



Cahokia Unit School District #187

E-Learning Plan 2025-2026

Curtis McCall, Jr. - Superintendent

For Staff Use

Cahokia Unit School District #187 E-Learning Plan (2024-2025)

Overview

Cahokia Unit School District #187 has implemented a detailed E-Learning Plan to ensure that education continues smoothly during unexpected school closures. This plan sets clear expectations for both staff and students while aligning with state guidelines for instructional time.

The E-Learning Plan utilizes **Google Meet** as the primary platform for delivering instruction, offering a mix of synchronous (live) and asynchronous (self-guided) learning opportunities. Teachers are required to provide meaningful, standards-aligned lessons, which may include live virtual instruction, recorded sessions, and independent assignments.

In compliance with Section *10-19.05 of the Illinois School Code*, the plan ensures that each student receives at least **five hours of instruction or schoolwork** during an e-learning day. This time includes direct teaching, interactive learning, and individual assignments designed to support student progress and engagement. Pre-K and kindergarten half-day students will have adjusted times in their schedule for instruction also pursuant to Section *10-19.05 of the Illinois School Code*.

Resources and guidance are also made available to parents and guardians to help them support their children's success in the e-learning environment.

Through this plan, CUSD #187 demonstrates its commitment to delivering high-quality instruction and maintaining educational continuity, ensuring students have the tools and support they need to thrive during any school closure.

Attendance Procedures

- **PreK – 5th Grade:** Teachers are responsible for recording attendance during live instruction sessions.
- **Grades 6-12:** Students must complete a Google Form to document attendance by **1:30 PM** daily.
- **Classroom teachers** - must inform building secretaries of attendance corrections if students make up assignments for attendance credit.

Technology Guidelines

- **Platform:** Google Meet will be used for all synchronous instruction.
- **Device Distribution:** Devices should be distributed and maintained in advance of E-Learning Days.
- [**Technology Device Procedures**](#)

Staff Responsibilities

- All teachers will be required to provide make-up work for any student who was absent on an e-learning day. If the student completes the make-up work, the student's e-learning attendance will be updated to present for e-learning days only.
- All staff are required to use Google Meet as the platform on e-learning days. Classroom staff must share Google Meet information with campus Principals, special area staff, and related service personnel. Additionally, all staff are required to check and respond to their emails frequently and consistently, as this is our main line of communication.
- Principals will share the Google Meet links and schedules with the district administration. They will also coordinate special area coverage during the e-learning day for each classroom teacher (K-5). Teachers should design their synchronous and asynchronous schedules.
- Principals will establish the schedule for all non-instructional staff that aligns with the synchronous and asynchronous periods identified for each grade level span.
- Middle school will not have a homeroom class period.
- Synchronous instruction is expected to be direct and teacher-led. It is the "I Do" and "We Do" part of the lesson.

Non-Instructional Staff Roles

- Campus Principals and Department Leaders will establish schedules for non-instructional staff that align with instructional timeframes.
- Non-instructional staff (e.g., paraprofessionals, truancy officers, nurses, and security personnel) will adhere to defined working hours.

Contact and Support

- For questions or technical assistance, staff and families should contact their respective campus administrators or the district IT department.

Instructional Schedules

PreK - 5th Grade

- **Staff Working Hours:** 9:00 AM to 2:00 PM.
- **Student Instructional Schedule: 9:00 AM - 2:00 PM** Combination of synchronous and asynchronous instruction by class periods:
- Teachers will submit schedules to building principals with a minimum of 90 minutes of synchronous time

Time Period	Activity
9:00 am - 10:30 am (90 minutes minimum synchronous)	Synchronous live instruction. (Teacher lead activities)
10:30 am- 2:00 pm	Asynchronous instruction (teachers remain available for support/students work independently)

Grades 6-12

- **Staff Working Hours:** 8:30 AM to 1:30 PM.
- **Student Instructional Schedule:** 8:30 AM to 1:30 PM.

Class Period	Synchronous Instruction
1st Hour	8:30 AM - 8:43 AM (13 mins)
2nd Hour	8:45 AM - 8:58 AM (13 mins)
3rd Hour	9:00 AM - 9:13 AM (13 mins)
4th Hour	9:15 AM - 9:28 AM (13 mins)
5th Hour	9:30 AM - 9:43 AM (13 mins)
6th Hour	9:45 AM - 9:58 AM (13 mins)
7th Hour	10:00 AM - 10:12 AM (12 mins)
Asynchronous Support	10:12 AM-1:30 PM (Teachers remain available for support/students work independently)

Instructional Guidelines

Synchronous Learning: This involves real-time, live interaction between teachers and students. Everyone participates simultaneously, often through in-person classes, video conferencing, or live discussions. Examples include Google Meet lessons, live Q&A sessions, or real-time group activities.

Asynchronous Learning: This allows students to learn at their own pace, on their own schedule, without real-time interaction. Teachers provide materials, assignments, or activities that students can complete independently. Examples include pre-recorded videos, discussion boards, online quizzes, or reading assignments.

Note: Asynchronous tasks should support and align with the learning objectives of your synchronous teaching sessions.

PreK Considerations

Instruction Type	Activities
Synchronous	Circle Time, Whole Group Story, Alphabet Activities, Counting Activities, Color Identification, Name Recognition, Shape Recognition, Music & Rhythm.
Asynchronous	Gross Motor Activities, Read a Book, Counting Objects, Name Spelling.

Kindergarten - 5th Grade

Synchronous Instruction

Grade Level	Activities/Platforms
Kindergarten to 2nd Grade	Reveal Math, Nearpod, Learning A-Z Platforms (Raz+, Vocabulary A-Z, and Foundations A-Z), Renaissance Instructional Planning, Studies Weekly, OG Interactive Lessons

3rd Grade to 5th Grade	Reveal Math, Nearpod, Learning A-Z Platforms (Raz+ and Vocabulary A-Z), Renaissance Instructional Planning, Morphology, Wonders, and Studies Weekly, OG Interactive Lessons
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Asynchronous Instruction

Grade Level	Activities
Kindergarten to 2nd Grade	Waterford, Learning A-Z Platforms, Wonders, Reveal Math Nearpod, Studies Weekly, Accelerated Reader
3rd Grade to 5th Grade:	Lexia, Learning A-Z Platforms, Accelerated Reader, Reveal Math, Freckle, Renaissance Instructional Planning

6th - 8th Grade

Instruction Type	Activities/Platforms
Synchronous	Actively Learn, Achieve 3000, Collections, Nearpod, Reveal Math, Renaissance Planning
	Voices and Perspectives, CK12
Asynchronous	Lexia, Freckle, Actively Learn, Achieve 3000, Collections, Nearpod, Reveal Math,
	ALEKS, Accelerated Reader, CK12, Studies Weekly

9th - 12th Grade

Instruction Type	Activities/Platforms
Synchronous	Teacher-Created Lessons, Reading Plus, Nearpod, ALEKS, DBQs, CK-12
Asynchronous	Teacher-Created Lessons, Reading Plus, Nearpod, ALEKS, DBQs, Accelerated Reader

Special Education Services:

- Special education students will receive accommodations to the fullest extent possible within the given Google Classroom activities.
- Special education teachers will deliver IEP services in accordance with each student's IEP.
- Adjustments to IEP services will be made as necessary to align with the remote learning plan.

General Procedures

- Special education will follow the same instructional procedures as general education.

Special Area Classes (K-12th Grade)

- Teachers for special area classes (e.g., Art, Music, PE) will provide teacher-created lessons during synchronous sessions.
- Asynchronous tasks for special area classes may include independent activities or projects related to their subject area.
- Campus principals will coordinate special area schedules to ensure these sessions align with classroom teachers' plan times.