



CONTINUITY OF LEARNING PLAN

PHILIPPINE CONTEXT

On March 10, 2020, the President of the Philippines suspended classes on all levels across the archipelago to stop the spread of the coronavirus pandemic. Classes have remained suspended for almost two months since then, as the number of infections and deaths increase despite the strict implementation and extension of the Enhanced Community Quarantine across the country. With the COVID-19 vaccine still in the testing stage and its availability in the Philippines will take longer than expected, there is a big probability that schools may remain closed for months.

It is within this context that De La Salle Santiago Zobel School (DLSZ), as a Catholic Institution, reaffirms its commitment to the educational principle of continuity of learning for its students.

CONTINUITY OF LEARNING DEFINED

Continuity of Learning is the continuation of education in the event of a prolonged school closure or student absence. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for one or more students.*

With the prolonged closure of schools brought about by the coronavirus pandemic, DLSZ prioritizes the health, safety and wellness of all members of the community. DLSZ's Continuity of Learning Plan (CLP) is implemented in cases where teaching and learning needs to continue off-site or onsite in both Alabang and Vermosa Campuses

but with modifications depending on the prevailing scenarios brought about by the pandemic. With that, the CLP has been created to serve as a guide for the entire school community to ensure a smooth transition to the “new normal” of home based *online distance learning* and *hybrid class setting*.

Online distance learning (sometimes referred to as remote learning) happens when classes are conducted online, in remote locations, where teachers and students do not necessarily have to meet in person, in the physical school. Instead, classes meet via online learning platforms based on identified schedules. The types of online distance learning are:

Synchronous learning** is a type of remote learning wherein the class is conducted in real-time. In a synchronous class, the teacher and students log in to a single online platform and carry out tasks throughout the allotted time. Students may virtually attend class together via video conference, livestream, or chat. We have Google Hangout for synchronous meetings.

Asynchronous learning** is a type of remote learning where students are provided with content and tasks that they need to accomplish within a time frame, using an online platform such as a learning management system (LMS). Interaction between the teacher and students (and among students) does not take place in real-time. No face-to-face class meeting happens, even online. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement. In describing their experience of shifting school completely online, Concordia International School in Shanghai explained that asynchronous instruction worked best for deep learning, whereas synchronous instruction was essential for maintaining relationships.***

Hybrid Class Setting is a combination of synchronous, asynchronous and face-to-face class meetings where the students and teachers are physically present in school. This happens when students in a class are divided into two groups, each group having face-to-face meetings with the teachers on alternate days twice a week and doing online activities on the remaining week days. The reduced number of students per class will allow the students to practice proper social distancing.

DLSZ’S CONTINUITY OF LEARNING POLICY

DLSZ is a dynamic learning community and responds to the needs of the changing times. Today, DLSZ carries on its mission to be relevant with the implementation of the Continuity of Learning Plan given the following national or local scenarios that may occur and directly impact the overall operations of the school.

- When a national disaster occurs, such as in the scale of the COVID-19 pandemic where schools and offices are closed for a prolonged period of time, the school will implement the **online distance learning**.
- When schools are allowed to open and admit students into the campus but with remaining hazards, such as virality of pandemics without the availability of vaccines, the school will conduct the **hybrid class setting** but with the necessary safety measures in place. In this scenario, parents may opt not to send their children to school but should ensure that the latter undergo **online distance learning**.
- When schools in a particular city are ordered closed due to an isolated disaster, such as major flooding or volcanic eruptions, only the affected campus will implement the **online distance learning**. Classes in the other campus will go on as usual.

All relevant information and necessary guidelines will be disseminated to the school community through various platforms - on the DLSZ website and Family Portal, in an email to all parents and employees, in postings on DLSZ's official Facebook and Twitter accounts, and SMS messages sent to registered parents and employees.

Given DLSZ's wide experience in the delivery of Next Generation Blended Learning (NxGBL), we are confident that we will be true to our commitment to offer quality, relevant, and holistic education to our students with the implementation of the Continuity of Learning Plan for AY 2020-2021 as a response to the prolonged disruption of schools due to Covid-19. We recognize however, that much of its success will depend on the collaboration and cooperation among the students, their parents, teachers, and the non-teaching personnel.

CONTINUITY OF LEARNING IN DLSZ'S CONTEXT

As an educational institution, DLSZ continues to uphold the Catholic standards**** and the Lasallian brand of excellence not only in academics but also in the arts and sports. Hence, strategic directions and well-studied action plans and initiatives, such as investments in infrastructure and human resources, are carried out by the school

administration to ensure the delivery of quality, relevant, and holistic education to our students.

Vision Mission Statement

DLSZ aims to form Lasallian Achievers for God and Country who live the Gospel values in the light of the Lasallian tradition of the guiding principles of faith (religio), zeal for service (mores), and communion in mission (cultura).

The school is committed to the pursuit of Lasallian excellence through a world-class learner-centered environment that promotes relevant and progressive learning through a holistic formation leading to the transformation of society.

Educational Philosophy and Objectives

Inspired by the ideals and teachings of our founder, St. John Baptist De La Salle, the DLSZ Curriculum is designed towards the formation of the whole person in a continually changing environment. Lasallian learners are reflective, creative, critical, and resourceful problem-solvers who are globally-competent. DLSZ educators are lifelong learners who possess the requisite knowledge, skills, and attitudes to effectively facilitate learning among the students. *****

In recent years, DLSZ has been at the forefront of delivering Continuity of Learning to its students by carefully looking at various scenarios and solutions involving Educational Technology (EdTech). With the implementation of the PEARL Program in AY 2012-2013 and the transition to Next Generation Blended Learning (NxGBL) thereafter, the school has had seven (7) years of head start with online classes. The school has been able to pivot to a blended model given online learning tools and the proper professional development of its faculty.

In fact, DLSZ has been selected by Apple, Inc. as an Apple Distinguished School for its “continuous innovation in learning, teaching, and the school environment” since 2016.

The school is also recognized as a Microsoft Showcase School for the vision and innovation in teaching, learning and assessment, computational and critical thinking as exemplified in the school’s Robotics program, creativity and collaboration as seen in the EdTech Initiatives like Minecraft for EDU projects, as well as its willingness to promote a growth mindset among educators and students.***** These are testament to the school’s trailblazing efforts in the use of technology as a teaching and learning tool, as well as in its adoption of innovative technology in our office management systems.

To adapt to the rapid changes in the educational landscape, the program evolved into the Next Generation Blended Learning (NxGBL). This pedagogy involves a mix of face-to-face instruction - such as the use of multimedia, mobile devices, software applications - and digital references to enable dynamic and personalized learning processes that aid in the development of 21st century skills among our students. This facilitates “anytime, anywhere” learning where students become independent learners. Our students have been trained to become critical thinkers, to be creative and collaborative. Parents, who have been proud witnesses to their children’s creativity and remarkable presentation skills, welcome this shift towards continuous learning. This has proven to be effective in the delivery of continuous learning and has helped educators guide the student-learners and parents whenever class disruptions occur.

As the school continues to invest heavily in technical and professional development programs, our teachers, administrators and support staff have been inspired to pursue the Educational Technology certifications from Apple, Google and Microsoft. Several of them have also been tapped to share the school’s best practices to fellow educators through seminars, training and workshops via DLSZ’s SparkEd Center, as well as in various educational and professional conferences here and abroad. To date, we have been considered a benchmark for K-12 EdTech by international and local schools.

DLSZ PRIORITIES AND CONSIDERATIONS

DLSZ prioritizes the health, safety and welfare of its students and employees. Hence, with the Continuity of Learning Plan, the school operates with an understanding of the complexities of home lives, and the mental, emotional and physical strain that the pandemic has brought upon everyone.

Mental Health Support

The school aims to reach out to the members of the community who may have been gravely affected by this pandemic - students who are possibly anxious about the loss of the structure of regular schooling or those who worry about parents or loved ones working as frontliners; teachers and/or support staff who are suddenly overwhelmed with expectations, among others. Our guidance counselors/mentors are available for emotional or mental health support and have offered their services since March 31, 2020. You may send an email to **dlszcares@dlszobel.edu.ph** with the following details: *Name of Student, Grade/Section and Reason for Referral/ Concern*. Your email

will be directed to a corresponding guidance counselor who has volunteered for this purpose.

Teacher Training

The Academic heads, together with their councils and select teachers, have been meeting online regularly to lay down the groundworks for the further training and preparation of teachers in light of the “new normal” school setting. This May, they will continue to undergo training on distance learning modules, additional technology skills, digital citizenship and data privacy, social and emotional learning, among others. We have also sought the help of our educational consultant, Dr. Miguel Rapatan in conducting teacher training and in providing research-based online learning initiatives.

Students’/Parents’ Virtual Orientation

By the third week of June, parents and students will undergo basic training and orientation to prepare them for the actual roll out of online distance learning. Parents will get a glimpse of how synchronous classes will be conducted and will get access to their child’s LMS for downloading lessons/modules for offline work. It is crucial that parents give feedback on their experience by filling out the online evaluation form after the orientation. Since we are after the holistic development of our students, the series of orientation during this period will include online talks delivered by the School Counselors that will help students develop coping mechanisms to appropriately adapt to the changes related to their upcoming learning experiences.

Continuity of Values and Leadership Formation

DLSZ will continue to facilitate online activities to the students and employees that promote the Lasallian core values of Faith, Service, and Communion. Separate modules and learning packets will be available either as part of the student’s academic lesson or interspersed in between online classes. Likewise, student clubs will be conducted on scheduled days to allow students to mingle with their peers online.

Reconfiguration of Learning Spaces in the DLSZ Campuses

All learning spaces, such as classrooms, libraries, hallways, canteen, clinics, auditorium, in the Alabang and Vermosa Campuses are currently being reconfigured to allow students to practice social distancing when DLSZ is already allowed to conduct in-school classes. The school is also purchasing additional safety equipment, such as

face masks, thermal scanners, portable wash basins, foot disinfection mats, alcohol dispensers, etc, for use by the students and employees.

The number of chairs and tables in each classroom will be reduced to half. Markings will also be placed on seats in cafeterias, assembly areas and school vehicles and on the floors along corridors. These will be done to ensure social distancing.

TECHNOLOGY SYSTEMS TO ENABLE CONTINUITY OF LEARNING

Email

Audience: Faculty, Staff, Parents and Student's DLSZ gmail will be used for all major communications and announcements.

DLSZ Website and Family Portal

Audience: Parents and Students

The **DLSZ Family Portal** is the official communication channel between the teachers and parents. Parents should check the DLSZ Web Page on Online Distance Learning and the Family Portal for updates regularly to ensure they are well-informed of materials associated with their child(ren)'s learning such as schedule of weekly lessons, learning targets checklist, etc.

Learning Management Systems (LMS)

The following are the LMS / Applications that teachers, parents and students will be using during Online Distance Learning. Teachers will utilize this for distribution of learning activities and worksheets, as well as submissions of learning tasks and homework.

SEESAW

Audience: Kinder to Grade 3

This will be used as the platform for monitoring/consultation, feedback, follow-up, text/ message/video announcements to parents, direct messages to students.

GOOGLE CLASSROOM

Audience: Grades 4-12; BRafeNHS Grades 7-12

This will be used for private / group discussion for monitoring and feedback. Google Meet live conferences and consultations and Hangouts Chat as “Breakout Rooms” for discussion/ small group consultation.

SCHOOLOGY

Audience: Grades 7-12

MS TEAMS:

Audience: Grades 7-12

EDMODO

Audience: BRafeNHS Grades 7-12

ROLES AND RESPONSIBILITIES

To ensure the successful implementation of DLSZ’s Continuity of Learning Plan (CLP), the academic community is thus enjoined to do their part and fulfill their responsibilities, as follows:

Leadership Team

- Create, publish and disseminate DLSZ’s Continuity of Learning Plan to the school community.
- Establish clear channels of communications between faculty, staff, families and students in the implementation of the plan.
- Support teachers, students and families as they transition to DLSZ’s Continuity of Learning Plan.
- Assist the academic units in implementing the Continuity of Learning Plan and ensure high-quality of learning experiences for all students

Academic Heads and Subject Area Coordinators

- Help all teachers and teams in the implementation of DLSZ’s Continuity of Learning Plan.
- Provide models and examples of exemplary online distance learning lessons.
- Support teachers and teams as they design appropriate methods to assess student learning and in developing strategies to differentiate their instruction.
- Collaborate with other members of the unit or department to design online learning experiences for students.

- Communicate regularly with students and/or their parents to ensure they have success with online distance learning.

Subject Teachers and Homeroom Advisers from Kinder to Grade 12

- Provide for home-based/online learning sessions, class schedules and timetables.
- Identify different modalities (blended, distance and remote) and platforms for delivering learning
- Update learning modules according to school's curriculum report data
- Work together with other members of the unit or department to design online distance learning experiences for students.
- Disseminate weekly calendars to parents and students
- Communicate frequently with students and, as needed, with their parents.
- Monitor the progress of students and provide timely feedback to support students' learning.

Guidance Counselors

- Conduct individual and/or group counseling interventions to address students' day-to-day personal, socio-emotional, and career concerns.
- Serve as liaison for communication between the school and students/parents who are in crisis and in need of support /assistance.
- Provide information on effective strategies and techniques to positively cope with the personal and socio-emotional difficulties due to the pandemic/crisis.
- Manage an online system of requests for counselling/crisis support

Librarians

- Collaborate with colleagues to find resources for high-quality online distance learning experiences and research.
- Produce appropriate library orientation videos for each grade level.
- Regularly check in with subject teachers to identify ways to support their design of online distance learning experiences.
- Maintain and update online library sites for obtaining resources.
- Be available for teachers and students as needed for support.

Lasallian Formators and Ministers

- Coordinate with academic units regarding integration of values and advocacies in the lessons/modules.

- Coordinate with academic units regarding the schedule and conduct of co-curricular and extra-curricular activities, leadership formation, arts and sports programs for students.
- Collaborate with fellow ministers and counsellors to prepare online resources for the students' and employees' continued Lasallian formation and wellness programs;
- Be available for students, employees, parents who may need spiritual guidance, community service and volunteering opportunities.

Technology Support Team

- Review and develop how-to tutorials, ensuring teachers, students and parents have the necessary manuals to excel in an online distance learning environment.
- Continually monitor the needs of teachers, students and parents and troubleshoot their challenges, as needed.
- Ensure availability of DLSZ Information Systems (e.g. Family Portal, SIS, HRIS, etc)
- Be available in person or remotely to provide on-demand tech support help.
- Audit usage to identify students or parents who may be unavailable or out of reach.

Students

- Complete assignments and other tasks with integrity and academic honesty
- Attend and actively participate in all scheduled and guided videoconferences
- Exert best efforts to meet timelines, commitments and due dates.
- Observe applicable provisions from DLSZ Student Handbook in online distance learning situations
- Comply with DLSZ's Digital Citizenship Policy and Mobile Learning Device Policy, including expectations for online etiquette.
- Ensure appropriate clothing and setting for online interactions.

Parents

- Secure means of access to and ways of learning in flexible online and offline learning
- Establish daily routines for students to reach optimum learning experiences
- Define the physical space for their child's study
- Monitor online platforms to check for announcements and feedback from teachers
- Provide constructive feedback to school personnel concerned using appropriate channels of communication, such as the Contact Us tab in the DLSZ Website

- Attend the onboarding by third week of June to get acquainted with the online distance learning set up

Sources:

**Supporting Continuity of Teaching and Learning During an Emergency. Readiness and Emergency Management for Schools (REMS) Technical Assistance Center*

https://rems.ed.gov/docs/Supporting_Continuity_of_learning_and_education.pdf

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

****SMA Flexible Plan for Instructional Continuity. Updated as of 3/12/2020. St. Mary's Academy, Inglewood, CA.*

<https://smabelles.org/pdf/OPPS1.pdf>

*****Philippine Catholic Schools Standards for Basic Education Distinguished by a Culture of Excellence*

******DLSZ Student Handbook AY 2019-2020 Edition*

******DLSZ Website*

International School of Zug and Luzern Continuity of Learning Plan - March 2020

<https://resources.finalseite.net/images/v1586352065/zug/ysm1ngoi5lnbse583rrj/ContinuityofLearningPlan.pdf>

CLP_05072020