

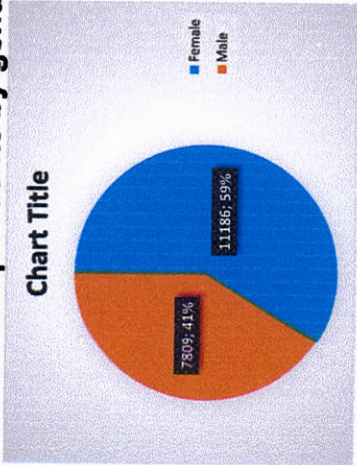
Annexes

- A. Enrollment Options**
- B. Survey Results on the Readiness of Learners and Teachers
On Distance Learning**
- C. Online Training/Emergency Human Resource Capacity Building**
- D. Online Learning/Emergency Remote Teaching**
- E. Health Protocols for Learners, Teachers and Non-Teaching Staff**
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- H. DRRM, Health and Partnership Building**
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Annex A				
Enrolment Options				
Challenges/ Opportunities	Enrolment Options	Description/Details	Type/ Modality/ Approach/ Strategy	Suggested Platforms/ Resources/ Mechanisms
With Internet	With PC/ Tablet/ Smartphone	Online Enrolment	Division ICT Unit shall create a specific link for a particular school or shall assist in establishing online enrolment system. The dissemination of the link to the field shall be done through Memorandum/Social Media/TV/Radio and other forms of media.	*Google Sheets *Google Forms *Office 365 Forms * Locally-developed Online Enrolment System
Without Internet	With Mobile	Offsite/Off- School Enrolment	Schools must have a Tawag Center that would cater parents, guardians or learners who would call through mobile phones for enrolment purposes. The class advisers shall be assigned to facilitate the remote enrolment and teachers without advisory classes shall be appointed as ENROLMENT FOCAL PERSONS (EPPs). Each grade level has an appointed EFP to accommodate kindergarten, transferees and Balik Aral enrollees. For Alternative Learning System, the ALS teacher shall act as EFPs in order to accommodate ALS enrollees. EFPs contact information shall be publicly posted to be accessed by prospective enrollees. Or it should be disseminated through local TV networks or be broadcasted over the radio. Barangay LGUs shall also be informed by the schools of the numbers at the EFPs or TAWAG Center and shall post these numbers strategically in their barangays.	* Establishment of Tawag Center or hotlines in line with Operation Balik Eskwela. *Print format can be prepared.

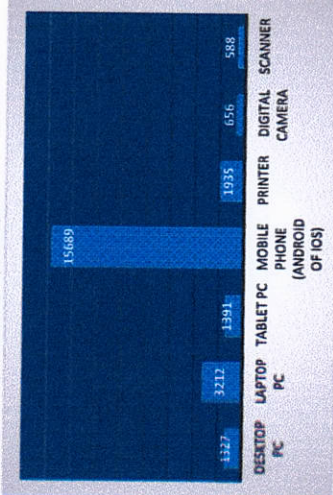
Traditional Face-To-Face with Social Distancing	On-site Enrollment	This enrollment option shall allow physical presence of parents or learners of Grade 1 to 12 in school as the last recourse guided by the minimum standards. This is also an option for incoming kindergarten enrollees following physical enrollment platforms established by schools. Likewise, this is also applicable for ALS enrollees following the physical enrollment platforms established by schools and barangays with community learning centers (CLC).	Schools must establish waiting areas/rooms that could only accommodate 10 parents/guardians per grade level. Separate enrollment rooms shall be used per grade level that would only allow 5 parents or guardians at a time. The number of enrollment rooms would depend on the population of learners per grade level). Upon arrival of the parents/guardians at the gate/main entrance, assigned teachers (at least 5) shall guide the parents/guardians at the designated waiting rooms. Once parents/guardians are at the enrollment room, the enrollment transaction should not go beyond 3 minutes including the retrieval of learner's important documents if available. After the transaction, a guide outside the enrollment rooms should see to it that parents/guardians get out of the school at a common exit point.	* The use of EF attached in DO No. 7, s. 2020 and ALS form 2 based on DepEd Order No. 58, s. 2017.
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Learner Respondents by gender as of May 18, 2020



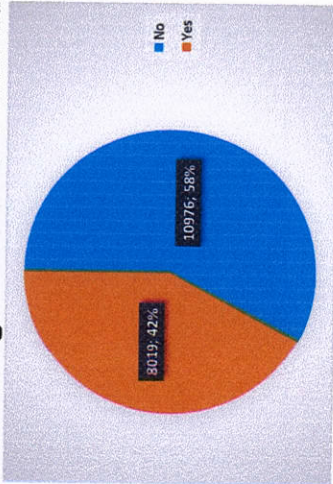
Row Labels	Female	Male	Grand Total
Agusan del Norte	3736	2532	6268
Agusan del Sur	718	463	1181
Bayugan City	1227	873	2100
Bislig City	81	47	128
Butuan City	777	560	1337
Cabadbaran City	1226	971	2197
Dinagat Islands	88	50	138
Siargao Islands	115	78	193
Surigao City	509	306	815
Surigao del Norte	1565	1204	2769
Surigao del Sur	981	648	1629
Tandag City	163	77	240
Grand Total	11186	7809	18995

DEVICES AT HOME



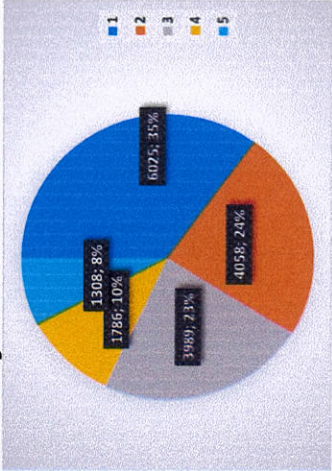
Row Labels	Desktop PC	Laptop PC	Tablet PC	Mobile Phone (Android/iOS)	Printer	Digital Camera	Scanner	Pocketwifi/Internet Modem
Agusan del Norte	428	952	502	5514	506	216	172	888
Agusan del Sur	104	247	78	999	167	42	40	220
Bayugan City	170	460	125	1780	283	86	77	394
Bislig City	3	14	8	116	12	6	0	22
Butuan City	147	280	98	1141	179	56	60	277
Cabadbaran City	128	314	173	1851	159	65	56	343
Dinagat Islands	10	38	9	116	22	6	6	32
Siargao Islands	16	43	15	156	30	7	13	35
Surigao City	125	328	103	723	231	64	81	300
Surigao del Norte	109	293	153	1814	182	57	43	298
Surigao del Sur	63	182	115	1265	121	37	28	202
Tandag City	24	61	12	214	43	14	12	54
Grand Total	1327	3212	1391	15689	1935	656	588	3065

Percentage of Learners who have Internet Connectivity at Home



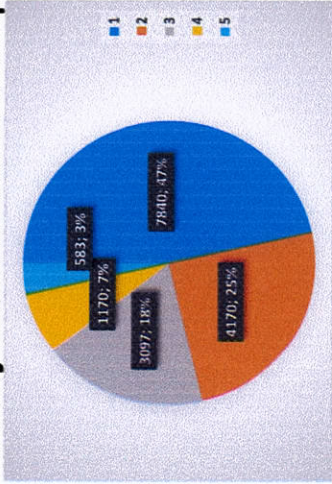
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Agusan del Norte	3533	2735	6268
Agusan del Sur	623	558	1181
Bayugan City	1146	954	2100
Bislig City	59	69	128
Butuan City	669	668	1337
Cabadbaran City	1362	835	2197
Dinagat Islands	75	63	138
Siargao Islands	83	110	193
Surigao City	268	547	815
Surigao del Norte	2008	761	2769
Surigao del Sur	1049	580	1629
Tandag City	101	139	240
Grand Total	10976	8019	18995

Literacy Level of Learners in Word Processing (MS Word)]



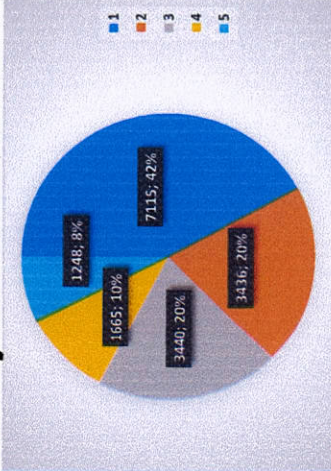
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Agusan del Norte	1662	1470	1365	551	404	5452
Agusan del Sur	301	288	278	119	95	1081
Bayugan City	574	488	460	236	178	1936
Bislig City	23	37	35	15	9	119
Butuan City	302	327	338	145	107	1219
Cabadbaran City	783	423	456	225	150	2037
Dinagat Islands	26	26	41	17	16	126
Siargao Islands	59	36	48	16	14	173
Surigao City	129	138	234	130	139	770
Surigao del Norte	1489	372	400	172	87	2520
Surigao del Sur	633	399	269	125	79	1505
Tandag City	44	54	65	35	30	228
Grand Total	6025	4058	3989	1786	1308	17166

Literacy Level of Learners in Spreadsheets (MS Excel)]



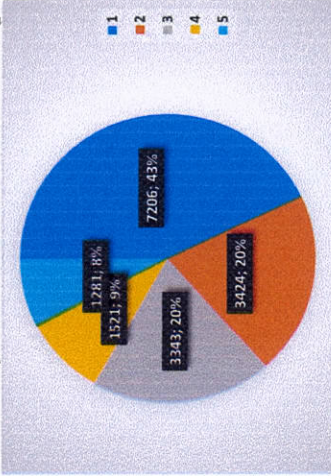
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Agusan del Norte	2188	1435	1089	388	197	5297
Agusan del Sur	428	311	208	76	43	1066
Bayugan City	733	563	353	174	80	1903
Bislig City	35	36	28	14	3	116
Butuan City	479	330	263	91	45	1208
Cabadbaran City	993	427	391	135	71	2017
Dinagat Islands	39	33	34	14	6	126
Siargao Islands	81	49	25	14	3	172
Surigao City	206	216	193	88	50	753
Surigao del Norte	1739	356	268	91	37	2491
Surigao del Sur	839	339	200	67	39	1484
Tandag City	80	75	45	18	9	227
Grand Total	7840	4170	3097	1170	583	16860

Literacy Level of Learners in Presentation (MS PowerPoint)]



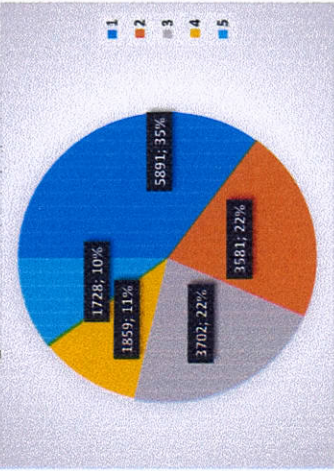
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Agusan del Norte	2023	1216	1205	515	361	5320
Agusan del Sur	347	249	245	127	94	1062
Bayugan City	665	470	385	210	179	1909
Bislig City	35	31	34	9	7	116
Butuan City	405	292	281	126	99	1203
Cabadbaran City	880	393	391	205	153	2022
Dinagat Islands	31	22	39	19	15	126
Siargao Islands	74	37	33	18	11	173
Surigao City	145	131	196	143	138	753
Surigao del Norte	1652	275	337	152	81	2497
Surigao del Sur	798	268	236	109	83	1494
Tandag City	60	52	58	32	27	229
Grand Total	7115	3436	3440	1665	1248	16904

Literacy Level of Learners in [Email]



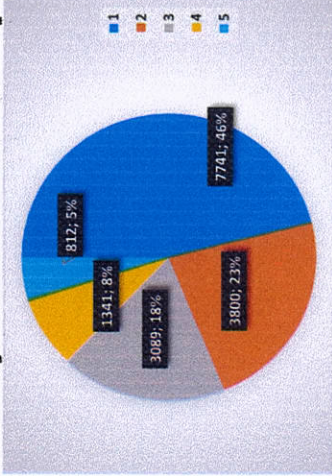
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Agusan del Norte	1989	1249	1155	454	419	5266
Agusan del Sur	401	249	214	106	87	1057
Bayugan City	646	445	395	222	184	1892
Bislig City	38	27	26	9	14	114
Butuan City	389	256	300	140	112	1197
Cabadbaran City	854	353	428	200	184	2019
Dinagat Islands	35	20	38	15	15	123
Siargao Islands	64	47	31	20	11	173
Surigao City	172	158	186	125	107	748
Surigao del Norte	1686	283	323	110	75	2477
Surigao del Sur	855	283	191	96	56	1481
Tandag City	77	54	56	24	17	228
Grand Total	7206	3424	3343	1521	1281	16775

Literacy Level of Learners in Internet Surfing



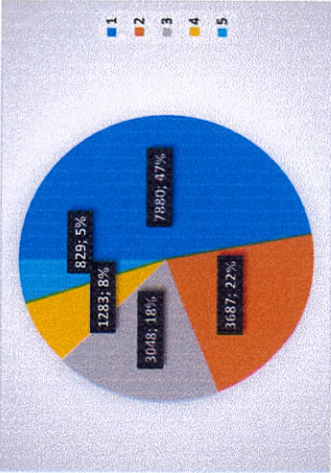
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	1570	1257	1327	585	529	5268
Agusan del Sur	313	259	258	120	109	1059
Bayugan City	587	446	411	230	224	1898
Bislig City	29	32	25	9	19	114
Butuan City	286	239	338	168	164	1195
Cabadbaran City	692	423	409	240	237	2001
Dinagat Islands	25	28	31	22	17	123
Siargao Islands	57	33	37	29	16	172
Surigao City	108	144	201	136	158	747
Surigao del Norte	1507	336	345	166	124	2478
Surigao del Sur	668	335	251	127	96	1477
Tandag City	49	49	69	27	35	229
Grand Total	5891	3581	3702	1859	1728	16761

Literacy Level of Learners in [Audio/Video Editing]



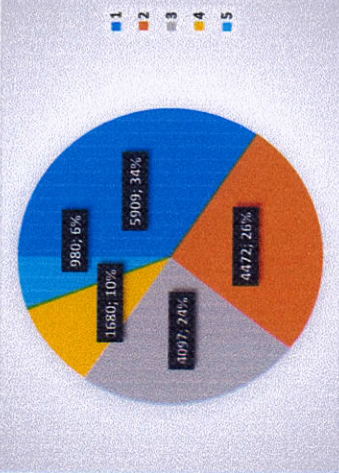
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Agusan del Norte	2164	1314	1123	386	289	5276
Agusan del Sur	425	278	213	89	55	1060
Bayugan City	772	503	355	201	75	1906
Bislig City	44	22	31	10	8	115
Butuan City	473	299	244	120	56	1192
Cabadbaran City	983	408	332	177	108	2008
Dinagat Islands	40	30	27	15	9	121
Siargao Islands	76	38	31	20	7	172
Surigao City	203	209	173	99	64	748
Surigao del Norte	1658	306	318	124	74	2480
Surigao del Sur	822	323	192	85	54	1476
Tandag City	81	70	50	15	13	229
Grand Total	7741	3800	3089	1341	812	16783

Literacy Level of Learners in [Image Editing (Photoshop)]



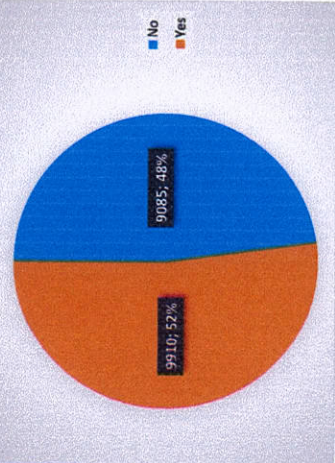
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Agusan del Norte	2188	1254	1077	414	309	5242
Agusan del Sur	434	273	210	89	49	1055
Bayugan City	768	528	358	167	82	1903
Bislig City	41	24	33	11	7	116
Butuan City	482	296	239	106	70	1193
Cabadbaran City	1058	371	308	163	104	2004
Dinagat Islands	53	26	27	10	7	123
Siargao Islands	75	39	36	12	9	171
Surigao City	232	209	161	92	50	744
Surigao del Norte	1643	323	331	102	73	2472
Surigao del Sur	824	281	824	90	58	1477
Tandag City	82	63	44	27	11	227
Grand Total	7880	3687	3048	1283	829	16727

Confidence level of learners in coping with online learning



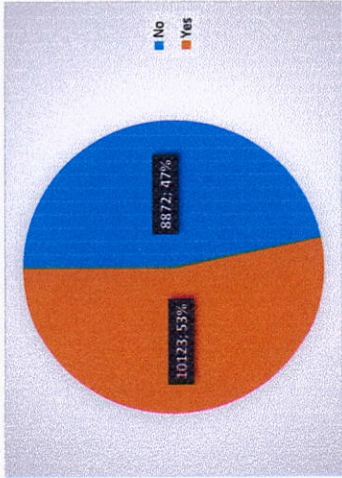
Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	1486	1553	1465	621	406	5531
Agusan del Sur	314	318	273	114	59	1078
Bayugan City	593	518	467	193	91	1862
Bislig City	29	27	35	13	7	111
Butuan City	274	371	364	138	82	1229
Cabadbaran City	723	503	457	195	136	2024
Dinagat Islands	30	41	33	13	5	122
Siargao Islands	53	33	45	27	14	172
Surigao City	191	205	215	100	45	756
Surigao del Norte	1525	432	396	131	65	2549
Surigao del Sur	628	404	282	98	62	1474
Tandag City	63	67	55	37	8	230
Grand Total	5909	4472	4097	1680	980	17138

Lerners with computer (or mobile phone) at home connected to the Internet



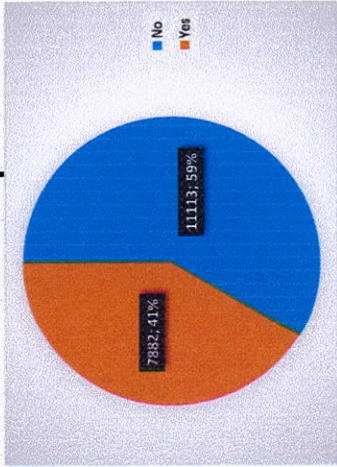
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Agusan del Norte	2771	3497	6268
Agusan del Sur	495	686	1181
Bayugan City	924	1176	2100
Bislig City	55	73	128
Butuan City	548	789	1337
Cabadbaran City	1064	1133	2197
Dinagat Islands	61	77	138
Siargao Islands	74	119	193
Surigao City	207	608	815
Surigao del Norte	1868	901	2769
Surigao del Sur	940	689	1629
Tandag City	78	162	240
Grand Total	9085	9910	18995

Learners with e-mail account



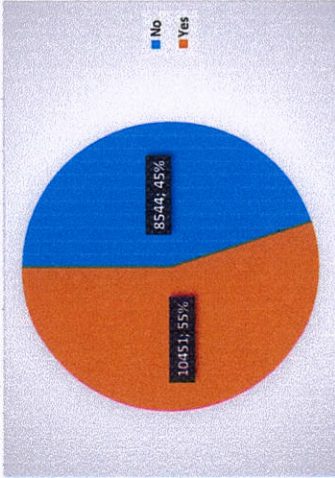
Row Labels	No	Yes	Grand Total
Agusan del Norte	2752	3516	6268
Agusan del Sur	466	715	1181
Bayugan City	787	1313	2100
Bislig City	53	75	128
Butuan City	474	863	1337
Cabadbaran City	965	1232	2197
Dinagat Islands	67	71	138
Sargao Islands	96	97	193
Surigao City	171	644	815
Surigao del Norte	1954	815	2769
Surigao del Sur	999	630	1629
Tandag City	88	152	240
Grand Total	8872	10123	18995

Learners with computer for teaching/learning purposes.



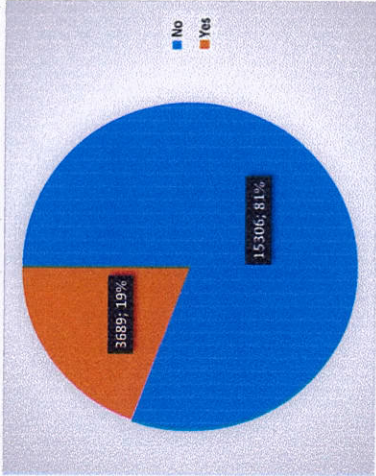
Row Labels	No	Yes	Grand Total
Agusan del Norte	3469	2799	6268
Agusan del Sur	665	516	1181
Bayugan City	1212	888	2100
Bislig City	77	51	128
Butuan City	734	603	1337
Cabadbaran City	1141	1056	2197
Dinagat Islands	73	65	138
Sargao Islands	121	72	193
Surigao City	316	499	815
Surigao del Norte	2090	679	2769
Surigao del Sur	1091	538	1629
Tandag City	124	116	240
Grand Total	11113	7882	18995

Learners who use Websites to supplement learning.



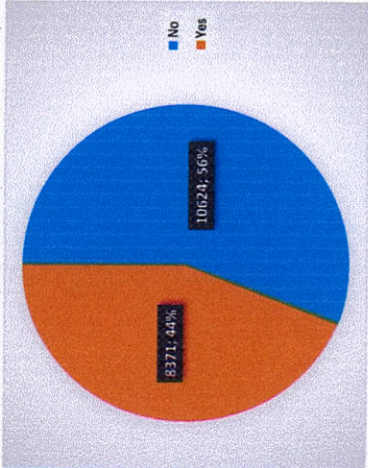
Row Labels	No	Yes	Grand Total
Agusan del Norte	2487	3781	6268
Agusan del Sur	528	653	1181
Bayugan City	892	1208	2100
Bislig City	46	82	128
Butuan City	493	844	1337
Cabadbaran City	951	1246	2197
Dinagat Islands	58	80	138
Sargao Islands	80	113	193
Surigao City	177	638	815
Surigao del Norte	1825	944	2769
Surigao del Sur	923	706	1629
Tandag City	84	156	240
Grand Total	8544	10451	18995

Learners who have attended ICT related trainings.



Row Labels	No	Yes	Grand Total
Agusan del Norte	4905	1363	6268
Agusan del Sur	918	263	1181
Bayugan City	1692	408	2100
Bislig City	96	32	128
Butuan City	1108	229	1337
Cabedbaran City	1792	405	2197
Dinagat Islands	102	36	138
Siargao Islands	151	42	193
Surigao City	573	242	815
Surigao del Norte	2444	325	2769
Surigao del Sur	1367	262	1629
Tandag City	158	82	240
Grand Total	15306	3689	18995

Learners who are familiar with Online Learning like DepEd COMMON and others

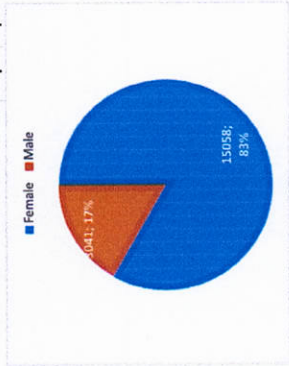


Row Labels	No	Yes	Grand Total
Agusan del Norte	2408	3860	6268
Agusan del Sur	654	527	1181
Bayugan City	1247	853	2100
Bislig City	75	53	128
Butuan City	807	530	1337
Cabedbaran City	1335	862	2197
Dinagat Islands	82	56	138
Siargao Islands	102	91	193
Surigao City	522	293	815
Surigao del Norte	2093	676	2769
Surigao del Sur	1137	492	1629
Tandag City	162	78	240
Grand Total	10624	8371	18995

TEACHER RESULTS AS OF MAY 18, 2020

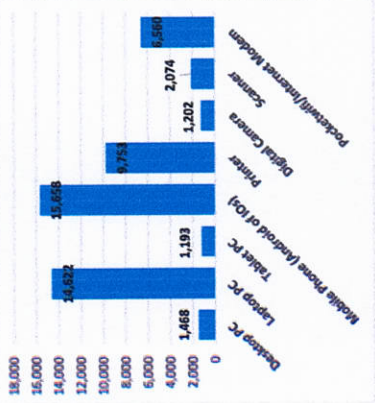
By Gender

Resposnts per Sex Disaggregation



Division	Female	Male	Grand Total
Agusan del Norte	2377	503	2880
Agusan del Sur	2359	480	2839
Bayugan City	719	168	887
Bislig City	581	105	686
Butuan City	1630	331	1961
Cabadbaran City	461	108	569
Dinagat Islands	770	151	921
Siargao Islands	676	145	821
Surigao City	800	126	926
Surigao del Norte	1935	362	2297
Surigao del Sur	2487	514	3001
Tandag City	263	48	311
Grand Total	15058	3041	18099

DEVICES AT HOME

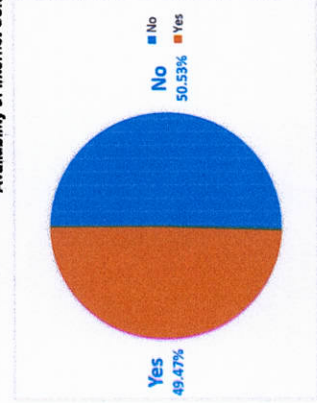


Devices owned by Teachers

Row Labels	Desktop PC	Laptop PC	Tablet PC	Mobile Phone (Android or Ios)	Printer	Digital Camera	Scanner	Pocketwifi/Internet Modem
Agusan del Norte	281	2274	249	2524	1637	219	370	1037
Agusan del Sur	232	2313	167	2491	1646	156	323	960
Bayugan City	95	727	51	781	554	77	120	352
Bislig City	64	601	33	604	489	46	113	293
Butuan City	259	1581	143	1731	1087	169	247	753
Cabadbaran City	49	490	34	484	341	42	76	228
Dinagat Islands	28	815	61	805	466	71	83	399
Siargao Islands	43	673	54	710	405	52	81	293
Surigao City	94	755	94	794	509	80	135	366
Surigao del Norte	149	1776	137	1930	884	111	170	698
Surigao del Sur	162	2997	160	2536	1600	165	332	1076
Tandag City	12	220	10	268	135	14	24	105
Grand Total	1468	14622	1193	15658	9753	1202	2074	6560

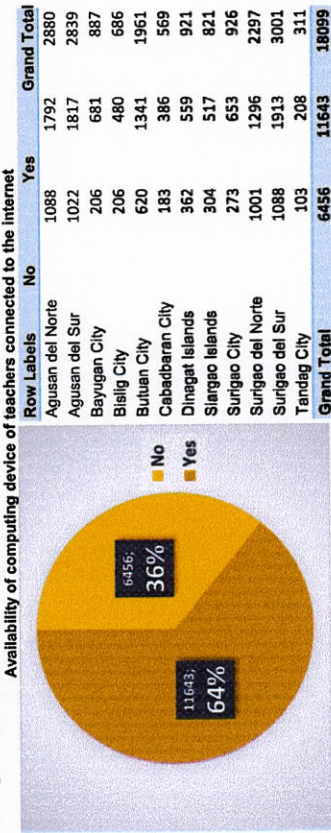
INTERNET CONNECTIVITY

Availibility of Internet Connections of Teachers at home

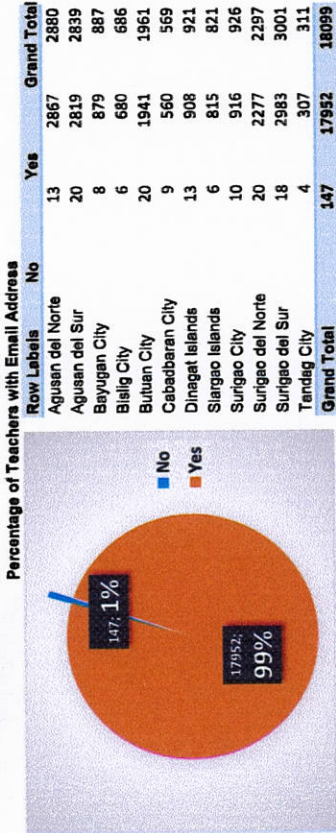


Row Labels	No	Yes	Grand Total
Agusan del Norte	1520	1360	2880
Agusan del Sur	1554	1285	2839
Bayugan City	335	552	887
Bislig City	331	355	686
Butuan City	852	1109	1961
Cabadbaran City	263	306	569
Dinagat Islands	470	451	921
Siargao Islands	432	389	821
Surigao City	379	547	926
Surigao del Norte	1278	1019	2297
Surigao del Sur	1575	1426	3001
Tandag City	156	155	311
Grand Total	9145	8954	18099

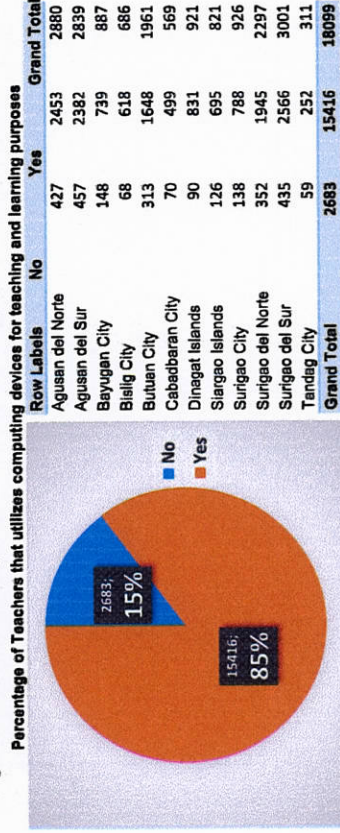
Do you have a computer (or mobile phone) connected to the Internet at home?



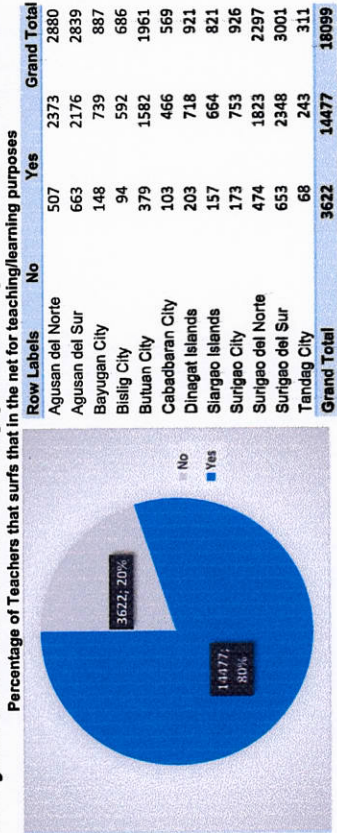
Email Account



Do you use a computer for teaching/learning purposes?



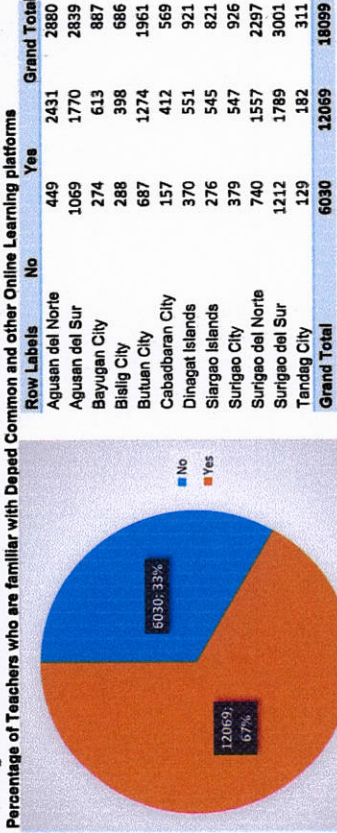
Do you use Web sites to supplement your learning/teaching?



Have you attended ICT related trainings?



Are your familiar with Online Learning like DepEd COMMON and others?



Literacy Level of Teachers in Word Processing (MS Word)]

Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	82	255	751	894	884	2866
Agusan del Sur	89	301	760	903	780	2833
Bayugan City	34	99	238	294	217	882
Bislig City	16	46	154	248	218	682
Butuan City	84	214	512	585	557	1952
Cabadbaran City	21	55	143	189	159	567
Dinegat Islands	33	84	231	278	293	919
Siargao Islands	30	63	218	271	238	820
Surigao City	36	82	216	294	296	924
Surigao del Norte	96	188	502	717	785	2288
Surigao del Sur	102	286	750	994	864	2996
Tandag City	23	29	78	96	84	310
Grand Total	646	1702	4553	5763	5375	18039

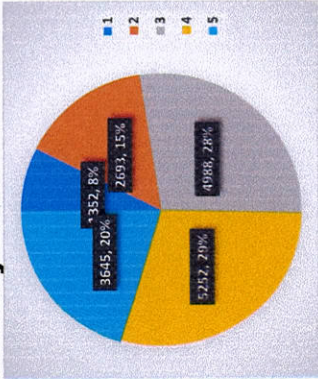
Literacy Level of Teachers in Spreadsheets (MS Excel)]

Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	197	460	825	901	475	2858
Agusan del Sur	202	461	844	893	426	2826
Bayugan City	75	147	251	294	113	880
Bislig City	54	63	201	254	110	682
Butuan City	186	322	572	594	272	1946
Cabadbaran City	53	90	160	184	75	562
Dinegat Islands	76	145	251	295	150	917
Siargao Islands	62	107	245	276	129	819
Surigao City	86	148	243	285	163	925
Surigao del Norte	208	318	632	755	370	2283
Surigao del Sur	245	495	863	992	396	2991
Tandag City	42	43	90	88	44	307
Grand Total	1486	2799	5177	5811	2723	17996

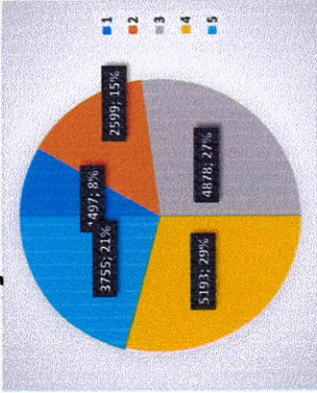
Literacy Level of Teachers in Presentation (MS PowerPoint)]

Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	230	419	818	883	507	2857
Agusan del Sur	190	438	855	861	482	2826
Bayugan City	78	146	248	276	131	879
Bislig City	36	67	191	253	134	681
Butuan City	171	283	556	593	341	1944
Cabadbaran City	43	85	159	177	100	564
Dinegat Islands	65	119	251	285	199	919
Siargao Islands	74	109	258	242	136	819
Surigao City	90	126	222	294	190	922
Surigao del Norte	204	299	556	744	481	2284
Surigao del Sur	217	435	823	1005	512	2992
Tandag City	30	43	94	79	62	308
Grand Total	1428	2569	5031	5692	3275	17995

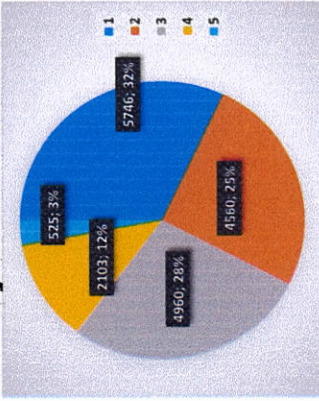
Literacy Level of Teachers in Email



Literacy Level of Teachers In Internet Surfing)

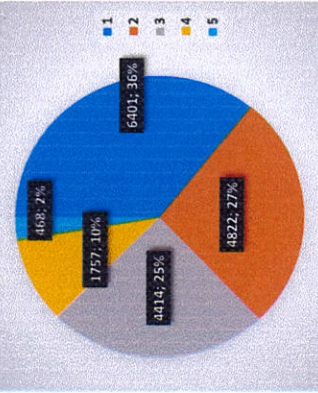


Literacy Level of Teachers in Audio/Video Editing]



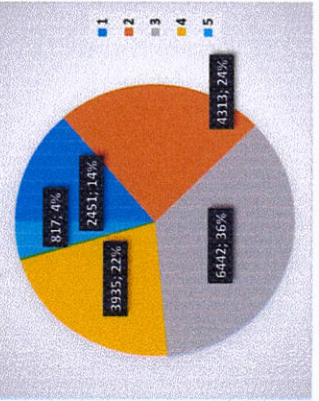
Literacy Level of Teachers in Image Editing (Photoshop)]

Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	1042	739	695	267	85	2828
Agusan del Sur	937	830	722	252	67	2808
Bayugan City	347	235	205	72	15	874
Belig City	216	181	206	64	12	679
Butuan City	758	492	435	181	62	1928
Cabadbaran City	233	155	120	44	12	564
Dinegat Islands	345	234	205	102	28	914
Siargao Islands	268	228	217	84	13	810
Surigao City	334	216	224	111	29	914
Surigao del Norte	777	570	565	283	74	2269
Surigao del Sur	1014	865	757	268	65	2969
Tandag City	130	77	63	29	6	305
Grand Total	6401	4822	4414	1757	488	17862



Competency level of teachers in Online Teaching

Row Labels	1	2	3	4	5 (blank)	Grand Total
Agusan del Norte	335	685	1028	653	151	2852
Agusan del Sur	375	702	1074	560	113	2824
Bayugan City	139	238	315	160	24	876
Belig City	88	147	257	163	28	683
Butuan City	278	484	638	434	107	1941
Cabadbaran City	66	130	211	128	27	562
Dinegat Islands	164	236	282	196	35	913
Siargao Islands	117	172	311	194	25	819
Surigao City	109	220	320	219	52	920
Surigao del Norte	314	490	777	559	139	2279
Surigao del Sur	415	735	1119	607	105	2981
Tandag City	51	74	110	62	11	308
Grand Total	2451	4313	6442	3935	817	17958



Online Training/Emergency Human Resource Capacity Building					
Challenges/Opportunities		Training Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
With Internet Access	With PC/ Tablet	Virtual Training	This is a form of training in which the elements include physical separation of trainers and participants during the training session and the use of various technologies to facilitate trainer-participant communication.	Synchronous. This type of modality allows participants and the trainers to interact at the same time but in different places. Content of the training is delivered virtually, however, there is still real-time trainer-participant interaction similar to face-to-face training using a particular tool of communication powered by the internet.	Online chat and videoconferencing Webinars
				Asynchronous. This training approach provided participants with some flexibility as they are the ones to choose when and where to take their assigned training courses. Virtual trainers maximize the use of pre-recorded materials to give out instructions to their participants.	E-mail, Library, Discussion Threads, Pre-recorded Audio and Video e-Learning Course Learning Management System
With Internet Access	With Mobile (Smartphone)	Virtual Training		Hybrid or Blended learning. This represents a combination of synchronous and asynchronous approaches.	Learning Management System (LMS) MSO365 Teams; OneNote Class Notebook; Schoology; GSuit, etc.
				Synchronous Asynchronous Hybrid or Blended learning	Online chat and videoconferencing Webinars E-mail, Library, Discussion Threads, Pre-recorded Audio and Video e-Learning Course

Online Training/Emergency Human Resource Capacity Building					
Challenges/Opportunities		Training Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/ Mechanisms
					Learning Management Software <i>(In some cases, downloading and installation of Mobile App Software is required)</i>
No Internet		With PC/ Tablet			Learning Resource Package Courseware
No Internet		With Mobile (Smartphone)			Digitized Learning Resource Package
No Internet		Without PC/Tablet/ Mobile but With TV/Player			Learning Resource Package Courseware
Traditional Face-to-Face with Social Distancing		Total No. of Participants is 20 or less	Traditional Face-to-Face	Instructor-led Training (ILT)	Presentation Materials Handouts Audio/Video Materials

Online Learning/Emergency Remote Teaching

Challenges/Opportunities		Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
With Internet Access	With PC/ Tablet	Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of Learning Resource Materials/Modules in multimedia (slides, video and audio files) * Digital Packets (Learning Materials) * The use of e-learning materials * The use of computer-based learning resources
				ONLINE DISTANCE LEARNING * Features the teacher facilitating learning and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning is a form of live synchronous platform where it requires both parties to have good and stable internet connection. It is often more interactive than the other types of distance learning. The responses is real-time. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies. The use of DepEd Commons and LR Portal falls in this category as both requires internet connectivity to have access.	*The use of virtual classrooms e.g. Google Classroom Edmodo Schoology *The use of Web-Enhanced Learning Activities *Free access to OERs (Open Educational Resources) *Access to LR Portals *Access to DepEd Commons *Free access and observance of Intellectual Property Rights to some of the educational sites/resources: BrainPop Curiosity Stream Tynker Outschool Udemy iReady Beast Academy (Math) Khan Academy Creative Bug Discovery Education YouTube Channels: Crash Course Kids Science Channel SciShow Kids National Geographic Free School Geography Focus TheBrainScoop Kids Learning Tubes * The use of Radiobased Instruction with Modules * On-air segment for lectures/classes * The use of print materials/learning resources (modules, worksheets, activity sheets, etc.)
				TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.	

Online Learning/Emergency Remote Teaching				
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) *The use of digital packets (learning materials)
	With Mobile	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of Learning Resource Materials/Modules in multimedia (slides, video and audio files) * Digital Packets (Learning Materials) *The use e-learning materials * The use of computer-based learning resources
			ONLINE DISTANCE LEARNING * Features the teacher facilitating learning and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning is a form of live synchronous platform where it requires both parties to have good and stable internet connection. It is often more interactive than the other types of distance learning. The response is real-time. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies. The use of DepEd Commons and LR Portal falls in this category as both requires internet connectivity to have access.	* The use of mobile learning Apps * The use of virtual classrooms (Google Classrooms, Edmodo and Schoology) * The use of Web-Enhanced Learning Activities * Free access to OERs (Open Educational Resources) * Access to LR Portals * Access to DepEd Commons * Connecting mobile to ordinary TV using Weecast Dongle

Online Learning/Emergency Remote Teaching				
Annex D	Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy
No Internet				TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.
		HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.	* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) *The use of digital packets (learning materials)
		Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.
		HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.	* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) *The use of digital packets (learning materials)

Online Learning/Emergency Remote Teaching

Annex D

Online Learning/Emergency Remote Teaching

Challenges/Opportunities		Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
	With Mobile (Android)	Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	* The use of Learning Resource Materials/Modules in multimedia (slides, video and audio files) * Learning Apps (install first, then can be used offline)
		HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.)
	Without PC/Tablet/Mobile With TV/Player	Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers. TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.	*Developed Learning Resources and Teaching Guides saved,transferred to Compact Discs Distribution Mechanism: a. Partnership with LGUs (Barangay level) b. Parents * Air time for lectures/classes

Online Learning/Emergency Remote Teaching				
Annex D	Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy
		HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.	
			With TV/Cable	
		Distance Learning	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers. TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.
		HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.	* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) * The use of digital packets (learning materials)

Online Learning/Emergency Remote Teaching				
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
	With TV	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/ instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers. TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.	* The use of the print materials/ learning resources (modules, worksheets, activity sheets, etc.) * Air time for lectures/classes
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		* The use of the print materials/ learning resources (modules, worksheets, activity sheets, etc.)
	With Radio	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCES LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/ instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers. TV/Radio-Based Instruction shall utilize the SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for Radio-Based Instruction.	* The use of Radiobased Instruction with Modules * On-air segment for lectures/classes * The use of print materials/ learning resources (modules, worksheets, activity sheets, etc.)

Online Learning/Emergency Remote Teaching				
Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
				* The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.) * The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.)
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		
	Without TV	This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents and guardians. The challenge will be in dealing with learners not capable of independent learning. This will be again the subject for further discussion within DepEd, with partners and with parents. Since visits to the school will be limited (usually for assessments), the availability of teacher's and learner's materials needs to be in place (LR Portal and DepEd Commons will be maximized), with the option of tapping TV and radio stations.	MODULAR DISTANCE LEARNING * Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.	
	Without Radio			
	HOME SCHOOLING	Is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a homebased environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignment with the curriculum. Thus, this will be subject of a later DepEd issuance before the expansion of this modality.		

Online Learning/Emergency Remote Teaching					
Challenges/Opportunities		Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
Traditional Face-to-Face with Social Distancing	Total number of learners is 20 or less in a class	BLENDED LEARNING	This refers to a learning modality that allows for a combination of face to face and online distance learning (ODL), face-to-face and modular distance learning (MDL), face-to-face and TV/Radio-based Instruction (RBI), and face-to-face learning and a combination with two or more types of distance learning. Blended learning will enable the schools to limit the face to face learning delivery modality, afford social distancing, and decrease the volume of people outside the home at any given time. Critical for implementation will be the production of the needed teacher's and learners' learning materials (LR Portal and DepEd Commons will be maximized), and the needed support of media institutions like TV and radio stations.	Flipped Classroom (Only for those with Internet Connection)	The use of print/non-print learning materials such as but not limited to the following: * Modules * Worksheets * Activity Sheets Note: The usual during the normal days * The use of gadgets for K to 3 SpEd learners
		TRADITIONAL FACE TO FACE	Is the traditional learning environment where the students and the teachers are both physically present in the classroom Delivered through: * Opportunities for active engagement * Immediate feedback * Socio-emotional development of learners	MISOSA	
				IMPACT	
				OHSP	
				Project EASE	
				Face to Face and Modular Learning	* The use of Digital Format- PDF Flat * The use of Digital Format- Interactive Materials
				Community-based Instruction (ALIs)	* The use of CLCs
	Total number of learners is 21 and above in a class	APPRENTICESHIP	Provides Senior High School learners with opportunities for actual immersion in workplace situations under the supervision of a certified practitioner Appropriate for: Selected TVL specializations that require more onsite learning and application skills than academics This refers to a learning modality that allows for a combination of face to face and online distance learning (ODL), face-to-face and modular distance learning (MDL), face-to-face and TV/Radio-based Instruction (RBI), and face-to-face learning and a combination with two or more types of distance learning. Blended learning will enable the schools to limit the face to face learning delivery modality, afford social distancing, and decrease the volume of people outside the home at any given time. Critical for implementation will be the production of the needed teacher's and learners' learning materials (LR Portal and DepEd Commons will be maximized), and the needed support of media institutions like TV and radio stations.	Flipped Classroom (Only for those with Internet Connection)	The use of print/non-print learning materials such as but not limited to the following: * Modules * Worksheets * Activity Sheets Note: The usual during the normal days * The use of gadgets for K to 3 SpEd learners

Online Learning/Emergency Remote Teaching

Challenges/Opportunities	Learning Options	Description/Details	Type/Modality/Approach/Strategy	Suggested Platforms/Resources/Mechanisms
	TRADITIONAL FACE TO FACE	Is the traditional learning environment where the students and the teachers are both physically present in the classroom Delivered through: * Opportunities for active engagement * Immediate feedback * Socio-emotional development of learners	MISOSA	
			IMPACT	
			OHSP	
			Project EASE	
			Face to Face and Modular Learning	* The use of Digital Format- PDF Flat
			Community-based Instruction (ALS)	* The use of Digital Format- Interactive Materials
				* The use of CLCs
			Modified Shifting of Classes (MSC)	
			In the shifting of classes, teaching is directly focused on concepts with corresponding activities. Supplemental activities and Assessments shall be done, brought by the learners when shifted at home.	
			The shifting depends on how many days the competencies could be covered based on the competency codes and the number of competencies to be covered in all learning areas.	
		Shifting of Classes with Dyadic Teaching (SCDT)		
		In this scheme, there would be two teachers inside the class per learning area. The number of learners they would handle should be the total number of learners they handled in the normal days. During the dyadic teaching, learners have to go through series of individual activities after teaching the learning competencies to be facilitated, monitored by the two teachers.		
		ESM-Focused Teaching (Junior HS) (ESMT)		
		In this approach, only English, Science and Mathematics shall be taught in school. Other learning areas shall be using the modular, home-based approach.		
		RESM-Focused Teaching (Elementary) (RESMT)		
		In this approach, only Reading, English, Science and Mathematics shall be taught in school. Other learning areas shall be using the modular, home-based approach.		
		Core/Specialized-Focused Teaching (SHS) (CST)		
		In this approach, only core and specialized subjects shall be taught in school. Applied subjects shall be using the home-based, life skill, modular approach.		
		Note: Modalities that are subject for thorough discussion and most importantly requiring approval prior to implementation		
LEGEND: The following modalities require submission of detailed standards and approval from the Regional Director prior to implementation:				
* Modified Shifting of Classes (MSC)				
* Shifting of Classes with Dyadic Teaching (SCDT)				
* ESM-Focused Teaching (Junior High School)				
* RESM-Focused Teaching (Elementary)				
* Core/Specialized-Focused Teaching (SHS)				
Prepared by:	ISIDRO M. BIOL JR., PhD			
	Chief, CLMD			

Health Protocols for Learners, Teachers and Non-teaching Staff

Modality	Reduce Vulnerability	Reduce Transmission	Reduce Contact	Monitor Probable Infection
1. Face-to-face Enrolment	Information drive for enrolment procedure and requirements posted on school boards, social media, radio broadcast and other modes of communication to orient parents, guardians and learners of the enrolment protocols on preventive measures	Maintain handwashing facility with soap or hand sanitizers at the entrance of the school premises	Regulate entry of parents and learners, allow only those who will process the enrolment application. Accompanying client with no business in school shall wait outside the school campus	Scan parents, learners, teachers and non-teaching staff upon entry
	Encourage teachers, non-teaching staff, parents and learners to bring their own drinking water, meals and snacks	Implement mandatory use of face masks	Maintain a policy of one client per staff to process the enrolment	Monitor symptoms and report to school health personnel for appropriate referrals
	Provide suitable, comfortable and well-ventilated classroom or open court for enrolment process to sustain the immune system	Disinfect daily the classrooms used for enrolment, comfort rooms and handwashing facilities	Put marking guides on the floors, chairs and tables for parents to be aware of the social distancing requirement	Observe and follow standard referral protocols
	Provide regular drinking water within the school's common area	Require parents to bring their own ballpen and avoid using the same ballpen for enrolment purposes	Set up a waiting area with chairs appropriately arranged observing the 1 meter distance	
	Provide clean dining areas for parents, teachers and learners	Maintain signages implementing the proper coughing etiquette	Ensure that each enrolment step is fully understood by each parent and teachers to avoid compromising the social distancing protocol	
		Implement mandatory handwashing and passing through foot bath before entry in the enrolment room	Install protective cellophane or cover glass windows that will fully separate the parent from the staff that process the enrolment	
2. Face-to-face Learning		Provide alcohol and sanitizers in every step of the enrolment process	Determine directional walkways in halls and stairs	
		Parents to bring their own alcohol and sanitizers		
	Regular daily exercise of 10-15 minutes in the morning and in the afternoon must be included in each class program	Implement mandatory use of face masks	Limit to at least 20 learners per classrooms	Scan parents, learners, teachers and non-teaching staff upon entry

Health Protocols for Learners, Teachers and Non-teaching Staff

Modality	Reduce Vulnerability	Reduce Transmission	Reduce Contact	Monitor Probable Infection
	Design classrooms into a conducive learning area, free from dusts, pollution and leaking, where there is a free-flow of fresh air to maintain the level of immune system of learners and teachers	Maintain handwashing facility with soap or hand sanitizers at the entrance of the school premises	Install plastic dividers per chair to ensure separation of learners from one another	Monitor daily learners symptoms and signs of flu, colds and cough
	Encourage teachers, non-teaching staff, parents and learners to bring their own drinking water, meals and snacks	Disinfect daily before and after each use classrooms, comfort rooms, railings, door knobs, and other high contact common areas	Teachers should wear protective masks during lectures and should stay at the designated area appropriately marked at 2 meters away from the nearest chair of a learner	Inform parents immediately of their child's condition in case symptoms are noted
	Provide regular drinking water in every classroom and School administrators and teachers shall take the lead in making a habit of drinking water every hour of the day	Maintain signage implementing the proper coughing etiquette	Never leave their learners alone in their classroom to avoid learners from socializing with one another.	Maintain and strengthen health monitoring in schools
	Prohibit presence of vendors within the school premises	Disinfect all entering service vehicles	Formulate school policy on absolute observation of social distancing and avoid contact with one another.	Observe and follow standard referral protocols
	Provide clean dining areas for parents, teachers and learners	Implement mandatory handwashing and passing through foot bath before entering the classroom and frequent handwashing shall be done thereafter	Avoid activities that will trigger learner's contact with one another, such as dances, plays, etc.	Conduct daily survey for learners, teachers and non-teaching staff of any feeling/symptoms
	Post classroom rules to be observed by parents, learners and school personnel	Provide alcohol and sanitizers in every classroom for use of teachers and learners		
		Send copies of school rules on minimum health standards and protocols to be observed by learners in schools to their parents for them to remind their children		
		Equip learners with personal hygiene kits		
		Should not report to school if manifesting any symptoms of flu, colds, cough, and other related illness		
	Regular 5-minute exercise before and after each session	Implement mandatory use of face masks	Avoid conduct of exercises and activities that will create contact with participants	Scan participants, facilitators and secretariat upon entry
3. Face-to-face Training				

Health Protocols for Learners, Teachers and Non-teaching Staff

Modality	Reduce Vulnerability	Reduce Transmission	Reduce Contact	Monitor Probable Infection
s	Provide sufficient flowing coffee and drinking water in each session hall	Require participants to bring their own ballpen for registration purposes and avoid borrowing from each participant	Use modalities that is effective without compromising the stringent social distancing requirement	Monitor symptoms and report to training secretariat for appropriate referrals
	Include in the specifications the provision of nutritious food, drinks and snacks to boost the participants and facilitators immune system	Maintain signages implementing the proper coughing etiquette	Limit accomodation to only two participant in each room	Observe and follow standard referral protocols
		Implement mandatory handwashing and passing through the foot bath before each entry in the session hall and frequent handwashing thereafter	Ensure 1 meter seat distance of each participant	Training secretariat must at least be composed of one health personnel as member to monitor health concerns
		Provide alcohol and sanitizers in every table for the facilitators and participant's use	Mark floors to guide participants during meal time, in case a buffet serving is resorted to	Conduct daily survey for participants and facilitators of any syptoms
		Send advance copies of training rules to head of offices of the training health standards and protocols to be observed during trainings	Arrange tables and chairs for registration at a 1 meter distance	Refer immediately to stand by health personnel of any health issues
		Should not attend trainings if manifesting any syptoms of flu, colds, cough, and other related illness		
		Disinfect daily training venues, microphones, chairs, table tops, floors, door knobs, railings and other high contact common areas		
		Set standard health protocols before the training to ensure compliance		

Annex F Online Learning/Emergency Remote Teaching Fund Source				
Challenges/Opportunities		Learning Options	Type/Modality/Approach/Strategy	Fund Source
With Internet Or No Internet	With PC/ Tablet	Distance Learning	Modular Distance Learning	School MOOE
			Online Distance Learning	- office supplies, other supplies and materials
		Home Schooling	TV/Radio-Based Instruction	- printing and publication expenses
			Modular Distance Learning	- internet subscription expenses
With Internet Access Or No Internet	With Mobile	Distance Learning	Modular Distance Learning	- mobile expenses
			Modular Distance Learning	
		Home Schooling	TV/Radio-Based Instruction	
			Modular Distance Learning	- membership to organization
No Internet	Without	Distance Learning	Modular Distance Learning	School MOOE
		Home Schooling	Modular Distance Learning	- office supplies, other supplies and
		Distance Learning	Modular Distance Learning	- printing and publication expenses
		Home Schooling	Modular Distance Learning	
		Distance Learning	Modular Distance Learning	
		Home Schooling	Modular Distance Learning	
		Distance Learning	Modular Distance Learning	
		Home Schooling	Modular Distance Learning	
		Distance Learning	Modular Distance Learning	
		Home Schooling	Modular Distance Learning	
Traditional Face-to-Face with Social Distancing	Total number of learners is 20 or less in a class	Traditional Face to Face		School MOOE
				office supplies, other supplies and materials
				printing and publication expenses

Annex G			OPERATION BALIK ESKWELA (June 1-August 29)	
With Internet Access		With PC/ Tablet	Modality	
No Internet			1. Orientation for parents and teachers via official websites and social media accounts; may also be conducted onsite (covered courts, classrooms) per batch of 50 or less, depending on the capacity of venue, observing physical distancing. 2. Press Conference onsite last week of May with online access through Facebook live/ Google Meet/ Zoom/ etc, observing physical distancing	
		With Mobile	do	
		With PC/ Tablet	Traditional face to face modality with physical distancing	
		With Mobile (Android)	do	
	Without PC/ Tablet/ Mobile	With TV/ Player	3. Disseminate/ access OBE information through local TV station/s	
		With TV/ Cable	4. Press conference conducted onsite with physical distancing, broadcast through local TV and radio stations	
		With TV	do	
		With Radio	do	
			5. Disseminate/ access OBE information through local radio station/s	
			6. Press conference conducted onsite with physical distancing, broadcast through radio stations	
		Without TV	7. Disseminate/ access OBE information through local radio station/s	
		Without Radio	8. Contact/ visit SDO or schools on OBE information and other activities	

Annex H LEARNING CONTINUITY PLAN FOR DRRM, HEALTH AND PARTNERSHIP BUILDING (AUGUST 2020-APRIL 2021)						
Challenges/Opportunities		Learning Objectives	Description/Details	Type/Modality/Approach/Strategy	Suggested Platform/ Resources/ Mechanisms	Time Frame
With Internet Access	With PC/Tablet/ Mobile	To ensure education continuity by providing and establishing mechanisms, platforms, systems, strategies and opportunities to learners and teachers amidst limitations of natural and human-induced hazards;	☐ Regional and Division Offices need to conduct online training to teachers on accessing and using online lessons or e-learning tools approved/quality assured by CO to establish standards and consistency; ☐ Trained teachers familiarize the online tools and able to provide assessment and technical assistance to parents and their students. ☐ School management conduct profiling and/or listing of learners for the SY who have access to internet connection via PC or Tablet in partnership with the Barangay Officials and GPTA. ☐ School management establish official and permanent storage of online courses with online assessment of student's progress. ☐ Once profiled and/or listed, school management contact the parents/guardians of the learners and inform them of the online access to lessons via internet access; ☐ RO and SDOs conduct periodic monitoring of school performance particularly on using the e-learning tools and online access; this is to include lessons on disaster preparedness and resiliency; ☐ Validate recipient schools of WINS and construct WINS facilities in verified schools with periodic monitoring of progress; ☐ Regional/Division Offices coordinate with the LGUs and partner stakeholders that can provide support to schools to purchase equipments/gadgets for online access of e-learning tools and/or internet access or	Online access to e-learning tools made available to parents and learners; Applicable to both PC/Tablet/Mobile so long as with Internet Access; Validation of WINS recipient schools Use of social media to access RBIs	CO-prescribed online/e-learning tools Email messaging Google Meet Zoom and Teams Other social media AM/FM stations (frequency)	June 2020 to April 2021

Annex H LEARNING CONTINUITY PLAN FOR DRRM, HEALTH AND PARTNERSHIP BUILDING (AUGUST 2020-APRIL 2021)					
			facilities that can accommodate learners to use internet connections; ☐ Include in the internet access the videos and other graphics on continuous health and wellness activity to ensure compliance to CoVID-19 directives. ☐ Establish partnerships with Radio Stations for the Radio-based Instructions and monitor feedback on the delivery/airing of the lessons through radio frequencies/stations; RBIs can also be posted to social media to share to all learners, parents and teachers.		
No Internet	With PC/Tablet/Mobile/Android/Radio	To ensure education continuity by providing and establishing mechanisms, systems, platforms, systems, and strategies and opportunities to learners and teachers amidst limitations of natural and human-induced hazards;	☐ Parents/guardians go to school and get copies of the lessons. They should also be trained how to use the tools at home; ☐ School management establish periodic assessment of students thru limited school visits or teachers conduct home visits whenever applicable and practical; ☐ Establish partnerships with Radio Stations for the Radio-based Instructions ☐ Deliver of lessons through radio frequencies/stations	☐ Partnership with the barangay officials and GPTA to inform the parents/guardians; ☐ Conduct information drive in the barangays;	CO-prescribed learning tools/instructions that can be done offline
					June 2020 to April 2021

Annex I MONITORING AND EVALUATION				
			M & E Options	Type / Modality / Approach / Strategy
With Internet Access		With PC/ Tablet With Mobile	Online	*Teleconferencing (Zoom, Google Meet, Hangouts) *Online Evaluation with QR Code/Link *QATAME System *FB Group Messenger
No Internet		With PC/ Tablet	Offsite/Onsite observing Physical Distancing	*School Visit observing social distancing *Offline Evaluation using hardcopy
		With Mobile (Android)	Offsite/Onsite observing Physical Distancing	*Call and Text
	Without PC/Tablet/Mobile	With TV/Player With TV/Cable With TV With Radio	Offsite/Onsite observing Physical Distancing	*School Visit observing social distancing *Offline Evaluation using hardcopy * M & E with the linkages/partnerships established by the SDOs on TV Station, Local Cable Service Provider and Radio Station *M & E on quality assured learning resource materials.
Traditional Face-to-Face with Social Distancing		Without TV Without Radio	Offsite/Onsite observing Physical Distancing	*School Visit on availability of quality assured learning resource materials
	Total number of learners is 20 or less in a class		Offsite/Onsite observing Physical Distancing	M & E on standard class size applying traditional face-to-face with social distancing