COEUR D'ALENE PUBLIC SCHOOLS

BLENDED LEARNING FRAMEWORK

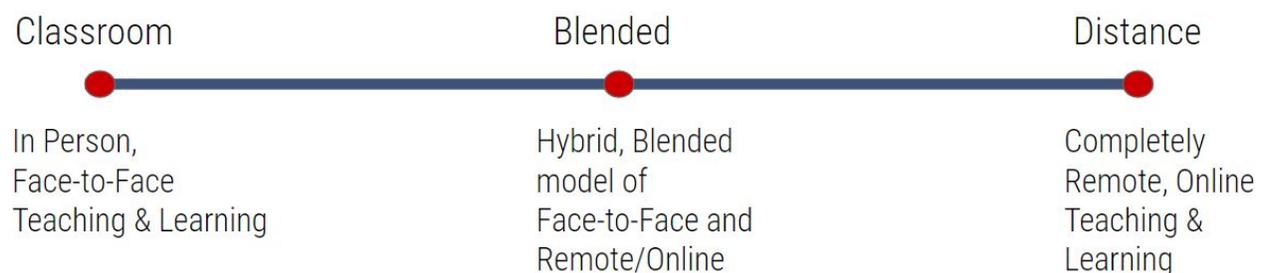
2020-2021 School Year

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Introduction

This framework is meant to guide blended and distance learning experiences for staff and students of Coeur d'Alene Public Schools, whether due to emergency closure, student need, or when in person face-to-face learning is not possible. This framework can be used in many situations, including:

- Classroom: In Person, Face-to-Face Teaching & Learning;
- Blended: Hybrid Model of Face-to-Face and Online Instruction; and/or
- Distance: Fully Remote, Online Learning due to Short or Long-Term School Closure, or Student/Family Choice

It is important to note that online learning will not be able to completely replicate the experience of a face-to-face classroom, especially for younger students. However, in an online setting, teachers can still provide purposeful and engaging learning for students by designing tasks that motivate students and ask them to use their minds well. This type of learning design is described thoroughly in the District's Instructional Framework. With many unknowns facing our district and the world (such as with the COVID-19 pandemic), every teacher will be expected to have an online, virtual classroom available to students and families at the start of the 2020-2021 school year. This will allow for a more seamless transition to blended or distance learning if the need should arise. Additionally, Coeur d'Alene Public Schools will offer students and families an online only option; CdA eSchool (See Appendix A).

Probable Scenarios

Classroom	Blended	Distance
In Person, Face-to-Face Teaching & Learning	Hybrid, Blended model of Face-to-Face and Remote/Online	Completely Remote, Online Teaching & Learning

As we look ahead to the 2020-2021 school year, a variety of scenarios are probable. The district could experience periods of in person, face-to-face teaching and learning. There

also may be times of distance learning as schools are closed for cleaning or because of a regional outbreak. It is likely that blended learning will be needed, as social distancing protocols may dictate that only a subset of students will be able to be in buildings physically at a given time. Finally, some students and families may desire to have their education remain completely online for the course of the school year.

Blended Learning

Blended learning is a 21st century best practice for combining online and face-to-face teaching and learning. Many different models can be used (see blendedlearning.org/basics/) but in addition to being a hybrid of distance and face-to-face instruction, typically blended learning is defined as a model where students (or their families) have all or some control over:

- **Time** (when and for how long);
- **Pace** (how fast or slow they go);
- **Place** (where); and
- **Path** (how they get to the end goal of their learning).

While blended learning can take some time to establish, it has many advantages, including flexibility, ability to differentiate, efficiency, and student agency. Well designed blended learning will allow teachers to produce in our students the six Portrait of a Graduate skills and dispositions which our community believes are vital to their future success (Critical Thinking, Creativity, Communication, Collaboration, Content Knowledge, and Character). In fact, high quality distance or blended learning experiences may more accurately predict the future career conditions of our graduates than traditional classroom settings.
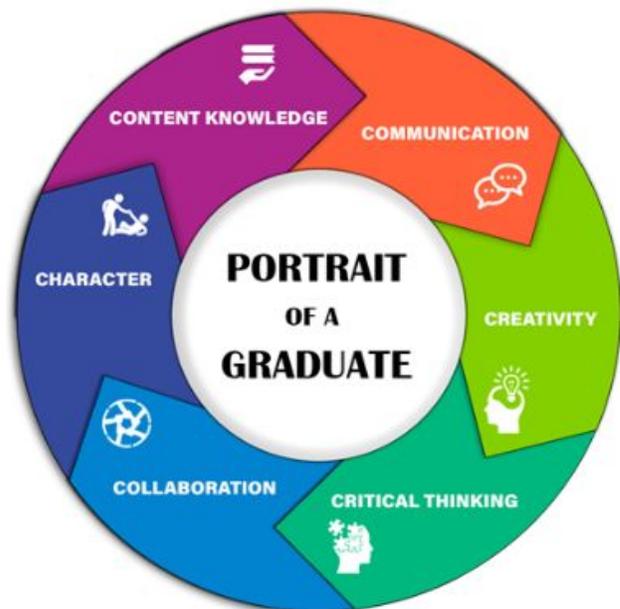
Pillars of Online Learning

As we think about online learning, whether in a blended or distance learning model, it can be helpful to categorize the resources and skills needed into pillars, as seen in the graphic below, where several key areas support student learning:

- **Learning Design** adapted to an online learning environment;
- **Communication** strategies which are timely, robust and consistent;
- **Assessment** and feedback which allows students and families to know where they are in the learning process;
- **Technology Tools**, which allow for blended or distance learning, content delivery and communication; and
- **Content** created or adapted for use online.

Student Learning

Learning Design — Communication — Assessment — Tech Tools — Content

Student & Family Engagement
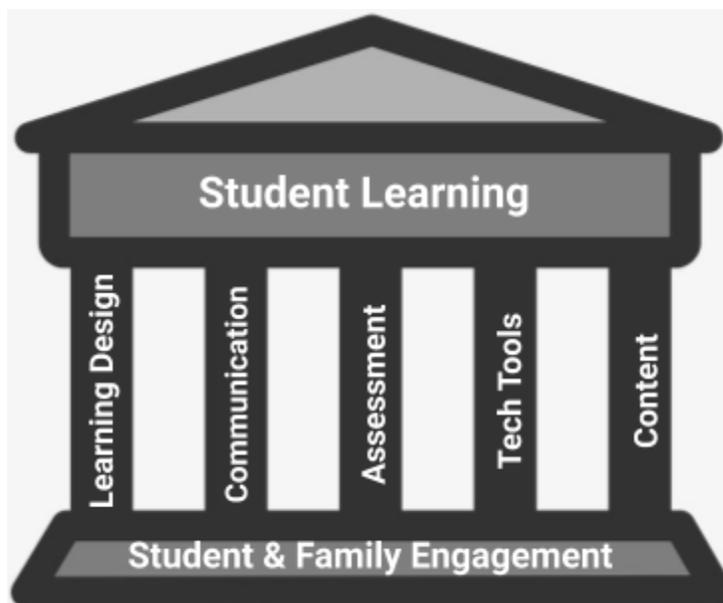
A key foundational component is the **engagement of students and families** in the learning process. Strong communication skills and efforts by school staff can help to ensure that students (and their families) are engaged as much as possible in their learning, which will vary by age and ability.

Student & Family Engagement

During this unpredictable time, typical school and family interactions are changing rapidly. Parents will be asked to do and know far more about their child's education. Engaging students and caregivers in the home will require building trust and developing true partnerships.

Student and family engagement can fall into the following four categories:

- Strengthening Relationships;
- Building Capacity;
- Focusing on Learning; and
- Connecting Communities.

Strengthening Relationships: Families are recognized as essential members of the learning team for each student—their participation is welcomed, valued, and encouraged by each school. Our school staff understands that families are important and influential resources because they know their children best. School staff will connect with families and caregivers early and often and let it be known that school personnel are available for support consistently and often. Coeur d'Alene Public Schools will strive to engage every student and caregiver in the learning process through robust and ongoing two-way communication, will provide consistent office hours and opportunities to connect and ask questions, and will reach out in various forms (email, phone or video calls and possibly even home visits, at the discretion of the building administration). In addition, we will design structures that allow schools to gather input from families about their preferences and needs and regularly collect feedback about families' experiences with their schools and the district.

Building Capacity: Distance or blended learning is a chance to build families' capacity to support learning now and in the future. Through robust two-way communication, outreach and training opportunities, Coeur d'Alene Public Schools will strive to increase family and caregiver knowledge, skills and confidence in supporting learning at home. Teachers can model the learning process for families, such as teaching how to set up the learning environment for greatest success, how to organize a consistent learning schedule, how to think out loud or describe what you are doing as you do it. Families can be a thought partner by asking questions like "What did you notice? What do you wonder? Why do you think that's happening? What can you teach me about this?" Asking questions, even when we do not know the answer, allows families and students to learn something new together and can increase two-way communication with teachers. Coeur d'Alene Public Schools will help families expand their knowledge-base, understand "the why" behind distance or blended learning assignments and build confidence as they partner in their children's learning. We will also provide resources and support to improve caregiver technological

capacity, set clear and simple expectations for families and students for every lesson and activity and provide parents and families with the right background knowledge to help support learning.

Focusing on Learning: Distance or blended learning can be a great challenge and can frustrate teachers, students and families who focus on "work" or assignments that do not lead to real and lasting learning. Our goal is to move beyond students merely doing work and completing assignments for points to focusing on engaging students in becoming lifelong learners. Coeur d'Alene Public Schools will focus on learning experiences that connect to families' home lives, interests, and identities. It is important for families to understand meaningful learning can happen with or without devices or access to the internet. In addition to school-provided learning resources, teachers can assist in making connections to meaningful learning which occurs during everyday activities such as cooking, baking, reading together, building, painting and drawing or taking a walk outside by engaging students in relevant and real-time conversations.

The Search Institute has provided ideas to challenge growth and provide support for learning during the COVID-19 Crisis: Building Developmental Relationships During the COVID-19 Crisis (linked here).

Connecting Communities: Knowing that everyone is navigating this new reality with some level of uncertainty can build an even stronger sense of community. With the potential closure of school buildings, families may be struggling to meet basic needs that are regularly met within the context of the school day. Each school community has unique local needs as well as varying resources to support those needs. Working together, there is an opportunity for all to feel supported and valued.

Coeur d'Alene Public Schools will strive to build on community partnerships, strengths and resources to help students and families meet their basic needs during this time. We will work with the community to provide families access to essential resources for distance learning (e.g., technology, internet access, educational supplies) and will provide communication to build trust and transparency with parents and community partners.

Learning Design

Just as in an in person, face-to-face classroom environment, the role of the teacher is essential to a blended or distance learning environment. The Coeur d'Alene Public Schools Instructional Framework ([linked here](#)) describes in detail the role of a teacher, using the following categories from the Public Education and Business Coalition (PEBC) Teaching Framework:

- Planning
- Building Community
- Student Centered Learning
- Focus on Understanding
- High Level Discourse
- Learning Assessment

These six categories and the accompanying rubric describe in great detail what teachers and students should know and be able to do in a classroom setting, whether in person or online, and the Advancing and Peak Performance levels in particular describe a high functioning classroom.

The workshop model described in the Student Centered Learning category lends itself naturally to distance or blended learning, with regular opportunities for rituals and routines, an opening, a mini lesson, work time, and even conferring.

In rethinking lesson design and delivery for a blended learning model, it may be helpful to think about a ["flipped classroom" model](#), where students view a short (less than 10 minute) video mini lesson, recorded or provided by the teacher, and then have an opportunity to work on related tasks. This could be followed by in person or virtual conferring or small group work to further cement the learning. In building a library of video mini lessons, grade level or subject area teaching staff can collaboratively work, lessening the workload of creating videos.

In a blended or distance learning environment, instruction should be a mix of synchronous (live, at the same time) and asynchronous (any time) content. For example, a class may have a weekly live video conference, where the whole class is online and able to ask

questions or have a conversation. At other times, video lessons that can be watched any time may be posted, with a chance to comment and have a virtual conversation at any time using the Learning Management System (LMS).

While practicing blended learning with a small group of students, face-to-face instructional time should be used for those activities that are not practical online, such as conferring, small group work, collaborative assignments, and so forth. Time online should be spent gaining background knowledge, completing individual assignments, video conferencing, etc. In a blended learning model with 2 different groups, a "Station Rotation" or similar model could be used, with the days students are online used for independent learning activities, and the days students are face-to-face as a "teacher-led station." See graphic below or Appendix B for a sample schedule.
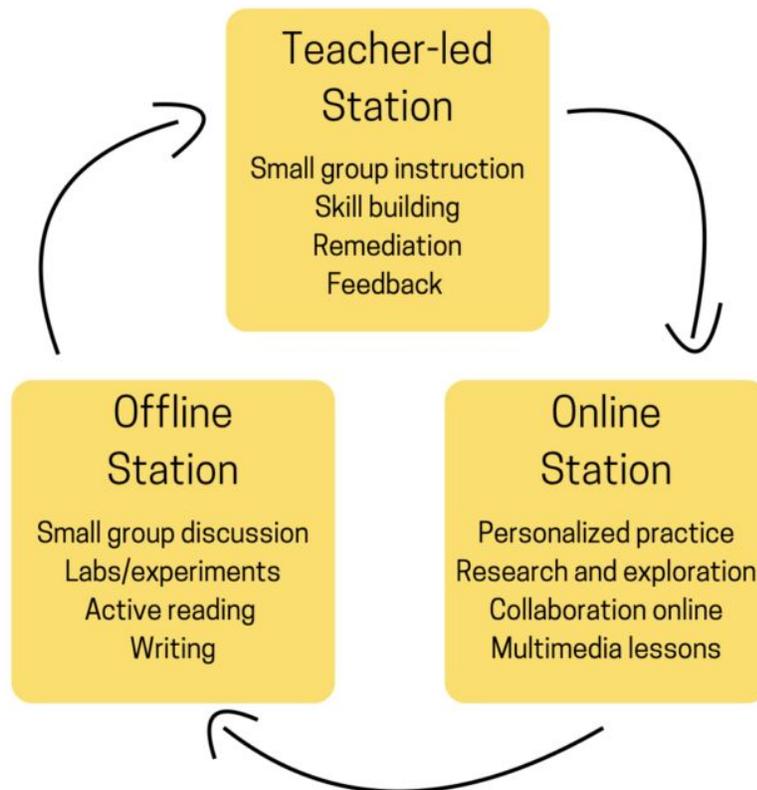
(Tucker, 2020)

In summary, learning (whether classroom, blended or distance), must at its core, be able to draw forth sophisticated and enthusiastic thinking in our students. The Instructional Framework and its contents should guide our teachers to design meaningful learning

experiences that invite students to use their good minds to solve worthy problems. This is a complex endeavor that takes us beyond teacher's guides and online resources. Distance or blended learning tasks should motivate and engage learners with the appropriate amount of guidance and structure--while letting students' curiosity lead (Ward Hoffer, 2020).

Communication

As with any academic endeavor, the importance of regular communication cannot be overstated. Distance or blended learning is a partnership between our school staff, parents and families, and our students.

At a minimum, Coeur d'Alene Public School teachers will use our Learning Management System (LMS) to post assignments and communications for students, and email for communicating with parents. Additional communication tools should not be used unless expressly permitted so as to streamline and provide consistency for families. Students and families are also recommended to log into the LMS to set their communication preferences, including whether they desire to have texts or emails sent.

During office hours, staff will be available to answer student questions over a video or phone conference call. Staff can also set aside this time to respond to student or parent emails or LMS posts. While distance learning offers additional flexibility in terms of time, staff are expected to work their contracted hours, and should work with building administrators to set clear expectations and boundaries around the hours worked each day.

While utilizing classroom, blended or distance learning, teaching staff should communicate regularly with families and students via the following:

- Weekly posts in the LMS with an overview of assignments for the week in each subject area posted by 9:00 AM each Monday, and emailed to parents and families with details on assignments; and
- Daily assignment posts in the LMS for students.

While blended learning:

- Wednesdays will be set aside as a day for collaboration, planning, and providing feedback to students working online. Office hours should also be provided for students and families.

While distance learning:

- Regular office hours each day for email, phone or video call support;
    - Elementary teacher office hours shall be from 8:30-10:00 AM;
    - High school teacher office hours shall be from 10:00-11:30 AM;
    - Break for lunch so students and families may pick up meals if needed from 11:30 AM-12:30 PM;
    - Middle school teacher office hours shall be from 12:30-2:00 PM;
    - On Wednesdays, each school shall shift teacher office hours later in the day to accommodate student and family needs. This day should be communicated to families, and should be consistent during distance learning;
    - Each school can provide flexibility as needed by students and families; however this guidance is provided to maintain consistency throughout the district.
- Weekly class video calls using the hours designated above by level;
    - Middle and High school levels shall create a schedule by subject area for the week so students do not have overlapping class video calls;

While blended or distance learning:

- Elementary level: At least weekly check-ins with each student (these could also take place in a small group). Students with greater needs may receive check-ins more frequently;
- Middle and High school level: Each school will establish a staff member to check in with each student at least weekly (this could be a home room teacher, counselor, or administrator);
- Bi-monthly updates on assessment scores and grades; and
- Monthly school wide virtual assemblies or meetings.

Assessment, Feedback and Grading

Just as in the classroom, staff utilizing distance or blended learning should perform regular formative assessments to gauge student progress towards learning targets. Data from online curricular tools, and adaptive resources such as i-Ready can also be used to assess student progress. Students will receive feedback on their assignments regularly, and select assignments will be graded. Staff should provide feedback on at least one assignment a week, and students and families should be alerted as to which assignments will be graded or given feedback on.

As referenced in the Instructional Framework, staff is also encouraged to use a variety of assessment methods for students to show their progress, including student self assessment, development of portfolios, and specific feedback that propels growth.

While practicing blended or distance learning student attendance will be counted based on their attendance in class video calls, engagement with posts in the LMS, and assignments turned in.

Coeur d'Alene Public Schools policies on grading and assessments will still apply during periods of distance or blended learning, and students will be graded in their classes.

Technology Tools and Resources

Coeur d'Alene Public Schools relies on many different online tools and resources to support teaching and learning in the district; however it is recognized for ease of use for students and families that the number of different tools be streamlined. Tools adopted at the district level have been researched and vetted for use with staff and students, and accounts will be provided for access. Specific tools include:

Category	Adopted Tool	Supplementary Tool
Core Tools		
Learning Management System (LMS)	Schoology	Google Classroom; Seesaw (K-2)
File Storage & Sharing	Google Drive	
Document, Slide or	Google Docs, Slides &	

Spreadsheet Editing/Creation	Sheets	
Video Conferencing	Google Meet	None (Zoom is no longer adopted as a district resource for classroom use)
Communication	Email; Skyward Message Center	Remind (No other tools are approved for district use at this time)
Single Sign On Portal	Clever	
Additional Tools		
Video Recording/Editing	WeVideo	Flipgrid; Loom
Note Taking	Google Keep	
Digital Whiteboard	Jamboard	Padlet
PDF Editor	Kami	

Additional core technology tools should not be added or used without being vetted by the Technology and Curriculum departments.

Our school staff has reviewed options for a Learning Management System (LMS), and is recommending Schoology for adoption by the district, pending the outcome of a statewide request for proposals due to close at the end of July. Schoology offers a comprehensive suite of online learning tools, including:

- Grade and roster sync with Skyward
- Course information and calendars
- Communication with parents and students
- Assignments, discussions and informational posts
- Assessment tools with multiple modes of feedback
- Ability to act as a single sign on tool, and bring in content from many district adopted sources
- Professional development resources

Digital Content & Curriculum

It is critical to have quality content resources to support blended learning. Coeur d'Alene Public School teachers and students have access to a variety of content and curriculum that are accessible both physically and digitally. District curricular staff have worked to ensure digital access to adopted curricular resources. Curriculum guides posted on My CDA Schools can help teachers discern what students need to learn. See Appendix D of this framework to which demonstrates the primary and supplemental curricular resources teachers and students can utilize to deliver instruction.

Additional Considerations

Professional Development and Training

Fifteen hours of professional development on learning design, philosophy and framework for blended and distance learning within Schoology, the adopted LMS, will be offered in August of 2020 prior to school starting, with opportunities for follow up throughout the school year. This will also include differentiated training on specific technology tools, content, and communication tools and strategies to be used. Where possible, this professional development will be offered in the LMS, in a manner similar to how students will be accessing their learning. Sessions will be leveled, with beginning, intermediate and advanced options, depending on the subject, and also offered by specific roles (see Roles in Distance Learning Section following).

Additionally, introductory training for parents and families on the LMS and other tools to be used will be made available via cdaschools.org and our school websites.

As school starts, students should be instructed on the technology platforms and tools to be used in their classes, so they are prepared if distance or blended learning becomes necessary.

Timeline

Starting in the 2020-21 School Year, Coeur d'Alene Public Schools will offer blended and distance learning options to all students.

- May/June 2020: Remote learning survey for families
- July 2020: Survey to measure staff needs
- August 2020: Student and Staff eSchool registration/interest form
- August 2020: Professional development for staff
- September 2020: All teachers establish blended learning
- Throughout 2020-21 School Year: Staff and students may transition from classroom to blended to distance learning at different times, depending on need.

Roles in Distance or Blended Learning

Teacher	- Post weekly/daily content and assignments - Design meaningful learning activities - Hold regular office hours, and respond to questions in a timely manner - Regularly provide feedback on student work - Record and post select lessons - Host video conferences with whole class weekly - Follow up with individual students weekly
Student	- Log into LMS daily - Watch lessons and submit assignments - Participate in video conferences with teacher and class - Respond to feedback
Parents/Families	- Support student with space to work - Provide assistance to student if needed - Reach out to teacher or other school staff if further assistance needed
Principal	- Provide guidance and oversight to teachers - Act as a resource to families - Check in with students who are not engaged - Plan and facilitate whole school community building meetings or virtual assemblies
Counselor	- Act as a resource to families - Check in with students who are not engaged - Provide Social Emotional Learning (SEL) resources and guidance
Paraeducator	- Check in with classroom teacher for direction - Assist in checking in with students - Assist in adapting materials or assignments for individual students

Elem. Specialist	• Design meaningful learning activities • Provide weekly lesson to classes (could be recorded) • Assist in checking in with students • Work with principal and other specialists to develop weekly schedule
Elementary Special Education Resource Teacher	• Collaborate with general education teacher on modifications and accommodations needed for individual students • Hold regular office hours, and respond to questions in a timely manner • Follow up with individual students to work on IEP goals • Work in a small group setting to clarify lessons or expectations
Elementary Special Education Special Programs Teacher	• Post weekly/daily content and assignments • Design meaningful learning activities • Hold regular office hours, and respond to questions in a timely manner • Regularly provide feedback on student work • Record and post select lessons • Follow up with individual students regularly to work on IEP goals/content standards
Secondary Special Education Teacher	• Collaborate with general education teacher on modifications and accommodations needed for individual students • Hold regular office hours, and respond to questions in a timely manner • Work in a small group setting to clarify lessons or expectations • Post weekly/daily content and assignments as applicable • Design meaningful learning activities as applicable • Regularly provide feedback on student work as applicable • Record and post select lessons as applicable • Follow up with individual students regularly to work on IEP goals/content standards
Service Providers (PT, OT, SLP, Vision)	• Continue to provide services via video conference if possible • Collaborate with general education teacher on modifications and accommodations needed for individual students • Follow up with individual students regularly to work on IEP goals • Provide assignments or activities to students as appropriate

Meeting Needs of All Students

With a diverse student population, Coeur d'Alene Public Schools recognizes the many different needs of students and families. Staff is encouraged to work collaboratively with IEP teams, administrators and other staff members to consider the needs of each student. Specialists and Special Education staff are resources to assist with adapting materials to use with students in a distance or blended learning environment. Some additional strategies to consider:

- Provide and schedule time for collaboration between general educators and special education educators regarding lesson planning and lesson execution;
- Investigate and determine whether newly introduced apps/learning platforms are accessible to the student based on the student's unique needs;
- Communicate with Individualized Education Program (IEP) teams, including parents, to address student-specific needs while participating in distance learning opportunities;
- Most students will require a combination of direct instruction in both general and special education "settings" spread across their day, with time for hands-on activities between instruction and/or incorporated into direct instruction;
- Special education educators and related service providers will continue to complete IEPs and evaluations within required timelines to the extent possible;
- Modify materials for students and families with disabilities such as persons who are deaf, deaf-blind, or blind and provide materials in alternate formats to facilitate effective communication for individuals with disabilities;
- As educational services are provided, teams should collect progress data for IEP goals in order to inform parents and to assist with decisions regarding compensatory services at a later time;
- Any decisions regarding special education and related services for an individual student should be made by the student's IEP Team, and should not be based on diagnoses, eligibility categories, or blanket policies;
- Consider allowing special education students to continue in person instruction as students often rely on daily routines and social interactions to address their individual learning needs.

Resources Needed For Students

Starting with the 2020-2021 school year, Coeur d'Alene Public Schools will check a Chromebook out to every student. At the elementary level, students will keep the devices at school until blended or distance learning begins. At the middle and high school levels, students will be responsible for bringing devices to and from school as needed, and ensuring they're charged each day. A full list of resources needed for each student at a minimum is below:

- Chromebook or Internet-connected device with keyboard and webcam;
- Internet access (District can provide hotspot if needed);
- Headphones (student provided);
- Access to curriculum for grade level;
- Workbooks or notebooks for the subject area; and
- Access to high-quality texts (both physical & digital copies).

Resources Needed for Teachers

Staff members will also need reliable technology to effectively instruct students in a blended or distance learning environment. Depending on the situation, staff should have access to their classrooms or offices as much as possible while following recommended cleaning or social distancing protocols. This includes having access to:

- PC Desktop with keyboard and mouse;
- Additional monitor if needed;
- Document camera (this can also be used as a web camera if needed);
- Microphone (either embedded in laptop or document camera, or stand alone);
- Web camera (if document camera is not available).

For home use, each staff member may check out a mobile device as needed. This could be a Chromebook or a PC Laptop, depending on role and what is needed. Additionally, an internet hotspot may be checked out for home use, depending on location.

References

- Catlin Tucker, https://catlintucker.com/
- CdA Public Schools Instructional Framework, https://www.cdaschools.org/cms/lib/ID01906304/Centricity/Domain/2962/INSTRUCTIONAL%20FRAMEWORK%20Jan27-2020.pdf
- Christensen Institute, https://www.blendedlearning.org/
- Denver Public Schools Plan, https://www.dpsk12.org/wp-content/uploads/2020_remote_learning_plan.pdf
- Lee County Schools Plan, https://www.leeschools.net/parent_portal/covid-19/distance_learning_plan
- Michigan Virtual Schools, https://michiganvirtual.org/resources/guides/
- Oklahoma State Department of Education: https://sde.ok.gov/sites/default/files/Engaging-Families-to-Support-Distance-Learning.pdf
- Tucker, Catlin R, Tiffany Wycoff, and Jason T. Green. *Blended Learning in Action: A Practical Guide Toward Sustainable Change*, 2017. Print.
- Ward Hoffer, Wendy. *Phenomenal Teaching: A Guide for Reflection and Growth*, 2020. Print.

Appendix A: CdA eSchool

Coeur d'Alene Public Schools is launching an optional online school for enrolled students in kindergarten through high school. **CdA eSchool** will be a learning program for families wanting an alternative to traditional classroom instruction.

This stand-alone school will offer rigorous K-12 instruction in all core content areas and basic electives, presented in a fully online format. Educators from the Coeur d'Alene School District will serve as the teachers for the online program. The District will provide each student with a Chromebook to support their online learning.

"Having an online school program is a necessity for some families during the continuing coronavirus pandemic," Superintendent Steven Cook said. "Online learning can't reproduce the experience students have with teachers and peers in our classrooms, but it will offer a safer option for households with persons who have increased risk of severe illness from COVID-19. We intend to provide high-quality instruction, student engagement and family support for all who choose this option."

Each CdA eSchool student will progress toward meeting benchmarks and graduation requirements. Courses will focus on Idaho's content standards and the District's curriculum plans. Teachers will follow all District policies, including grading practices.

CdA eSchool is open to any family which feels it is the right fit for them, and we are asking for a commitment to the online school for the entire school year. Students who register for our eSchool for this school year will not lose their affiliation with their current home school. In the event that this choice is not the right fit for a student, the District will work with the family to find an appropriate time for the student to transition back into their home school at a reasonable time.

In addition to our eSchool, all of our teachers will be prepared to offer online learning should our District or any of our schools need to close for a time due to COVID-19. Our teachers also will be prepared to offer online learning to any student whose attendance is temporarily affected by their own health or the health of a family member.

Registration for CdA eSchool opens today and will remain open until 6 p.m. on Monday, August 17. CdA eSchool is open to any student already enrolled in the District for the 2020-21 school year.

Appendix B: Sample Schedules

Sample Teacher Schedule-Distance Learning

Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Assignments Posted, 9 AM Regular Office Hours, 9-10:30 AM Prepare Assignments and Posts for Following Day Check-in with individual students, 12-3 PM	Daily Post, 9 AM Regular Office Hours, 9-10:30 AM Respond to students & families, provide feedback on assignments Check-in with individual students, 12-3 PM	Daily Post, 9 AM Collaboration with other staff members Check-in with individual students, 12-3 PM Regular Office Hours, 3-4 PM	Daily Post, 9 AM Regular Office Hours, 9-10:30 AM Whole Class Meeting, 10:00 AM Check-in with individual students, 12-3 PM	Daily Post, 9 AM Regular Office Hours, 9-10:30 AM Prepare Assignments and Posts for Following Week Check-in with individual students, 12-3 PM

Sample Schedule-Blended Learning

Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Assignments Posted, 9 AM	Daily Post, 9 AM	Daily Post, 9 AM	Daily Post, 9 AM	Daily Post, 9 AM
Student Group A in person	Student Group A in person	Whole Class Meeting, 10 AM	Student Group B in person	Student Group B in person
Student Group B online	Student Group B online	All Students online	Student Group A online	Student Group A online
		Regular Office Hours, 3-4 PM		

Appendix C: Required Amount of Time by Grade Level for Distance Learning

Guidelines for maximum student commitment each day during distance learning are as follows:

- Pre–K: 30 minutes
- Grades K–1: 60 minutes
- Grades 2–3: 90 minutes
- Grades 4–5: 120 minutes
- Grades 6–8: 30 minutes per class (3 hours maximum per day)
- Grades 9–12: 45 minutes per class (4 hours maximum per day)

This does not include independent work such as reading or writing self selected materials. Adapted from guidance put forth by Washington's OSPI.

Appendix D: Curriculum and Content

Adopted Curriculum

Elementary (KG-05)	
English	*Writing Units of Study* by Heinemann (teacher access only)

Language Arts	*Phonics Units of Study* by Heinemann (teacher access only) *Tier 3 Instruction: Istation Instructional Licenses Student access to SORA, online digital library Supplementary:
Mathematics	*Ready Classroom* from Curriculum Associates, supported by the i-Ready diagnostic tool. *Tier 3 Instruction: iReady Instructional Licenses
Science	*FOSS Next Generation* from Delta Education/School Specialty
Social Studies	*Studies Weekly K-3 and 5, The Idaho Adventure* by American Legacy for 4th Grade
Art	*Davis Digital* by Davis Art
Music	*Quaver's Marvelous World of Music* by Quaver
Life Skills	*Unique Learning System* by N2Y
Handwriting	*Handwriting without Tears*

Middle School (Grades 06-08)	
English Language Arts	*Study Sync* from Glencoe McGraw-Hill *Tier 2 "Boost": iXL Language Arts *Tier 3 Reading Intervention: Achieve 3000 Student access to SORA, online digital library Supplementary: vocabulary.com; turnitin.com
Mathematics	*Ready Math* from Curriculum Associates supported by the i-Ready diagnostic tool *Tier 2 "Boost": iXL Mathematics *Tier 3: iReady Instructional License and iXL Mathematics
Science	Flexbooks from CK-12 Foundation
World Languages	*Voces* Digital by Teacher's Discovery
Art	*Davis Digital* by Davis Art
Life Skills	*Unique Learning System* by N2Y

High School (Grades 09-12)	

English Language Arts	*MyPerspectives* from Pearson *Tier 2 and 3 interventions: iXL Language Arts, Achieve 3000, Access to SORA, the Digital Online Library Supplementary: Turnitin.com and Vocabulary.com
Mathematics	*Big Idea Mathematics* *Larson Precalculus* by Cengage *Larson Calculus* of a Single Variable *Tier 2 and 3 Interventions: iXL Mathematics
Science	Flexbooks from CK-12 Foundation (Physical Science and Biology) *Chemistry* from Pearson *Environmental Science* from Cengage *Forensic Science* from Cengage *Physics* from Houghton Mifflin
Social Studies	*Economics: New Ways of Thinking* from EMC Publishing *Magruder's American Government* by Pearson *Psychology Principles in Practice* by Holt McDougall *United States History* by Pearson *World History* by Pearson
World Languages	*Adventures in Japanese* Cheng & Tsui *Asi Se Dice* by Glencoe *Latin for Americans* by Glencoe *Mosiak* by EMC Paradigm *Tes Branche* by EMC Paradigm
CTE	*ACA Test Prep, Classroom in a Book* Cengage *Microsoft Visual Basic* Glencoe *Applying Life Skills* Glencoe *Culinary Essentials (VHS)* Glencoe *Developing Child* Glencoe *Food to Today (LCHS)* Glencoe *Managing Life Skills* Glencoe *Marketing Essentials* *Gmetrix /ACA Test Prep, Classroom in a Book* G-W *Fashion, Design, Textiles, and Construction* G-W *Principles of Human Services* *Skillshare.com* Pearson *Personal Financial Literacy* *SimNet/ACA Test Prep/Gmetrix, Classroom in a Book*
Fine and Performing Arts	*Speech* by Glencoe *Theatre - Art in Action* by Glencoe
Life Skills	*Unique Learning System* by N2Y

Supplemental Resources will be posted on our cdaschools.org website. Staff should be selective in the supplemental materials used with students, so as not to overwhelm students and families. Additional materials to be used with students should be vetted by the curriculum and technology departments to ensure that the content and security protocols are appropriate for use in the district, and that materials are not redundant.