



Hillsboro Public School District

Return to Learning Plan – COVID-19 2021-2022

During any extended closure due to a pandemic/epidemic Hillsboro Public Schools will lean on our mission and vision to ensure our learning plan reflects our core values. Hillsboro Public School intends to address the following practices and processes to achieve our desired outcomes.

District Mission:

Leading Learners to Succeed in Life

Our Vision:

We inspire passion for learning while taking pride in being respectful, responsible, and safe.

Our mission and vision incorporate Marzano's levels of High Reliability Schools:

Level 1: Safe and Collaborative Culture

Level 2: Effective Teaching in Every Classroom

Level 3: Guaranteed and Viable Curriculum

Level 4: Standards-Referenced Reporting

Health & Safety:

Health and safety of our students, staff, and community are paramount during a widespread health emergency. All actions Hillsboro Public School takes will be balanced with guidance from local health officials, the North Dakota Department of Health, and community leaders. Ensuring safety may impact the intensity, location, and duration of services we provide.

Instructional Models

The instructional models used by the district will be guided, in part, by the risk level of COVID-19 in the community, as defined by the North Dakota Department of Health and/or the Governor. The instructional model used in the elementary and secondary levels may be different from each other. The instructional model may be influenced by additional factors such as student age, transportation limitations, instructional needs of the students and other factors.



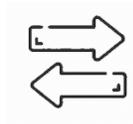
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The following models may be used alone or in concert with each other.



Traditional Daily Instruction

All instruction is delivered in-person with some building and group modifications. Teachers and students maintain a normal daily schedule. Safety precautions are implemented to enhance staff and student safety.



Modified On-Campus

Students report to school on a modified schedule. Student schedules may be varied to meet the learning needs of each child. Multiple hybrid models of instructional delivery may be appropriate. Instruction would be conducted in-person and online.



Distance Learning (SEESAW, DOJO, OR GOOGLE CLASSROOM)

All instruction is provided off-campus through the use of distance learning resources or suited to the unique needs of the student.



Online Courses through ND Center for Distance Education

An online educational opportunity for 9-12 students will be provided as an option for students/families that have concerns about returning to school this fall. Students who enroll in this option must do so for a full semester. This will be instructed and monitored by ND CDE, and paid for through the Hillsboro School District.

Hybrid Schedules

We believe the best education happens in the classroom. If we need to move to a hybrid schedule we may look at keeping grades 7-9 on site and having grades 10-12 distance learn.

Example A – Alternating days -

M/T & W/TH – Fridays Band/Choir, Interventions & Distance Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A					Band/Choir, Interventions & Distance Learning
Group B					Band/Choir, Interventions & Distance Learning

- Week 2 would be switched to allow Group B (M/T) and Group A (W/TH).



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Special Populations (IEP, 504, EL, etc.)

The needs of students in special populations require the district to respond in as unique of ways, as the uniqueness of each student's learning challenges. Students in these populations may be provided additional services, daily in-person instruction, small bubble groupings to ensure health and safety, and additional supports for the home.

Families with students in these populations should contact their building principal or case manager to discuss these options and plan for their child's instructional model. Hillsboro School will also follow the recommendations from our [Griggs-Steele-Trail Unit](#).

CORE INSTRUCTION

The staff and administration remain committed to district's mission and vision regardless of the change in the delivery method. The district has been focusing all year on strong relationships with students and they will continue to develop relationships during distance learning.

Hillsboro has the technology for our district to go to a 1:1 with iPads or Chromebooks in order to deliver distance learning. Although our district strives to be face to face learning, we have plans in place to switch to distance learning if needed.

Hillsboro School will be diligent in supporting families through this transition and how they connect to families given this delivery method. This may include, but is not limited to, parent support groups, regular communication between school and home, online connections and relationship building opportunities for students, availability through online office hours, as well as other individual strategies.

STUDENT ATTENDANCE & ENGAGEMENT

Attendance policies will transition during a pandemic/epidemic event. The CDC provides guidance for schools on when to alter attendance practices and/or close schools.

Attendance During A Closure

- During live instruction, attendance will be determined by presence in the classroom. If a student is required to stay at home due to quarantine or other circumstances, attendance shall still be monitored by teachers through student logins in asynchronous learning experiences and participation in synchronous learning experiences.
- During distance learning times attendance shall still be monitored by teachers



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through student logins in asynchronous learning experiences and participation in synchronous learning experiences.

Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers shall contact that student's guardian to seek input and assist them as needed to ensure student participation.

PROGRESS MONITORING & GRADING

Progress Monitoring: The purpose of progress monitoring and grading is ultimately to report to parents and students their progress on specific learning targets. Regardless of our instructional model, live, hybrid, or distance learning, it is critical our district provides students and their parents and/or guardians ongoing feedback on their progress towards learning targets.

Grading: Hillsboro High School will continue to follow our policies, practices, and grading structure during a closure due to a pandemic/epidemic or student's distant learning. Assignments will be updated within one week of due date. Expectations and grading practices can be found in the student handbook.

When teachers recognize a lack of engagement or progress toward learning targets, every attempt will be made to communicate concerns to students and parents.

ENSURING EQUITABLE SERVICES

The Hillsboro School District has considered and implemented a plan that addresses the unique needs of all families and students when considering distance learning opportunities. During distance learning, students will be provided work from their teachers, across the same subject areas through either distance learning experience. The district has the infrastructure and professional capacity in place to support distance learning experiences as an emergency measure for an extended closure.

Internet Access

Every family in the Hillsboro School District will be contacted to determine whether the family had access to reliable, high-speed internet. The District will try to remove barriers to allow families equal access and may aid those in need.

Access for Devices

All students that do not have devices available at home will be assigned to a school district-owned device. Each student will be responsible for these devices while being used at home, and the students will be taught distant learning protocols before any distance learning opportunities are assigned.



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Assistive Technology

The Hillsboro School District, through the Griggs-Steele-Trail (GST) consortium, will contact families with students that may require assistive technology to ensure continued access to quality education and services during any prolonged closure.

Providing Services to Populations in Need

The Hillsboro School District ensures high-quality, age-appropriate instructional for all students. Unique populations and sub-groups will continue to be supported through special considerations. This includes K – Grade 12 students on Individualized Learning Plans, students on 504 plans, students receiving Title I services, and English Learners (EL).

Special Education

In order to provide equitable access to special education and related services, “Contingency Learning Plans” will be collaboratively created by case managers, service providers, and parents to determine how to best meet IEP goals and services in the absence of traditional school. ([See GST Guidance](#)) A [contingency learning plan](#) will be created for each student, PreK-12, that addresses all goal areas on an IEP in consultation with parents/guardians.

Early Childhood Special Education (PK Special Education)

During closure, PK teachers will be communicating with families through e-mail, phone and Zoom with our students to provide services and support. Case managers will update parents with weekly lesson plans utilizing various instructional kits. (Pre School Case Managers are following those same procedures developed under the Contingency Learning Plans for the Special Education Sections)

Kindergarten – 12th Grade

Special education teachers will be working in coordination with the general education teacher to ensure materials meet the goals and objectives of each student and provide accommodations and modifications, as necessary. Teachers are encouraged to supplement any materials with online resources.

The distance learning materials sent to students will be specific to work in the goal area and data collection will be done through remote contact with parents/caregivers and through artifacts. The time frame for learning will be individualized based on each student’s unique learning needs.

Case managers will be available through virtual meeting hours. During this time, case managers will be accessible to support families and students. This may be done through telephone, teleconference or any online platform. IEP meetings will be scheduled through virtual methods.



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Necessary meetings, such as the annual IEP meeting, will continue to be held. Case managers will communicate with families throughout the school closure and prior to the beginning of distance learning instruction, during instruction, and when the extended closure has been completed.

It may be necessary to adjust special education and related services, such as physical therapy, occupational therapy, and speech services, while students are receiving distance learning. Any changes to service will be reflected in the child's IEP per an individualized contingency learning plan. The ability to provide related services will be determined based on school closures, risk assessments, and student needs. Students may be provided services and instructional supports through online, face-to-face, individual and small group methods. If necessary, professional and support staff may travel to a home or other location to provide educational or related services. These methods may be explored and utilized only in accordance with CDC guidelines and through further guidance with state and federal regulations as outlined in the Individuals with Disabilities Act (IDEA).

Upon the completion of the school closure, the district will determine if the closure has impacted each student. This will be determined through progress monitoring and applying regression/recoupment measurements. Additional services may be utilized to support the child's learning based on those measurements.

Section 504

The district will continue to follow each students' team-developed 504 plan as applicable to distance learning. The district will ensure that a student who has a 504 plan will have equitable access to the general education curriculum and instruction of the distance learning plan. The district will, as requested by students and parents, revise 504 plans to accommodate for distance learning.

English Learners

In order to provide instruction for English learners to ensure accessibility to content, the following measures will be taken. The elementary English Language (EL) teacher at the Hillsboro School District will provide support to EL students by maintaining contact with the classroom teachers regarding what content is being taught. The EL teacher will also support teachers, students and parents with modifying assignments or tests, using an online platform, emails, or phone call. These supports, regarding content, will reflect the EL student's Individual Learning Plan (ILP).

Title I Targeted Students

At-Risk Students are defined as students who received Title I services during the traditional school year. To ensure equitable services to these students during the closure, Title I teachers will communicate with classroom teachers to provide additional supports as needed in general



education courses. Supports could be, but are not limited to, learning materials sent home, assisting parents in supporting students at home, parenting tips, online resources, and communication with parents through virtual means.

Students Experiencing Homelessness

Hillsboro School will maintain regular contact with Traill County Social Services regarding ongoing or emerging needs and connect them to resources that can assist students and families experiencing homelessness.

Family and Student Virtual Access and Support:

Each staff member will provide online office hours to be available for all student and families at least one hour per day. These services will be conducted to continue to cultivate strong relationships with students and families throughout an extended closure as well as provide a mechanism for student and family questions on learning opportunities and to help troubleshoot.

Counseling Services and Mental Health:

Hillsboro School District is concerned about the stressful times of COVID-19. School closure can increase the worry and anxiety of students, staff, families, and communities. Our counselors have developed a plan for students and families to reach them through email. Students will have the opportunity to set up individual counseling sessions. Counselors will also reach out individually to students who they had been seeing on a regular basis. The counselors will use a HIPAA/FERPA approved format for online counseling sessions. Information for students in emergency and nonemergency situations will be available on our Counselor Tips Sheet on the website. The counselors will also provide a variety of social-emotional learning activities and resources on the school Facebook page.

Bullying and Harassment:

COVID-19 is not all connected to race, ethnicity, or nationality. School staff should be mindful that bullying, intimidation, or harassment of students based on actual or perceived race, color, national origin, or disability (including the actual disability of being infected with COVID-19 or perception of being infected) may result in a violation of state and federal civil rights laws. Hillsboro School will follow its policies to investigate what occurred when responding to reports of bullying or harassment. If parents and families believe their child has experienced bullying, harassment, or intimidation related to the COVID-19 outbreak, they should contact their school principal or their designee.



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Meals

Hillsboro Public School is committed to the nutritional well-being of our students. To address the needs in this area we will follow the guidance from the North Dakota Department of Public Instruction on whether we serve meals during distance learning.

Federal Programs and Funds

The Hillsboro School District will continue to comply with guidance and regulations on all federal programs utilized by the district.

PAYING STAFF DURING SCHOOL CLOSURE or DISTANCE LEARNING:

The Hillsboro School Board will support paying certified teacher contracts while in distance learning. Classified employee positions may be appointed to different responsibilities and will need to decide if they would like to accept that new responsibility or resign from their position.

Essential staff will report to work, as requested, to ensure the facilities continue to be ready to reopen. Staff will be limited, to the extent possible, for on-site meetings, in favor of virtual meetings/gatherings. In all cases, CDC and NDDoH guidelines will be followed.

Office Hours:

Both schools will have hours of operations with essential staff. Contact lists will be shared on the district website. Parents and students are encouraged to contact the school for any questions or concerns during distance learning time.

Administrator Contacts:

Superintendent Paula Suda – Paula.Suda@k12.nd.us

Elementary School Principal - Jon.Dryburgh@k12.nd.us

Middle School and High School Principal - Terry.Baesler@k12.nd.us

Office Contacts:

Elementary Secretary, Brenda – Brenda.Muller@k12.nd.us

HS Secretary, Lindsey – Dana.Anderson@k12.nd.us