CSQC HIGH SCHOOL DISTANCE EDUCATION CONTINUITY PLAN

Introduction

Faithful to the Claretian Education commitment to the promotion of intellectual growth made more sublime with the practice of virtue, the CSQC High School resolves to ensure the continuity of learning for our students. The focus of this education continuity plan is on the transition of students from one type of learning to another as their schooling context changes. As we navigate these extraordinary circumstances resulting from the continuing public health threat, our commitment is to provide an alternative means of education through the CSQC High School Distance Education.

Foremost in the continuity of learning is the safety and well-being of our students and their families, teachers and school personnel. While it is acknowledged that distance education does not replicate in-person interaction in the physical classroom, the structure of learning will be calibrated without departing from the goals of the K to 12 curriculum. This will be carried out through integrative coverage of competencies and contents, flexible learning options, and empowerment of families to ensure the students' well-being and continuity of learning.

The CSQCHS Distance Education will be implemented through Online Learning, mainly utilizing the online environment supported by digital learning platforms, flexible learning options, and a variety of educational technologies. The students' homes will become the main learning environment, thereby enhancing more meaningful interactions and cooperation between our students and their families.

High School Distance Education

The HS Distance Education will be implemented via Online Learning. Online delivery mode includes both Synchronous Engagements and Asynchronous Learning Environment.

Distance/Remote Teaching and Learning ~ is teaching and learning where the teachers and students are physically separated and which uses alternative modes of delivery covering the entire spectrum of synchronous and asynchronous engagement and communication.

Synchronous Engagements ~ involve teaching and learning where teachers and students interact in real time. Synchronous or real-time engagements are opportunities for students to

participate in activities with their teachers and classmates at a scheduled time to allow for interactions in real time.

   Asynchronous Learning Environment ~ involves teaching and learning where teachers and students interact but not in real time. It entails providing online content resources (readings, videos, blogs, vlogs, podcats, recorded lectures) that students can access outside of the real-time class, and do assigned tasks independently within the time frame given by the teachers. Other modes of communication (phone call, SMS, instant messaging, e-mail, video call) may be used to consult with teachers, and for teachers to monitor students and provide feedback.

   Online Learning Platform ~ The cloud-based software, Microsoft 365 will be the official online learning platform of the High School. Specifically, Microsoft Teams is the online classroom hub and communication platform with specific features to support teaching and learning.

Structuring Learning

Less is More ~ Structured lessons are focused on the essential learning competencies necessary for the attainment of curriculum goals ~ holistic growth and the development of 21st century skills.

Integrative lessons are designed to meet performance standards that cut across learning areas.

Cross-cutting learning skills through integrative learning tasks that foster

   Cognitive competencies: academic mastery, critical thinking, creativity, collaboration, communication; literacy skills (information, media, technology);

   Interpersonal competencies: adaptability, leadership, global awareness;

   Intrapersonal competencies: growth mindset, learning how to learn, intrinsic motivation, grit.

Flexible learning options ~ to support students, teachers, and families in adapting to the new learning environment, the use of a combination of print media, broadcast media, and digital technologies; adjustments in the class schedule; use of resources available at home and in the neighborhood; ways to demonstrate learning and evaluate achievement.

Empowering families ~ involving and engaging family members in learning activities that can be done in the safety and comfort of the home and using varied resources available at home; more opportunities to communicate and collaborate with teachers for the well-being and progress of our students.

Organizing the Lessons

Students will have a Weekly Learning Target posted on Mondays consisting of Learning Objectives, Topics, Learning Tasks, References and Other Required Resources, and Reflection Activity. The time for turning in of assigned tasks will be determined by the teacher. Flexibility, sensitivity, and compassion will prevail in the teachers' decision making. Instruction is based on the principles of Gagne's 9 Events of Instruction Model (1992) used in the High School Unit.

Assessment and Progress Monitoring

Assessments will be based on the performance and content standards from the recalibrated curriculum. Assessments that cut across a combination of subject areas will be favored over summative assessments that may adversely affect the learners' mental health. Authentic products of learning will figure in the assessments across the learning areas.

Assessment monitoring will address issues of integrity through self-assessment activities, post-assessment authentication through student reflection, or teacher-student dialogue, creating assessments that allow for student choice, developing a class honor code, and use of available monitoring systems on the Web.

Grading

The school year will still be divided into 3 terms/trimesters for the Junior HS, and 2 semesters for the Senior HS. The grade components may be reconceived to better align with the types of assessment that will pervade the curriculum. How students will be graded will be based on the established grading components, which may be reconfigured in light of the greater focus on alternative and more authentic assessments. A more detailed description of the grading scheme will be communicated after necessary consultations and deliberations have been done.

Class Schedule

   The class schedules have been designed to enhance student learning support through several features.

   Each class schedule considers the **well-being** of the students as well as the **time needed** for them **to learn the most essential competencies** that will help them **accomplish meaningful tasks independently**. The importance of **resting the mind and body** guided the design of the class schedule (15-minute break between 2 consecutive periods, lunch break). **Regular student-teacher consultations** are part of the weekly schedule to ensure that students get a balance of cognitive and emotional support.

   Based on the **Do No Harm action principle**, the schedule is designed to include **other important priorities** via the weekly sessions aimed at fostering the psychosocial well-being of students. Such priorities are demonstrated through the **sessions for guidance and counseling** by the level counselors, **spiritual formation** by the FEED staff**, agency and integrity in the online environment** by the librarians**, and pep talks on safety, health, and well-being** during the weekly addresses and homeroom periods.

Grades 7 – 10 Daily/Weekly Schedule

	Monday		Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Start of the Week Address/Announcement Homeroom Check-in/ Prayer/ Homeroom Period	8:00-8:30	Homeroom Check-in/ Prayer	Homeroom Check-in/ Prayer	Homeroom Check-in/ Prayer	Homeroom Check-in/ Prayer
9:00-10:00	Group Guidance/FEED Formation Session/ Library Instruction/ Level Assembly	8:30-9:30	Math	Science	Math	Science
10:00-10:15	Break	9:30-9:45	Break	Break	Break	Break
10:15-11:15	Club (twice a month) Grades 7 & 8	9:45-10:45	English	Filipino	English	Filipino
11:15-12:15	Lunch	10:45-11:00	Break	Break	Break	Break
12:15-1:15	Club (twice a month) Grades 9 &10	11:00-12:00	CLE	Araling Panlipunan	CLE	Araling Panlipunan
1:15-2:30	LEVEL MEETING/ PLC	12:00-1:00	Lunch	Lunch	Lunch	Lunch
2:30-4:00	ADMIN. MEETING	1:00-2:00	P.E.	Practical Arts	Music	Computer Ed. /Robotics
SUBJECT AREA MEETINGS/PLC:		END OF CLASSES				
		STUDENT-TEACHER CONSULTATIONS				
Math, English, CLE – Wednesday Science, Filipino, A.P. – Thursday MAPEH, TLE – Friday		2:00-3:00	Math/P.E.	Science/P. Arts	Math/P.E.	Science/P. Arts
		3:00-4:00	English/CLE	Filipino/A.P.	English/CLE	Filipino/A.P.

Weekly learning objectives, topics, tasks, and resources will be posted by 8:00 A.M. on Monday.
Deadlines for turning in of assigned tasks will be determined by the teacher.

Grade 11 Daily/ Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:30	Start of the Week Address/Announcements Homeroom Check-in/ Prayer/ Homeroom Period	Homeroom Check-in/ Prayer	Midweek Address/Announcements Homeroom Check-in/ Prayer/ Homeroom Period 8:00 - 9:00	Homeroom Check-in/Prayer	Homeroom Check-in/Prayer
8:30 - 9:30	General Mathematics	Earth and Life (ABM, HUMSS) Earth Science (STEM)	Group Guidance/ FEED Formation Session/ Library Instruction/ Level Assembly 9:00 - 10:00	General Mathematics	Earth and Life Science (ABM, HUMSS) Earth Science (STEM)
9:30 - 9:45	Break	Break	Break 10:00 - 10:15	Break	Break
9:45 - 10:45	Oral Communication	Pagbasa at Pagsusuri...	CPAR 10:15 - 11:15	Oral Communication	Pagbasa at Pagsusuri...
10:45 - 11:00	Break	Break	P.E. 11:15 - 12:15	Break	Break
11:00 - 12:00	MIL	CLE	Lunch 12:15 - 1:15	MIL	CLE
12:00 - 1:00	Lunch	Lunch	Club (2x/ month) 1:15 - 2:15	Lunch	Lunch
1:00 - 2:00	Accountancy & BM (ABM) Pre-Calculus(STEM) CW (HUMSS)	Orgn & Mgmt (ABM) Chemistry (STEM) DISS (HUMSS)	LEVEL FAC MEETING / PLC 2:15 - 3:15	Accountancy & BM (ABM) Pre-Calculus(STEM) CW (HUMSS)	Orgn & Mgmt (ABM) Chemistry (STEM) DISS (HUMSS)
			END OF CLASSES		
			ADMIN. MEETING 3:15 - 4:15		
			STUDENT-TEACHER CONSULTATIONS		
2:00 - 3:00	Gen Math/Pre-Cal Accountancy & BM	Earth & Life Sci/Earth Sci/ Chemistry/Orgn & Mgmt		Gen Math/Pre-Cal Accountancy & BM	Earth & Life Sci/Earth Sci Chemistry/Orgn & Mgmt
3:00 - 4:00	Oral Com/MIL/CW	Pagbasa at Pagsusuri.../ CLE/ DISS		Oral Com/MIL/CW	Pagbasa at Pagsusuri... CLE/ DISS
			SUBJECT AREA FACULTY MEETINGS/PLC		
	Math/Engl/AP/PE			Fil/CLE/Sci/TLE	

Weekly learning objectives, topics, tasks, and resources will be posted by 8:00 A.M. on Monday.
Deadlines for turning in of assigned tasks will be determined by the teacher.

Grade 12 Daily/ Weekly Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:30	Start of the Week Address/Announcements Homeroom Check-in/ Prayer/ Homeroom Period	Homeroom Check-in/ Prayer	Midweek Address/Announcements Homeroom Check-in/ Prayer/ Homeroom Period 8:00 - 9:00	Homeroom Check-in/Prayer	Homeroom Check-in/Prayer
8:30 - 9:30	EAPP	Emp Tech	Group Guidance/ FEED Formation Session/ Library Instruction/ Level Assembly 9:00 - 10:00	EAPP	Emp Tech
9:30 - 9:45	Break	Break	Break 10:00 - 10:15	Break	Break
9:45 - 10:45	Practical Research 2	CLE	CPAR 10:15 - 11:15	Practical Research 2	CLE
10:45 - 11:00	Break	Break	P.E. 11:15 - 12:15	Break	Break
11:00 - 12:00	Pagsulat sa Fil sa PL	Personality Dev	Lunch 12:15 - 1:15	Pagsulat sa Fil sa PL	Personality Dev
12:00 - 1:00	Lunch	Lunch	Club (2x/month) 1:15 - 2:15	Lunch	Lunch
1:00 - 2:00	Applied Econ (ABM) Physics 1 (STEM) Phil Pol & Gov (HUMSS)	Bus. Math (ABM) Biology 1 (STEM) Intro to WRel (HUMSS)	LEVEL FAC MEETING / PLC 2:15 - 3:15	Applied Econ (ABM) Physics 1 (STEM) PP&G (HUMSS)	Bus. Math (ABM) Biology 1 (STEM) IWR (HUMSS)
			END OF CLASSES		
			ADMIN. MEETING 3:15 - 4:15		
			STUDENT-TEACHER CONSULTATIONS		
2:00 -3:00	EAPP/Prac Res 2/ PFPL	Emp Tech/ CLE/ P Dev		EAPP/Prac Res 2/ PFPL	Emp Tech/ CLE/ P Dev
3:00 - 4:00	Appl Econ/ Physics/PPG	Bus. Math/ Bio 1/Intro to WR		EAPP/Prac Res 2/ PFPL	Bus. Math/ Bio 1/IWR
			SUBJECT AREA FACULTY MEETINGS/PLC		
		Engl/Math/PE/AP		TLE/CLE/Fil/Sci	

Weekly learning objectives, topics, tasks, and resources will be posted by 8:00 A.M. on Monday.
Deadlines for turning in of assigned tasks will be determined by the teacher.

Student Activities

Student activities are essential in the holistic development of students. The **cocurricular clubs, student government, school paper, and other organizations** foster the development of the **cognitive, interpersonal, and intrapersonal competencies** that will allow our students to use their knowledge and skills in the living out of virtue. Activities for Clubs, Central Board of Students, Tanglaw ng Claret, and other worthwhile activities will be done through synchronous engagements with co-members and moderators, and through asynchronous activities that will allow students to **work and collaborate** at their own pace, exercise their freedom to **choose and plan** activities under the guidance of their moderators, and to **practice leadership, accountability, adaptability, social awareness**, **and service to others.**

Student Discipline

The new teaching and learning context will immerse students and teachers in the different educational technologies. Access to and use of information entail self-discipline, respect, academic integrity, and agency in the online environment. In addition to the rules stipulated in the Student Handbook, relevant rules and guidelines that apply to the distance learning context will be set to guide students and teachers in the coming school year.

Responsibilities of Students	Responsibilities of Parents
• Dedicate time for learning following the schedule of synchronous sessions and the need for asynchronous engagement. • Attend the regular synchronous sessions. • Accomplish assigned tasks with academic honesty. • Turn in assigned tasks in accordance with the time line set. • Practice healthy habits to keep body and mind fit for learning and other enjoyable activities.	• Provide access to technology in a safe and quite place in the home. • Ensure attendance in the synchronous engagements. • Monitor the time spent engaging in online and offline tasks. • Talk about the assignments and resources to be listened to, read, or viewed. • Give encouragement through regular bonding times to enhance emotional balance.

Online Learning Platform Requirements (Microsoft 365)

Computer requirement/specifications for Office 365	
Processor	i3 or higher
Operating system	Windows 8 or higher macOS: 10.13 or Latest
Memory	Windows OS: 4 GB RAM; 2 GB RAM (32-bit) or higher macOS: 4 GB RAM or higher
Disk space	Windows OS: 4 Gigabytes of available space macOS: 10 GB of available disk space
Display	Windows OS: 1280 x 768 screen resolution (32-bit requires hardware acceleration for 4K and higher) macOS: 1280 x 800 screen resolution
Browser	Microsoft Edge, Safari, Chrome, Firefox, Internet Explorer
Video calls & meetings	Teams requires a USB 2.0 video camera, a microphone, and an audio-output device in order to utilize its full range of calling an meeting features.

Educational Technologies for Teaching and Learning

Varied educational technologies will be used in the delivery of online teaching and learning.

Print media ~ Printed textbooks*, and other print media (newspapers, magazines, trade books, and other authentic texts)

Broadcast media ~ TV, radio

Digital media ~ databases, e-books, blogs, podcasts, explainer videos, how-to videos, vlogs, images and photos, social media pages, websites

*Grades 7-10 students will be using **printed textbooks** and other resources.

*There will be **no textbooks** for Grades 11 and 12 students. All of the aforementioned digital resources will be used.

Formation and Learning Supports for Students

The Student Development Center, Instructional Media Center, and the Faith Education and Enrichment Department will provide virtual/online support services/offerings under the new educational context. Their online presence and purposes will be discussed with the students and parents.

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