



## Profile

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## Narratives

### 1. Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.

Please make sure that you address the following components in your response

- How will you notify all stakeholder groups that your district is planning to apply for the Flexible Instruction Day (FID) Program (also include details on the approval process for the application within your entity)?
- Immediately prior to or on the FID, how will you notify your stakeholders that the district has decided to implement a FID? (please identify all methods of communication including the instance where the Internet is not accessible or a power outage occurs)
- Ensure you differentiate between parents / guardians and students vs informing staff.
- Ensure the procedure for notifying all stakeholders prior to a flexible instructional day being instituted, is detailed and clear.

The Rockwood Area School District will send the following notification to all stakeholder groups in the District. "The Rockwood Area School District intends to apply for the use of Flexible Instructional Days (FID) during the next 3 school years (2023-24, 2024-25, 2025-26). FID's may be utilized when incidents or situations prevent the delivery of instruction in the customary manner or location. Such cases may include a disease epidemic, a hazardous weather condition, a law enforcement emergency, the inoperability of school buses or other equipment necessary for regular operation, damage to a school building, or another temporary circumstance rendering any portion of a school building unfit or unsafe for use. The Rockwood Area School Board will be required to approve the application before being submitted to PDE prior to June 1, 2023. On a Flexible Instructional Day, students will complete learning activities and assignments provided by their teachers through remote learning experiences. The Rockwood Area School District faculty and administration understand the importance of each stakeholder's involvement and understanding of procedures related to Flexible Instructional Days. For learning to truly be effective each parent, student, and professional educator must possess knowledge of procedures related to tasks and activities to be completed. Immediately before, or on the day of a FID, students and families will be informed of a FID through the District's mass notification system similar to how school closings and delays are currently announced. Notifications will be distributed via School Messenger and will be posted on the District's website, [www.rockwoodschoools.org](http://www.rockwoodschoools.org). In the event of power and/or internet outages, the District will communicate the use of FID's through local media outlets and community announcements. Staff will be informed in a similar manner, as well as through internal electronic and written communication. The Rockwood Area School District administrative team will outline FID information on the District's website. Information will include what FID's are, attendance requirements, assignments, and procedures for students.

2.

**Describe the procedure for instituting a flexible instructional day.**

Please make sure that you address the following components in your response:

- Include (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet.
- How will the FID day be structured? Explain your daily schedule.
- Which modes of instruction will you implement during the FID?
- Include requirements pertaining to the delivery of services and specially designed instruction, which includes accommodations and modifications for students with special needs or disabilities.

Students will be able to login to the District's website and access information related to FID. Google Slides will include: • Learning Targets • Student Success • Student Activities All students in the Rockwood Area School District will be provided with a Chromebook. The Google Slides for FID will be downloaded on student Chromebooks at the beginning of the school year. Students without internet access will be provided with offline materials for all FIDs. Materials will be labeled according to the District's identification of the FID day used. Additionally, younger students will receive hard copies of FID learning materials. Flexible Instructional Days (FIDs) count as instructional school days. To be considered in attendance for the day, students will complete an online form linked on the website. If a child does not have internet access, the family will need to contact the appropriate building office by 10 am to verify attendance. Students will also need to complete assignments listed for that school day within the appropriate Google classroom and/or offline materials. Completed assignments are due upon the return to school. Students with Individualized Education Plans will have specialized instruction and educational materials downloaded on their individual devices that will provide accommodations and specially designed instruction, as outlined in the IEP. The downloaded materials will provide students with an offline version of the learning activities and assignments. Additionally, supplemental materials will be provided in individual packets and distributed to students for home use. All materials prepared for students will provide continued learning and enhancement activities to ensure skill development. Upon return from a FID, teachers of students with special needs will meet with their students to review work submitted, checking for completion and understanding. Any related services (Physical Therapy, Occupational Therapy, Speech, etc.) scheduled during the FID, that were not able to be scheduled via telehealth services, will be rescheduled according to the frequency requirements of the student's individualized education plan. All professional staff are issued a desktop computer for classroom purposes, as well as a laptop computer for use in school and at home. Professional staff who lack home internet will be given access to their classroom, or another

public facility, to access the necessary technology for a FID. In the event the school would be closed to all operations due to a power outage or other unforeseen circumstance, a FID would not be implemented.

**3. Provide a contingency plan - an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.**

Please make sure that you address the following components in your response:

- Include an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.
- How will you ensure access to the materials and resources required for instruction and completing assignments during the FID?
- How will professional staff provide assistance to the students that are working at home with hard copies or don't have access to technology resources?
- How will you ensure that the materials and resources are relevant when the FID is initiated?
- Your contingency plan must ensure compliance with compulsory attendance laws and addresses extenuating circumstances and what workarounds would be available for students to meet the FID requirements.
- How will instructors track attendance for those using your primary as well as your contingency plan for all students including those that need modifications or accommodations?

Students without internet access will be provided with offline materials loaded on their Chromebooks for all FIDs. Materials will be labeled according to the District's identification of the FID day used. Additionally, younger students will receive hard copies of FID learning materials. FID offline and hard copy learning materials will be reviewed and updated throughout the year by classroom teachers to ensure the resources, activities, and materials are current, relevant, and aligned with the curriculum at the time of the FID. A FID day will only be utilized if the District is able to ensure all classroom materials and resources are relevant and aligned with the current curriculum. Teachers will be available from 7:45-3:15 via District phone numbers by leaving a message and expecting a returned phone call within 45 minutes. Phone calls after 2:00 pm may be returned the following day. Teachers will respond to student questions and provide feedback when students submit assignments or ask questions. Teachers will monitor assignment completion when applicable throughout the instructional day. Students completing online or offline assignments will submit their completed assignments upon their return to school to be compliant with compulsory attendance laws. Students who do not submit their completed work on the FID day, or upon their return to school, will be considered absent according to the type

of absence they would qualify for on a regular school day. \*\*\*FID days will only be used after all "built-in" snow days have been used in the District's annual school calendar (there are 3 built-in snow days in the 2023-24 school calendar).

#### **4. Describe the responsibilities of professional staff during a flexible instructional day.**

Please make sure that you address the following components in your response:

Make sure to include all staff members' responsibility and availability.

Include teacher AND professional, administrative, tech support, and health services staff availability (hours, guidance, accessibility (phone, email, skype, etc.).

All teachers, professional staff, administrators, technology staff, and school nurse will be available from 7:45-3:15 via Google classroom, Gmail, and district phone number by leaving a message and expecting a returned phone call within 45 minutes. Phone calls after 2:00pm may be returned the following day. Teachers will respond to student questions and provide feedback when students submit assignments or ask questions. Teachers will monitor assignment completion when applicable throughout the instructional day. Students completing online or offline assignments will have three regular school days per FID day to submit their completed assignments. Special Education teachers will provide students with adapted lessons as outlined in the Individual Education Plans. The teachers may include pre-recorded versions of skills being taught in broken down steps for students to gain a better understanding of the curriculum expectations. Additionally, students with internet access will be provided support via Google meetings and email correspondence. Students without internet services will be provided opportunities for telephone conferences. Upon return from a FID, teachers of students with special needs will meet with their students to review work submitted, check for completion and understanding, and monitor progress toward IEP goals as necessary.

#### **5. Describe the responsibilities of students during a flexible instructional day.**

Please make sure that you address the following components in your response for both your primary as well as your contingency plans:

- How will students participate?
- How will students complete assignments or working on ongoing projects?
- How will students prove attendance?

- To whom and how will students report if they have an issue?
- To whom and how will students report if they do not have access to the materials?

Students, or their parents, will be required to complete the attendance form on the District website. If students do not have access to the form they will need to call the respective school office. Students will be required to complete the activities and assignments assigned by their teacher. Students in grades K - 6 should access their teacher's Google Slides/Google Classroom. Students will also need to access previously distributed FID learning materials (hard copies) connected to the day's instructional activities. Students' activities should be completed through Google Slides/Classroom if possible. Students using offline materials should save digital information on their Chromebooks or in hard copy form. Manipulative and resources are contained in the FID learning materials. Students in grades 7-12 should follow their schedule to complete the activities and assignments assigned by their teachers as they normally do during a regular school day. The activities and assignments can be completed on their chromebook in Google Classroom with or without internet. Students will have to save the offline file on their chromebook prior to a school closure. If additional offline resources are necessary, students will be provided with a flash drive with preloaded digital resources. Flexible Instructional Days (FIDs) count as instructional school days. To be considered in attendance for the day, students will complete an online form linked on the website. If a child does not have internet access, the family will need to contact the appropriate building office by 10 am to verify attendance. Students will also need to complete assignments listed for that school day within the appropriate Google classroom and/or offline materials. Students and families shall contact their classroom teachers and/or building administrators if they have an issue or are unable to access materials. All teachers, professional staff, administrators, technology staff, and school nurse will be available from 7:45-3:15 via Google classroom, Gmail, and district phone number by leaving a message and expecting a returned phone call within 45 minutes. Phone calls after 2:00pm may be returned the following day.

**6. Describe the procedure for tracking student participation (i.e., attendance) during a flexible instructional day.**

Please make sure that you address the following components in your response:

- How do students sign in / how are they accounted for?
- How do teachers keep track of attendance? How do teachers keep track of participation? Be sure to differentiate between attendance/participation and receiving credit according to grading policy.
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.

- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.

To be considered in attendance for the day, students will complete an online form linked on the website. If a child does not have internet access, the family will need to contact the appropriate building office by 10 am to verify attendance. Students will also need to complete assignments listed for that school day within the appropriate Google classroom and/or offline materials. Assignments will be due immediately upon the return to school. Students who do not participate during a FID will be marked absent, according to the type of absence they would qualify on a regular school day. Students who are marked absent will be given 3 school days/per absence to make up work to receive a grade and be given credit for their work.



## English Language Arts (ELA) courses grades K-8

Does your LEA offer English Language Arts courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.2.2.H	Describe how reasons support specific points the author makes in a text.
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.
CC.1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.4.2.I	Support the opinion with reasons that include details connected to the opinion.

<b>Lesson Title</b>
Understanding Characters Through a Read-aloud
<b>Lesson Goals</b> (planned instructional outcomes)
TSWBAT Determine the physical traits of characters in a story TSWBAT Determine the personality traits of characters in a story TSWBAT Provide evidence to support character traits in writing TSWBAT Respond to a prompt in writing using proper grammar and sentence structure TSWBAT Define and apply new vocabulary words
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Student watches the pre-recorded video from a teacher that is posted to Google Classroom. (Story for read-aloud: The Paper Bag Princess by Robert Munsch) a. Student records the new vocabulary words introduced at the beginning of the lesson in a journal (3 options)- write each word in a sentence, write the definition of the words as provided by the teacher in the video, or draw illustrations of the words. (Words- expensive, knocker, tangled) b. Student responds to prompts from a teacher in a journal before the reading begins so the teacher can activate prior knowledge or teach background knowledge related to the text before reading. (Teacher asks students to jot down what they know about dragons and princesses) c. As the teacher is reading the student is actively listening, and may pause the video when the teacher is modeling the skill. (Teacher may ask the student to pause the video to illustrate the physical traits of a character, write a sentence explaining why the character has a particular trait, or copy what the teacher is putting on the whiteboard. Students will pause multiple times at the direction of the teacher in the video.) 2. After reading, the student either completes a writing extension or logs onto A-Z reading website to read the story assigned to the student by the teacher and complete the graphic organizer based on the story. This depends on what the teacher assigned at the end of the video, which could be either option. (Teacher asks students to respond to the following prompt in their journals- Do you think that Elizabeth made the right decision to not marry Ronald?) 3. Student takes pictures of the completed journal and graphic organizer/writing extension to post to Google classroom proving that the lesson was completed
<b>Resources</b> (materials and/or tools required to complete the activities)

<p>Student Needs: ? Journal ? Pencil with eraser ? Physical copy of graphic organizer ? Access to pre-recorded video of read-aloud ? Access to A-Z Reading website and Google Classroom Teacher Needs: ? Recording device ? Read-aloud book ? White board (to record &amp; explain vocabulary words) ? Dry erase markers ? Copy of graphic organizer to explain directions ? Access to A-Z Reading website to assign books based on student levels ? Access to Google Classroom</p>
<p><b>Assessment(s)</b> (evidence of learning)</p>
<p>Completed journal entry graphic organizer/writing extension- can be checked for completion or correctness.</p>
<p><b>Opportunities for Accommodations and Modifications</b> that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)</p>
<p>Sentence starters could be provided ? Visuals could be used to help explain vocabulary words ? Sample journal entries could be provided before starting so students knew how to format the entry ? The levels assigned on A-Z reader will vary by independent reading levels of students books will be assigned according to level.</p>
<p><b>Adaptations for Students Without Internet Access</b> (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)</p>
<p>Students Without Internet Access: ? Pre-recorded video from the teacher could be put on a flash drive instead of Google Drive, a physical copy of the graphic organizer if used would have to be provided in advance most likely by mail, including an additional video recording of a separate book on the flash drive to have the student apply the skill/strategy to a new story. Students would still need access to a journal. Physical copies of journals and graphic organizers would have to be saved.</p>

## ELA courses grades 9-12

Does your LEA offer English Language Arts courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.2.11–12.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

<b>Lesson Title</b>
Journal of the Plague Year reading
<b>Lesson Goals</b> (planned instructional outcomes)
Students will read and comprehend Dafoe’s <i>Journal of the Plague Year</i> , developing an understanding of the material’s historical importance
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Utilizing materials on Google Classroom or paper text, read Dafoe’s <i>Journal of the Plague Year</i> students will read about the Black Plague in Europe starting on page 455. 2. Either on Google Classroom or on paper, answer the reading comprehension questions on pages 457-458
<b>Resources</b> (materials and/or tools required to complete the activities)
Online- access to internet through Chromebook (which has text materials and comprehension questions) Offline- text, paper, writing utensils
<b>Assessment(s)</b> (evidence of learning)
Students’ adequate completion of reading comprehension questions from paper/ online text
<b>Opportunities for Accommodations and Modifications</b> that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Individual students will be provided all possible accommodations and modifications if mandated in their IEPs, as well as any other possible specific accommodations not listed below: ? Written and audio text will be available through online or downloaded files ? Extra time will be allotted for assignment completion ? Teacher assistance will be available online or by telephone ELL students will be allowed to use a translation program and/ or available translations of text, with support provided online or via phone from instructor if necessary
<b>Adaptations for Students Without Internet Access</b> (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Included as options in Activities and Resources.



## Math courses grades K-8

Does your LEA offer math courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.1.5.B.1	Apply place value to show an understanding of operations and rounding as they pertain to whole numbers and decimals
M05.A-T.1.1	Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers.

<b>Lesson Title</b>
Place Value
<b>Lesson Goals</b> (planned instructional outcomes)
*Students will be able to use expanded form to understand place value of numbers. *Students will be able to explain that when they multiply by 10,100, and 1000 that numbers increase in value. *Students will be able to round numbers. *Students will be able to explain the value of a million.
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Log onto Google Classroom 2. Watch the following videos (click on links in Google Classroom) - Place Value - Rounding Whole Numbers - Expanded Form 3. Complete the Hyperdoc-Place Value Gameboard <a href="https://docs.google.com/document/d/1NG5SAZlcSae5bo4tAsBIT6pN6tCp5Wc7Qqf6NZt3K3Y/edit">https://docs.google.com/document/d/1NG5SAZlcSae5bo4tAsBIT6pN6tCp5Wc7Qqf6NZt3K3Y/edit</a> 4. Complete the Google Forms activity on Google Classroom, titled "Place Value."
<b>Resources</b> (materials and/or tools required to complete the activities)
Computer/Internet Access Google Classroom Access <a href="https://docs.google.com/document/d/1NG5SAZlcSae5bo4tAsBIT6pN6tCp5Wc7Qqf6NZt3K3Y/edit">https://docs.google.com/document/d/1NG5SAZlcSae5bo4tAsBIT6pN6tCp5Wc7Qqf6NZt3K3Y/edit</a>
<b>Assessment(s)</b> (evidence of learning)
Teacher Access to Student Hyperdoc-teacher can make copy of hyperdoc for each student and check individuals progress as they color in their squares for completion. Google Forms Activity will allow the teacher to see how many questions the student got correct/incorrect.
<b>Opportunities for Accommodations and Modifications</b> that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Enrichment-Educreations Challenge (*this is a free app, but will have to be downloaded) <a href="https://docs.google.com/document/d/1C6ZZrOUp8w0JXabaHXn7Y2nZfWD096mKaB1Cl3s8uJU/edit">https://docs.google.com/document/d/1C6ZZrOUp8w0JXabaHXn7Y2nZfWD096mKaB1Cl3s8uJU/edit</a> Educreations allows the students to record

their voices while they are making a video to show their teacher that they can explain and do a skill. Accommodations: Multiple modes of instruction will be included with the hyperdoc for different types of learners. These will include songs, text, videos and activities for hands on learning through FID resources. Modifications: Students will be given reduced activities within the hyperdoc. Word Problems will be shortened to include 1-2 steps, rather than 3-4 steps.

**Adaptations for Students Without Internet Access** (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

Without Internet Access-SAS website-these materials will be printed off for students at the beginning of the year for emergency back-up.  
<http://www.pdesas.org/ContentWeb/Content/Content/19850/Lesson%20Plan>

## Math courses grades 9-12

Does your LEA offer math courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
cc.2.2.hs.d.1	Interpret the structure of expressions to represent a quantity in terms of its context.
cc.2.1.hs.f.4	Use units as a way to understand problems and to guide the solution of multi-step problems.
cc.2.2.7.b.3	Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.
cc.2.2.7.b.1	Apply properties of operations to generate equivalent expressions.

<b>Lesson Title</b>
Adding Like Terms
<b>Lesson Goals</b> (planned instructional outcomes)
Students will be able to determine what a like term is and then be able to add and subtract any like terms that they encounter.
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will gain access to their respective assignment through the google classroom page. A google slide show is posted on the streaming page which contains 10 days of material. Students will be directed which day to access through a google classroom stream. Students will view the day's objective on the appropriate days slide. Students will view the video that is posted in the slide show. After viewing the video, students will download the worksheet from the slideshow to either view it and/or print it, if they don't want to rewrite the problems and complete it. Student will use their cell phone to take a pdf image of their work to submit to google classroom.
<b>Resources</b> (materials and/or tools required to complete the activities)
Chromebook, Internet connection, Printer, maybe Flash Drive, and a Phone
<b>Assessment(s)</b> (evidence of learning)
After students have turned in their assignments by uploading them into google classroom, I will look over their work and provide any feedback that is necessary by using the comment tools in google classroom and then return their document in the system so the students can follow up on anything that they missed by resubmitting it.
<b>Opportunities for Accommodations and Modifications</b> that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)

With any IEP student, I must follow the accommodations listed in the students' IEP. I will provide extra time if necessary. I could conduct a google meeting with the student to give any extra help that would be needed.

**Adaptations for Students Without Internet Access** (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

The slide show and the documents related to the slide show can be loaded on a flash drive or directly on the students Chromebook for future reference if they do not have access to the Internet. If a student cannot upload a pdf version of their assignment to google classroom they will be able to take a photo of it and send it to my school email or make arrangements to turn it in with a method that is approved by myself and the school district.



## Science - grades 9-12

Does your LEA offer science courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
705	Recognize the importance of wildlife and forestry as it relates to natural resources management. (Agriculture Standards for General Agriculture)

<b>Lesson Title</b>
Big Game Species of PA: Habitat, Importance, Life Cycle
<b>Lesson Goals</b> (planned instructional outcomes)
Students will understand the ecological significance and importance of the black bear in PA
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Watching the video about PA Black Bears from the PA Game Commission 2. Watching the video about mange in PA Black Bears from the PA Game Commission 3. Reading the note series from PA Game Commission on Black Bears (this can be read to students who need an accommodation by utilizing one of the google extensions taught to students by the LS teacher) a. Example extension: SpeakIt, which is free for students and can also be utilized by ELL students. 4. Students will complete the google form on black bear ecology based on the videos and the note series
<b>Resources</b> (materials and/or tools required to complete the activities)
Google classroom YouTube SpeakIt for students who would like the text read to them Google forms
<b>Assessment(s)</b> (evidence of learning)
Students will complete a google form outlining their learning (multiple choice and essay questions). Gifted students will complete a PBL assignment outlining their learning
<b>Opportunities for Accommodations and Modifications</b> that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Students who are ELL or have IEPs can utilize SpeakIt for the reading version of the note series. Students grades on the google form will be based on their accommodations in their IEPs. Students do speech to text on their google forms (or they can complete them on google docs). The learning support teachers will also be in contact with students (as well as the regular ed teacher) to ensure student success and individual student needs are being met. Gifted students can choose to have an enrichment project in the form of a Project Based Learning Assignment that they design and implement with the guidance from the teacher.

**Adaptations for Students Without Internet Access** (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

Students WITHOUT internet access were provided the note series booklets prior to the FID days and were given a wildlife children's book to make during the FID days (they can do all of that without the internet). a. This book will outline a black bears in PA and their management: i. Scientific names ii. Description of the bears (height, weight, length, color, names , etc) iii. Life cycle iv. Habitat v. Food habits vi. Adaptations vii. Legal status

## Social Studies - grades 9-12

Does your LEA offer social studies courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
8.1.9 B	Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.3.9.B	Compare the impact of historical documents, artifacts, and places which are critical to the U.S

<b>Lesson Title</b>
A Picture is Worth a Thousand Words – “Migrant Mother”
<b>Lesson Goals</b> (planned instructional outcomes)
Students will evaluate the impact of the famous Depression Era photograph “Migrant Mother.”
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1.“A Picture is Worth a Thousand Words.” Don’t write a thousand words, but use the Big 5 (Who?, What?, When?, Where?, Why?) to write a 500 word essay describing the photograph and it’s impact. Please read the article on pages 319-320 in the text (digital or hard copy) before writing the essay. The photograph is available in Google Classroom and in the hard copy textbook.
<b>Resources</b> (materials and/or tools required to complete the activities)
1. All materials available on Google Classroom. 2. All materials available in hard copy of textbook pages 319-320. 3. Completed essay may be submitted via Google Classroom or on paper via mail.
<b>Assessment(s)</b> (evidence of learning)
Completed essay will be evaluated.
<b>Opportunities for Accommodations and Modifications</b> that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
All IEP accommodations and modifications will be followed and may include the following: - Print and audio text available online or through downloaded files. - Additional time for assignment completion provided. - Teacher assistance via telephone or online via email.
<b>Adaptations for Students Without Internet Access</b> (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Students will complete the assignment with the use of their textbook and complete the paper and pencil assignment.



### Career Technology Education / Center Program Exemplars

Does your public school entity offer five (5) or more PDE approved CTE courses?

No

CIP Code	CIP Title
Program/Course Name	Grade Level

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) [www.pdesas.org/Standard/View](http://www.pdesas.org/Standard/View)

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed [Career and Technical Education Framework](#) All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

<b>Lesson Title</b>
<b>Lesson Goals</b> (planned instructional outcomes)
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<b>Resources</b> (materials and/or tools required to complete the activities)
<b>Assessment(s)</b> (evidence of learning)
<b>Opportunities for Accommodations and Modifications</b> that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
<b>Adaptations for Students Without Internet Access</b> (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)

<b>CIP Code</b>	<b>CIP Title</b>
<b>Program/Course Name</b>	<b>Grade Level</b>

**PA Academic Standard(s) Addressed** (include alpha numeric and standard descriptor) [www.pdesas.org/Standard/View](http://www.pdesas.org/Standard/View)

<b>Alpha Numeric Descriptor</b>	<b>Standard Descriptor</b>

**CTE-Programs of Study Task Grid(s) Addressed [Career and Technical Education Framework](#)** All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

<b>Lesson Title</b>
<b>Lesson Goals</b> (planned instructional outcomes)
<b>Activities</b> (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<b>Resources</b> (materials and/or tools required to complete the activities)
<b>Assessment(s)</b> (evidence of learning)
<b>Opportunities for Accommodations and Modifications</b> that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
<b>Adaptations for Students Without Internet Access</b> (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)





## Signatures and Assurances

### Upload of School Board Minutes or Affirmation Statement

#### Date of Approval

2023-04-18

#### Uploaded Files

Rockwood Area School District-FID Board Affirmaton Statement-4-18-2023.pdf

## Assurances

- x Staff, students, and parents shall be made aware of notification procedures prior to the institution of a flexible instructional day and the means of notification shall be fully accessible.
- x Responsibilities shall be agreed upon and expectations shall be communicated to all staff, students, and parents prior to the institution of a flexible instructional day.
- x Attendance shall be strictly enforced in compliance with Article XIII during a flexible instructional day.
- x Students shall be provided health services during a flexible instructional day in compliance with Article XIV. Free Appropriate Public Education (FAPE) shall be afforded all students during a flexible instructional day in compliance with the Individuals with Disabilities Education Act (IDEA).
- x Should technology ever be employed during a flexible instructional day, policies and measures are in place to ensure the cyber-safety and security of students accessing online school services and digital resources.
- x Should technology ever be employed during a flexible instructional day, technical assistance and support shall be provided, as appropriate, to ensure access to instruction and resources.

Superintendent/Chief Executive Officer/Executive Director	Date
Mark R. Bower	2023-06-12

