



Pilot Face-To-Face Implementation: Survey And Evaluation On Readiness- Basic For Action Planning

	
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ABSTRACT

This study allowed the school to determine the level of readiness of the school to re-open to possible face-to-face classes and possible innovation and adjustments in safety and health protocols of the school. This study focused on the level of readiness of Binan Secondary School of Applied Academics in Binan City, Laguna for limited face-to-face classes. This study used survey that is anchored from joint memorandum of the Department of Health and Department of Education which is SSAT (2021). The gathered data from the instruments used in the study will be a grounded analysis based on the answer of the respondents on the SSAT and verified by the Division Office. Based on the initial result of the school safety assessment, the indicators that needs to enhance, develop and establish in the school were partnership and linkages, work arrangement and class program, and communication and coordination. Thus, after the final assessment, all of the five indicators were established in the school however, the school needs to procure disinfecting box for the outputs of the students. The study was limited to the preparation of the school for limited

face-to-face classes that is anchored to the School Safety Assessment Tool from the Department of Education, Department of Health and IATF. The results of this study was used by the school administration as a guideline and benchmark for limited face-to-face classes and created an action plan.

Keywords: School Safety Assessment Tool (SSAT) Readiness Action Plan.

INTRODUCTION

The pandemic of Coronavirus Disease 2019 (COVID-19) has had a significant impact on many aspects of society. This global public health crisis has prompted countries all over the world to rethink their educational systems and choose the best delivery methods for their students. One of the most important measures in the Philippines was the statewide shutdown of all educational institutions in the goal of avoiding schools from becoming COVID-19 case clustering sites. Furthermore, the pandemic prompted widespread implementation of Distance learning modalities provide alternate learning strategies. While this promoted learning continuity and increased the use of distant learning modalities, there are significant problems in the teaching and learning process that affect learners' adaptability and development. Disruptions to instructional time in the classroom can have a serious impact on a child's ability to learn," according to the Framework for Reopening. The longer marginalized children stay absent from school, the lower their chances of returning. Children from the poorest families are nearly five times more likely than those from the wealthiest families to drop out of primary school. (UNESCO, UNICEF, WB, WFP, UNHCR, June 2020).

Being absent from school raises the danger of child trafficking, online and offline

sexual abuse and exploitation of children (e.g., rape, OSAEC, etc.), teenage pregnancies, child marriages, violence, and other hazards. Furthermore, extended closures impair critical school-based services such as immunization, school meals, mental health, and psychosocial support, which can exacerbate stress and anxiety owing to a lack of peer interaction and altered routines. (UNESCO, UNICEF, WB, WFP, UNHCR, June 2020).

UNESCO also emphasizes that distant learning is especially difficult for elementary school pupils since they require a level of direction, social connection, and tactile learning possibilities that are difficult to reproduce in an online classroom. This has had a particularly negative impact on working parents and guardians, especially mothers. According to UNESCO, societal effects might be severe, compelling women to work fewer hours or leave their occupations, perhaps delaying economic recovery. Other parents may feel compelled to leave their young children in dangerous settings because they cannot afford to quit their employment. (UNESCO, 2020).

Furthermore, UNESCO stated that in the COVID-19 situation, there is no one-size-fits-all strategy for establishing the best learning model. Certain categories of students have suffered larger setbacks and will continue to face more barriers in remote-learning environments, according to UNESCO and NWEA (Northwest Evaluation

Association) analyses and data. Many of these students struggle to succeed in a distant setting where they lack direct supervision, emotional support, and technology. As a result, they recommended that these children take precedence in places where illness transmission is under control and administrators can begin physical education sessions. It was underlined that starting a school does not have to be all-or-nothing. Because remote learning is particularly difficult for students who also face problems such as learning disabilities, financial hardship, or insecure home environments, resources should be directed largely toward them. (UNESCO, 2020).

These difficulties will be resolved with the President's consent through the resumption of face-to-face classes where they can be made compliant with the government's public health standards in light of COVID-19. To avoid schools becoming epicenters of resurging cases across the country, caution must be used and significant planning made in advance of eventual school reopening and/or blended learning. When national government agencies (NGAs) and local government units (LGUs) allow face-to-face learning in full or limited capacity, there is an immediate requirement to put in place safeguards to allow schools to safely resume their on-campus activities a safe atmosphere at home and in the community.

In a DepEd Order no. 12, s. 2020, on Adoption of the Basic Learning Continuity Plan in Light of the COVID-19 Public Health Emergency under the principle number four (4) where facilitate the safe return of the teaching and non-teaching personnel and learners to workplaces, and schools, taking into consideration the scenarios projected by the Department of Health (DOH) and the Inter-Agency Task Force for the Management of Emerging Infectious Disease in the Philippines (IATF), complemented by other credible sources and balanced with DepEd's own risk assessments. The Basic Education-Learning Continuity Plan (BE-LCP) BE-LCP covers the essential requirements of education in the time of COVID-19, e.g. most

essential learning competencies, multiple learning delivery modalities for teachers, school leaders and learners, required health standards in schools and workplaces, and special activities like Brigada Eskwela, Oplan Balik Eskwela, and partnerships.

To ensure that education of millions of learners will continue, DepEd opened the new school year on September 13, 2021 under a distance/blended learning set-up. Since last September 20, 2021, President Rodrigo Roa Duterte approved the limited face-to-face classes in the remote area, this study will allow the school to determine the level of readiness of the school to re-open to possible face-to-face classes and possible innovation and adjustments in safety and health protocols of the school.

This study will focus on the level of readiness of Binan Secondary School of Applied Academics in Binan City, Laguna for limited face-to-face classes.

Based on the initial technical assistance from the Division of Binan last November 26, 2021, some of the criteria from the School Safety Assessment Tool need to be improved, provided, and prepared, like procurement of yellow trash bags, N95 facemasks, preparation of space/area where sick school goers who have been managed in the clinic can temporarily stay, and cooperation with local health authorities. In addition, in terms of physical facilities, the number of seats to be occupied must not exceed the required number of learners in the classroom. Seats to be occupied must be at least 1-2 meters apart. The presence of markers and stickers on the floor to manage traffic systems and physical distancing inside the classroom, and for the communication strategy, the school should identify a platform of communication for coordination purposes among the learners, parents/guardians, and teachers.

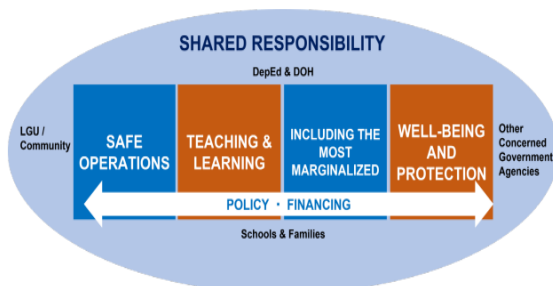
The results of this study may be used by the school administration as a guideline and benchmark for limited face-to-face classes.

The UNESCO-UNICEF-World Bank Structure for Reopening Schools and the DepEd Shared Responsibility Principle were

used to create the operational framework for the return of face-to-face classes, as indicated in Figure 1.

The framework is built on four main pillars: (a) Safe Operations, (b) Teaching and Learning, (c) Include of the Most Marginalized, and (d) Well-being and Protection. The policy and financial support that runs through all of the pillars ensures that operational procedures are in place. The notion of shared responsibility is at the heart of this. The four frameworks will effectively engage the entire society in ensuring that students are safe and healthy while in face-to-face sessions. The framework, in particular, places the learner's health and safety at the center of the implementation, allowing them to learn more effectively.

The framework is built around the following common elements: (a) learner health and safety, (b) learning opportunities, (c) school operations, and (d) Engagement of the entire society.



RESEARCH QUESTIONS

The study was focused on the level of readiness of the school of Binan Secondary School of Applied Academics for possible pilot limited face-to-face classes.

Specifically, it seeks to answer the following questions.

1. What is the level of readiness of the school towards possible pilot limited face-to-face classes based on indicators in School Safety Assessment Tool (2021) For The Pilot Study On The Face-To-Face Learning Modality:

- A. Partnership and Linkages
 - a. Shared Responsibility
 - b. Limited Face-to-Face

- c. Including the Most Marginalized
- d. Home School Coordination
- B. Work Arrangement and Class Program
 - a. Communication Strategy
 - b. Limited Face-to-Face
- C. Communication and Coordination
 - a. Communication Strategy
 - b. Contingency Plan
 - c. Limited Face-to-Face
- D. Health and Safety
 - a. Protective Measures, Hygiene Practices, and Safety Procedures
 - b. Contingency Plan
 - c. Personal Protective Equipment
- E. Physical Facilities
 - a. Classroom Layout and Structure
 - b. Protective Measures, Hygiene Practices, and Safety Procedures
 - c. Home-School Coordination
- 2. Based on the School Safety Assessment Tool (2021) For The Pilot Study On The Face-To-Face Learning Modality, what are the indicators present in the school?
- 3. Based on the School Safety Assessment Tool (2021) For The Pilot Study On The Face-To-Face Learning Modality, what are the indicators need to enhance, develop and establish in the school?

METHODOLOGY

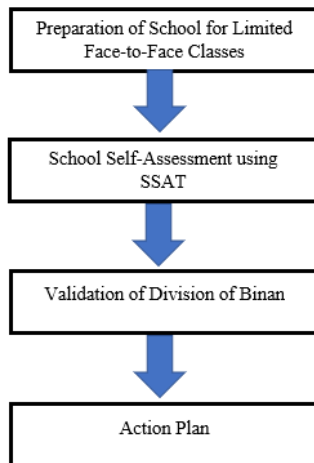
Binan Secondary School of Applied Academics is composed of 101 teaching and 10 non-teaching staff. It Each grade level will prepare their classroom for pilot face-to-face classes, it assisted by their School Disaster Risk Reduction Management Coordinator, Health Coordinator, School Clinic Teacher Coordinator and WINS Coordinator.

This instrument was utilized in determining the readiness of the school for pilot face-to-face classes:

SSAT. A survey tool (Yes/No) from the collaboration of Department of Health and Department of Education to determine the readiness of the school for pilot face-to-face classes. The School Safety Assessment tool is composed of different indicators that the school should be addressed in order to open the limited face to face classes. It is

Yes/No question and answer with Remarks for the result.

The qualitative research process involved different phases. Preparation of the



school for face-to-face anchored to SSAT, school self-assessment using SSAT, validation from Division of Binan, creating action plan from the result of validation.

RESULT

The initial results of the survey of school safety assessment conducted by the Division of Binan in Binan Secondary School of Applied Academics. The data revealed that among the five indicators, indicators A, B, and C, partnership and linkages, work arrangement and class program, and communication and coordination need improvement since most of the answers in the survey were NO, which means that the indicators are not present in the school. Some improvements include the following: letter of support from LGUs; parents' consent who will participate in face-to-face classes, mobilized resources and support from community stakeholders to meet the standards of the health and safety protocol, simulation activities among school personnel, implementation of Alternative Work Arrangements necessary to deliver quality education in a safe learning environment; and class programs that cater to both learners of the limited face-to-face

arrangement and distance education while observing the maximum classroom teaching hours of teachers. On the other hand, among the five indicators, D and E, or health and safety, and physical facilities, respectively, are present in the school. It revealed that the school has an available temperature thermal scanner, hand sanitizer, alcohol, surgical mask, health declaration sheets for students and teachers, contact tracing tool, and disinfection materials. The school has a COVID-19 contingency plan, and has established mechanisms inside the classroom to ensure zero to minimal risk of COVID-19 transmission among the learners, like the number of seats and distance to be occupied by the learners, and the availability of electric fans. In addition, although most of the criteria in indicators C and D were present, the school needs to procure PPEs and yellow trash bag for proper disposal.

final result of the survey of school safety assessment tool conducted based on the results of initial assessment, Two weeks preparation were allotted to make sure that most of the needed improvement based on the result on the initial assessment to open the school for limited face-to-face classes. The data revealed that all of the five indicators showed an improvement in the preparation of the school. All of the answer in the SSAT were YES which means that the school is ready for face-to-face classes. Some of the improvement includes: the school have letter of support from LGUs, parent's consent who will participate face-to-face classes, mobilized resources and support from community stakeholders to meet the standards of the health and safety protocol, and simulation activities among school personnel, the school have implemented of Alternative Work Arrangement necessary to deliver quality education in a safe learning environment, and class program that cater both learners of the limited face-to-face arrangement and distance education while observing the maximum hour classroom teaching hours of teachers. On the other hand. the table revealed that in terms of disinfecting the

output of the students, the school needs to procure disinfecting box for proper sanitation.

After two weeks preparation of the school based on the result of initial assessment, the final assessment showed that the school is ready for the opening of limited face-to-face classes. However, the school needs to procure disinfecting box for the outputs of the learners.

DISCUSSION

Based on the results of the study, the following reflection are reflected:

1. The school is ready for limited face-to-face.
2. Extensive contingency plan on COVID-19 should plan properly.
3. Action Plan is important in preparing the school in opening for limited face-to-face.

Overall the study aimed to determined if Binan Secondary School of Applied Academics is capable to open for limited face-to-face classes, thus based on the results, the school can open for limited face-to-face. Thus, an action plan was made to make the preparation smooth.

ACKNOWLEDGMENT

The researchers wish to express their deepest appreciation and gratitude to the following persons for their invaluable contributions which led to the completion of this study:

The top management of the city schools division of Biñan City headed by the Schools Division Superintendent Ma'am Edna Faura-Agustin, OIC Assistant Schools Division Superintendent Edenia O. Libranda, ,SGOD Chief, Sir Bayani V. Enriquez, CID Chief, Ma'am Mary Ann L. Tatlongmaria, for efforts and invaluable inputs on the approval and conduct of the study.

To our School Head, Nerra A. Visperas, EdD, for approval and support in conducting the study.

To our Research Coordinator, Diane M. Furio, for sharing and giving inputs to our study.

Lastly, the Almighty God, the source of knowledge, strength, and wisdom.

Mr. Noli Parol, faculty member of Biñan City Senior High School-Timbao Campus for constructing the mailbox;

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