Common Classroom Expectations for Remote - Synchronous Learning

	Expectation	Component	Rationale
1	**Computer Set-Up**	- Have computer on and charger nearby - Open Teams, Outlook, Google Classroom, and other class-related websites as directed by your teacher - Close all apps and browser tabs not needed for class - Have on your desk any supplemental materials (paper, markers, etc.) as directed by your teacher **- Pro Tips:** 1) Be intentional in choosing your workspaces to maximize your ability to focus 2) Use headphones if it is difficult to hear in your home environment	In remote schooling, you drive your own learning as a student. We all thrive more in intentional, orderly spaces (physical, digital). We are more likely to engage on time and fully when we've taken the time to prepare our materials and reduce distractions.
2	**Use of Camera**	- Students' cameras should be on in the beginning of each class while the teacher takes attendance as well as any other time the teacher requests "cameras on." **- Note**: Students can "call their shot" at any time during class if they need to keep their camera off & teachers will use discretion about determining if follow up is necessary.	Having cameras on during attendance will allow teachers to confirm that students are actively attending class. We are building virtual classroom communities and that requires connection via seeing each other in our synchronous classrooms. We will always honor a student's request (in the moment) to not have their camera on out of respect and trust and are aware that internet connectivity may sometimes make this difficult. However, we know that real engagement in a synchronous virtual classroom requires interaction and participation via the camera. Additionally, both students and staff are more engaged when their attention is accountable to their community through "camera on."
3	**Physical Presence when Camera is On**	- Student is positioned so that they can see the screen and reach the keyboard in order to fully engage in the class. **- Student actions while camera is on reflect our shared values of respect & integrity.**	Just like in every sport where there is a "ready-position" specific to that sport, in virtual synchronous learning a student's physical engagement has a large impact on their ability to participate for the sake of their own learning and for the classroom community. Students need to be able to see the screen and be ready to participate in the chat at any time.
4	**Dress Code**	- Students are dressed and ready for school each day in accordance with Byers Remote Learning Dress Expectations: 1) Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. 2) Students may not wear items that promote alcohol, drugs, tobacco products, sex, nudity, or which allude to topics inappropriate for school or derogatory to others.	With the expectation that your camera is on, students need guidance on what is / is not permitted. Within the context of remote learning, our dress code is intended to uphold the most basic societal norms for being clothed and engaging in public events (synchronous learning). Our remote school dress code is not intended to be a replication of our school dress code. **Pro Tip:** Looking prepared helps us feel prepared.
5	**Video Background**	Student takes responsibility for the background of their camera view. –	Having control of one's background is a sense of pride and engagement for students (like it is for us adults!). That is ideal. Within the guidelines

		- Background are considered appropriate so long as they do not promote alcohol, drugs, tobacco products, sex, nudity, or which allude to topics inappropriate* for school or are derogatory to others. - Blurring or other backgrounds are permitted so long as they are not used in a manner distracting to the class (ex: changing background images every few minutes) ***situations will be evaluated on a case-by-case basis**	written, students can expect their peers' backgrounds to be safe and inclusive visual culture.
6	**Use of Teams**	Mute/Unmute as directed by teacher Chat/ Don't chat as directed by teacher Participate in Chat respectfully & responsibly Use the Hand-Raising feature to ask a question or respond to a question Appropriately "Direct Message" vs. whole group message (to peers, to teachers)	Communication norms ensure that everyone has access to a live class chat that is welcoming and enhances the learning experience of remote, synchronous learning.
7	**Practice & Participation**	Grade Level Teams will finalize this and communicate this to students at the start of the school year.	Establishing virtual learning communities will require the same type of interactive expectations of an in-person classroom. Practicing and participating during class allows students the opportunity to process and apply their learning, which allows teachers to gauge understanding and adapt instruction.
8	**Time/ Urgency**	Students always DYB (do your best) to transition to whatever platform or grouping that is directed Honor all transition times and be ready to go at the directed time.	In a synchronous environment, teachers will need to move students through various modalities (independent work, group work, etc..) and need to be able to give directions with all students "tuned in" at certain points. Timely transitions are essential for that to happen.
9	**Communicating personal needs**	When possible, students should attempt to be present for all synchronous learning time. However, when students need to attend to an immediate personal or family need, the student should communicate to their teacher. **Note:** Grade levels and teachers may have specific guidelines for how to do this.	Remaining present for all of class is critical for maximizing learning. Communicating when that is not possible ensures one does not miss out on key information, shows respect for the classroom community and is the same process that staff follow when they are in virtual meetings.
10	**Use of technology**	Student follow the DSST Technology Use Agreement to include all of the ways in which their computer is handled, taken care of and used. This includes the use of internet browsing for personal use and Academic Integrity. This also includes the use of Teams, Email and Google to be used for school purposes only.	All DSST technology users, staff and students, are using a borrowed "asset" that belongs to DSST and not to the user. Given that, it is not a personal item that affords all of the freedoms and privacy of a personal item. Search history can be checked at any time and students and staff are responsible for what and how they use their computer.