



Where Students Come First

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Oak Grove School District 68 - Lake County, IL

E-Learning Program Verification Form

This serves as part of the requirements of Public Act 101-0012

Application: October 16, 2020 DRAFT

This e-learning application is written for the students who are attending Oak Grove Eagles@School for the 2020-2021 school year. Students who are Eagles@Home are not impacted by a snow day.

1. To ensure at least 5 clock hours of instruction for each student participating in an e-learning day:

- a. The student school day is 8:00 am to 3:20 pm, daily. In the event of an emergency day, we may choose to run a normally scheduled day virtually (8:00 am to 3:20 pm) or a delayed start schedule (potentially 9:00 am - 4:00 pm) if the context of the emergency day warranted a delayed start. Students in kindergarten through fifth grade have a 40 minute lunch and recess time. Students in sixth through eighth grade have 30 minutes for their lunch. In total, students have exceeded the minimum 5 clock hours of instruction each day. Fine arts, world language and physical education/health classes are asynchronous. Students receive synchronous instruction daily for English language arts, math, science, social studies and science. The synchronous schedule includes five course periods on a rotating block schedule allowing for a combination of 80 minute periods four days a week and 40 min period one day a week. Students receive instruction through google meets, learning apps and interaction with their learning management systems; SeeSaw (K-3) and Otus/Google Classroom (4-8), as well as having students use print materials.

2. To ensure access from home or other appropriate facility students have access to required technology and/or print resources:

- a. Students in grades K-4 are 1:1 ipad and students in grades 5-8 are 1:1 macbooks. These devices are sent home with the students on a nightly basis to ensure they have access to their device while learning remotely. All



students in the district have indicated they have access to the internet while learning from home or receive internet support through Title I programming.

3. To ensure non electronic materials are made available for students and/or teachers:

- a. We have increased the purchase of print materials and physical manipulatives to ensure all students have their own resources and there is no need to share materials. Print materials include: Scholastic magazines, textbooks, workbooks, calculators, math manipulative kits, personal white boards, composition notebooks as well as other physical materials. Monthly student pick-up dates have been scheduled and implemented to ensure that students receive the needed print materials on a regular basis for the upcoming month of instruction. In addition, the school library is available to remote students. They are able to reserve books online and the librarian bags the books for students to pick up on a weekly basis for an extended check out period and with an increased amount of books available for check out.
- b. Teachers have also received access to printed materials to support the curriculum including teacher guides. Teachers can access the building daily to make copies, print materials or pick up additional resources as needed throughout the year. In addition, all teachers received a copy of *The Distance Learning Playbook* by D. Fisher, N. Frey, and J. Hattie.

4. To ensure appropriate learning opportunities for students with special needs, teachers will:

- a. All teachers provide communication with students on their instructional workload and parents so they know they can contact the teachers for help or questions.
- b. All teachers are sharing information needed for the students to implement remote learning in the virtual classroom at home.
- c. Special education teachers and interventionists will share the meeting codes with parents as well as a schedule of daily services. Special education teachers and paraprofessionals are providing instructional support minutes as documented by their individual education plans. Interventionists are providing the same level of support they are providing for each student at school.



- d. Students are receiving intervention services based on the level of need, throughout the day based on the student's schedule and services needed.
 - e. For our Oak Grove students who receive their instruction through our Special Education Cooperative (SEDOL), they will follow the emergency plan that was approved by their Board of Education on October 22, 2020.
- 5. To monitor and verify each student's electronic participation:**
- a. Student engagement is being monitored in three different ways. First students are expected to be present in the class google meet and actively engaged in the class discussion. Second, students are expected to complete daily work assignments during the instructional lesson. Third, students are expected to complete any homework assignments given at the conclusion of the instructional lesson. For classes that are all conducted asynchronously, the work completion and feedback with the teacher becomes the primary way of ensuring electronic participation. For students who are not completing their work remotely, teachers are asked to contact the student to address any technical issues or academic concerns that would prevent them from engaging in the lessons. If that does not re-engage the student, teachers contact the parents through email and phone calls. If that is not effective to help support the student's engagement. The teacher contacts the building administrator to further discuss the student with the parent.
- 6. To address the extent to which student participation is within the student's control regarding time, pace and means of learning:**
- a. Teachers have established regular google meet codes for consistency in daily lesson locations. Teachers have created online classroom environments that support a community of student learners that allow for students to share their individual learning needs with their teacher. Teachers are providing opportunities to have both asynchronous and synchronous learning experiences throughout the school day. The district purchased the iReady diagnostic and My Learning Plan resources which allow for individualized learning paths for students in math and reading, at their individual pace.
- 7. To provide effective notice to students and their parents or guardians of the use of particular days for e-learning:**



- a. Parents were given a survey in June 2020 to identify if they would prefer to register their student/s for in person learning or remote learning for the 2020-2021 school year. At the end of July 2020, an informational video was shared with parents explaining details of the in person and remote learning models followed by the registration link for the school year. Parents were then able to make any changes to their registration prior to the first day of school for their academic learning path of choice. If a parent would like to transfert their child to the alternate model of instruction during the school year, they are placed on a waiting list until an in person seat is safely available.
- 8. To provide staff and students with adequate training for e-learning days' participation:**
- a. Throughout the 2019 - 2020 school year teachers received 10 hours of training in SeeSaw and Otus/Google Classroom to become acclimated with the use of and creation of activities, lessons, and assessments for student engagement. Throughout June, July and August of 2020, teachers were offered 12 training sessions related to remote learning tools and instructional strategies. In addition, forty six grade level or content specific professional development sessions were approved for teachers to prepare for remote learning. An August institute day was dedicated to training teachers on how to create an engaging and positive community in their online classroom. In addition, the district has two technology coaches and two instructional coaches to help support teachers with individual professional development needs related to supporting remote learning.
- 9. To ensure that all teachers and staff who may be involved in e-learning have access to hardware and software required:**
- a. Teachers have each received a macbook and in many cases also an ipad with Apple pencil. Teachers who requested an additional screen have received those for home use as well as headphones with microphones. The Oak Grove PTO and Foundation organizations have supported additional individual purchases of technology tools and access to additional digital resources.
- 10. To ensure an opportunity for any collective bargaining and collaboration with the association:**



- a. The president of the Oak Grove Education Association, Erin Smith, and vice president, Dave Karolewicz, joined the re-entry planning team and collaborated on the creation/development of student and teacher expectations for both the in person and remote programs for the 2020-21 school year. In addition twenty additional association members participated in organizing the documents and the teachers were active participants in re-entry planning committee work in a variety of group meetings: health and wellness, instruction, professional development, governance and communication.

11. Opportunity to review the plan:

- a. Building leadership attends the weekly team meetings to check-in with grade level teams on a regular basis. During institute days, school improvement days, and faculty meetings the administration seeks feedback from the teachers to seek clarity of needs and provide support for continued improvements of the implementation plans.

12. To ensure that the protocol regarding general expectations and responsibilities are communicated to the teachers, staff and students at least 30 days prior to the e-learning day

- a. Expectations and responsibilities for the teachers, staff and students have been shared in a variety of ways. Pre-recorded videos were shared with parents in July and August prior to the start of the school year. Teachers received multiple training sessions during the summer months, June, July and August. In addition, teachers were provided training during the August institute days as well as the first remote professional development day. Students were taught the protocols for accessing their digital resources the first week of school as well as throughout the school days throughout the first three weeks of the school year. Parents were then reminded of their responsibilities in an Oak Grove News announcement on September 28th, 2020.