



Republic of the Philippines
Department of Education
CARAGA REGION



June 11, 2020

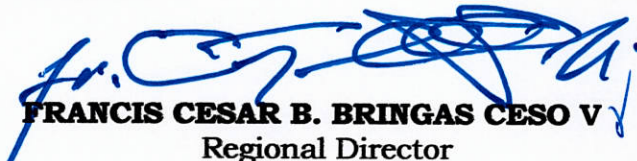
REGIONAL MEMORANDUM

No. 251, s. 2020

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

**PADAYON ANG EDUKASYON SA CARAGA
THE LEARNING CONTINUITY PLAN FOR BASIC EDUCATION IN CARAGA**

1. The Department of Education is committed to ensure continuity of the delivery of quality basic education amidst challenges.
2. With the planned reopening of schools on August 24, 2020, DepEd Caraga has come up with its contextualized Learning Continuity Plan (LCP) to guide its administrators, teachers, parents, and all its stakeholders in adopting to short-and long-term changes that are brought about by the pandemic to the basic education system.
3. The major goal of the Caraga Basic Education-Learning Continuity Plan (LCP) is for **inclusive education** to continue in the context of COVID-19 and for learners to continue learning and for teachers to deliver instruction through online learning and emergency remote teaching in a safe environment.
4. Attached herewith is the Caraga Basic Education-Learning Continuity Plan.
5. It is a blueprint. Its operationalization is at the level of the Schools Division Offices. The SDOs are given the flexibility to develop, operationalize, and implement their respective learning continuity plans as each considers its own unique context.
5. The submission of SDOs LCPs will be at the end of June 2020.
6. For your information, guidance and compliance.


FRANCIS CESAR B. BRINGAS CESO V
Regional Director

Encls.: as stated

Reference: DepEd Order 007, s. 2020

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM LEARNING CONTINUITY PLAN

HRDD/vcn
06/11/2020



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



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Trunkline No: (085) 342-8207
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Email: caraga@deped.gov.ph



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PREFACE

Education can and must continue amidst the COVID-19 pandemic that has put the country in an unprecedented predicament.

As we continue to confront the issues brought about by the pandemic, the Department of Education Caraga Region is addressing the challenges in the basic education by contextualizing a Learning Continuity Plan (LCP). The contextualized LCP is our response and our commitment in ensuring the health, safety, and well-being of our learners, teachers, and personnel in the time of COVID-19 as we prepare for the reopening of schools.

It is hoped that this LCP will shed light to the 12 schools division offices, schools and learning centers in the region as they contextualized their own LCP based on their unique local situations and risk severity.

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PADAYON ANG EDUKASYON SA CARAGA
The Learning Continuity Plan for Basic Education in Caraga

Introduction

The outbreak of COVID-19 has put the world in shock and caught most countries unprepared. The virus, being novel and highly contagious, has put humanity in fear.

The World Health Organization (WHO) describes coronavirus as a large family of viruses that can cause respiratory illnesses. The most common symptoms of COVID-19 are fever, dry cough, sore throat, diarrhea, headache, and tiredness. Some patients may have aches and pains, nasal congestions, sore throat and difficulty of breathing.

Like the rest of the world, the Philippines was not spared from this pandemic. COVID-19 hit our country and the Department of Health (DOH) announced the first patient who was tested positive on January 30, 2020.

The initial government response to suspend classes and the imposition of community quarantine disrupted classes first at the National Capital Region (NCR) beginning March 14, 2020. Later on, classes were suspended nationwide.

While COVID-19 pandemic is not yet fully contained and still raging, this has put the Department of Education in certain degree of threat, challenges and uncertainties relative to its reopening of schools.

Primarily, DepEd is committed to ensure continuity of the delivery of quality basic education amidst challenges. DepEd Order 007, s. 2020, re: School Calendar and Activities for School Year 2020-2021, paragraph 2 states that, "Education must continue to give hope and stability, contribute to the normalization of activities in the country, facilitate development of our learners and bring normalcy to their lives, but health and safety of learners and school personnel are of utmost importance and must be protected at all times".

Regardless of a country's capacity to provide appropriate and continued access to learning during crises and school closures, all education systems should prepare for schools to reopen when the time comes. This process poses many challenges for education authorities and careful planning is essential.

As DepEd Secretary Leonor M. Briones puts it, "the Learning Continuity Plan (LCP) is our major response and our commitment in protecting the health, safety, and well-being of learners, teachers, and personnel. Education can and must continue but under the guidelines of Inter-Agency Task Force (ITAF) and the health protocols set by the Department of Health and the World Health Organization".

With the planned reopening of schools on August 24, 2020, DepEd Caraga has come up with its contextualized Learning Continuity Plan to guide its administrators, teachers, parents, and all its stakeholders in adopting to short-and long-term changes that are brought about by the pandemic to the basic education system. As schools prepare for reopening, a coordinated and integrated approach is critical to addressing children's holistic needs.

Goal

The major goal of the Caraga Basic Education-Learning Continuity Plan is for **inclusive education** to continue in the context of COVID-19 and for learners to continue learning and for teachers to deliver instruction through online learning and emergency remote teaching in a safe environment.

Brief Situational Analysis of Caraga Region

Enrollment Profile

The following discussion presents the context of DepEd Caraga which includes the total number of learners, DepEd personnel and the factors like learners’ and teachers’ readiness in the reopening of schools during the pandemic.

In Caraga region, a total of 703,476 learners are from public schools while 71,760 learners are from private schools.

Basic Education	Public		Sub-Total	Private		Sub-Total	Grand Total
	Male	Female	Total	Male	Female		
Elementary	222,334	205,054	427,388	10,440	9,173	19,613	447,001
Secondary	138,505	137,583	276,088	25,531	26,616	52,147	328,235
Total	360,839	342,637	703,476	35,971	35,789	71,760	775,236

Table 1: Number of learners in Caraga Region from the EBIS of the Department of Education

Teaching and Non-Teaching Personnel Profile

The 12 Schools Division Offices have 29,621 teaching personnel, 2,349 teaching related personnel, and 2,713 non-teaching.

The teaching personnel are involved in teaching students inside or outside the classroom; teaching related personnel are in charge of managing and supervising classroom instruction such as the school principals, department heads, supervisors and public schools district supervisors; and the non-teaching are the accountants, planning officers, human resource management officers, records officers, cashiers, engineers and others who do not engage in classroom teaching at any level.

Teaching	Teaching-Related	Non-Teaching	Total
29,621	2,349	2,713	34,683

Table 2: Number of DepEd Personnel in Caraga Region from the EBIS of the Department of Education

Geographical Profile of School

The schools in Caraga Region may also be classified into four categories for the purpose of the Learning Continuity Plan.

1. Urban schools

-

schools with large population, high enrollment rate and are usually located in cities or in highly industrialized places
2. Rural Schools

-

schools which are located in loosely, less crowded areas, small population rate and are located in barangays, villages or towns

3. Island schools - schools are situated in the islands within the division
4. Isolated schools - schools that are geographically isolated and requires additional resources to provide an adequate education for their students

The geographical profile of schools in Caraga Region is shown in the table below.

Urban	Rural	Island	Isolated
15.24%	71.96%	6.70%	6.10%

Table 3: Geographical Profile of Schools in Caraga Region

Source: Gathered from the Planning Officers of the 12 SDOs of DepEd Caraga consolidated by the PPRD-RO

In an attempt to come up with a contextualized LCP, DepEd Caraga Region has maximized the inputs from the Central Office and conducted series of consultations through teleconferencing with the Schools Division Superintendents, Assistant Schools Division Superintendents, Chiefs of the different Functional Divisions, Education Program Supervisors and other personnel.

The UNICEF's framework for the reopening of schools and the World Bank report on the impact of the pandemic on education and the policy responses have been helpful in the development of this Learning Continuity Plan.

Beneficial to the crafting of this contextualized LCP are the information gathered from the guidance and practical advice on how to keep children and teachers safe when they return school from the UNICEF, UNESCO, World Food Program and the World Bank.

The University of the Philippines College of Education (UPCEd) Education Resilience and Learning Continuity Plan (ERLCP) also served as a guide in the progression of DepEd Caraga's LCP.

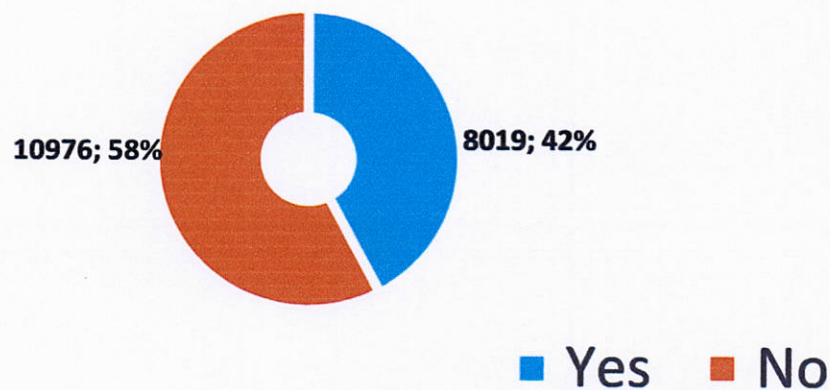
Moreover, online survey on learners' and teachers' readiness in the reopening of schools vis-à-vis online learning and online teaching were also conducted by DepEd Central, Region, Divisions and Schools.

Online Survey Results

In Caraga region, an online survey was conducted and the following are the highlights of the survey.

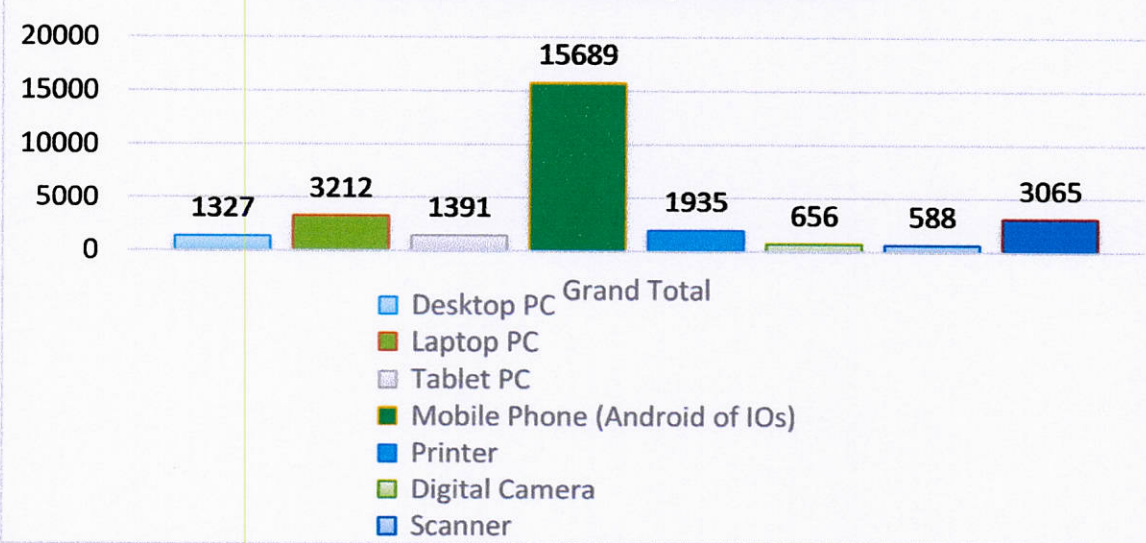
Forty-two per cent (42%) of the learners have internet connectivity at home while 58% of our learners do not have internet connectivity. The succeeding graphs will show the number and types of devices our learners have, the literacy level of learners in internet surfing and learners' confidence in coping with online learning.

Internet Connectivity at Home

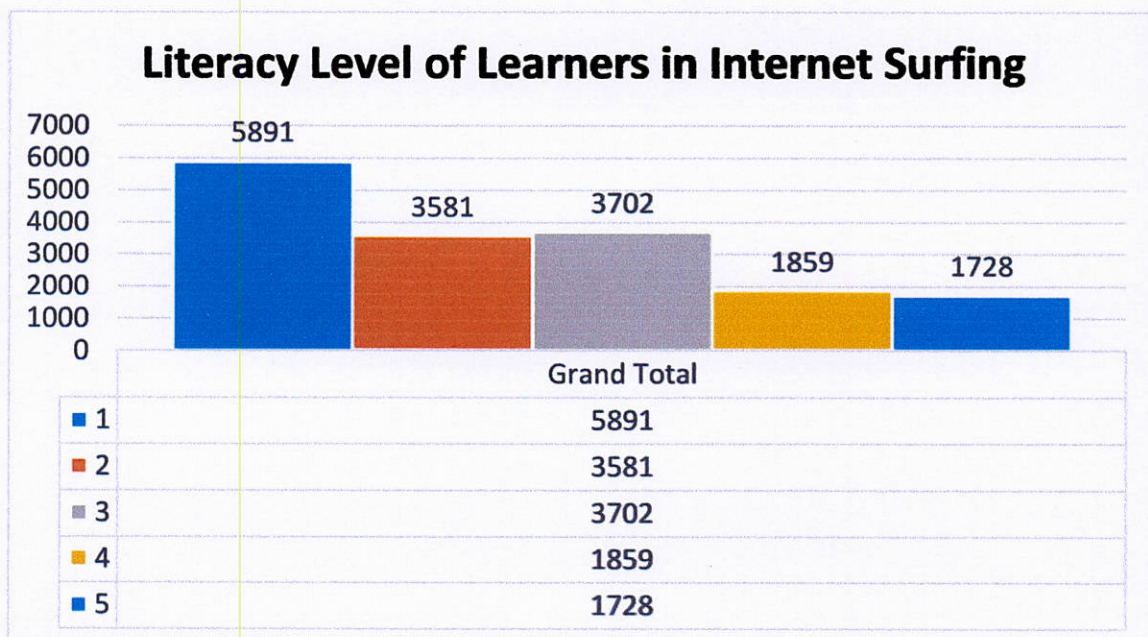


Source: DepEd Caraga Online Survey on Learners' Readiness

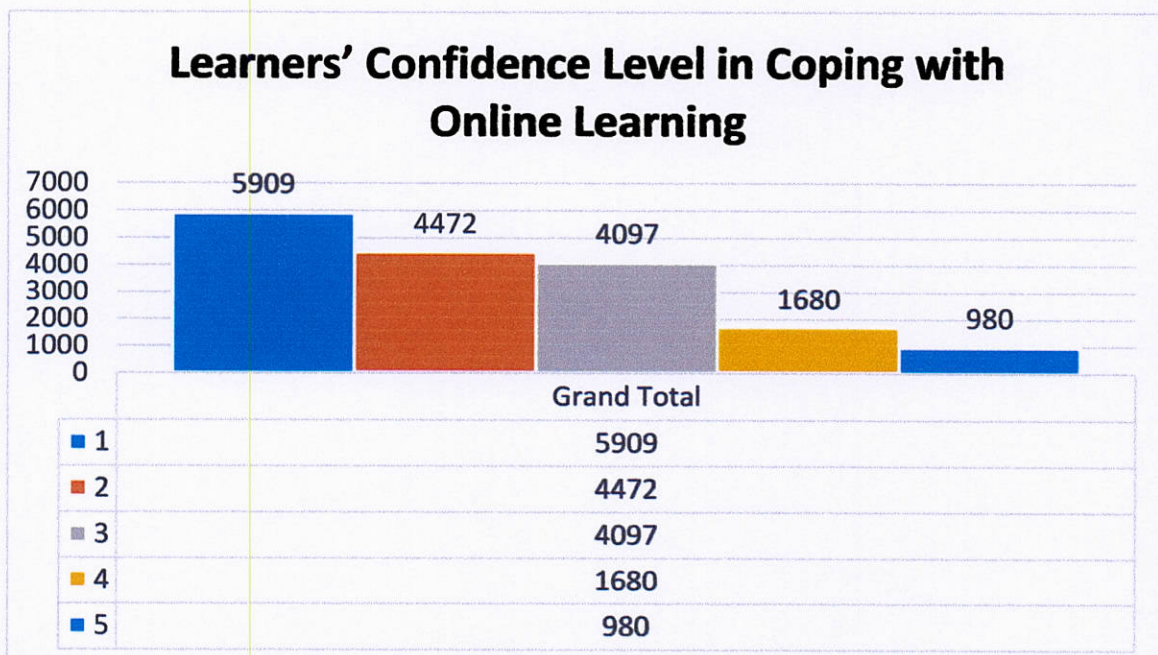
Devices Owned by Learners



Source: DepEd Caraga Online Survey on Learners' Readiness



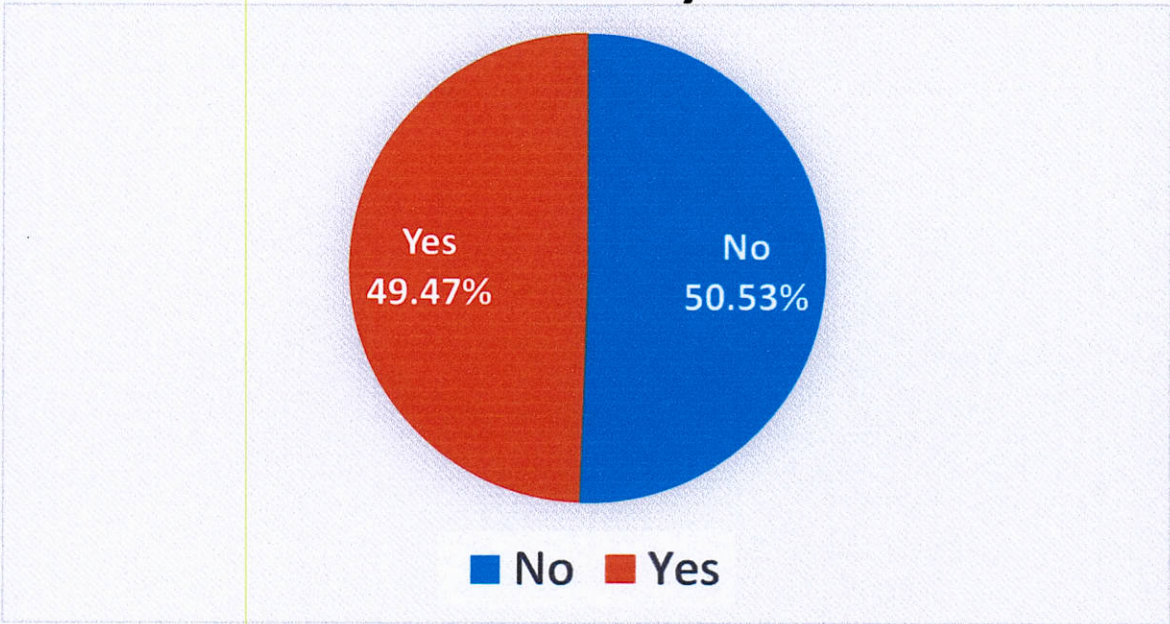
Source: DepEd Caraga Online Survey on Learners' Readiness



Source: DepEd Caraga Online Survey on Learners' Readiness

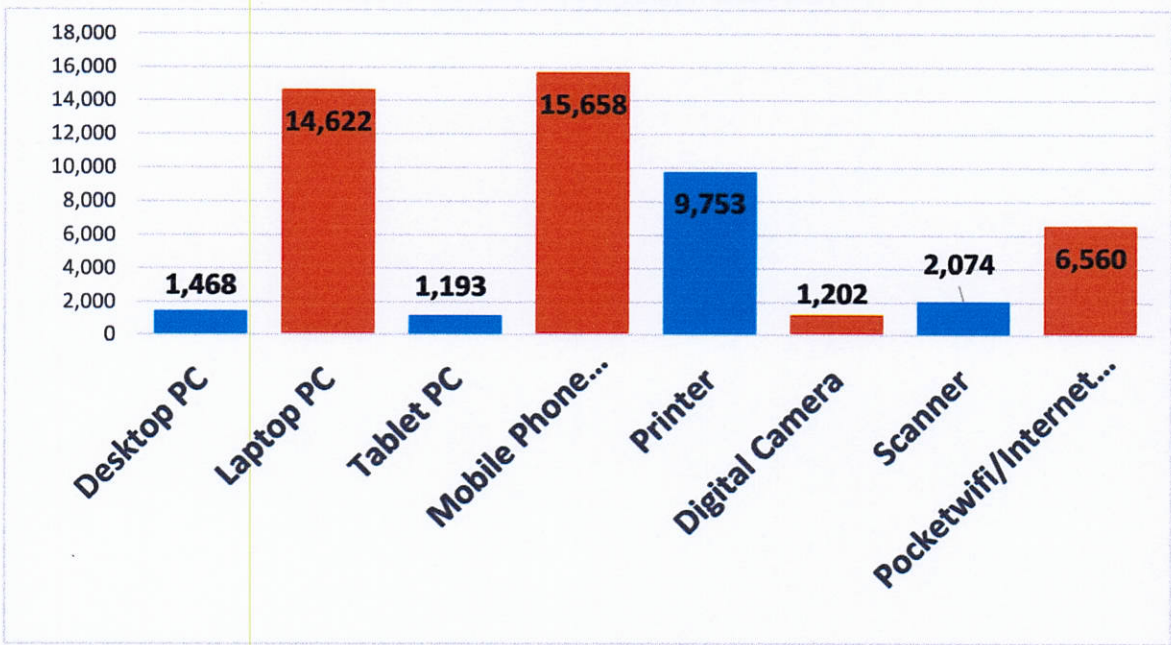
As for the teachers, results reveal that 49.83% of the teachers have internet connectivity at home while 50.17% have no internet connectivity at home. The succeeding graphs will show the number and types of devices our teachers have, the literacy level of teachers in internet surfing and teachers' confidence in coping with online learning.

Internet Connectivity at Home



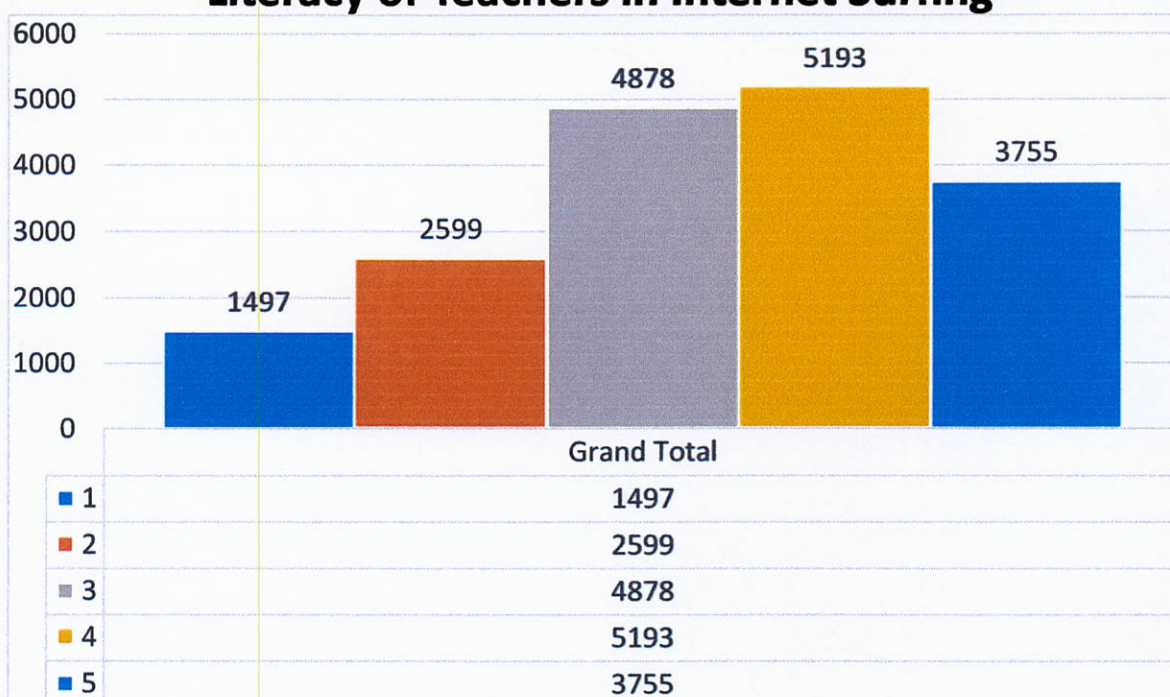
Source: DepEd Caraga Online Survey on Teachers' Readiness

Devices owned by Teachers



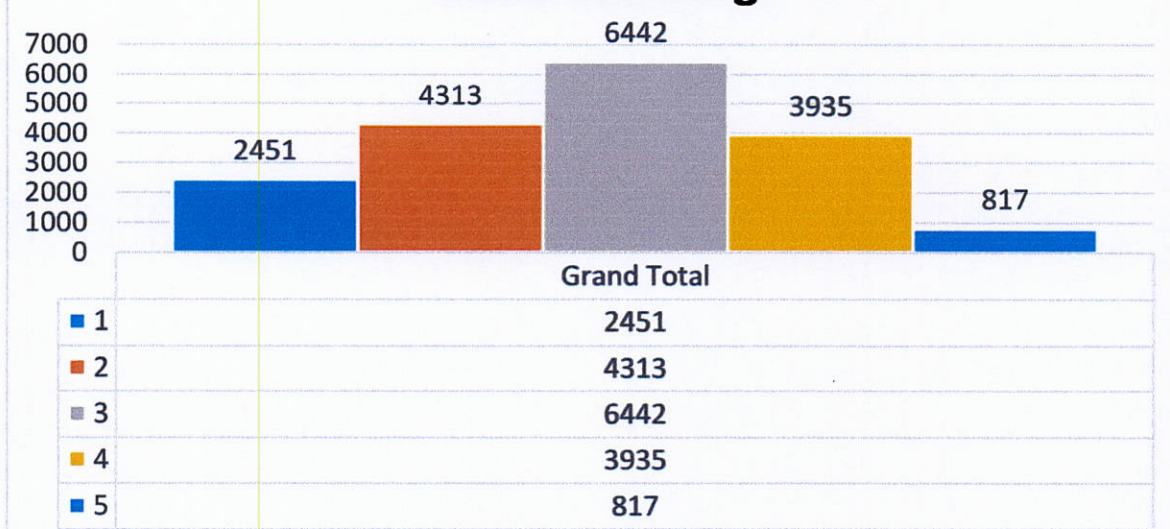
Source: DepEd Caraga Online Survey on Teachers' Readiness

Literacy of Teachers in Internet Surfing



Source: DepEd Caraga Online Survey on Teachers' Readiness

Teachers' Confidence Level in Coping with Online Learning



Source: DepEd Caraga Online Survey on Teachers' Readiness

The context and geographical profile of the schools, learning centers and Schools Division Offices, the learners' and teachers' readiness in remote learning are of paramount importance in choosing the type of learning modality that a division shall adopt in the reopening of schools.

Learning Continuity Plan Framework

The United Nations Children’s Fund (UNICEF) pointed out that disruptions to instructional time in the classroom can have severe impact on a child’s ability to learn particularly the marginalized children. The longer the children are out of schools, the less likely they are to return. Furthermore, prolonged closure of schools may cause stress and anxiety among our children due to loss of peer interaction and disrupted routines. These negative effects of the closure of schools are significantly higher among the marginalized children.

The reopening of schools must be safe and consistent with the country’s overall COVID-19 health protocols with all reasonable measures to ensure safety of learners and teaching personnel.

The framework below is the product of the collaborative effort of all the regional staff together with the 12 Schools Division Offices. Studies on the Framework for Reopening of Schools from UNICEF, World Bank, UNESCO and The University of the Philippines College of Education Resilience and Learning Continuity in the Time of COVID-19 also shed light in the crafting of DepEd Caraga’s Learning Continuity Plan.

The figure shows DepEd Caraga Learning Continuity Plan Framework. It illustrates the situation and challenges of the basic education system. Emphasizing continued learning, the core is surrounded by the six interconnected dimensions that serve as its shield and protection during crisis and emergency. These dimensions are placed at the center to revolve within the principles of Resilience, Innovation and Compassion.

DepEd Caraga Learning Continuity Plan Framework
(Padayon ang Edukasyon sa Caraga)

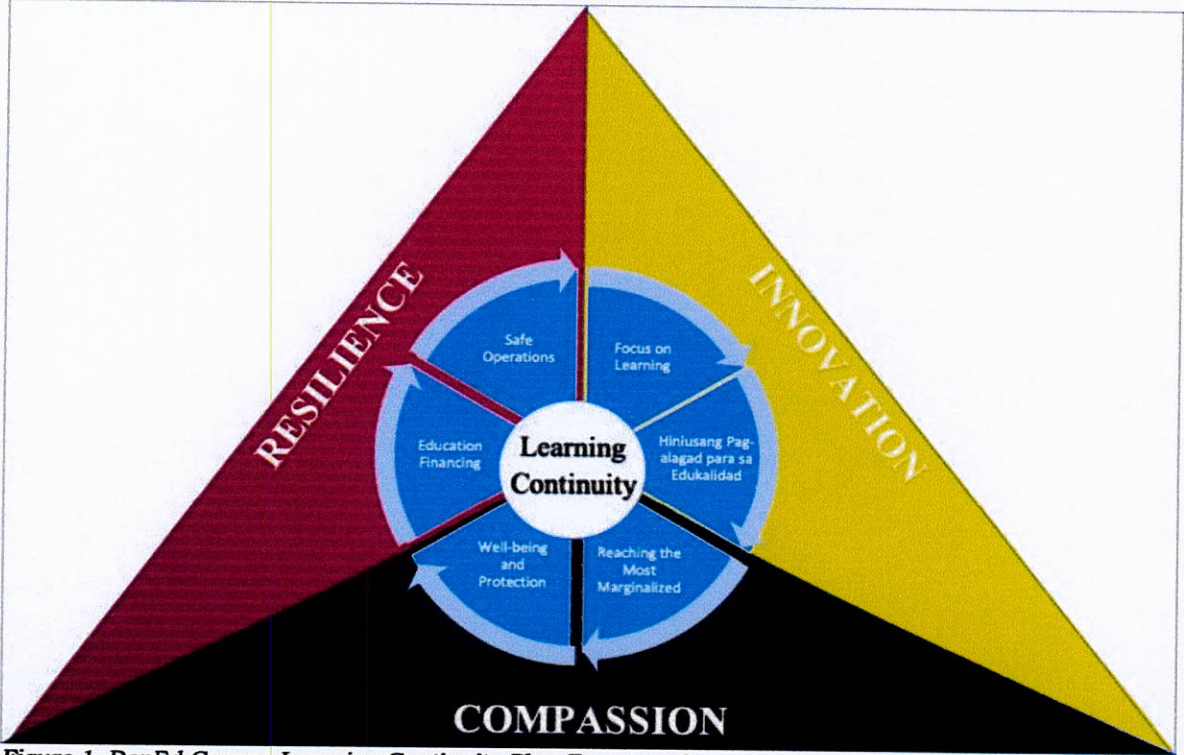


Figure 1. DepEd Caraga Learning Continuity Plan Framework

In crafting the LCP, planners are guided by DepEd's core values, namely, Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa under the guiding principles of:

- **Resilience** – the ability of human being to adjust and adapt to the changes brought about by COVID-19 pandemic to ensure the continuity of learning
- **Innovation** – improvement of the existing practices, resources and networks in upholding quality education amidst challenges
- **Compassion** – act showing priority to safety, health, and well-being of learners and teachers and being sensitive to the needs, constraints and vulnerabilities of the diverse individuals.

To ensure that schools and learning centers are ready in the reopening of schools, there are three phases in the preparation of the reopening: 1) Prior to Opening of Schools; 2) Part of the Opening of Schools; and 3) When Schools Are Opened.

Prior to Opening of Schools: This phase includes, among others, assessment of learners' and teachers' readiness to alternative learning modalities, revising the Annual Implementation Plan (AIP) and Work and Financial Plan (WFP), preparation of Self-Learning Modules (SLMs), Enrollment, Brigada Eskwela and Oplan Balik Eskwela.

Part of the Opening of Schools: This phase includes, among others, online training or emergency human resource capacity building on alternative teaching modalities for teachers and school leaders, preparation of learner's activity sheets and orientation of parents and other stakeholders.

When Schools Are Opened: This phase includes, among others, the implementation of different learning options, compliance to the Most Essential Learning Competencies (MELCs), monitoring and evaluation of the Implementation of the School Calendar, and Assessment of Learning Outcomes.

Key Dimensions of DepEd Caraga Learning Continuity Plan

1. Safe Operations
2. Focus on Learning
3. Hiniyang Pag-alagad para sa Edukalidad
4. Reaching the Most Marginalized
5. Well-being and Protection
6. Education Financing

While the six dimensions are critical in ensuring the readiness of the reopening of schools, one should recall that policy considerations and financial requirements together create the enabling environment needed to support the other dimensions. Moreover, critical policies, procedures and financing plans are needed to improve schooling with focus on safe operations including strengthening remote learning practices. Likewise, proactive approaches to reintegrate marginalized and out-of-school children should also be carefully planned and adopted.

Safe Operations

As schools and learning centers reopen, the health of learners and school staff are of paramount importance. Safe and healthy working conditions are fundamental while working in schools and critical for maintaining motivation and effectiveness during and after the pandemic.

School leaders need to adhere and integrate the standard protocols of health and safety in school operations to increase physical and mental resilience, reduce transmission, reduce contact and reduce duration of infection of the virus.

Focus on Learning

It is vital that curriculum and instruction leaders should provide clear guidance to schools on the implementation of the curriculum.

Learning competencies have been reduced by 60% which resulted to the identification of Most Essential Learning Competencies (MELCs) to maximize learning at mastery level.

By streamlining the learning competencies to the most essential, we will be able to give more focus to the learning activities and resources, and have sufficient time for coverage and mastery. Also, to observe 'time on task' and ensure safety, the conduct of curricular and co-curricular activities is cancelled for the school year (DO 007, s. 2020). Some considerations in designing learning options include planning and content delivery in multiple ways so that all learners can access learning.

The challenges that we have been facing call for everyone to maximize all available resources particularly the appropriate use of communication technology. Hence, teaching personnel must be capacitated on the appropriate use of different Information and Communications Technology tools. Likewise, parents shall be oriented on their roles in assisting their children engaged in modular self-paced learning and other alternative learning modalities that are 'home-based'.

Hiniusang Pag-alagad Para sa Edukalidad

Despite the challenges in the educational system brought about by COVID-19 pandemic, DepEd Caraga region must ensure quality education for all Caraganons.

COVID-19 pandemic has posed a great challenge in our educational system. Amidst the present situation, DepEd Caraga through its Hiniusang Pag-alagad para sa Edukalidad is firm in its commitment to offer quality basic education to the Caraganon learners. With quality education, children's right and equity in society are upheld.

The end goals of Hiniusang Pag-alagad para sa Edukalidad of DepEd Caraga are: 1) Every Learner a Reader; 2) Every Teacher a Learner; 3) Every Education Manager a Teacher; 4 Every School a Home; and 5) Every Partner a Co-owner.

Reaching the Most Marginalized

Inclusive education must be adopted in order to reach the marginalized children such as those learners in difficult circumstances; the forcibly displaced; learners with disabilities, giftedness and talent; Alternative Learning System (ALS) learners; children in conflict with the law; and Indigenous Peoples' learners.

Different learning modalities and appropriate learning materials are provided to all learners who are in the far flung schools, deprived of internet connectivity, and all those who have no opportunity to acquire gadgets due to poverty.

Schools Division Offices need to devise mechanisms and alternatives to deliver quality education while transcending the digital divide.

Well-being and Protection

The COVID-19 pandemic may result in psychological distress for teachers, students and their families. Teachers and education support staff need to have psychosocial support and trainings to address distress of teachers resulting from the related health risks and the possible increased workload of teaching in new and challenging ways.

Moreover, homeroom activities that include mental health and psychosocial activities, particularly psychological first aid for learners, discussion on the characteristics and effects of the pandemic, orientation on precautionary and preventive measures, such as water, sanitation, and hygiene (WASH), and other topics related to COVID-19 pandemic shall be conducted.

School leaders and administrators need to ensure the provision and prioritization of the following: support for teachers' and students' physical, psychological and social-emotional well-being; protection for the vulnerable groups; and methods to combat discrimination and stigmatization.

Equally important, school leaders need to preserve the rights and status of both teaching and non-teaching personnel by ensuring that salaries and benefits are provided according to standards set out in the Civil Service regulations.

Education Financing

This dimension includes the revised or reprogrammed use of School Maintenance and Other Operating Expenses (MOOE), revision of the Annual Implementation Plan (AIP) and review of the Work and Financial Plan (WFP) to financially support COVID-19 related activities.

Sourcing out of funds to finance the reproduction of Self-Learning Modules (SLMs) and other related programs from Special Education Fund (SEF) and other partners shall be carefully planned and programmed.

Key Phases

The table below provides the different key dimensions and specific activities corresponding to the three key phases of the continuity plan namely, prior to opening of schools, part of the opening of schools, and when schools are opened.

Key Dimensions	Key Phases		
	Prior to Opening of Schools	Part of the Opening of Schools	When Schools Are Opened
Safe Operations	Implement a modified scheme	Establish revised work	Monitor the hygienic

	for Brigada Eskwela and Oplan Balik Eskwela to ensure preparedness of the schools while observing the minimum health standards set by the World Health Organization and the Department of Health • Ensure that enrolment options are available aside from face to face (in-school). • Contextualize detailed protocols on hygiene measures, including handwashing, respiratory etiquettes, use of protective equipment, cleaning procedures for facilities and safe food preparation practices. • Consider and/or adopt policies set by the World Health Organization, Department of Health, and Department of Education on school reopening. • Establish safety nets for learners against violence and abuses at	arrangement for personnel who are at high risk due to age or underlying medical condition and learners who are unable to attend school • Revise classroom layout and classroom organization • Strict observance on implementing physical distancing, school hygiene practices and disinfecting procedure.	practices at all levels. • Monitor the compliance to physical distancing and other health related protocols. • Monitor regularly the health of learners and teaching personnel
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	home and in the community. This can include the provision of hotlines and setting-up of help desk in coordination with DSWD		
Focus on Learning	• Develop Self-Learning Modules (SLMs) based on the Most Essential Learning Competencies (MELCs) in different formats • Conduct online survey on teachers' and learners' readiness for appropriate remote emergency teaching modalities • Establish strong home-school-community collaboration • Assign personnel at the school and division level who can respond to queries from parents and other stakeholders regarding the preferred learning modality	• Conduct online training or emergency human resource capacity building on remote teaching strategies for teachers and school leaders • Develop activity sheets aligned with the Self-Learning Modules (SLMs) in different formats • Ensure quality assured learning activity sheets • Ensure all needed learning materials are available • Orient community learning facilitators to gain support on home-based learning	• Monitor and evaluate the compliance to the MELCs • Design assessment tools to assess the learning outcomes • Monitor and evaluate the use of the different learning modalities. • Monitor and assess the teaching-learning applications of capacity buildings provided to teachers • Provide technical assistance to teaching personnel • Conduct regular Parent-Teacher Conference to ensure updating and mutual support on home-based learning • Monitor, evaluate and give feedback on the effectiveness of the use of Self-Learning Modules • Implement innovative teacher support methods, such as

			online professional development, coaching, or use of tutors to help bring capacity development
Hiniusang Pag-alagad Para sa Edukalidad	Revisit the end goals of the program to create strategies that will fit to the different teaching modalities	- Orient parents and guardians on their roles and responsibilities on home-based learning - Revise strategies to ensure realization of the program end goals	- Conduct a regular monitoring and evaluation of the program and constantly provide feedback to ensure attainment of the end goals - Institute mechanisms to improve learning outcomes
Reaching the Most Marginalized	- Develop Self-Learning Modules appropriate for use of the different marginalized groups. - Account all learners in the different marginalized groups	- Ensure that sufficient and appropriate learning materials are available - Revisit school policies and practices to expand access to marginalized groups especially during COVID-19 pandemic	- Ensure that learning materials/platforms, information, services and facilities are accessible to the marginalized groups - Ensure that public information and communication are available in multiple and accessible formats
Well-being and Protection	- Conduct strategic planning in distressing psychological and psychosocial reactions of the learners and teachers during pandemic - Conduct a risk assessment for teachers and other staff (considering age,	- Conduct de-stressing mechanisms to support the mental and psychosocial well-being of learners and teachers during the pandemic - Provide training on mental and psychosocial support services to teaching	- Monitor and ensure the establishment of regular and safe delivery of essential services. - Institutionalize psycho-social support to learners and personnel - Redesign classroom layouts to comply with physical

	chronic conditions and other risk factors), then implement a staggered approach for returning to school. • Ensure continuous and timely release of salaries and benefits of teachers and non-teaching personnel.	personnel and learners • Keep sharing clear and accurate information about COVID-19 to avoid fear and anxiety and promote self-care strategies	distancing requirements • Ensure the regular monitoring of compliance to minimum health standards to reduce contact, reduce transmission, reduce duration of infection
Education Financing	• Revise the Maintenance and Other Operating Expenses, Annual Implementation Plan and Work and Financial Plan for inclusion of the following: load allowance; traveling expenses of teachers who provide assistance and remediation to learners; and internet connectivity in schools • Source out funds to increase resources to fund the different COVID-19 related initiatives • Increase investments and adopt emergency remote teaching modality	• Assess the status of funds for the reopening of schools • Ensure that production of learning materials are not hampered by purchasing the supplies ahead of scheduled date • Reprogram the use of MOOE to support efforts in fighting this pandemic • Source out funds from SEF and other stakeholders to support the LCP initiatives	• Monitor cash flow and liquidation • Strengthen the partnership with stakeholders for continued support • Implement the DO 19, s, 2008 re: Implementation of No Collection Policy in all Public Elementary and Secondary Schools • Use school funds judiciously to support the delivery of quality basic education in the adopted modality/ies

Synthesis

In ensuring a successful and meaningful Learning Continuity Plan (LCP), the six key dimensions of DepEd Caraga such as: 1) Safe Operations; 2) Focus on Learning; 3) Hiniyang Pag-alagad Para sa Edukalidad; 4) Reaching the Most Marginalized; 5) Well-being and Protection; and 6) Education Financing should be cascaded to all the twelve (12) Schools Division Offices and allow them to contextualize the operations of the LCP based on their unique local situations and risk severity.

This means that the aforementioned dimensions must be cascaded and understood by the implementers and all stakeholders. Lines of communication between and among the top management and the implementers (school heads and teachers) are open by way of different modalities. Inasmuch as implementers and stakeholders (internal and external) develop an ownership of this plan, they actively engage in the modifications of the plan throughout the different phases of this learning continuity plan.

Albeit, care should be taken that even with this regional blueprint, Schools Division Offices are given the flexibility to develop, operationalize, and implement their respective learning continuity plans as each considers its own unique context.

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<https://www.deped.gov.ph/2020/05/28/do-008-s-2020/>

DM 043, S. 2020 Guidelines on the Alternative Work Arrangements in the Department of Education in Light of the COVID-19 Stringent Social Distancing Measures

Unnumbered Memorandum from the Office of the Undersecretary for Curriculum and Instruction issued on May 6, 2020 titled Clarifications on the Use of the Most Essential Learning Competencies (MELCs) and Other Related Issues

Annexes

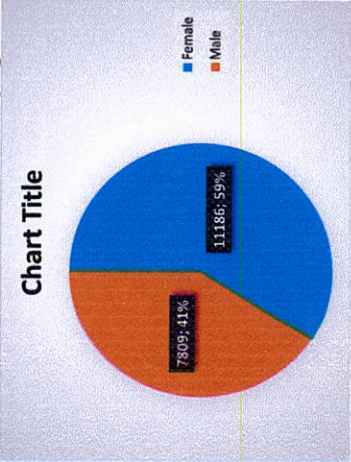
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- G. Operation Balik Eskwela**
- H. DRRM, Health and Partnership Building**
- I. Monitoring and Evaluation**
- J. Weekly Learning Activity Sheet (Suggested Template)**
- K. Sample Schedule of Learning Delivery Mode – One Class (Grades 1-6; Grades
7-10)**
- L. Sample Schedule of Learning Delivery Mode – Two Classes**
- M. Sample Template of a Learning Plan**
- N. Sample Template of Individual Monitoring Plan**

Annex A Enrolment Options

Challenges/ Opportunities		Enrolment Options	Description/Details	Type/ Modality/ Approach/ Strategy	Suggested Platforms/ Resources/ Mechanisms
With Internet			This enrolment option if mutually convenient to both parties is accessible to all incoming Kindergarten, Grades 1 to 12 learners. Parents or guardians or anyone at home may accomplish the online enrolment form.	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
	With PC/ Tablet/ Smartphone	Online Enrolment	This option is also available for ALS enrollees, transferees and Balik-Aral enrollees.		
Without Internet			This option is for remote enrolment for Grade 1 to 12 learners through the contact numbers published in the school. This is also available for transferees and Balik-Aral enrollees.	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 (EFPs). 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.	* Establishment of Tawag Center or hotlines in line with Operation Balik Eskwela. *Print format can be prepared.
	With Mobile	Offsite/Off-School Enrolment		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.	

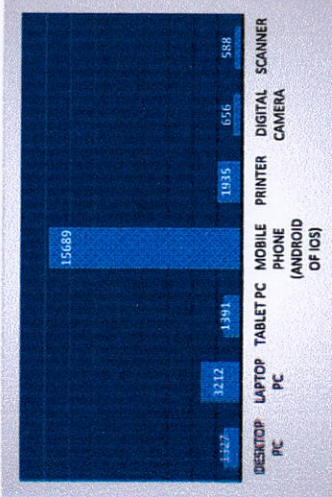
Traditional Face-To-Face with Social Distancing	On-site Enrolment	This enrolment option shall allow physical presence of parents or learners of Grade 1 to 12 in school as the last recourse guided by the minimum standards. This is also an option for incoming kindergarten enrollees following physical enrolment platforms established by schools. Likewise, this is also applicable for ALS enrollees following the physical enrolment 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 enrolment rooms shall be used per grade level that would only allow 5 parents or guardians at a time. The number of enrolment 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 enrolment room, the enrolment transaction should not go beyond 3 minutes including the retrieval of learner's important documents if available. After the transaction, a guide outside the enrolment 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



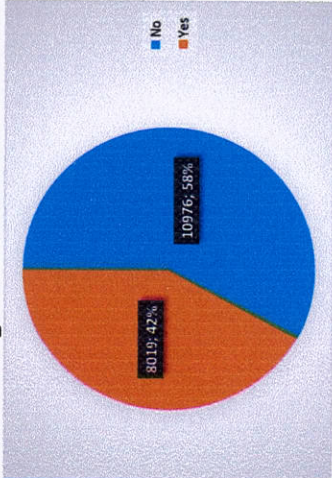
Row Labels	Female	Male	Grand Total
Agusan del Norte	3736	2532	6268
Agusan del Sur	718	463	1181
Bayugan City	1227	873	2100
Bislig City	81	47	128
Butuan City	777	560	1337
Cabadbaran City	1226	971	2197
Dinagat Islands	88	50	138
Siargao Islands	115	78	193
Surigao City	509	306	815
Surigao del Norte	1565	1204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



Row Labels	No	Yes	Grand Total
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