



**Hillsboro Public School District
Hillsboro High - Hillsboro Elementary – Spruce Lane Colony
School Board Approval August 13, 2020**

Adapt and Overcome

Plan for Distance Teaching and Learning:

During any extended closure due to a pandemic/epidemic Hillsboro Public Schools believes our students will benefit from a distance and visual learning plan for K-12 students. These services provide our families and students with consistency and support. This plan was created by the Hillsboro administration team with input from the Hillsboro School Board and the Hillsboro School staff.

Communication Plan:

District leaders will ensure consistent communication with stakeholders of the Hillsboro School District. The Superintendent will advise on specific measures to be taken during this event.

Continuation of Educational Services:

In the event of a pandemic/epidemic that significantly impacts how we are able to provide educational services Hillsboro Public School is committed to fulfill our district's mission and vision.

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



DEFINITIONS

Asynchronous Learning: Learning opportunities that do not take place at the same time, but do allow for instruction, feedback, assessment, exploration, communication, collaboration, and more. Methods for asynchronous learning can include the use of instructional videos, discussion boards, work that is distributed to students and handed back in to teachers, interactive reading assignments, and many other methods.

Distance Learning: Based on the description provided by the North Dakota Department of Public Instruction (ND DPI), distance learning “includes virtual, online, ITV, alternate locations, instructional telephone calls, and all learning that is offered through alternate means rather than on-campus, face to face” (NDDPI, Division of Student Support and Innovation, March 23, 2020).

Equitable Learning Opportunities: Providing supports, removing barriers, and implementing solutions so that all students have the access and resources needed to participate and be successful in all learning opportunities.

Synchronous Learning: Learning opportunities that occur at the same time between teacher and student(s). Most often, this will take place with the use of Google Meet or Zoom conferences. It could also take place during chat sessions, through a private classroom Facebook page, SeeSaw, using Google Classroom Stream, and collaboration on interactive documents. Synchronous learning may occur between a teacher and one student, between a teacher and a group of students, or between a teacher and the class. We will also use synchronous learning for staff meetings and professional development.



ATTENDANCE PROCEDURES:

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.

Measure Participation and Attendance During a Closure:

The staff and administration remains 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 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.

At the middle school and high school attendance shall still be monitored by teachers through student logins in asynchronous learning experiences and participation in synchronous learning experiences and recorded in PowerSchool. In our conversations with our students online we will gauge how our class expectations are affecting their home life and adjust if needed. 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.

At the elementary school attendance shall be monitored by the teachers connecting in with their students each day through technology (i.e. Zoom, Google Classroom, DoJo, SeeSaw, Edmentum, etc.). Teachers will be in contact with those who are not engaged.

More information about subgroups: See section on **HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION.**

EDUCATIONAL STAFF EXPECTATIONS:

In order to implement this distance learning plan, we must utilize professional development support staff to train our teaching staff. We expect staff to be at varying levels of expertise and we will need to provide assistance and guidance as needed.



Professional Development for Teachers to Teach Distance Learning

Hillsboro School has provided ongoing professional learning opportunities for all staff with emphasis on social emotional learning, technology integration, and curriculum development. As part of the Marzano High Reliability Schools (HRS) we focus on growth, instruction and collaboration using a guaranteed and viable curriculum. All teachers have prioritized standards and have developed common vocabulary to use with our students. We will continue to provide teachers with multiple opportunities to receive professional development on how to successfully teach through distance learning. Administrators will evaluate how professional development and the distance learning plan is working for the teachers and students. Changes will be adjusted accordingly to make teaching and learning more effective.

Our traditional PLC process will be transitioning to online platforms for teaching and learning to support educators. Our goal at Hillsboro School is to ensure that every teacher is prepared to meet school, district and state guidelines related to student achievement during a pandemic or otherwise.

Action Steps toward Virtual Learning Communities with our Current District PLCs:

1. Develop priorities for Professional Development.
2. Provide support of the online learning platform of choice by our district technology staff.
3. Transition from face-to-face to a community of learners online.
4. If necessary because of extended closure, partner with other entities with expertise like ND DPI and our local REA.
5. Build capacity from within and use subject matter experts in the district for topics such as standards based grading and proficiency scales.
6. Offer time and possibly monetary compensation for Virtual Learning Communities that extend beyond the school year, if the closure is extended.

Building Capacity: Building capacity of an online learning cohort requires master teachers, instructional coaches, and administrators to facilitate the work in a virtual learning environment. Virtual Learning Communities are valuable when the model is reflective of a collaboration of educators that allow development of new skills, impacts classroom delivery and supports the whole school system. Experimentation with a virtual model will be evaluated on a regular basis to ensure our district's continuum of work towards a guaranteed and viable curriculum to meet our level three HRS certification. The building principals will be monitoring the professional development needs of their staff through weekly virtual staff meetings.



Examples of informal professional development include:

1. Continued work in a virtual environment with our current PLC groups.
2. Using a repository of resources provided by the local REA.
3. Viewing recorded professional development opportunities available including by not limited to topics such as self-care for educators, prioritization of standards, formative and summative assessment, and proficiency scale refinement.
4. Teachers giving assistance to each other in online Ed-Camp setting, where one teachers ask a question and others try to help the teacher with the issue.

Examples of formal professional development include:

In the event that formal face to face professional development is not a viable option for the remainder of the school year, live webinars will be provided by the District and the REA. Topics will consist of personalized learning, formative assessment and standards based grading, creating an environment to promote student agency, proficiency scales, and social and emotional learning.

Schedule for Teachers During Distance Learning:

<p>If staff is allowed in the school building:</p>	<p>8:00 – 8:30 - Administrator Briefing 8:30-9:30 - Grade level / Subject Area PLC's 9:30-2:30 – 5-hour block for student engagement, instruction, supervision, monitoring and support to students as needed 2:30-3:00 – Duty Free 3:00-4:00 – Verification/assessment of student work/engagement</p>
<p>Teacher requirement during Distance learning:</p>	<ul style="list-style-type: none"> • Each teacher will use Google Classroom, SeeSaw, Dojo or Edmentum for each class they teach and invite the building principal. • Teachers will develop a support schedule and communicate that to all students. (Mrs. Jones will be available from 1:00-2:00 Monday-Friday.) • Teachers will monitor Google Classroom to ensure the appropriate amount of work is being distributed to students. • Teachers will keep expectations manageable and realistic. • Teachers will incorporate some new learning with focus on review. • Teachers will assign work according to critical concepts and state standards. • Teacher will stay away from busy work.



Human Resources Policies and Procedures

The Hillsboro School District has approved an ongoing payment plan with considerations for all certified and classified staff. The Hillsboro Staff will understand that the same procedures remain in place for requesting professional leave, sick leave, personal leave, and leave without pay. Staff members will use the Time Management Systems (TMS) and the administration will monitor as they have done previously. If an employee does not have the accumulated sick leave, the school district will look at other options.

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 or virtual learning experiences. The district has the infrastructure and professional capacity in place to support distance/virtual learning experiences as an emergency measure for an extended closure.

Student Access to Technology and Internet Access

Internet Access

Every family in the Hillsboro School District will be contacted via email to determine whether the family had access to reliable, high-speed internet. We may receive some assistance from our local companies, Halstad Telephone Co. and Midcontinent Communications.

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.

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.

Transition All Students into Distance Learning Environment

All parents and students will be notified when the district will be moving to a distance learning plan. At both schools, administration will provide information to support distance learning and will



continue to communicate pertinent information to parents in order to support both students and parents in this transition. [A tutorial on Google Classroom](#) is available for parents to view. Each staff member is required to operate with online office hours to be available for students and families. These opportunities will be considerate of different hours that families and students may be available.

Student services, such as counseling, will be made available through virtual modalities. This is more fully outlined in the Ensuring Equitable Services section.

In the event of a school closure, every effort shall be taken to assist our students and families in transitioning to distance learning. Communication will be sent to all Hillsboro families about school closure, distance learning, and if meals will be available.

Elementary Student Distance Learning:

When the elementary school becomes aware that a class or the entire school needs to move to Distant Learning for a period of time, students will be assigned a device to use at home during distant learning. Teachers will have taught the necessary skills to the students on how to access and submit classroom assignments and teaching videos so that the transition will be smooth. Teachers will make themselves available to students at various times throughout the day to be contacted by their students. Teachers will use Google Classroom, Zoom, See Saw, and/or their private classroom Facebook accounts to help make sure all students are engaged. The principal and elementary counselor are both available to teachers to help students get what they need to be successful.

Middle School and High School Student Distance Learning:

During distance learning middle school and high school students will be assigned a device to use at home during distant learning. Teachers will have taught the necessary skills to the students on how to access and submit classroom assignments and teaching videos so that the transition will be smooth. For the first week we need to focus on our relationships with the students and getting them to feel comfortable in their new learning environment. Teachers will be expanding their use of Google Classroom, Google Meet and Zoom to help engage all students. The principal and teacher leaders are available to help teachers get what is needed to help students be successful. Teacher leaders are leading tutorials to expand teacher knowledge in Google Classroom and Google Meet that allows teachers to interact with students through online chats. Teachers are also using flipped classrooms to help guide instruction. As we evolve into this process there are teachers that are working on using a cross-curriculum platform to increase student engagement and excitement about specific topics.

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. Expectations and grading practices can be found in the 20-21 student handbook.

Powerschool Updated for Distant Learning: Assignments will be updated within one week of due date.

Learning Expectations: All students will be provided work and materials from their teachers that is reasonable, relevant and effective in preparing students for the next grade level. It is important that this work and material is high-quality, grade-level appropriate, and provides our students with learning opportunities that align with North Dakota Content Standards. Students will be closely monitored to ensure adequate progress in the transition from a regular classroom setting to distance learning setting. A variety of formative and summative assessments will be used by all staff including quizzes, tests, worksheets, online tools, reflections/summaries, and other actionable feedback.

Grades 7-12: Teachers will post daily or weekly for each subject, depending on grade level. Postings will include assignments, virtual discussions, links, and videos for learning. Teachers will also record their own videos to engage students in learning. Each week, teachers will conduct several learning check-ins with guidelines, resources for instructions, and opportunities to use collaboration, creativity, communication, and critical thinking.

Teachers will take grades on learning that has been taught and practiced. Grades can be taken on student written responses, quizzes, linked activities, or work completed in Google Classroom. Teachers can also evaluate student learning through participation and answers during classroom Google Meet or Zoom sessions.

Teachers will be available to their students during the hours of 8:00 to 4:00 through different platforms, including Zoom meetings, email, and phone/text messages. Zoom meetings will be recorded for students who are unable to attend the live sessions. Teachers will also be available to answer questions posted in the Google Classroom or emailed.

Student Attendance Policy Considerations: Families that make decisions to keep students at home due to illness will be addressed on a case by case basis by administration.

Attendance During a Closure: During an extended closure or when distant learning, student engagement in learning opportunities is critical to a student's continued academic growth. Attendance shall still be monitored by teachers through student logins in asynchronous learning experiences and participation in synchronous learning experiences. Student attendance is required in all scheduled class sessions. If students are absent from a session, this will be recorded in PowerSchool. Any student demonstrating prolonged absence or disengagement is a cause for concern. Teachers



shall contact that student's parent or guardian to seek input and assist them as needed to ensure student participation.

Notice to Parents for Distance Learning:

Hillsboro School will notify all families about Distance Learning needs through our communication systems and social media.

- Pick-up of classroom materials and devices will take place at each school building on a certain date and time announced. If parents or students cannot make that time other arrangements will be made.
- Middle School and High School teachers will move to Google Classroom to students when we transition to full distance learning.
- Elementary teachers will have online material prepared weekly for students.

The Hillsboro Elementary, Middle School and High School will provide quality instruction to our students and support the student's needs through Google Classroom and other learning management platforms for those that choose to distant learn while face-to-face or hybrid learning is occurring on-site.

Google Classroom

Google Classroom is a learning management system that will be used by grades 7-12. Learn more about Google Classroom [here](#).

Google Classroom allows us to provide a challenging learning environment that is adaptable to the unique needs of all our students with a focused solution. Google Classroom allows teachers to address the needs of students by organizing content and learning tools to meet their specific needs.

Google Classroom provides an effective learning management platform and video conferencing tools within its product line.

Devices

The District will assign devices to all students that need one while Distance Learning. The lower elementary students will be provided with an iPad if needed. The upper Elementary students will be provided a Chromebook if needed.

Student Engagement Guidelines:

During distance learning, students will be provided work from their teachers in subject areas. Expectations are that Distance learning would equate to no more than:

- Kindergarten - 90 minutes per day
- First Grade - 90 minutes per day
- Second Grade - 150 minutes per day
- Third Grade - 150 minutes per day
- Fourth Grade - 150 minutes per day
- Fifth Grade - 150 minutes per day
- Sixth Grade – 150 minutes per day



- Minutes per day is for a student's complete day, not per subject. It may include silent reading time.
- Encourage students to work on topics together through google hangouts or another forum, not face-to-face.
- Elementary students will be provided with activities for music, PE, Technology, STEM, Library, and Counselor time that can be done at home as well.

We will encourage families to practice the following at home during distance learning:

- Identify a space in your home where you can work effectively and successfully.
- Engage in all learning with academic honesty.
- Communicate proactively with your parents and teachers if you cannot meet deadlines or require additional support.
- Comply with Internet and Technology policies including expectations for online etiquette.

Distance Learning:

The Hillsboro School District will commit to a learning management system to provide semester long learning for those that choose to stay home when school is face-to-face learning or using the hybrid model. Training on this for the parents and students will take place for both to understand the expectations of the District.

High school students currently in HOV-ITV classes, CTE, Center for Distance Ed. online courses, and dual credit courses through local colleges will continue to follow their class syllabus and remain true to their timelines.

HIGH-QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

Progress Monitoring and Grading:

All assignments, quizzes, tests and projects have the state standards or critical concept attached to ensure quality instruction. Students will have opportunity to relearn and show progress through our redo policies already in place. Student's grades will be assigned by their progress with all subject areas state standards.

All classes are offered through Google Classroom. All of our students have experience working in Google Classroom whether it's working on assignments, projects, quizzes and tests or watching Kahn Academy, YouTube videos or other links to enhance or reinforce instruction.



CTE/Science teachers will be utilizing YouTube videos, Labster virtual labs, NOVA labs and demonstrations in the classroom through Google Hangouts to enhance science lessons and allow students to still have the lab experiences necessary for a highly effective science lesson.

Students who are not making progress will be contacted by the teacher via phone or email. Students who are not making progress can be retaught using links to Kahn Academy, YouTube or other sites to reinforce the lesson. Individual tutorial sessions can be set up between the teacher and student through Google Meet, Google Hangout or Zoom. Parents will be notified by teacher/principal to make ensure that the student has proper access to all learning material on a daily basis. The principal is linked to all Google Classrooms and will be monitoring student progress to ensure academic progress and equity for each student.

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.

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 calls. 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.

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

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Middle School and High School Principal - terry.baesler@k12.nd.us

Office Contacts:

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