



CONTINUITY OF LEARNING PLAN

PART II - GUIDELINES FOR STUDENTS ON ONLINE DISTANCE LEARNING

STRENGTHENING OF 21ST CENTURY LIFELONG SKILLS IN THE TIME OF COVID-19 PANDEMIC

Department of Education (DepEd) Secretary Leonor Briones emphasizes “what we teach and encourage our learners to learn from school has to be relevant to the 21st century, to our needs, and has to be responsive to the challenges that our country faces at this time.*”

As a dynamic learning community, DLSZ continually responds to the needs of the changing times. The school recognizes this pandemic as an opportunity to strengthen the 21st-century lifelong skills of independent learning, self-regulation, agility, grit, and resilience of our students.

To help students successfully develop these skills through the Online Distance Learning (ODL), the school has designed and implemented:

- Project-based work, interdisciplinary themes and competency-based measures for student progress;
- Peer coaching, mentoring, and technology-enabled learning communities;
- Adequate support and use of tools for in-depth learning in all subject areas.

Moreover, sufficient technical infrastructure, as well as access to up-to-date technology tools and resources, are needed to support student learning.

In the context of ODL, teachers design challenging but achievable and flexible activities that are aligned with the required competencies and lifelong skills. Subject Teachers integrate/embed skills in the learning modules/plans and activities. They also develop student checklists on the achievement of learning targets and lifelong skills and give time for reflection. The Subject Area Coordinators (SACs) and the Strand Coordinators for Grade 11 & 12) (STCs) check subject teachers' learning plans to ensure that these target learning competencies are aligned and relevant to achieve 21st-century lifelong skills.

Given this environment, DLSZ students are able to develop personal and interpersonal effectiveness. They possess positive character traits that help shape their behavior and attitude towards learning.

Students proactively create and follow a timetable independently with designated times for schoolwork, rest, and leisure. They learn to prioritize by putting the most important tasks for the day first. Being goal-driven, they begin with an end in mind by setting goals and completing them before moving on to another assignment. DLSZ learners are independent, self-disciplined, and know-how to self-regulate.

In the process of collaboration with fellow students, they take initiative in managing projects. They seek to understand others, including their teachers' viewpoint, constantly communicating expectations through consultations. They synergize and think win-win to optimize the partnership. Students are gritty and persevering despite whatever obstacles they face along the way.

While the school anticipates a surge in mental health concerns during this pandemic, such as fear, anxiety, grief, boredom, etc., it will continue to provide psycho-emotional support and online activities to complement learning. The School Counseling Office will conduct individual and/or group counseling interventions to address students' day-to-day personal, socio-emotional, and career concerns. They will also design and implement a Social-Emotional Development/Resilience Program for students, parents, and Lasallian partners to promote self-regulation skills and resilience.

Moreover, the Lasallian Formation and Mission Department will collaborate with fellow ministers and counselors in preparing online resources for the students' and employees' continued values formation and wellness programs.

PREPARING FOR DIFFERENT SCENARIOS

After consultations and internal discussions, DepEd has reached a decision to set the opening of School Year (SY) 2020-2021 on August 24, 2020. As of May 8, 2020, the IATF approved the opening of private schools *provided that* school learning continuity plan shall be submitted; no face-to-face classes will be allowed earlier than August 24, 2020; and from August 24, face-to-face learning shall only be allowed when the local risk severity grading permits, and subject to compliance with minimum health standards.*

In compliance, DLSZ will implement the following:

1. Adopt **Home-based Online Distance Learning (ODL) beginning July 6, 2020** for **Grade 5 to Grade 12** and **July 13, 2020 for Pre Kinder to Grade 4**. Orientations for DLSZ parents and students will be conducted one week prior to the start of ODL classes. Attendance to these sessions is required as the school will provide learners with content related to the learning objectives for the academic year including mental health and psychosocial support activities. Parents also need to sign a form that signifies there is an adult at home who will supervise their learning.
2. Adopt **Hybrid Class Setting** when the local risk severity grading is lowered. To allow the students to practice social distancing, the following are the proposed schedule of reporting to school during **hybrid class setting**:
 - The first half of each section at all levels will come to school on Monday & Tuesday and will revert to ODL on Thursday and Friday.
 - The second half of each section in all levels will attend ODL on Monday and Tuesday; then, will come to school on Thursday & Friday
 - Wednesdays will be devoted to **wellness** activities

Should parents prefer their kids to stay at home and continue with the home-based ODL, they will have to write a letter of advice to their child's respective Principal or Vice Principal.

3. In case of an outbreak, all the students in the affected campus will revert to Home-based Online Distance Learning only.

GENERAL TIMELINE:

| | |
|---------------------------|--|
| April 20 - June 16, 2020: | Enrolment Process |
| June 22: | Start of Online Remedial Classes for students with deficiencies. Parents will be informed by the respective SACs or Vice Principals. |
| June 29 - July 3: | Virtual Orientation/Coaching and Dry-run to set-up Home-based ODL for Grade 5 to Grade 12 Parents and Students |
| July 6: | Opening of Home-based ODL Classes for Grade 5 to Grade 12 and BRafeNHS Students |
| July 6-10: | Virtual Orientation/Coaching and Dry-run to set-up Home-based ODL for Pre-Kinder to Grade 4 Parents and Students |
| July 13: | Opening of Home-based ODL Classes for Pre-K to Grade 4 Students |

ACCESS TO ONLINE DISTANCE LEARNING MATERIALS AND SUBMISSION OF TASKS, ASSIGNMENTS, PROJECTS

As the ODL platform facilitates learning “anytime, anywhere,” students are gearing towards independent learning and self-regulation. They can track their own progress as well as explore varied types of multimedia to create, curate, and make meaning while learning. In the process, both the students’ habits and attitudes, as well as their abilities to interact and work successfully, are also shaped.

A repository of materials on ODL in the DLSZ Website is made available and accessible to teachers, students, and parents.

Although DLSZ continues to uphold the Lasallian brand of academic excellence in the implementation of ODL, the school extends understanding, consideration, and flexibility as everyone navigates and adapts to this “new normal” set up.

If a student will be unable to submit the requirement or attend an online class due to an unavoidable circumstance, he/she must communicate with the adviser or Subject Teacher. The Subject Teacher will inform the student of the makeup schedule. Teachers follow up and will be available for consultations for those who will fail to submit on time.

PRE-KINDER - GRADE 3

Online learning for younger children will remain holistically focused on language, cognitive, physical, and social-emotional development. Learning activities for these levels will emphasize interaction and creativity. These will require minimal technology. It is expected that students in Pre-Kinder - Grade 3 will need higher levels of support from teachers and parents than Grades 4-6 students.

The **Seesaw app** will be used as the platform of instruction and students may access all learning tasks across subjects from the said app; however, other documents like copies of the weekly lessons with schedule, learning targets checklist, and other announcements may be accessed **via Family Portal**.

All instructional materials/documents will be accessed from the Family Portal. These instructional materials include a copy of weekly lessons with schedule, learning targets checklist, all worksheets, other announcements, and preferably a link of one **(1)** Google Slides presentations with weekly lessons of all subjects (possibly with integration).

The teachers upload the following via **Seesaw**:

- Learning activities
- Worksheets
- Homework

Submissions of Learning tasks will also be done in this LMS.

The teachers provide the following in the **DLSZ Family Portal**:

- Learning Targets checklist (with recommended activities)
- Schedule of weekly lessons

- Announcements

Every Wednesday, teachers will update the parents of students who missed submission of learning tasks, exercises, assignments, and projects of their children's progress and of the schedule for make-up activities via synchronous meetings or through **Seesaw** messaging (student announcement feature).

GRADES 4 - 6

The primary tool for communication between teachers and families will be the **Google Classroom** where all learning activities, materials, announcements, copy of weekly lessons and schedule, learning targets checklist, and other announcements are uploaded.

For these levels, learners will have both off- and on-screen learning activities designed to engage them in experiences that connect to the current curriculum.

The Learning targets will provide direction to parents on how best to support the child's learning.

The teachers will provide parents with:

- Learning Targets checklist (with recommended activities)
- Schedule of weekly lessons / Learning tasks
- Worksheets

Submission of any assignment will be done through the same LMS. Teachers will give students confirmation of the document every Friday, through a weekly progress check that will be given to the students.

When the email/ invite parents feature of the **Google Classroom** is enabled, it will automatically notify parents of daily/weekly updates of student's work, including missed submission of learning tasks, exercises, assignments, and projects. Synchronous meetings with parents will be initiated by teachers to update them on the children's progress.

GRADES 7-12

Learning plans for high school focus on having a balanced, holistic learning experience. They are designed to be completed independently or in collaboration with other students.

Students will have both off- and on-screen learning activities. Resources vary by class and lesson but will include links to videos, scanned materials to read and engage with, independent research material, reading materials including ebooks and audiobooks.

Students are encouraged to be proactive in reaching out to teachers when they have questions or assignments that may need further clarification.

Individual online assignments are due each week. Students are required to complete all assignments by the due date, and to actively participate in class discussions.

Students must participate in class activities as posted on the LMS weekly or as announced via email. Every Monday, students must:

1. Check the class website / Notes and Homework for updates.
2. Check the class discussion forum for new material and new responses.
3. Check email for assignments and other notices.

Students will be responsible for material/content assigned by any of these methods.

BR. RAFAEL DONATO FSC NIGHT HIGH SCHOOL (BRafeNHS)

BRafeNHS teachers will be providing printed learning materials and uploading some of these learning materials (modules and activities) in the LMS retrospective with the schedule per subject area on a weekly basis depending on the options taken:

Option 1: Using Online LMS Hybrid (Google Classroom + Google Drive +Video Conferencing App + Chatting App)

Option 2: USB + Online activities

Option 3: USB + parental/guardianship involvement

| | Pre-Kinder – G3 | G4 – G6 | G7-12 | BRafeNHS |
|---|---|---|--------------------------------|--|
| Learning Management System (LMS) This is a central online platform for class announcements, posting of learning playlist materials and tasks, and feedback. | Seesaw Pre-Kinder/Kinder students will join in 1 Seesaw class while Grades 1-3 will join classes of different subjects. One home learning code will be provided for each student. | Google Classroom | Google Classroom | Google Classroom, Schoology, Edmodo |
| Posting of General Guidelines and Circulars | DLSZ Notes and Homework/Family Portal | | | |
| Parent-Teacher Communication | The messaging tool for student and family announcements in Seesaw for School | Parents and guardians can receive daily/weekly email summaries from Google Classroom that include missing work, upcoming work, and class activity. Teachers may make a followup on missed lessons or give feedback to parents about the student’s progress through the “email guardians” option in Google Classroom. | | |
| Video Conferencing This allows the students and teachers to hold live lectures, chat, presentation of slides, and interaction with students. | Google Meet | | Google Meet or Microsoft Teams | Google Meet but limited only |
| E. Online Depository for Class Materials and Outputs This is often referred to as | Google Drive | | | |

| | | | | |
|--|---|--|--|---------------------------------|
| <p>a cloud-based server where files can be stored for online or offline use.</p> | | | | |
| <p>F. Student Submission of Video Outputs There will be instances where students will be submitting outputs or will be performing skills that need to be demonstrated and seen in a video format.</p> | <p>the camera/ video tool in Seesaw</p> | <p>Flipgrid Other options: iMovie/ camera uploaded in GDrive</p> | <p>Flipgrid</p> | <p>Google Classroom</p> |
| <p>G. Group Guidance Activities</p> | <p>Seesaw</p> | <p>Google Classroom</p> | <p>Google Classroom, Schoology, MS Teams</p> | <p>Google Classroom, Edmodo</p> |
| <p>Students' Individual Sessions (Individual/Group Counseling Sessions, Consultations, Home-Based therapy, Self-referrals)</p> | <p>Google Meet, Hangouts video, Lark, Doxy.me</p> | | | |
| <p>Parent-Counselor and Teacher-Counselor Individual/Group Meetings (Consultations, Referrals, IEP Meetings, & Case Conferences)</p> | <p>dlszcares@dlszobel.edu.ph, Google Meet, Hangouts video, Lark, Doxy.me</p> | | | |
| <p>Device Functions</p> | <p>1. Connect to the internet 2. Take video calls using a camera and microphone 3. Take photos and videos</p> | <p>All of nos. 1 to 4 including: 5. Edit photos and videos 6. Use Google Apps such as Gmail, Google Docs, Sheets, Meet, Hangouts, etc.</p> | | |

| | | |
|--|--|--|
| | 4. Create documents and slide presentations | |
| <p>Recommended Device and Specifications</p> <p>To ensure the success of the Online Distance Learning among DLSZ Students, it is imperative that they have the means of access to and ways of learning in flexible online and offline learning modalities using a suitable learning device.</p> | <p>Any available learning device (branded or clone) that has equivalent specifications to any of the following:</p> <ul style="list-style-type: none"> ● Android Tablet/Smart Phone with Android OS version 8 or higher ● Windows Laptop/desktop with Windows 8.1 or higher; Browsers: Chrome v.68 or higher, Edge (Chromium based) v.80 or higher, Firefox v.66 or higher ● Chromebook with ChromeOS v.68 or higher ● iPad OS11 or higher ● iMac/MacBook with MacOS 10.11 (El Capitan) or higher with MacOS 10.11 (El Capitan) or higher; Browsers: Chrome v.68 or higher, Edge (Chromium based) v.80 or higher, Firefox v.66 or higher | <p>Please provide inexpensive wired earphones and a Printer</p> |

ATTENDANCE DURING ONLINE DISTANCE LEARNING CLASSES

We encourage parents/guardians to monitor their child’s or children’s attendance to individual or class meetings with teachers online. Schedules are posted on the **DLSZ Website and Family Portal**.

The maximum screen-time for Grade school students’ online work is as follows:

- *Pre-K - Two 30- minute periods/day*
- *Kinder - Three 30-minute periods/day*
- *Grade 1 and 2- Five 30 -minute periods/day*
- *Grade 3 and 4 - Five 45-minute periods/day*
- *Grade 5 and 6 - Four 60- and one 45-minute periods/day*

This comes with 15-minute Sunshine Calls from Class Advisers every Monday and Friday for all grade school levels

Class Advisers and Subject Teachers share schedules with students. Students are required to log on daily from Monday to Friday and review the week's lesson.

Subject Teachers will check the attendance of each student during the online meeting. Attendance will be based on the submission of weekly assignments/ homework/ projects. A student who fails to submit a requirement when due will be marked absent for that week.

SAMPLES OF CLASS SCHEDULES AND LEARNING TIME BLOCKS

PRE-SCHOOL AND GRADE SCHOOL

- This will only serve as a guide for students and parents to ensure that all subject areas will be covered during the week. The duration of learning indicated in the tables are estimated times.
- The sample schedules are for mixed synchronous and asynchronous classes. The parents will get a weekly schedule where the subject teachers will place the schedule for synchronous sessions.
- This will be filled out by the students and parents on a weekly basis, choosing learning times for the asynchronous lessons. This will be sent together with the Weekly Plan, where the synchronous sessions are indicated for each subject.
- Students may continue working on offline tasks anytime during the day
- Provide a flexible schedule of breaks between subjects.
- Teachers are available for additional consultation by appointment or sign-up between 9:30-11:00 AM and 1:00-2:30 PM every day through the class LMS

TABLE 1: TIME ALLOTMENT FOR ONLINE TASKS FOR PRE-KINDER

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|-------------------------------------|--------------------------------------|--|--|
| _____AM HR/Sunshine Call with the class adviser | | W E L L N E S S | | _____AM HR/Sunshine Call with the class adviser |
| CORE SUBJECT #1 (30 mins.) | CORE SUBJECT #2 (30 mins.) | | CORE SUBJECT #1 (30 mins.) | CORE SUBJECT #2 (30 mins.) |
| SPECIAL SUBJECT #1 (30 mins.) | SPECIAL SUBJECT #2 (30 mins.) | | SPECIAL SUBJECT #3 (30 mins.) | SENSORY PLAY (30 mins.) |
| TASK SUBMISSION CHECKLIST | | | | |
| CORE SUBJECTS <input type="checkbox"/> Math <input type="checkbox"/> Language | | | SPECIAL SUBJECTS <input type="checkbox"/> Music <input type="checkbox"/> Art <input type="checkbox"/> PE | |

TABLE 2: TIME ALLOTMENT FOR ONLINE TASKS FOR KINDER

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|-----------------------------------|--------------------------------------|--|--|
| _____AM HR/Sunshine Call with the class adviser | | W E L L N E S S | | _____AM HR/Sunshine Call with the class adviser |
| LANGUAGE (30 mins.) | FILIPINO (30 mins.) | | MATH (30 mins.) | SCIENCE (30 mins.) |
| READING (30 mins.) | CHRISTIAN LIVING (30 mins.) | | READING (30 mins.) | MATH (30 mins.) |
| MUSIC (30 mins.) | ART (30 mins.) | | PE (30 mins.) | SENSORY PLAY (30 mins.) |
| TASK SUBMISSION CHECKLIST | | | | |
| CORE SUBJECTS <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Reading/Language <input type="checkbox"/> Filipino <input type="checkbox"/> CL | | | SPECIAL SUBJECTS <input type="checkbox"/> Music <input type="checkbox"/> Art <input type="checkbox"/> PE | |

TABLE 3: TIME ALLOTMENT FOR ONLINE TASKS OF GRADE 1 - GRADE 6

| TIME | MONDAY | TUESDAY | WELLNESS WEDNESDAY | THURSDAY | FRIDAY |
|------------------------|--|----------------------------------|--|--|-------------------------------------|
| 8:15-8:30 | Sunshine Call | Virtual DEAR/ Penmanship Session | Class/batch Mass Club Playlist (optional, every other Wednesday) Other Lasallian Formation, Library, and Guidance/ Counselling activities, | LCV | Sunshine Call |
| 8:30-9:30 | Language | Reading | | CL | <i>Alternate Art/HELE</i> |
| 9:30-9:45 | BREAK | | | BREAK | |
| 9:45-10:45 | Math | Filipino | | Math | <i>Alternate Music/PE</i> |
| 10:45-11:00 | BREAK | | | BREAK | |
| 11:00-12:00 | SS | Science | | Filipino | <i>Alternate Computer/ Robotics</i> |
| 12:00-1:00 | LUNCH | | | LUNCH | |
| 1:00 PM onwards | Asynchronous Tasks (online/offline) | | | Asynchronous Tasks (online/offline) | |
| 1:00-2:30 PM | STUDENT-TEACHER INDIVIDUAL CONSULTATION/ FEEDBACKING | | | STUDENT-TEACHER INDIVIDUAL CONSULTATION/ FEEDBACKING | |

JUNIOR HIGH SCHOOL

- The Junior High School will follow a five-day cycle. In a week, there will be a total of four (4) class days.
- Each day, there will be three subjects. A 15-minute break in between periods is also suggested to regulate the students' screen time.
- The core learning subjects will have two meetings per cycle, while the special subjects are scheduled every other cycle.
- All afternoons are free for flexible learning.
- Wednesdays are allotted for consultation sessions as well as other school activities.
- Every Day 4, there is an asynchronous LCV activity provided.
- Guidelines for Consultation Day are created by the CSAFs to ensure its smooth and meaningful flow.

| Time | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Wednesday |
|---------------|-----------|-----------|-----------|-----------|-----------|--|
| 8:30 - 8:45 | HR | HR | HR | HR/LCV | HR | WELLNESS and Consultation Day |
| 8:45 - 9:45 | Subject 1 | Subject 1 | Subject 1 | Subject 1 | Subject 1 | |
| 9:45 - 10:00 | Break | Break | Break | Break | Break | |
| 10:00 - 11:00 | Subject 2 | Subject 2 | Subject 2 | Subject 2 | Subject 2 | |
| 11:00 - 11:15 | Break | Break | Break | Break | Break | |
| 11:15 - 12:15 | Subject 3 | Subject 3 | Subject 3 | Subject 3 | Subject 3 | |

SENIOR HIGH SCHOOL

- The SHS has 5 major subjects, 1 PE subject, and 4 enrichment subjects per term.
- Subjects can be rearranged just like regular class scheduling.

| TIME | MON | TUE | WED | THU | FRI |
|-------------|--------------------------------|-------------------------|--------------------------------------|-------------------------|--------------------------------|
| 1:00 – 1:30 | Homeroom (Sunshine Call) | Enrichment Subject 2 | W E L L N E S S | Enrichment Subject 3 | Homeroom (Sunshine Call) |
| 1:30 – 2:00 | SUBJECT 1 | SUBJECT 1 | | SUBJECT 1 | SUBJECT 1 |
| 2:00 – 2:30 | SUBJECT 2 | SUBJECT 2 | | SUBJECT 2 | SUBJECT 2 |
| 2:30 - 3:00 | SUBJECT 3 | SUBJECT 3 | | SUBJECT 3 | SUBJECT 3 |
| 3:00 - 3:15 | BREAK | BREAK | | BREAK | BREAK |
| 3:15 – 3:45 | SUBJECT 4 | SUBJECT 4 | | SUBJECT 4 | SUBJECT 4 |
| 3:45 – 4:15 | SUBJECT 5 | SUBJECT 5 | | SUBJECT 5 | SUBJECT 5 |
| 4:15 – 4:45 | ENRICHMENT SUBJECT 1 | PE | | PE | ENRICHMENT SUBJECT 4 |
| 4:45 – 5:15 | CONSULTATION | | | CONSULTATION | |

CONSULTATION WITH TEACHERS AND HELPLINES

Parents will play a crucial role in the success of online distance learning especially for those with kids in Pre-Kinder to Grade 4. Constant parent/teacher communication is expected.

The official communication channel between the school and the parents is the **DLSZ Family Portal**.

For Parent-School Communication protocols regarding the accomplishment of learning tasks and other concerns, kindly refer to the following table:

| Concerns | Person to contact directly |
|---|--|
| Homeroom concerns such as schedule of weekly lessons, other announcements | Homeroom Adviser Team Leader Coordinator for Student Affairs and Formation (CSAF) |
| Subject-related concerns such as assignments, tasks, missed activities, feedback, assistance | Subject Teacher |
| Problems with the Learning Management System, technology tools, e-books | EdTech Coordinators For Grade School and BRafeNHS: Ms. Winnie Diola at diolawy@dlszobel.edu.ph For High School: Mr. Symbol Fabellon at symbol.fabellon@dlszobel.edu.ph |
| Problems with the learning device /internet connectivity, e-books deployment, tech tools problems | Information Systems Technology Support (ISTS) Office via IT-helpdesk@dlszobel.edu.ph |
| Personal, social, emotional concerns | Level Guidance Counselor via dlszcares@dlszobel.edu.ph |
| Additional learning resources such as online books/publications, videos | Librarian or thru the Grabrarian online chat |
| Health concerns | School Nurse/Doctor |

Consultation Periods:

- The Homeroom Adviser is available to students twice a week via synchronous/live session for wellness check-up; The Adviser’s Call time will be posted in the weekly schedule and may be arranged accordingly. This will also

allow households with children at different grade levels to schedule the use of their gadgets if they don't have one for their own.

- The Subject Teacher is available twice a week via synchronous sessions. The teacher will post the schedule on LMS when they are available for a meeting.

| Level | Mode of communication |
|-----------------------------|---|
| Pre-Kinder - Grade 3 | Consultation may be through messaging in Seesaw/video conference using Google Meet- either individual/ small group. |
| Grades 4 - 6 | Consultation through private messaging in the discussion board of Google Classroom/messages or call in Google Hangouts. |
| Grades 7-12 | <p>Communication lines are open for students (i.e., students can leave comments and/or email their teachers) any time of the day for queries and clarifications related to the lesson. It must be clear, however, that the teachers are not online 24/7, but questions may be answered as soon as the teachers are able to. See available options:</p> <ul style="list-style-type: none"> • Option 1: Students can communicate with the teachers during their assigned class schedule (on a specific day) • Option 2: Teachers can post a schedule in their LMS and/or other platforms when they are available for consultation |

Note: Students with an unstable Internet connection may use a different communication channel such as messaging applications.

STUDENT ASSESSMENTS AND GRADING

Assessments play an essential role in how students learn, their motivation to learn, and how teachers instruct. Through assessments, teachers are able to gather quantitative and qualitative information about what learners know and can do. The following are the types of assessments to be conducted in DLSZ's online distance learning:

- **Formative Assessments**

These assessments are given to students for them to show evidence of their learning. Teachers use a variety of appropriate strategies and selected technology tools to provide the students feedback on their progress; thus, helping the students manage and adjust their learning pace.

- **Summative Assessments**

These assessments are given to evaluate student learning at the end of an instructional unit. This is used to determine whether the students have met the content and performance standards. A summative test (e.g., achievement test) will be administered to measure the skills and knowledge learned by the students. Likewise, performance tasks and learning portfolios will be required from them to determine if they are able to demonstrate and apply their knowledge and understanding of their lessons through authentic or real-life situations individually or in collaborative groups.

At the acquisition level of learning, students acquire information and content as prescribed by the curriculum. In the level of making meaning, students learn technical skills and perform cognitive or mental operations on facts/information. They are also to explain, interpret, apply, give perspective, show empathy, and reflect on their own learning.

- **Self-Assessments**

These self-assessments are conducted to gauge whether students have successfully framed the lesson from their perspective vis-à-vis learning targets. These learning targets help students understand the purpose of the lesson and the expectations of teachers as well as their self-expectations.

As we conduct ODL sessions, we focus on delivery of the lessons and mastery of learning competencies. We will have more formative assessments that will allow us to see the students' on-going progress towards achieving the standards. Students should be able to take these assessments so feedback can be provided with regards to their learning.

Summative assessments will be administered which are designed to evaluate what the students have learned by way of application exercises. Here we focus on how students create and construct their responses as evidence of their learning. This may also include reflections and journal entries where they think about their own learning and how they are able to use this to improve themselves.

At the end of a unit or a term, Grade 5 to high school students will be given a final validating assessment that measures their learning. They will also be required to create an online or digital student portfolio which can also be taken as an alternative to the validating assessment. Here the students make a compilation of their academic work for the entire term, the purpose of which is to evaluate and monitor students' progress and achievement and allow students to reflect on their own learning and take responsibility for it.

The performance task that students make as a culmination of their learning may be done individually or collaboratively in small groups where they demonstrate an understanding of what they have learned in an authentic situation.

In order for students to truly know their progress and achievement, students need to take the assessments by themselves. For this purpose, an **academic honor code** will be obtained from students and parents/guardians signifying that the students answered scheduled assessments on their own and without any assistance or coaching from parents/guardians.

Grading is based on assessment results. The new grading system that will be applied for the coming academic year will be explained in detail pending new guidelines coming from DepEd. Taking into consideration the learning curve of the students in pure online distance learning, the school will suspend the granting of honors and other academic awards for AY 2020-2021.

OBSERVANCE OF PROPER BEHAVIOR, NETIQUETTE, AND INTELLECTUAL HONESTY DURING ONLINE LEARNING SITUATIONS

As Lasallians, all students are expected to observe appropriate behavior at all times. As a prerequisite for the students' participation in ODL, they must go through a short and simplified course on Intellectual Property and Netiquette, including the curation of interactive videos and infographics. This will orient students about proper decorum when online. Moreover, talks on data privacy and digital citizenship will also be conducted for students. Such topics are also integrated into the teachers' learning modules.

During orientation week, teachers will remind the students about the guidelines of the Student Handbook and introduce the newly-crafted ODL policies. Parents then confirm receipt of the Student Handbook with ODL policies and guidelines through their respective Google Classrooms.

- For video conferences, students are expected to appear and converse in a dignified manner. Simple and comfortable clothing may be worn but provocative and revealing clothes are not allowed.
- Students should compose and conduct communications with teachers in a polite and courteous manner. The tone of emails and phone conversations must be respectful. (*Student Handbook, 9.1.1*)
- All communications with other students in any forum, course-related email, discussion post, etc., must be polite, courteous, and respectful. Students are not to use obscene, profane, threatening, or disrespectful language or images.. (*Student Handbook, 9.1.3*)
- All communications with other students must be of a school-related nature. Any sending of unsolicited email to other classmates is prohibited.
- The integrity and authenticity of student work are also given utmost importance during ODL. Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the Internet is strictly prohibited. (*Student Handbook, 9.1.8*)
- Student Handbook Section 2.4 NEXT GENERATION BLENDED LEARNING (NxGBL) PROGRAM will also be applicable for Lower Grades
- Student Handbook Section 9.8 (OFFENSES RELATED TO THE NEXT GENERATION BLENDED LEARNING (NxGBL) PROGRAM will be strictly implemented.

SUPPORT FOR PARENTS IN MANAGING AND MONITORING CHILDREN'S PROGRESS

In order to provide support to the parents, a video about DLSZ's ODL program is created and disseminated to all parents. It is considered the substitute for face-to-face digital citizenship talks. The video acquaints them with the terminologies and gives them access through their Google Classroom account. Guidelines about online consultation of parents with teachers and SACs are included in the video as well.

STCs and EdTech review/explore and adopt LMS that can accommodate parents' feedback OR reiterate the use of email communication as specified in the updated communication protocol for ODL. STCs and EdTech provide access to parents to allow them to check students' progress.

Parents will be given access to students' Seesaw and Google classroom accounts to help monitor students' progress in guidance and counseling group activities. Parents may also consult counselors as needed via proposed online communication channels.

***HELPING FAMILIES ADAPT TO ONLINE DISTANCE LEARNING**

As DLSZ transitions to ODL, families will need to create a new routine at home and this can be challenging. The sooner parents can create a "new normal" the more successful the transition is likely to be.

For the first few days of student-teacher interactions, the students will be guided by teachers by means of walk-throughs and demonstrations on how to use the major platforms for their classes. Similar walk-throughs will help the students utilize other online subject-specific tools.

As expected, some students will find the transition easier than others and the school stands ready to support students during this period and after they physically report back to school.

Below are some recommendations to start creating a “new normal” at home.

Establish a routine and expectations. Even if learning happens at home, establishing a daily routine helps students focus on their work and perform school tasks better. Students will begin their studies according to the specified school schedule. Keep bedtime routine normal for younger children and similarly, among your Junior High and Senior High School aged children.

Establish a dedicated learning space. Families are encouraged to establish a dedicated space where their child/children can learn during the day without distraction(a table and chair will do). This learning space should have good lighting, good ventilation, and a reliable internet connection. A copy of the student’s weekly schedule should be posted in the same space, not only for the student’s guidance but also for the parents.

Establish times for quiet and reflection. A challenge for families with multiple children will be how to manage all of their children’s needs, especially when those children are of different ages. There may be times when siblings need to work in different rooms to avoid distractions.

Schedule daily physical activity. As students transition to this “new normal”, it will mean more screen time than they normally spend on schoolwork in previous school years. Parents need to plug in pockets of physical activities in the schedule. Parents (or even teachers) can include outdoor play (if possible), exercise, sports, or dance in the students’ daily schedule. Parents may also incorporate physical chores so that students aren’t always sitting down and looking at a screen. *

Remain mindful of your child’s stress or worry. Children will process these unusual events in their own ways. They are consumers of news and social media and will overhear other children and adults discussing the situation. It is important that parents can help their children manage their worries, anxieties, and other emotions. We encourage you to do your best not to transfer your stress or worry to your children. They may be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide.**

Monitor how much time your child is spending online. DLSZ discourages its students from staring at computer screens for 7-8 hours a day. Home-based learning will be a new experience for most of us, and it will require some trial-and-error before we find the right balance between online and offline learning experiences. Teachers and/or Subject Area Coordinators will periodically check in with you to assess what you’re seeing at home and what we need to adjust. Again, thank you in advance for your patience and partnership.

**Briones, Leonor. Speech on the 21st Century Quality Education for All in the Philippines. Held during the 3rd Annual EduTECH Philippines Conference and Exhibition. PASAY CITY, February 23, 2019.*

***Almario and Austria. Helping K-12 Schools Transition to Post-COVID 19 Times.*

****<https://resources.finalsite.net/images/v1586352065/zug/ysm1ngo5lnbse583rrj/ContinuityofLearningPlan.pdf>*

PART III - GUIDELINES FOR TEACHERS AND OTHER SCHOOL PERSONNEL ON ONLINE DISTANCE LEARNING

Teachers know their students' capacities and are able to best design the learning experiences that harness those tools with which students are familiar, and make the most sense for their learning.** They are first made to reflect on their existing lesson plans. Thereafter, they design distance learning for the students, modifying them according to the limits and/or possibilities of the new platform while learning to manage the technological component of online learning. The school empowers its teachers to deploy appropriate delivery for online learning, utilizing tools that are fit for purpose and relevant to the subject and skills being learned, as well as to the age and stage of the students.

Although operating in a “new normal” environment, it is important that teachers also recognize that their other roles - being coaches, mentors, and second parents - still apply.

PROVISIONS FOR THE DELIVERY OF ONLINE DISTANCE LEARNING

Prior to the selection of the teachers' preferred Learning Management System (LMS) and design of interactive content and assessments, the DLSZ's Information Systems and Technology Support (ISTS) Department and the Human Resource Management and Development Department ensure that teachers have reliable devices and Internet connection. These departments also provide possible remedies regarding technical issues.

SACs provide constant online conferences with teachers to develop new strategies for ODL. The Education Technology (EdTech) Unit provides orientation/training for students and parents. They also invite experts to discuss additional applications.

The Academic Heads design practical schedules for online distance learning sessions in collaboration with the SACs and Coordinators for Student Affairs and Formation (CSAFs), limiting online work to 30 minutes per subject. They also monitor the accomplishment of activities and provide weekly reports and recommendations.

For Grades 11-12, the STCs and Subject Teachers design modular full-online classes with specific time tables.

STCs, CSAFs, Subject Teachers provide schedules of “face-to-face consultations with subject teachers” via video conferencing. STCs implement a regular **Professional Learning Community (PLC)** schedule with the teachers via video conferencing and observation of classes and consultation periods; Subject Teachers will be informed prior to the observation.

Other considerations:

- Class sizes are considered especially for skill classes that require more attention/feedback from the faculty.
- A **maximum of four (4) online session hours** is allowed for teachers in a day. This is tantamount to four periods on a regular schedule to consider a full load.

The Counselors & Management of Students with Special Needs (MSSN)-in-charge will be guided by the following schedule:

Pre-Kinder-Grade 1: 30 minutes, once-a-month orientation, guidance classes, and program activities with optional suggested activities for daily/weekly life skills development

Grade 2- 4: 40 minutes, once-a-month guidance classes, orientation, and program activities with optional suggested activities for daily/weekly life skills development

Grades 5-12 & BRAFENHS:

One (1) hour, once-a-month guidance classes, webinars, orientation, and program activities with optional suggested activities for daily/weekly life skills development

**individual online sessions/home-based activity sessions will be conducted on “as needed” basis*

Learning Modalities (Blended, Distance, Remote) and Platforms

The EdTech Coordinators and EdTech Core Group members create and share sample learning plans and instructional materials for all the teachers in their respective units. EdTech Coordinators and STCs provide relevant training/webinars on ODL vis-a-vis blended learning. STCs and subject teachers revise learning modules with appropriate strategies for ODL.

The Subject Teachers and the Academic Coordinators design learning plans which may be facilitated either in a synchronous or asynchronous class session or a combination of both.

The lesson is designed in such a way that it follows a **learning playlist** model where materials and tasks are arranged in a sequence and allows learners to accomplish the tasks at their own pace. The tasks in the learning playlist will also be labeled with text markers indicating which tasks are imperative, negotiable, and optional. In addition, some of the tasks will be in the form of **choice boards** or graphic organizers that allow students to choose how they want to learn a concept. This way, the students can make decisions that appeal to them or choose learning options that are most doable given the realities at home.

For the first few days of teacher-student interactions, the teachers will be conducting walk-throughs and demonstrations on how to use these major platforms for their classes. For other online and offline tools that will be used in specific classes, the teacher will conduct a similar walk-through to help the students utilize these subject-specific tools.

Updating of Learning Modules According to the DLSZ’s Curriculum Report Data

The Curriculum Report Data is compiled by the Academic Heads. The importance of compiling student performance data is to show where the learners are as far as the achievement of learning competencies is concerned. The reports generated by each

subject area serve as inputs for planning. Among the documents completed by each department is the vertical articulation of competencies which are essential to come up with a Curriculum Coverage and Mastery Report and an evaluation checklist in order to report student performance data.

Once these are done, Subject Teachers articulate available curriculum report data with existing curriculum maps and redesign it, considering the limitations of ODL. Thereafter, STCs (in G11-12) and Subject Teachers update/revise learning modules, considering the data gathered from the curriculum reports, incorporating make-up content for levels where competencies were not mastered.

Weekly learning plans are also designed based on the said documents. STCs (in G11-12) and Subject Teachers identify power competencies to be focused on when making learning modules.

For Group Guidance activities, Guidance class modules and Program activities to support and address Students' Academic, Career, and Personal/Social needs, are designed with consideration for integration and collaboration with LCV, academic subjects, and unit activities under the Lasallian Formation and Mission Department and the Academic Services Department.

Designing of Learning Paths and Scaffolding

Once the students' capabilities to learn via ODL are identified, teachers create learning paths in their LMS of choice. A **learning path** is a selection of courses for learners to progress through with the objective of mastering a particular subject. In a learning path, teachers then create templates of "choice boards" of technology tools embedded in their learning plans. These choice boards include presentation tools (e.g., Google Slides, Prezi, PowToon), publishing tools (e.g., Book Creator, Comic Life), graphic design and organizers (e.g., Canva, Popplet), data collection and analysis (e.g., Google Forms, Peardeck, Kahoot), video making (e.g., iMovie) and collaboration tools (e.g., Padlet, Flipgrid). The weekly plans designed by teachers show the specific learning paths/targets along with scaffold activities.

In G11-12, the STCs and Subject Teachers revise learning modules by including differentiated scaffolding tasks and provide contingencies/alternatives for students with poor connectivity and other unusual circumstances.

To address differences in students' connectivity and remote/online learning situations, the CSAFs and Class Advisers will directly contact students who are unresponsive to online communications.

LEARNING PLANS AND CALENDARING

Teachers identify the lessons for the week and design weekly calendars in collaboration with the CSAFs (in G11-12, CSAFs with STCs; in BRafeNHS, the Academic Coordinators, CSAF, and Homeroom Advisers/Subject Teachers). EdTech Coors, Core Group (and the STCs for G11-12) review/explore LMS with customization features and adopt one that best suits the students' needs. Subject Teachers divide learning modules into Weekly Learning Plans (with specific learning targets) and submit Weekly Cover Sheets together with the Weekly Learning Plans.

The Weekly Learning Plans containing lessons/tasks/assignments/assessments, and Weekly Cover Sheets are checked by the SACs/STCs. Upon checking and approval, calendars are shared with students and parents via their respective LMS by the CSAFs. Class Advisers inform students of the weekly schedule.

UTILIZATION OF ONLINE/OFFLINE APPLICATIONS TO PROVIDE IMMEDIATE FEEDBACK

The EdTech Core Group is in charge of demonstrating and assisting teachers on tools/applications/programs to facilitate ODL. They will provide relevant training/webinars on applications with the capability to provide immediate feedback to students. The EdTech Coordinators and STCs review/explore LMS with such features. Subject Teachers discuss provision for immediate and regular feedback with students. Institutional, departmental, unit, and specialized training are also scheduled for the administrators and staff.

SUBMISSION OF REPORTS

Teachers identify the students' targeted lifelong skills per area/level as well as applicable online distance learning strategies for the development of those skills. In Grades 11 and 12, the STCs will provide a self-evaluation tool that focuses on students' lifelong skills development. These are specified in their weekly learning plans.

The EdTech Coordinators and STCs review/explore and adopt LMS with grade book/student records. The STCs shall provide a template for reporting students' progress and achievement. Subject Teachers are expected to prepare and submit formative and summative assessment data reports to STCs.

Formative assessments are conducted to obtain in-process evaluations of student comprehension, learning needs, and academic progress. Thereafter, the teachers gather performance data and come up with a report for the parents.

The Instructional and Performance Assessment Office (IPA) will conduct an online survey on how students and parents view and understand the online distance learning activities given to the students.

At the end of every guidance class, the Level Counselor will conduct an evaluation of home-based therapy, termination of individual/group counseling case/s, and/or program activity to students, parents and Lasallian partners to determine progress, effectiveness, and opportunities for improvement.

The teachers provide periodic reports of student achievement. The teachers submit to their respective SACs narrative reports of the learning targets self-assessment through their weekly cover sheets. The SACs submit a consolidated report to the VP highlighting the interventions given and presenting the results of the short or long assessments.

In G11-12, the STCs and EdTech coordinators design an online version of Current Term Standing which can be viewed at designated periods both by students and parents. The STCs reiterate and implement procedures on the submission of formative and summative data reports. Subject Teachers create a monitoring log sheet for the progress of students'/class' performance that the STCs also check and give feedback to.

The SACs and teachers also consider the utilization of qualitative e-learning assessment methods such as task-based simulations, branching scenarios, online group collaboration projects with feedback, among others.

Counselors and MSSN-in-charge will provide relevant progress/improvement feedback to students, parents, and/or Lasallian partners on an "as needed" basis.

NOTIFICATION ON SCHOOL EXPECTATIONS, MODULE REQUIREMENTS, AND OPPORTUNITIES FOR CONSULTATION AND FEEDBACK

Online distance learning expectations are given to the teachers by the administration through a general orientation prior to the start of online classes. STCs and CSAFs inform parents of school expectations regarding course requirements, parent and student accountabilities, and responsibilities. This also includes a discussion of guidelines and schedules on consultations with parents, class consultations, and feedback-giving by the class advisers and Team Leaders.

Subject Teachers maximize the use of LMS features in notifying parents of submission dates and informing them of their children's non-submission of outputs. STCs (in G11-12) modify/update protocols on communicating with parents vis-a-vis online distance learning. Class Advisers and Subject Teachers issue reminders on expectations from students, and provisions for consultation and feedback. Subject Teachers provide Course Outline and Course Requirements to students. STCs check the Course Outlines and Course Requirements.

Counselors and MSSN-in-charge will conduct online orientations regarding SCO services to students, parents, and Lasallian partners. Consultations can be done as needed via proposed online communication channels.

PROTOCOLS FOR SUPERVISION OF FACULTY WORK AND COACHING

A manual is drafted to establish protocols for ODL. This covers the supervision of faculty and coaching for facilitation and management of online learning. The said manual contains the following:

1. Guidelines on the ODL Program for faculty, counselors, librarians, campus ministers, social action ministers, coaches, club moderators, etc.
2. Mentoring program that covers:
 - a. weekly unit PLC sessions that highlight evaluation of the student performance and teacher's feedback regarding accomplishing their tasks and collaboration of teachers and administrators to develop new strategies and support systems for delivering online education

- b. regular training of faculty facilitated by the EdTech Unit or SACs to acquire new skills and expectations for professional development
- c. checklist of skills for SACs' supervision of online teaching (see <https://www.cstu.org/files/onlineteachguide.pdf>)

For G11-12, STCs design a flow chart/timeline of submission of materials that includes schedule/timeline checking, feedback-giving, revision, and final checking of materials submitted by teachers. STCs adopt the same practice on scheduled and unscheduled observations of teachers.

STCs will specify guidelines in conducting online classes/consultations to accommodate virtual classroom observation. Thereafter, STCs will schedule regular PLCs with teachers and require reports from teachers to submit the minutes of PLC meetings among partner teachers as well as regular and individual coaching and mentoring sessions with all the teachers in the unit.

EdTech and STCs provide regular and continuous training for all teachers.

Weekly/monthly unit meetings c/o SCO Head

- Monitoring of unit members' timely accomplishment of guidance modules, activity designs, individual student session reports, and other requirements
- Collaboration and integration of activities with other units
- Weekly individual cliniquing sessions to supervise and determine the effectivity of counseling/therapeutic strategies and modalities used
- Regular training of SCO unit members % EdTech coordinator or SCO Head to acquire new skills and expectations for professional development
- SCO Head's progress reports of unit members' performance and progress

DLSZ DATA PROTECTION POLICY

The Data Protection Policy refers to DLSZ's commitment to treat the information of Lasallian Partners, stakeholders, and other interested parties with the utmost care and confidentiality. With this policy, we ensure that we gather, store, and handle data fairly, transparently, and respectfully towards individual rights.

Further, the policy sets out how DLSZ processes the personal data that it holds relative to students, employees, and third parties. It outlines the school's responsibilities under data protection legislation and regulation, setting out how it will comply, and provides instruction for employees in handling personal data.

SCOPE

The policy applies to all Lasallian Partners (regardless of the type of employment or contractual arrangement), and to the extent practicable, contractors, consultants, and any other external entities that Lasallian Partners collaborate with or act on behalf of DLSZ.

Refer to

https://drive.google.com/file/d/1h6C38LmDBcsEyZONSrjJ7Tnqyh_o5n3X/view?usp=sharing

References:

*REMS TA Center document

***Helping K-12 Schools Transition to Post-COVID 19 Times. Almario and Austria*

****Doucet, Netolicky, Timmers, and Tuscano. Thinking about Pedagogy in an Unfolding Pandemic. An Independent Report on Approaches to Distance Learning During COVID19 School Closures. Independent Report was written to inform the work of Education International and UNESCO.*

IATF Approves the BE-LCP, School Opening on August 24, 2020

<https://www.deped.gov.ph/2020/05/11/iatf-approves-the-be-lcp-school-opening-on-august-24-2020/>

PART IV - SUPPORT AND INFRASTRUCTURE

SUPPORT PROGRAMS

Below are some of the services that DLSZ will provide to students, teachers, parents, and employees keeping in mind the health, safety, and well-being of everyone. These are through emergency response services, coping strategies and access, connectivity and tech support, prevention, safety, and social distancing measures.

Mental Health Support

General debriefing for parents and guardians will be conducted through the Parent Education Program (PEP) and Kasambahay Seminar for AY 2020-2021 and will focus on Promoting Positive Mental Health and Resilience. This will be implemented through webinars or online workshops using Google Meet.

The School Counseling Office (SCO) provides information on effective strategies and techniques to positively cope with the academic, career, and personal-social concerns that affect students' success in learning. These will be conducted by the Guidance Counselors through online guidance classes, webinars, online publications, and other effective instructional means.

Individual debriefing for parents/guardians may be implemented through initial contact/referral using DLSZCARES and subsequent counseling sessions via online counseling using secure platforms such as Lark or Doxy.me and other online counseling platforms recommended by Edtech or ISTS.

The Human Resources Management and Organizational Development Department (HRMDD) constantly communicates through its Employee Assistance Program, which includes counseling (teletherapy) services to Lasallian Partners. This also includes online support for navigating mental health resources. Immediate heads are recommended to make a formal referral (as described in the EAP Admin Toolkit) for all their subordinates and themselves prior to returning to work.

HRMODD will also be preparing the training design and materials on what to expect when returning to the workplace (symptom awareness, workplace protocols, hygiene protocols, safe commute, safety protocol in school-sponsored travel, work, and personal wellness practices).

Under the #ZobelSoWell program, HRMDD will extend online fitness classes, as well as webinars on mental, psychosocial, spiritual, and financial wellness.

Learning Resource Center

DLSZ has a rich resource of online materials for learning, such as books, journals, publications, videos, etc. The Learning Resource Center (LRC) extends support by conducting orientations on the use of the LRC online resources through the recorded

videos accessible in the LRC Youtube Channel and responding to queries through the **Grabrarian** online chat.

Online Ministry Programs

The Campus Ministry Office continues to explore the online platform in providing formation programs for the students' and Lasallian partners' continuing faith and spiritual development such as recollections/retreat. In fact, the office has launched Livestream masses through social media (Facebook) starting May 8, 2020.

They will revise the existing modules and modify them according to the limits and/or possibilities of the new platform. They will ensure that topics are relevant to the age and stage of the students. Collaboration with the Academic Coordinators is key for effective integration.

For a more intimate online recollection, there will be a smaller number of students per session i.e. 7-10 students only. For example, for a class of 36 students, only 9 students will be accommodated for each of the following time slots: 8:00-9:30 am, 10:00-11:30 am, 12:00-1:30 pm, and 2:00-3:30 pm.

For Social Action programs, interactive and informative videos of community partners will provide a glimpse of a partner community. Online virtual tours or dialogue with a community leader or institution representative will give an overview. In addition, primers, mini-documentaries, or recorded lectures with resource persons will be provided to supplement the learning experience.

Co-Curricular Programs for the Holistic Development of Students

During Wellness Wednesdays, club moderators and artist-teachers who offer online clubs in theater, art, dance, music, and sports will continue to do so via webinars, demonstrations, and lectures on-line.

Technological Support

Technical Support can be provided through IT-helpdesk@dlszobel.edu.ph. All inquiries coursed through this address is logged in our IT-helpdesk system. ISTS personnel are assigned to respond to tickets.

FAQs will be updated to include new procedures/protocols.

Additional email, call, and text support can also be provided and manned on campus or remotely by ISTS personnel.

Secure access to key DLSZ information systems for employees is available over the Internet through a combination of the following technologies: HTTPS, secure Remote Desktop access, and encrypted Virtual Private Networking (VPN).

All general reminders and copy of weekly lessons with learning targets checklist, and schedule will be posted in Notes and HomeWork for Pre-Kinder- Grade 6. The same materials will be posted in GC of Grade 4-6 students. File format to be uploaded should be compatible with the devices to be used at home especially for Grade 4.

For employee connectivity, assistance from Internet service providers will also be sought for those looking to subscribe or upgrade their subscriptions.

CAMPUS SAFETY MEASURES

Safety measures, such as temperature checking, social distancing, regular washing of hands, and the wearing of face masks, will strictly be implemented inside the campus. It is imperative that everyone observes and practices these campus safety measures. Parents and other guests are also expected to comply.

Safety protocols will also be implemented by the yellow van and shuttle service operators. Riders will be assigned seats and the number of passengers will be decreased into half of the vehicle capacity.

Handwashing and Sanitizing Protocols

Handwashing and sanitizing protocols will be strictly enforced among students and employees. Portable wash basins will be provided in strategic areas and foot disinfection mats will be visible at entry points. Hand sanitizer dispensers will be installed throughout each building.

High-touch spaces and surfaces in high-traffic areas/surfaces (e.g., lobbies, communal

tables, cafeterias, bathrooms, elevators, stairways) will be cleaned frequently. Routine sanitization of common areas will be increased to every 2 hours from every 6 hours. Operating hours will be reduced to allow cleaning.

For deep cleaning, the school will use ultraviolet germicidal irradiation to clean critical learning spaces and offices. Moreover, an increase in the use of iodine/ethanol for sanitization (e.g. mat infused with a product to clean shoes) will be implemented. All goods/ packages transported between facilities need to be sanitized on both ends. The school will also provide disinfectants as well as disinfectant bags and carts at entry points.

Emergency Response Plans and Protocols In the Event of An Outbreak: Testing, Tracking, Treatment

In the event of an outbreak, face-to-face classes will be stopped. Teachers and students will return to home-based online learning. The community will be advised once it is safe to return to campus.

Contract Tracing

Contact tracing is the key strategy to prevent the spread of COVID-19. It is a specialized skill. To be done effectively, it requires people with the training, supervision, and access to social and medical support for patients and contacts.

Contact tracing is the responsibility of the government. The school will adhere to the related guidelines issued by the Department of Health. Experts from the Regional Epidemiology Surveillance Unit (RESU) will handle the tracing. The DLSZ Medical Team, CSAF and other members of the community are to assist and support the RESU in case the tracing will be done in school. Data privacy rights of the patients and close contacts are respected and protected in compliance with the Data Privacy Republic Act.

Prior to returning to school/work, a health-risk categorization will be done through at-home surveys. This survey will help determine the health risk of students and employees and advise readiness to return to school/work. The school will send out an online health assessment program every week about COVID-19 related symptoms. Those who are unresponsive will be separately examined the next day.

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CLP 26052020