STANDARDS (OSPI question #20)

BSD will publish a detailed 2020-2021 Learning Standards and Pacing Guide based on the work of more than 300 BSD educators. This guide will identify learning standards across grade levels and content areas to ensure instructional time and professional learning are effectively tied to the district’s reopening plan.

Of note:

- Educators have identified the major work of the grade levels and courses. Students will spend the majority of their time at the lesson level on the priority standards. A shift this year is that the overall pacing and units of study have been developed to more strategically leverage the standards to be in service to the priority standards of the grade level and course.

- Additionally, the educators have identified essential lessons aligned to the major work to reduce the “required” number of lessons and provide teachers more focus and flexibility in meeting the needs of students entering the fall in a remote setting. These were developed to ensure that all students are receiving grade/course level work.

PROFESSIONAL DEVELOPMENT (OSPI question #27)

BSD has developed a rigorous and comprehensive plan of professional learning for educators to address all key areas required by the reopening plan. Specifically, this will include professional learning on:

- COVID-19 health and safety procedures
- Culturally responsive practices, universal design for learning (UDL), and language acquisition
- Grading
- Implicit bias and racial equity
- Professional learning communities (PLC)
- Assessments in math, literacy, and social emotional learning
- Positive Behavior Intervention Supports (PBIS)
- TEAMS technical and instructional models
From August 24 – 27, 2020, BSD will conduct extensive professional development for educators with a robust menu of learning opportunities. Final details of ongoing professional development are being negotiated with our labor partners (BEA) through the bargaining process.

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<tr>
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<th>Monday – Aug 24</th>
<th>Tuesday – Aug 25</th>
<th>Wednesday – Aug 26</th>
<th>Thursday – Aug 27</th>
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<tbody>
<tr>
<td><strong>AM</strong></td>
<td>9-11:30 – Dual Language</td>
<td>8-10</td>
<td>8-10</td>
<td>8-10</td>
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<tr>
<td></td>
<td>8-11 : K-2 DIBELS</td>
<td>Grade K: Math/SEL</td>
<td>Grade 2: Math/SEL</td>
<td>Grade K: ELA/SS</td>
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<tr>
<td></td>
<td></td>
<td>Grade 1: SEL/Math</td>
<td>Grade 3: SEL/Math</td>
<td>Grade 1: SS/ELA</td>
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<td></td>
<td></td>
<td>Grade 2: ELA/SS</td>
<td>Grade 4: ELA/SS</td>
<td>Grade 4: Math/SEL</td>
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<tr>
<td></td>
<td></td>
<td>Grade 3: SS/ELA</td>
<td>Grade 5: ELA/SS</td>
<td>Grade 5: SEL/Math</td>
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<td></td>
<td>9-11: WaKIDS Observational Assessment in Remote (Note: Time for this session is 9-11)</td>
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<td></td>
<td>11-12</td>
<td>11-12</td>
<td>11-12</td>
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<tr>
<td></td>
<td>Lexia</td>
<td>Lexia</td>
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<td>Lexia</td>
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<tr>
<td></td>
<td>Freckle</td>
<td>Freckle</td>
<td>Freckle</td>
<td>Freckle</td>
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<tr>
<td><strong>Lunch</strong></td>
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<tr>
<td><strong>PM</strong></td>
<td>12-3: K-2 DIBELS</td>
<td>12-3: K-2 DIBELS</td>
<td>12-3: K-2 DIBELS</td>
<td>1-3:30: WestED PD Session 2 (Facilitators/LAP/ITCLs, Lake Hills, Sherwood, Stevenson Teachers)</td>
</tr>
<tr>
<td></td>
<td>1-3: WestED PD Session 1 (Facilitators/LAP/ITCLs)</td>
<td>1-3: WaKIDS Observational Assessment in Remote</td>
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<td>1-4</td>
<td>LMS &amp; Technology - Building based teams</td>
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<td>LMS &amp; Technology - Building based teams</td>
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**SPECIAL EDUCATION**

BSD is committed to serving students with specific needs in an in-person environment to the greatest extent possible. Students with disabilities will be served in waves beginning the week of September 17, even if King County remains in the high-risk category. These student groups include:

<table>
<thead>
<tr>
<th>Students</th>
<th>Days per week in-person</th>
<th>Number of students</th>
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<tbody>
<tr>
<td>Students receiving special education services who spend less than 40% of their time in a general education classroom</td>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>Pre-school students with special education services</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Transition program students</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Students learning the English language who need greater supports</td>
<td>1</td>
<td>339</td>
</tr>
<tr>
<td>Secondary students with an Incomplete grade from last semester</td>
<td>2</td>
<td>~125</td>
</tr>
<tr>
<td>Pre-school students</td>
<td></td>
<td></td>
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Based on OSPI and State Guidelines released 8/5/2020, these students will:

- Receive remote instruction from September 3 – September 17, during which time families will meet with staff to develop the students’ educational plan.
- Start in school the week of September 17th and will continue to be in school even if King County is in the High-Risk Band. Students will not attend school if buildings are closed due to a COVID-19 outbreak.

*Other notes:*
- Students must be able to safely access the school setting based on CDC and health guidelines, meaning they must NOT require support within 6ft of space for more than 15 minutes.
- Student who cannot access a full day for health and safety reasons, but need access to limited in person services that cannot occur online such as OT/PT/SLP, may be scheduled in short windows of time for 15 min each to support those goal areas.
- Students receiving services two days per week will attend in person on Monday and Tuesdays.
- Designated times will be provided for Speech Language Pathologists, Occupational Therapists, Physical Therapists and Social Workers services.
- Services will be provided during the regular school day.

**SUMMER LEARNING & SERVICE OPPORTUNITIES (OSPI question #23)**

Summer learning and services opportunities were developed and implemented for students who needed additional support to be ready for success this fall. Specifically, our comprehensive summer access and learning plan supported students not yet proficient in literacy in grades 3 and 5 and/or math in grades 3, 5, and 6. The summer learning course utilized adaptive online learning tools from Freckle and Lexia CORE 5.

**TECHNOLOGY ACCESS AND CONNECTIVITY (OSPI question #26)**

BSD has invested in additional accessible technology, hardware, and connectivity for students and educators to prepare for fall reopening. We have purchased additional hardware to provide all students with a district managed device. The standard devices in K-1 are iPads and in grades 2-12 are Windows laptops.

To ensure students have equitable access to the internet, the district will provide students who do not have access to the internet at home with a hot spot. McKinney Vento, foster care and our other most marginalized students will have priority in establishing access.
OPERATIONAL PLAN

ATHLETICS & ACTIVITIES

Athletics
BSD will follow the WIAA’s guidelines for athletics in the 2020-2021 school year. These guidelines include season dates. Programming restrictions will ease in accordance with the phases outlined below:

- Phase 2: Daily practices will be offered for high school and middle school programs during scheduled seasons. All in-person practices will be held outdoors. Programs must follow physical distancing guidelines. No individuals may observe practice.

- Phase 3: Daily practices will be offered for high school and middle school programs during scheduled seasons. Practice size is limited to 50 individuals outdoors or 10 individuals indoors for practices. The 50-person and 10-person totals for practices includes athletes and coaches present. It does not include those individuals tasked with screening at the entrance to the facility. Programs must follow physical distancing guidelines. No individuals may observe practice.

- Phase 4: Daily practices will be offered for high school and middle school programs during scheduled seasons. Activities may include up to 50 individuals, and the activities are able to be held indoors or outdoors. The 50-person total for practices includes athletes and coaches present on the field. It does not include those individuals tasked with screening at the entrance to the facility. Other individuals will not be able to observe practice.

Large Gatherings (assemblies, Curriculum Nights, fundraisers, etc.)
Large gatherings will be offered through remote means for the 2020-2021 school year. This means schools are prohibited from offering any in-person large group gathering and maintaining this prohibition even if guidance changes and restrictions lessen during the 2020-2021 school year. These opportunities can include virtual social events, virtual fundraisers, school wide parent meetings, special performances, spirit nights, curricular nights, or other gatherings associated with a curricular or extracurricular offering at a school.

Clubs and After School Activities
BSD will offer after school clubs and activities during 2020-2021 by shifting how clubs and activities are facilitated. Each school will offer both remote and in-person, after-school activities/clubs at each HS and MS, including students who may opt for a virtual learning environment. Clubs that should be considered for in-person opportunities are those where the in-person opportunity is an essential element of the club. Any club must engage in the approval process provided by the Athletics and Activities Implementation Team prior to advertising or offering any in-person opportunity to participants.

Field Trips:
BSD will suspend all field trips for the 2020-2021 school year. This includes travel away from school premises, under the supervision of a teacher, coach or advisor, for an approved course of study or extracurricular activity, to afford students a direct learning experience not available in the classroom or provided by the school activity.

Should restrictions in Washington State lessen, defined as moving past Phase 4 of the Governor’s re-opening plan, there would be no change in the cancellation of all optional/overnight travel for the 2020-2021 school year. Should restrictions lessen, BSD will revisit the possibility of providing limited opportunities for local field (day) trips. No planning or calendaring of any such trip should begin until schools are notified by the Athletics and Activities Department.
All activity programs are encouraged to seek opportunities for participants to engage virtually to provide a service, (such as music adjudicators), provide a social experience (such as a guest speaker), or other similar reasons.

BUILDING ACCESS DURING TEMPORARY REMOTE
Educators who are teaching, and those picking up items, will have access to certain buildings during Temporary Remote with some restrictions. Health and safety protocols are being established, to include:

- Maximum numbers of staff who can be in the building at any one time and scheduling procedures to support this
- Staff use of designated entry and exit
- Health attestation and Lobby Guard check in at entry to facilitate contact tracing if needed
- Mask use at all times except when alone in the classroom
- No guests or visitors, including children or significant others
- Assistance in keeping buildings clean and sanitized

Staff working in buildings being used as childcare sites may request classrooms in other schools as a work site.

CHILDCARE
BOOST (Bellevue Out of School Time) will provide limited childcare for K-5 students during Temporary Remote. Student social, emotional, and physical well-being will be at the core. Additional details are being finalized regarding cost, hours of operation, and which BSD buildings will operate childcare services.

CLEANING REGIMENS (OPSI question #15)
BSD has developed a cleaning regimen in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.

According to the CDC, “the primary and most important mode of transmission for COVID-19 is through close contact from person-to-person. Based on data from lab studies on COVID-19 and what we know about similar respiratory diseases, it may be possible for a person to get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this isn’t thought to be the main way the virus spreads.”

Out of an abundance of caution, BSD has established comprehensive cleaning protocols to mitigate the risk of COVID-19 transmission, including:

- Stocking large quantities of supplies for hand sanitization and surface cleaning.
- Focusing efforts on high-use touch point areas such as door handles, faucets, and railings. Custodial will adjust models to achieve daily touch points on such surfaces, being mindful of the potential effects of over-disinfecting.
- Installing hand sanitizing dispensers throughout schools to be refilled consistently.
- Supplying and refilling sanitizing wipes in each classroom with products that do not require PPE and hold the COVID-19 kill claim. These wipes have a dwell time of 1 minute, reduced from 10.
- Purchasing electrostatic sprayers to be used for wider disinfecting of areas upon confirmed COVID-19 cases.
To effectively provide cleaning to all used surfaces, those in the classrooms will need to assist in the responsibility of sanitizing their spaces. Students cleaning their desk and touch points on the chairs before and after their time in class can be a preventative measure.

**CLOSURE PROTOCOLS AND REPORTING (OPSI question #16)**

BSD has established closure protocols in accordance with Washington State Department of Health guidelines. The district will follow school closure guidelines provided by Public Health – Seattle & King County once this information is released. Until that time, the following Washington State Department of Health guidelines will be followed:

**DOH Definition:**
Two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

*If the school is grouping or cohorting students:*
- Dismiss the entire classroom for home quarantine for 14 days if two or more confirmed cases of COVID-19 occur within the group or cohort within a 14-day period.
- Close a school and switch to remote learning for 14 days when:
  - 2 or more classrooms are dismissed due to outbreaks (in schools with 10 or fewer classrooms)
  - >=10% of classrooms are dismissed due to outbreaks (in schools with > 10 classrooms)
  - School cannot function due to insufficient teaching or support staff.

*If the school is not grouping or cohorting students:*
- Quarantine close contacts and notify families if two or more confirmed cases are reported in a 14-day period. Evaluate to determine if transmission is occurring in the school.
- Consider the following to determine the need to close a school and switch to remote learning for 14 days when:
  - Rapid increase in cases
  - Prolonged chain of transmission (2 or more generations) believed to occur in the school.
  - School cannot function due to insufficient teaching or support staff.

BSD has established procedures, in coordination with our local health authority, to report any suspected or known cases of COVID-19. If and when a positive case of COVID-19 is discovered in the school setting, BSD will alert Public Health. See page 23 for identification of BSD’s primary health officer.

**DROP OFF AND PICK UP PROCEDURES (OPSI question # 7)**

Once we return from Temporary Remote, BSD’s drop off and pick up plan will provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.

**Arrival/Dismissal Protocols**
- Parent(s)/guardian(s) remain in their cars, and refrain from leaving or getting out of their cars.
- Utilize designated entry points for health checks during arrival; entry points staffed by BSD staff.
- Provide parent(s)/guardian(s) with maps, directions, and communication regarding designated drop-off locations and entry points (separate students so not all going to the same entry point). Reinforce protocols frequently.
- Parents are designated a specific pick up area by last name-alpha for the year (i.e. upper/lower parking lot, side streets, back of school, etc.)
• Train students on arrival/dismissal procedures through structured modules, reteach frequently, and reinforce positive strides.

• Stagger times for release from classrooms for pick up based on grade level or classroom location (ex. Kindergarteners are released 8-10 minutes prior bell), ensuring each knows the protocol once in the pick-up location(s).

• Upon arrival, students will exit the bus and keep social distancing guidelines. The school will create a visual plan so that students understand where to go (breakfast, class, etc.) and how to maintain physical distance.

• Prior to departure, schools will designate an area for students to line up for their bus route, while also maintaining social distancing. Bus drivers should load the bus as soon as students start to line up, provided there are two or more students waiting to get on the bus, versus bus drivers waiting to open the doors until many students are in line. This is to limit the amount of time that students are not social distancing. (see Transportation recommendations).

• Be considerate to not block neighborhood streets during drop-off/pick-up

School visitors:

• Only students at that school and the building staff will be allowed on campus. All non-essential visitors to the school will be prohibited (including BSD staff members who do not work at the school and are considered non-essential). Essential district staff, such as the Director of Health Services, the Director of Security, select members of the District’s Executive Team, etc., will be allowed on campus, provided the business is deemed to be essential.

• In the hybrid model, schools will operate in a "lockout" manner for the hours of school operation, up to and including one hour before and after school. Lockout means all exterior doors are secured during the school day and there is no unauthorized entry or exit.

• In the event of an emergency, emergency personnel are exempt.

**EMERGENCY PREPAREDNESS**

During the pandemic we do not change how we *respond* to emergencies and disasters. However, we do change how we *prepare* for emergencies and disasters by modifying the monthly required drills to accommodate for physical distancing in an in-person learning environment and engaging students who opt for 100% remote learning.

Each school in the District is required to conduct at least one safety-related drill per calendar month while school is in session (including summer school) and/or while the building is occupied. Childcare has unique parameters related to drills.

The required drills are:

• 3 fire evacuation drills per school year (1 must be completed in the first 10 days of school once buildings are occupied)

• 3 lockdown drills per school year (1 must be a lockout drill)

• 2 earthquake drills

• 1 shelter-in-place drill per school year

• 1 drill, to be determined by the Safety & Security Department, must include use of the school mapping system (*Rapid Responder*)

*Planning Details:*

• School Emergency Procedures found in each school’s Emergency Operations Plan (EOP) and BSD Policy and Procedure 3432P remain in effect and apply to employees at each school during in-person and/or hybrid learning, and/or when the building is occupied
• In order to facilitate a more streamlined and equitable process for access to and/or engagement in drills, the Safety and Security Department will determine which drill will be conducted each month by each school once buildings are occupied and/or during remote learning.

• Each school will be able to choose the date and time of the specified drill each month to accommodate differences in scheduling requirements, provided the drill date occurs at least one week prior to the end of the month (given potential unforeseen circumstances with a school closure, such as weather, mechanical, etc.).

• Prior to the start of each month, the Safety and Security Department will send instructions and recommendations on how to properly conduct the drill with physical distancing considerations, as well as training resources for use during the drill to help train students and staff in emergency protocols.

• If school is operating in a hybrid learning model, schools must ensure that the specified drill is conducted with each group/cohort of students to ensure every student receives the appropriate training in the protocols for the related emergency. (For example, if a school is operating in an A/B hybrid model, the drill would need to be conducted twice during the month – once with the A group and once with the B group or the drill could be conducted on Wednesday similar to an assembly schedule.)

• Safety and Security Department will also develop training content to be provided to our 100% remote learning students and their families with recommendations for drills and emergency procedures that can be practiced in a home environment.

FACE COVERINGS (OPSI question #13)

As mandated by the July 7, 2020 statewide face covering order, face covering are required in all public indoor spaces, and outdoors when you cannot remain 6 feet apart.

BSD has established clear expectations with students, staff, and families that all persons in our facilities will be wearing face coverings consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I guidance.

In nearly every communication to families, and on our website FAQ page, BSD has made clear the expectations around universal face coverings. This expectation will be conveyed in buildings as well.

Public Health Seattle and King County will be providing school-specific signage for face coverings. Until then, BSD will utilize the image shown here in English, Spanish, and Mandarin.
Exceptions to the mandate include:
- Babies and toddlers under age 2 should never wear cloth face coverings.
- Anyone with a disability that makes it hard for them to wear or remove a face covering.
- Anyone who is deaf and moves their face and mouth to communicate.
- Anyone who has been advised by a medical professional to not wear a face covering because of personal health issues.
- Anyone who has trouble breathing, is unconscious, or unable to remove the face covering without help.

BSD educators are developing protocols around establishing regular, safe, mask-free time or mask breaks for students, especially K-5.

**FACILITIES: PHYSICAL DISTANCING IN THE CLASSROOM (OPSI question #10)**

BSD has reconfigured its indoor classrooms and common spaces to ensure six feet of physical distance between all persons. The majority of BSD classrooms are ~995 SF and can accommodate sixteen desks with six feet of separation.

**HAND WASHING PROCEDURES (OPSI question #12)**

BSD has established clear expectations and procedures to ensure frequent hand washing in all our facilities for students and staff.

Students and staff will be required to wash or sanitize hands upon entering the building and will be asked to wash hands frequently throughout the day. Nearly all classrooms in BSD are equipped with sinks. Hand sanitizing stations will also be provided at entrances and through all school and administration buildings.

Public Health Seattle and King County will provide school-specific signage for hand washing. Until then, BSD will utilize the image shown here in English, Spanish, and Mandarin.
HEALTH PROTOCOLS (OPSI questions # 8 and #9)

BSD has developed a daily health screening plan for students and staff.

- Prior to arrival: all staff members asked to attest that they are symptom free; parent/guardian attests their student is symptom-free (see below for attestation detail)
- Upon arrival: students are greeted by staff members who will take their temperatures.
- Health screen: Students, staff, and visitors will be asked if they have any of the following symptoms:
  - Fever of 100.4F (38C) or above
  - Chills
  - Shortness of breath or difficulty breathing
  - Nasal congestion
  - Runny nose
  - Diarrhea
  - Nausea/vomiting
  - Fatigue
  - Headache
  - Muscle or body aches
  - New loss of taste or smell

Students and staff will also be asked:
  - Does anyone in your household have any of the above symptoms?
  - Has our student been in close contact with anyone with suspected or confirmed COVID-19?
  - Has your student had any medication to reduce a fever before coming to school?

Note the symptoms above overlap with common chronic conditions, e.g. asthma, diabetes, chronic fatigue syndrome, seasonal allergies, life-threatening allergies, irritable-bowel syndrome, congenital heart conditions, etc. These symptoms also overlap with common infectious diseases, e.g. influenza, the common cold, norovirus (stomach flu), roseola, etc. When a School Nurse is in the building, they can use their assessment skills and nursing judgement to help determine if the person’s symptoms are due to their chronic condition or if they need to be sent home.

Detail on attestation protocols:

BSD will rely on attestations but screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school. In addition, we plan to take temperatures of students as they arrive at the school building.

Students:
BSD will implement daily parent/guardian attestation via app and other methods (text message, written note). Staff members will be assigned to review attestations for ‘yes’ and for students whose attestations are not submitted.

- If parent/guardian attests ‘yes,’ student should be retrieved from class and wait with mask in isolation room until they can be picked up to go home
- If no attestation, and student is present at school, assign staff to call home to request verbal attestation or prompt digital attestation
- Take temperatures of students daily at school entry
- At least 5 no-touch infrared thermometers will be available per elementary school and at least 10 no-touch infrared thermometers will be available at each secondary school.
- If a student has a temperature of 100 or higher, pull them aside and re-screen with oral thermometer
- Train staff in how to protect student privacy during re-screening
If the student has a verified temperature of 100.4 of higher, bring them to the isolation room until they can be picked up to go home
- If ‘yes’ or temperature of 100.4 or higher, family should be given handout on next steps and when the student can return to school
- Inform school nurse of ‘yes’ or fever for follow up
- Train school staff members on signs and symptoms of COVID-19 to look for during the school day and at entry for students who may be feeling unwell

**Staff:**
BSD will implement daily staff attestation via app and other methods
- Staff members can take their temperature at home or participate in temperature screening on entry at school
- Any staff with ‘yes’ or fever of 100.4 or higher will be sent home and provided a handout with next steps and information on when they can return to work

**Visitors:**
- Visitation will be limited, but for those who must enter the buildings, BSD will implement in-person screening with thermometer and health screening questions.
- Any visitor answering ‘yes’ or with a fever of 100.4 or higher will be asked to leave the building and given a handout with next steps and when they can return.

**LEARNING MANAGEMENT SYSTEMS (OPSI question #28)**
BSD will continue to utilize Microsoft TEAMS and One Note as our primary learning management system for consistent use with students across the district during the 2020–21 school year. The district is evaluating other platforms, including other applications to support instruction.

**MEALS (OPSI question #11)**
BSD has altered physical spaces, reconfigured schedules, and adopted necessary plans to provide meals to students that ensures six feet of physical distance between all persons as a planning framework.

**At Elementary:**
- Lunch will be served outside, wherever possible, and in the lunchroom and library as space is available. The classroom will serve as a default during inclement weather and for physical distancing requirements.
- Space permitting, breakfast will be served in the lunchroom. Additional spaces (library, classrooms, etc.) may need to be accessed, depending on the number of students eating breakfast.
- Lunch tables will be set up in outside common areas with table surface being taped/sectioned for physical distancing.
- Additional covered areas may be necessary at select elementary schools to accommodate outside common areas.
- Cohort classes alternate daily between indoor/outdoor eating. K-2 students will be in the lunchroom each day.
- GSAs/admin/office staff monitor lunch time for classroom teachers to ensure a 30-minute duty-free lunch.
Wherever possible, staff have their duty-free lunch in their classroom and/or outside physical distancing. Should students be in their classrooms for lunch, staff utilize outside for lunch and/or the staff room, honoring physical distancing (marked seats).

Three lunch periods will be scheduled to ensure physical distancing.

At secondary:
- The above protocols will apply with the exception of cohorts alternating indoor/outdoor.
- In addition, students will not be allowed to leave campus for lunch.

STAFFING
Sustaining and nurturing the student-staff relationships is BSD’s priority when making staffing decisions for fall. Our intent is classroom cohorts will stay intact, regardless of modality (remote, hybrid, or full-time in person).

TRANSITIONS BETWEEN REMOTE, HYBRID AND FULL-TIME IN PERSON
The Washington State Department of Health has published decision trees (image on page 6) to assist BSD and all other school districts in making decisions around resuming in-person instruction for public and private K-12 schools during the COVID-19 pandemic. BSD is closely monitoring public health data in King County and will follow this guidance as we begin the school year fully remote and evaluate with the first six (6) weeks of school whether and when to shift to hybrid learning.

BSD will establish and communicate details around transitions to and from remote and hybrid learning, including what criteria will be used, when and how decisions will be communicated, anticipated timelines for transition, expectations and roles in various scenarios, and other relevant details. We anticipate that transitions will be phased, most likely based on grade level and student need. Our goal is to return students to in-person learning as soon as public health conditions allow.

To a large degree, our community – we ourselves, our friends, and neighbors – will determine how quickly students can return to in-person learning. Until a vaccine is universally available, masking, social distancing, and hand washing are our most powerful tools to limit the spread of COVID-19. We urge everyone in our community to do their part and ensure we can re-establish the health and safety conditions necessary to bring students back to school. Our collective benchmark is to drive down the rate of infection to fewer than 25/100,000 King County residents for fourteen (14) consecutive days. (As of this writing, infection rates are approximately 91/100,000).
TRANSPORTATION: PHYSICAL DISTANCING ON BUSES (OPSI question #14)

BSD has developed busing plans to maximize physical distancing on our buses as much as possible on a given bus route.

Physical distancing:
- Goal of one student per seat sitting next to window
- Maximum of two students per seat
- Loading from the back to the front, with 1 student per seat except for siblings, then filling in
- Unloading from the front of the bus to the back

Personal Protective Equipment (PPE):
- All students required to wear face mask and or face shields while traveling on the bus

Ventilation:
- Vents and windows open
- Students encouraged to dress appropriately in inclement weather

Bus Cleanliness / Disinfecting:
- Using foggers/sprayers with safe/effective chemicals, done after the AM and PM routes
- Sanitation conducted after every bus run by the driver, using spray bottles/wipes
- Cleaning products will be stored in the outside compartment of the bus

Hand Sanitizer:
- Bus Drivers will have 8 oz spray bottles available to sanitize student’s hands as they get on bus

Bus Stop Etiquette:
- Training and information provided for parents on social distancing at the bus stop, loading the bus at the bus stop, and proper mask wearing.

Registration for student transportation:
- Parents will be able to track the bus through the parent portal.
- Registered students will receive RFID cards to be used along with the parent portal. They will scan while getting on and off the bus. Use of the RFID Cards will enable parents to track their child as well as help BSD if the need for Contact Tracking arises.

VISITORS

BSD Visitor Policy will be amended as follows for the 2020-2021 year:

- Visitors during the school day will be limited to only emergency need or contracted agency staff that work directly with students for educational purposes (i.e. Community Care). Other typically agency staff will need to meet with students remotely.
- No volunteer/PTSA/mentors, tutors, etc., will be allowed to visit the campus during the school day (to include half one hour before and after school).
- Certificated interns (i.e., teaching, counseling, administrator) will need to be approved by HR and assigned to the school. Interns will be limited to a cohort.
- Parent conferences/referral team meetings/IEP team meetings, etc., will be facilitated remotely. For families with barriers to technology/access, the school administration will make necessary accommodations to facilitate access, engagement and inclusion.
- Parent(s)/Guardian(s) needing to discuss and/or problem solve a situation and/or need information should email relevant school personnel. Should a meeting be warranted, that remote meeting...
should be prearrange by emailing relevant school personnel and/or making a phone call, versus coming to the campus, limiting contacts with students/staff. For those rare occasions when an in-person meeting is necessary, a meeting time will be arranged and take place at an offsite location to ensure relevant individuals are readily available to meet, limiting contacts.

- Parent/guardian drop off of items during the school day (to include half an hour before and half an hour after) is limited to emergency items only (medication, food due to dietary restrictions, personal hygiene needs, etc.); Drop-off of non-emergent needs will be prohibited. This includes, though is not limited to, items such as homework left at home, musical instruments, PE attire, and after-school activity equipment.

- Delivery of emergent items (see above) will be facilitated by office staff only. This may include requiring the student to pick up the item in an office (nurse's office, main office, attendance office).

- Physical barriers at main office areas will be utilized to reduce exposure to the COVID-19 virus, such as glass or plastic clear partitions (see facilitates plan). This approach can be implemented in triage areas, such as the registration and/or attendance offices.

- If a student needs to be picked up during the school day prior to normal release time, the parent/guardian will call the attendance office upon arrival to pick up and student will be escorted out to the parent/guardian by a staff member.

- While operating in the hybrid model and during the pandemic, suspend Policy 4200—School Visitors and Procedure 4200P—School Visitors and related exhibits.

- All students and staff will be trained regarding school visitor polices.

- Communication will be disseminated to key constituencies (parents/guardians, mentors, tutors, community organizations, etc.) via varied means (principal newsletter, district correspondence, website(s), written correspondence, PTSA remote meetings, etc.).

- Temporary visitor policies and procedure will be posted to be visible at the main entries to the school and on school and district websites.

- Deliveries must happen either 60 minutes prior to school or after school. UPS, FEDEX, USPS etc. must call into office and place outside main entrance.

- Visitors outside the school day approved by Administration must wait for three hours after school ends for ample time to disinfect.

- Bus drivers who are in need of using the restroom facilities prior to return to base must go through the check-in procedures above and use the closest restroom in the office area. They will leave the building after use of restroom.

###

**PRIMARY LOCAL HEALTH OFFICER** (*OSPI question #4*)

Dr. Jeffrey Duchin, Health Officer, Public Health – Seattle & King County

**DISTRICT POINT OF CONTACT** (*OSPI question #5*)

Melissa deVita, Deputy Superintendent for Finance and Operations
FAMILY AND COMMUNITY ENGAGEMENT (OSPI question # 25)

BSD staff recognizes that families are more critical than ever as partners in providing high-quality distance learning. We are committed to breaking down boundaries between school and home, building strong relationships, collaborating with families in new ways, and communicating with families in a caring, thorough, coordinated, and predictable manner.

BSD’s efforts in this arena center on direct family outreach and collaboration with principals and are executed through the district’s ten (10) Family Connection Centers (FCCs). FCCs were established to better connect the district’s non-English speaking families to the district and ensure they have the information they need to support their students and the knowledge of opportunities to have their voices and opinions heard within the district. BSD’s overarching goal is for at least 75% of families to report they feel informed, supported, and empowered to contribute to their student’s success as measured by the annual Family Satisfaction Survey.

Specific activities include:

| Parent and Family Resources: Parent and family resources are available and updated on the district website. These include resources for childcare, mental health, nursing, nutrition and meals, social/emotional and overall well-being, technology and online learning, and resources specific to COVID-19. |
| Website and Email Updates: The Bellevue School District website includes an easily accessible Remote Learning Information page with district-wide announcements and resources. If public health or other considerations require immediate changes in school operations, staff will update families by email, phone, text, or other preferred forms of communication. |
| Coffee Hours: Administrators will host virtual coffee hours for families to answer questions, provide updates, and solicit feedback. During temporary remote, these sessions will be recorded for families who are unable to attend. |
| Professional Learning: Families will be invited to learn alongside staff in virtual professional development sessions this fall. These sessions will focus on how to use the online learning platform and various software programs to support student learning. Recorded modules will be available for parents who are unable to attend. |
| Services for Families of Students with IEPs: Students will receive instruction in their goal areas, including live instruction according to the district schedule with additional support personnel, such as paraprofessionals, to help, regardless of being in a virtual or temporary remote schedule. For students with the highest levels of special education services and for some select service areas such as OT or PT, in-person services will be determined on an individual student basis. All students will have every goal assessed in the fall, whether instruction is remote or in person, to measure progress or regression. Further, an IEP review team meeting will occur with every family to discuss any amendments to IEPs or recovery service/compensatory education. These assessments and IEP meetings will happen in a roll out during the first semester of the school year. |
COMMUNICATIONS
An informed learning community is essential to a successful fall return to school. BSD has taken a number of steps to ensure this, including launching a Planning for Fall page. The site provides information in English, Chinese and Spanish. Topic areas include Learning Models (BSD Virtual and Temporary Remote/Hybrid) and associated daily student schedules, Frequently Asked Questions, decision-making processes, and Messages to Families. Specific communication activities include:

• Ongoing Communication: BSD provides regular updates to families on important decisions made. The communications are delivered in English, Chinese and Spanish on a number of platforms to meet families where they are, including email, phone calls, text, social media (Facebook, Instagram, Nextdoor, and Twitter) and the district website.

• Equitable Communications: In partnership with Family Engagement Staff and Family Connection Centers, communications are delivered to our more vulnerable families that may lack connectivity.

• Two-way Communications: BSD’s “Let’s Talk” customer service tool allows families to submit questions and concerns to appropriate school staff for timely responses. The tool is accessible on all pages of the district’s website, as well as publicized through district platforms listed above.
BUDGET IMPACTS

HARD COSTS OF COVID-19
COVID-19 has produced a net impact of -$9,333,250 on BSD’s budget in the 2019-2020 and 2020-2021 school years. These costs are attributed to three major categories:

- Additional expenses and loss of revenue in 2019-2020, totaling $4.52 million
- Investment in technology, including devices, connectivity and other programs and platforms to support remote learning, totaling $2.8 million
- Additional expenses to support reopening in 2020, totaling $2.0 million. These include health monitoring, additional staff to implement health safety protocols, new cleaning/disinfecting protocols and supplies for buildings and buses, and personal protective equipment (PPE).
NEXT STEPS

AUGUST 19, 2020
Consideration by the Bellevue School District Board of Directors

AUGUST 20, 2020
Submission to OSPI
Public posting on BSD website

AUGUST 24, 2020
Technology distribution begins

AUGUST 24-27, 2020
Educator professional development

SEPTEMBER 3, 2020
First day of school (September 9, 2020 for Kindergarten)

OCTOBER 15, 2020 (or earlier, pending public health conditions)
Determination after first six weeks of school of the feasibility of a transition to hybrid learning