



RCSS Expectations for High School Asynchronous Days

What are Asynchronous Fridays?

All high schools will have designated Fridays in February and March where all students receive instruction asynchronously with the opportunity to access pre-recorded lessons or independent learning tasks at any time during the day. The Asynchronous Days are **February 5, 19, 26 and March 5, 19, 26**. **School staff are to work onsite and work regular schedules.**

Expectations for High Schools Administrators

- Principals will provide collaborative planning times to teachers for lesson planning and other department needs.
- Schools are encouraged to establish “non-negotiables” for tasks that should be updated weekly, such as grades, parent calls, etc. (Sample [TOTD](#))
- Principals will ensure time is allotted for virtual parent conferences as requested.
- Under the direction of the principal teachers may offer virtual tutoring and office hours for their students. Information should be communicated with students through Announcements in Canvas or other communication tools. Schools may consider Asynchronous Department Tutoring to provide uniformity.

Asynchronous Fridays Departmental Tutoring Schedule	
Time	Subject
8:00 - 9:00	Language Arts/Literature
9:00 - 10:00	Social Studies
10:00 - 11:00	Mathematics
11:00 - 12:00	Science

- The design of an asynchronous day is for students to receive instruction at home. If students are on campus for grade repair or credit recovery requested by school, principals should inform their Cluster Superintendent of school-based plan. There is no transportation available from the district.
- Principals should make sure that all duty assignments are in place for Hub/Magnet Shuttles.
- Principals may conduct professional learning sessions for part of the day. Instructional Specialists will have no assigned meetings from the district and will support instructional needs of teachers.

Things to Do Before Each Asynchronous Friday

- Make sure students understand assignments and expectations for the asynchronous day.
- Teachers should not assign new work.
- Utilize Canvas to house all assignments and resources for easy access. If needed, allow students to download content for offline work ([Canvas Offline](#)). If written assignments are being assigned, ensure that students have the required information on that Thursday.
- Keep students' access to technology tools and Internet availability in mind when planning.
- Remind students that all school parking lots have Wi-Fi access if needed.
- Teachers should inform students of any virtual tutoring, conferences, or office hours for those Fridays.
- Please encourage students to use [FEV Tutoring](#) as they are working on their assignments.

Best Practices for Asynchronous Instruction for Teachers

The teachers should utilize these designated days to allow students to **recover, remediate, or extend their learning**. As each teacher examines course failures and other assignment needs, lessons should align with this work. The Instructional Technology Specialists have created helpful reminders, [Asynchronous Learning Days-Best Practices](#), as a quick reference tool.

Data Opportunities to Measure Effectiveness of Asynchronous Fridays



Use FEV Tutor data to track school usage.



Principals, along with school-based staff, will track student data to support the asynchronous days' effectiveness.

- Review Course Failure Reports
- Student progress or completion of courses in Edgenuity
- On-Track Cohort Rate for Class of 2021.

Principals will share progress data from their school to Cluster Superintendent by

March 31, 2021.

District Supports

[Asynchronous Day Support](#) will be provided by the Teaching & Learning Department. Two Virtual Support Labs will operate from 8:00 AM- 5:00 PM each Friday. One lab will focus on Instructional Technology questions, while the other will address classroom best practices. We are here to support you!