



BENEDICTINE INTERNATIONAL SCHOOL

www.benedictine.edu.ph

Learning Continuity Plan

School Year 2020-2021

(Last Revised: May 26, 2020)

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Benedictine International School (BIS) is proud to be the only school in the Philippines that has successfully embedded the use of Systems Thinking tools and habits in its curriculum. As systems thinkers, we aim to continue to provide quality education to our students and support for our parents as we adjust to the “new normal” that was brought about by the COVID19 pandemic.

The BIS Online Learning Plan was developed based on data collected from our stakeholders via survey forms, feedback and generative dialogs. Our Online Learning Plan is also considered as the BIS Learning Continuity Plan (LCP), is aligned with our commitment to develop 21st Century Learners equipped with the 5 C’s:

COMMITMENT

Dedication to one’s choices, desired future and life-long learning

Our students are given opportunities to facilitate their own learning that caters to their interest, intelligences and goals. As such, they are empowered to take responsibility over their own learning and create the results they wish to see. Given the access to online resources, students can apply the lessons they learn in ways that will allow them to use their imagination and express their creativity.

COMPETENCE

*Understanding of the nature of systems thru critical thinking
and the utilization of the necessary tools and habits*

Students will be given clearly defined learning goals that can be applied to create solutions for the [United Nations Sustainable Development Goals](#). BIS started this initiative last school year to empower our students to use their critical-thinking in the universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

CARE

*Awareness of self in others,
which translates to empathy and stewardship of nature*

At the forefront of the BIS Online Learning Plan is our Social and Emotional Learning for our students, parents and teachers. The need to connect, engage and be supported are important factors that ensure the well-being of our stakeholders.

CONFIDENCE

*The capacity to develop personal mastery in terms of managing
emotions
and in facing challenges and innovations*

The BIS Online Learning Plan will allow students flexibility to work at their own pace thru the **Remote Learning model**, which includes both the Asynchronous Online Learning Environment as well as Synchronous, real-time engagements. The Asynchronous Learning Environment does not require teachers and students or parents to be online at the same time. This is an opportunity for students to manage their time and work on the given lessons. Also, students are now given an opportunity to access recorded lectures and other resources from other levels to supplement an individual learning process.

COMMUNICATION

The ability to engage well in constructive and collaborative communication

On the other hand, the Synchronous, real-time engagements are opportunities for students to participate in web conferencing with their teachers and classmates at an established time to allow for interactions. New York University in its website describes this virtual connectivity as enabling “real-time communication and collaboration between distributed individuals on web-enabled devices (PCs, laptops, tablets, etc). Web conferencing unites students from different locations and connects them with faculty and their peers. Students are able to remotely work together or meet with faculty during office hours for personalized instruction.” Furthermore, it forwards the idea that web conferencing increases collaboration and supports interactive learning or student-centered teaching ((New York University, 2020).

Constant feedback from teachers, students and parents that are honest, open and trusting will allow this transition to Online Learning have the best possible outcome for all stakeholders during its implementation.

The following BIS Online Learning Plan is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students in all time zones;
- Synchronous engagements to support learning and socio-emotional well-being of students through real-time engagements;
- Limited and/or variable online access to technology and internet for some students;
- Extended flexible timeline for Online Learning delivery (at least, if not more than two weeks); and
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation. BIS is committed to monitoring the Online Learning Plan in relation to student and parent experience and consequently, do successive approximations and adjustments as needed.

The tools used for monitoring may include, but are not limited to:

- Data on student engagement from digital learning platforms
- Microsoft Office 365 - provide tremendous data on student engagement.

- Feedback from students, parents, and teachers to help us better understand how the plan is impacting student, family and teacher experiences, and to provide data on what improvements we might make going forward.
- Online surveys and open communication channels with parents as a form of data collection to support teachers and students in aligning learning to the BIS Online Learning Plan.

This BIS Online Learning Plan will define the following:

- Implementation Procedure to conduct school remotely for School Year 2020-2021;
- Details the Expectations required of both teachers and families for the successful continuation of student learning and family communication; and,
- Departmental Plans that address developmentally appropriate and meaningful student learning experiences.

BIS ONLINE LEARNING PLATFORMS:

The following Online Platforms support both Online Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. BIS email, textblasts, and active messenger groups are the main communication tools used to contact and communicate with BIS families.
2. BIS Office 365 tools (including Microsoft Teams) are the main Online Learning platforms used for all levels, K-12.

3. Other online references and tools will be recommended by the faculty to supplement learning depending on individual and class needs.
4. Zoom and BIS Office 365 tools (e.g., email, shared docs, OneNote, Microsoft Teams) are faculty online collaboration platforms for remote instructional planning.

In addition to the above resources, we encourage faculty, students, and parents to contact tech@benedictine.edu.ph for any tech related question and to expect a response within 24 hours. This email account is managed by our Online Tech Support Team.

SCHOOL ROLES AND RESPONSIBILITIES:

Coordinators:

- Develop divisional plans for distance learning
- Communicate with faculty/staff and parents
- Support faculty/staff and parents during Online Learning
- Ensure effective implementation of Online Learning Plan and accountability to student learning

Advisers and Subject Teachers:

- Collaborate with colleagues to design Online Learning experiences for students in accordance with Departmental plans
- Develop high-quality student learning experiences
- Communicate with and provide timely feedback to students
- Communicate with parents, as necessary

Shadow Teachers (if applicable):

- Partner with subject teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload.
- Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons.
- Recommend to parents and teachers other online learning platforms learning support students might be able to access at this time (e.g., IXL, RAZ kids, etc.).

Guidance Counselor:

- Respond to counseling needs of students, as needed.
- Coordinate with Advisers on the delivery of the Socio-Emotional Learning program.
- Ensure continuity of the processing of student files for college applications in coordination with the Registrar.

Online Tech Support Team:

- Provide timely response to student, family, and faculty requests regarding technology issues.

STUDENTS' ROLES AND RESPONSIBILITIES:

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.

- Check appropriate online platforms for information on courses, assignments, resources daily and perform advanced studies on the topics listed in the curriculum guide.
- Attend, as much as possible, the regular synchronous engagements offered by each of their teacher/s.
- Identify a comfortable and quiet space to study/learn.
- Collaborate with other students for group works
- Consult with teachers most especially on topics they are handling with difficulty
- Engage in all learning posted with academic honesty.
- Submit all requirements in accordance with provided timeline and/or due dates.
- Ensure own social and emotional balance by keeping healthy habits

Questions related to:	Contact:
A course, an assignment, a resource	Relevant teacher – use email or the Office 365 platform
A technology issue/request	Tech@benedictine.edu.ph
Any other issue related to online learning	Department Coordinator

PARENTS' /GUARDIAN'S ROLES AND RESPONSIBILITIES:

Support their child/ren in their learning by:

- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Monitoring time spent by the child engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).
- Encouraging attendance, as much as possible, to the regular synchronous engagements offered by each of their child's teacher/s.
- Collaborating with the school to maximize effectiveness of online learning plan.
- Supporting emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

Questions related to:	Contact:
A course, an assignment, a resource	Relevant teacher - use email or the Office 365 platform
A technology issue/request	Tech@benedictine.edu.ph
Any other issue related to online learning	Department Coordinator

GENERAL GUIDELINES FOR ONLINE LEARNING

Faculty

When designing your online lessons and learning experiences, please consider the following:

Feedback:

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Office 365, Shared document)
- Active monitoring of your email and prompt reply for questions and communications from students/families.
- Avoiding, unless carefully scheduled and limited, real-time chats as “help” sessions for students as they are in different time zones.

Offline work:

- Always give clear instructions, considerable timeline and action plans, and fair rubrics for all offline tasks.
- Validity of assessment must be justifiable and informed.
- Avoid requiring printing and sourcing of hard-to-find materials. All tasks must be completed on a device or uploaded as a picture.

- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.
- Make offline activities meaningful and relevant.

Deadlines:

- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

Work time:

- Strictly follow the guidelines for time and schedule.
- Be online at least a few minutes before designated time to accept students in learning platforms.
- Record Synchronous Meetings for upload, to be used by those who were not able to join.
- Upload curriculum guide at the start of the learning quarter and reading links at least a day prior to the synchronous class
- Upload Slides and learning reference links for the use of students and parents.
- Consider varying the activities you normally plan in a graduated way, from very different to slightly modified.
- Offer alternative opportunities for reading, research, online discussions/peer-feedback, and producing written work.

- Seek the support of colleagues and others who have specific interest and/or expertise in delivering Online Learning experiences.

Bandwidth:

- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth.
- If you embed videos, keep the size of the files small and avoid HD quality.

Files:

- Try to post only PDF or Office 365 documents as they are universal and are often easier to convert.
- Avoid email submissions. Consider requiring all submissions to take place through Office 365 shared document or a previously communicated and agreed-upon platform.

ONLINE LEARNING – DEPARTMENTAL OVERVIEW

Elementary School Overview

An adage best puts it, “It takes a whole community to raise a child,” and we’d gladly add – so is to teach a child!

In an Online Learning environment, especially so at the elementary level, schooling as a partnership becomes the champion of learning. Over the course of this Online Learning time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach

new learning. Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities and to become excited about new learning.

Our families will have options and sources for flexibility that will give them choice and ownership as the Online Learning experience progresses. Teachers will communicate with parents through email, messenger groups, or the Office 365 platform, to engage students in rich learning tasks. All Elementary School Teachers will also invite students to optional interactive synchronous lessons and activities using web conferencing platforms each week.

ROLE OF PARENTS

As Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Online Learning tasks and to access online resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognize that parents may have more than one child to guide and may be busy with new work arrangements, therefore we have framed the support for the learning experience within one day not to exceed 1 hour of computer time; time that will both inform and help prepare the student to engage in the learning tasks that the teacher has designed on that given day.

We ask parents for the following support:

- Read the updates from your child's teachers.
- Increase your familiarity with Microsoft 365 as our primary instructional tool and EduSuite as our enrolment and performance monitoring platform. Each student will be given their own Office 365 account for the following school year.
- Read home learning tasks and activities posted on Office 365 with your child.
- Help your child log in to the Office 365 platform for interactive lessons and activities with teachers and classmates.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.
- Email your child's respective teacher if you or your child has questions and/or if your child needs extra help and support. Our faculty, although spread across different time zones, will be present on-line to help and support within 24 hours.

Elementary School Online Learning Plan Content and Timing

The first week of Online Learning will focus on skill review and practice, along with developing new online learning routines. Initial assessment will be undertaken by the teachers regarding technological abilities and capabilities of our students, as well as their readiness for online learning.

The following weeks of Online Learning will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice.

- All curriculum guides will be given at the start of each quarter with a proposed timeline.
- Links to references and learning resources will be made available to both students and parents for their guidance and use.
- A quarterly performance task will also be sent with instructions and rubrics.
- Regular weekly optional synchronous online sessions will be communicated for access.

Elementary School Online Learning Plan Assessment & Progress Monitoring

Teachers will monitor student progress through the online and offline activities that are given weekly as well as the quarterly performance task. Tasks for each learning area can be viewed in the Microsoft Planner in their respective Office 365 account. The Microsoft Calendar can also be used to reference timelines and due dates. Feedback will be given as much as possible by the respective teachers. Fridays are allotted for consultations for both students and parents at a designated time, to help them cope with the lessons. Student progress can be viewed in the EduSuite platform, updated weekly.

Kindergarten and Primary Levels

The Online Learning Plan for Kindergarten and Primary levels will include home learning engagements and/or activities that parents can assist their child in completing.

Learning Experience: At the beginning of each week, Class Advisers will host a synchronous session for advisory, coupled with online guides, to give the parents and the students an overview of the learning competencies and activities for the week. This shall be referenced with the quarterly curriculum guide per learning area. Mondays are also designated for SEL activities to help the students with their mental and emotional health. A variety of tasks will be included, and some learning tasks may include other online platforms. If another online platform is required, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly optional interactive synchronous lessons and activities using Office 365. Fridays are designated for consultations at a designated time. Students may also access recorded lectures and other resources from other levels to supplement individual learning. However, assessments will still have to be in-grade level.

Learning Timeframe: The described synchronous learning sessions are designed to take approximately two hours per day in total, with adequate breaks. It is important to observe your child as he/she engages in the task and to use this observation to help guide your support. We also and always encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child's learning.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specific details will be shared when the school year starts and necessary adjustments have been made during the implementation process.

Note: The table below is only an example for the proposed weekly timeline reference. Any changes will be communicated after necessary adjustments have been made.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
20-30 mins	Weekly Advisory and SEL.	Information Technology	Social Science	Science and Health	Consultation for Parents and Students
10 mins	Collaboration Time with classmates	B R E A K			
20-30 mins		English	Filipino	Mathematics	
10 mins		B R E A K			
20-30 mins		Arts	Physical Education	Music	

Intermediate Levels

The Online Learning Plan for Grades 4 to 6 will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

Learning Experience: At the beginning of each week, Class Advisers will host a synchronous session for advisory, coupled

with online guides, to give the parents and the students an overview of the learning competencies and activities for the week. This shall be referenced with the quarterly curriculum guide per learning area. Mondays are also designated for SEL activities to help the students with their mental and emotional health. A variety of tasks will be included, and some learning tasks may include other online platforms. If another online platform is required, teachers will share specific instructions for parents to access the platform. Students will also be invited to participate in weekly optional interactive synchronous lessons and activities using Office 365. Fridays are designated for consultations at a designated time. Students may also access recorded lectures and other resources from other levels to supplement individual learning. However, assessments will still have to be in-grade level.

Learning Timeframe: Students are encouraged to engage in Online Learning in the designed and described ways for approximately two hours/day. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence - the more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specific details

will be shared when the school year starts and necessary adjustments have been made during the implementation process.

Note: The table below is only an example for the proposed weekly timeline reference. Any changes will be communicated after necessary adjustments have been made.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
20-30 mins	Weekly Advisory and SEL.	Information Technology	Social Science	Science and Health	Consultation for Parents and Students
10 mins	Collaboration Time with classmates	B R E A K			
20-30 mins		English	Filipino	Mathematics	
10 mins		B R E A K			
20-30 mins		Arts	Physical Education	Music	

Junior High School Department Overview

BIS as a Systems Thinking School has always believed that learning, through collaboration and generative dialogue, takes form in open spaces. Learning in these spaces that are present in our Online Learning structure is the type of experience that our junior high school students are prepared to take on and to grow

from, independently, with their peers, and even with their families.

Over the course of this online school year, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present and do face-to-face schooling. Students will learn through a remote learning model, which includes asynchronous learning as well as synchronous, real-time interactive sessions with their teachers and classmates. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target standards.

The clear goal for these days is to be analogous to the students' experiences on typical days at school: to engage, to collaborate, to grow, and, ultimately, to learn.

ROLE OF PARENTS

As Junior High School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Online Learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide and have new working

conditions, therefore we have framed the learning experience to require minimal parent involvement.

As a parent of Junior High School students, we ask you for the following support:

- Monitor Office 365 and EduSuite updates and be sure to check in with your child daily about the online learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Monitor your child's deadline calendar and support them in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty, although spread across different time zones, will be on hand to help and support within 24 hours.

Junior High School Online Learning Plan

Content and Timing:

The Online Learning Plan in Junior High School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to

engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent online learning.

Students will have multiple activities within the timeframe of a regular class. Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the junior high school learner and attend to their needs. Follow up homework guided by differentiated instruction may be expected in addition to the dedicated learning time for each class. A major hallmark of the BIS junior high school program from the previous year was the SDG Performance Tasks that requires students to fully and actively engage in the content independently and then reflect, summarize, and/or demonstrate newfound understandings of the content, now within a more collaborative online setting.

Asynchronous Interactions:

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Office 365.
- Students will have weekly Learning Target(s) in each subject area, as referenced to the curriculum guide made available at the start of the quarter.
- EduSuite and relevant Office 365 apps will be updated for every lesson. Lesson updates which includes links, references, and other learning resource will be made available at least a day

before the synchronous session. When a learning experience includes a project or extended application of learning over multiple days, lesson updates will be posted for multiple upcoming sessions. Lessons will include:

- A brief update referencing the learning target(s) for the lesson and directing students to the materials page to access resources/assignments, etc. This brief update will ensure:
 - students know what learning they need to accomplish for that day.
 - continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.
 - A written explanation to introduce, explain tasks, or provide instruction for each lesson.
 - A method of interaction such as:
 - Discussion forums
 - Office 365 tools to provide feedback on student work ○
 - Digital/scanned resources, assignments, etc.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent e-mails/questions within 24 hours.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using use Microsoft Teams.

- Teachers will engage in real-time with students in the following ways:
 - Individual:
Students request help by making appointments with their teachers or counselors on an agreed time.

 - Scheduled Office Hours:
Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.

 - Mini Lessons
Students may participate in real time mini-lessons on specific topics during specific times established by teachers.

Assessment and Progress Monitoring:

- Non-graded formative and practice tasks:
 - Students will provide evidence of learning for each subject and lesson as a check for understanding.
 - Students will have the opportunity to provide feedback to each other.
 - Teachers will provide students with ongoing and regular feedback on their evidence of learning.

- Graded summative tasks:
 - Students will participate in graded summative tasks at the end of a learning sequence.
 - Graded summative tasks that are performance-based will include a rubric and/or checklist shared with students as part of the task overview.
 - Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons.
 - Students will have the opportunity to revise their tasks following a reflection and/or relearning task designed by the teachers when submitted work does not meet the Online Learning Target.

An added feature to help students who may lag behind or have difficulty due to poor foundational learning on some concepts is what we call the “Master Class.” Students may access these pre-recorded videos of teachers talking about important learning concepts that may aid them in understanding key concepts. Students may also access recorded lectures and other resources from other levels to supplement individual learning. However, assessments will still have to be in-grade level.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specific details will be shared when the school year starts and necessary adjustments have been made during the implementation process.

Note: The table below is only an example for the proposed weekly timeline reference. Any changes will be communicated after necessary adjustments have been made.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
30-40 mins	Weekly Advisory and SEL.	Information Technology	Social Science	Science and Health	Consultation for Parents and Students
10 mins	Collaboration Time with classmates	B R E A K			
30-40 mins		English	Filipino	Mathematics	
10 mins		B R E A K			
30-40 mins		Arts/Music	Physical Education	LE/Money Tree/NBW	
After noon		Master Class*			

Online Learning Senior High School Overview

Since its formation, the BIS Senior High School program has followed the Hero’s Journey by Joseph Campbell as its main framework. In this Online Learning Plan, students will continue to get access to meaningful learning experiences facilitated by experts and industry practitioners in each of their classes, all geared

towards a summative output at the end of their 2-year program. At the core of its desire is to produce responsible individuals that are able to create success for themselves and the greater society.

While BIS is DepEd certified to offer three strands under the Academic Track, i.e. Humanities and Social Sciences (HUMSS), General Academic Subjects (GAS), and Accounting, Business and Management (ABM), the school may temporarily not offer a strand for a batch if a minimum number of students is not met. This will ensure the maximization of resources and ensure a continuous effective coaching program.

ROLE OF PARENTS

As a parent of Senior High School students, we ask you for the following support:

- Monitor Office 365 and EduSuite updates and be sure to check in with your child daily about the online learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Monitor your child's deadline calendar and support them in submitting assignments according to the established deadlines.

- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty, although spread across different time zones and most are active industry practitioners, will be on hand to help and support within a week's time.

Senior High School Online Learning Plan

One of the advantages of the BIS Senior High School Program is the flexibility by which learning and assessments are allowed to take place. This approach will be observed in the delivery of this Online Learning Plan.

Content and Timing:

The Online Learning Plan in Senior High School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each day, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent online learning.

Students will have multiple activities within the timeframe of a regular class. Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the senior high school learner and attend to their needs.

Follow up homework guided by differentiated instruction may be expected in addition to the dedicated learning time for each class. A major hallmark of the BIS senior high school program from the previous year was the SDG Performance Tasks that requires students to fully and actively engage in the content independently and then reflect, summarize, and/or demonstrate newfound understandings of the content, now within a more collaborative online setting.

Asynchronous Interactions:

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Office 365.
- Students will have weekly Learning Target(s) in each subject area, as referenced to the curriculum guide made available at the start of the quarter.
- EduSuite and relevant Office 365 apps will be updated for every lesson. Lesson updates which includes links, references, and other learning resource will be made available at least a day before the synchronous session. When a learning experience includes a project or extended application of learning over multiple days, lesson updates will be posted for multiple upcoming sessions. Lessons will include:
 - A brief update referencing the learning target(s) for the lesson and directing students to the materials page to access resources/assignments, etc. This brief update will ensure:

- students know what learning they need to accomplish for that day.
- continuity of learning that is clearly connected to their learning in the prior class and will connect to the learning in the upcoming class.
- A written explanation to introduce, explain tasks, or provide instruction for each lesson.
- A method of interaction such as:
 - Discussion forums
 - Office 365 tools to provide feedback on student work ○
- Digital/scanned resources, assignments, etc.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins for each lesson.
- Teachers will respond to student and parent e-mails/questions within 24 hours.

Synchronous Interactions:

- Students will engage in synchronous, or real-time, engagement with their teachers and classmates using use Microsoft Teams.
- Teachers will engage in real-time with students in the following ways:
 - Individual:
 - Students request help by making appointments with their teachers or counselors on an agreed time.

- Scheduled Office Hours:
Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers.

- Mini Lessons
Students may participate in real time mini-lessons on specific topics during specific times established by teachers.

Assessment and Progress Monitoring:

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
 - Using an assessment monitoring system
 - Developing a class honor code;
 - Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
 - Post-assessment authentication through student reflection or teacher: student dialogue; or
 - Creating assessments that allow for student choice and development for how they will demonstrate learning.

- Non-graded formative and practice tasks:
 - Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections in OneNote Class Notebooks.
 - Teachers monitor student progress with ongoing and regular feedback.
 - Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
 - Late submissions of formative assessments may not always receive feedback or comparably thorough feedback if additional opportunities for feedback related to the unit objectives are available, students are best served to focus on current assignments to move forward in the learning process, or the submission of late work is not in direct relation to the current unit of study or the nearest upcoming summative assessment.
 - Teachers will actively engage with the student and coordinator to support students who are not producing evidence of learning during a the midterms.

- Graded summative tasks:
 - Students must complete assigned graded assessments (30-45 minutes, no more than once each week per class) to measure progress against learning

targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.

- Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Special arrangements may be made for specific types of assessments (e.g. oral exams, performance assessments, various aspects of course selection). Students will be informed if they must participate in such an assessment.

Learning Specifics: This purpose of this document is to provide an overview of the student learning experience. More specific details will be shared when the school year starts and necessary adjustments have been made during the implementation process. Much of the structure will be based on the working structure of the classroom, albeit modified in focus and time allotment.

Note: The table below is only an example for the proposed weekly timeline reference. Any changes will be communicated after necessary adjustments have been made.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
60-90 mins	Weekly Advisory and SEL. Collaboration Time with classmates	Course 1	Course 4	Course 7	
10 mins		B R E A K			
60-90 mins		Course 2	Course 5	Course 8	
10 mins		B R E A K			
60-90 mins		Course 3	Course 6	Course 9	
		Consultation Hours: 90 mins per course			

We thank you once again for your consistent and unwavering support as we work together to deliver continuity of learning during this challenging time. As a Systems Thinking School, we remain committed to learn with you and grow in our perspective and processes to better serve our students and the whole BIS Community. Please do not hesitate to reach out to our administration and faculty if in need. - Your BIS Family

For inquiries regarding the BIS Online Learning Plan, please contact Mr Rolando Radaza, School Principal, at rradaza@benedictine.edu.ph

Reference:

Shanghai American School

[https://www.saschina.org/uploaded/SAS Distance Learning Plan.pdf](https://www.saschina.org/uploaded/SAS_Distance_Learning_Plan.pdf)