27 Aug 2020

DIVISION MEMORANDUM
No._____175_____, s. 2020

ORIENTATION ON THE IMPLEMENTATION OF RADIO-BASED INSTRUCTION CUM ADVOCACY ON SCHOOL READINESS

To: Asst. Schools Division Superintendent
Chief CID, SGOD
Public Schools District Supervisor
Education Program Supervisors
Section Heads
All Public Elementary & Secondary School Heads
Teachers
All Others Concerned
This Division

1. In consonance to DM-CI-2020-00162 on Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021, RM No. 314, s. 2020 on Dry Run of the Basic Education Learning Continuity Plans (BE LCPs) of All Schools in Light of the Covid-19 Public Health Emergency, RM No. 232, s. 2020, RM No. 263, s. 2020 and RM No. 292, s. 2020 Re: Radio-based Instruction (RBI), this office hereby informs the field on the conduct of Virtual Orientation on the Division Implementation of Radio-based Instruction cum Advocacy on School Readiness on August 28, 2020 at 2:00pm.

2. In this connection, all public elementary and secondary school heads are directed to observe the following schedules:

Activity	Expected No. of Entries/Participants	Target Date	Responsible Entity
Submission of Names of School RBI Coordinator	Elementary Level: • 15 teachers Secondary Level: • 8 teachers	August 27 to August 28 (AM only) 2020	Submit names and email account to ruth.calubag@deped.gov.ph
Virtual Orientation on the Division Implementation of Radio-based Instruction cum Advocacy on School Readiness	School RBI Coordinators • 23 School Heads • 23 Division RBI Coordinators • 9 EPS CID Chief • 1	August 28, 2020	Division RBI Focal Person

CID/MRV

Advocacy on School Readiness through Radio	Division Office • Per unit School Level • 23 *(Please see attached schedule of activities)*	September 1 to October 2, 2020	RBI Coordinators

3. For queries, clarifications and other concerns, please contact Ruth A. Calubag through cellphone No. 09059050752.

4. Immediate and wide dissemination of this memorandum is desired.

OLGA C. ALONSABE, PhD., CESE
Asst. Schools Division Superintendent
OIC-Office of the Schools Division Superintendent

ATTACHED:

- *DM-CI-2020-00162 on Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021,*
- *RM No. 314, s. 2020 on Dry Run of the Basic Education Learning Continuity Plans (BE LCPs) of All Schools in Light of the Covid-19 Public Health Emergency*
- *RM No. 232, s. 2020, RM No. 263, s. 2020 and RM No. 292, s. 2020 Re: Radio-based Instruction*

To be indicated in the Perpetual Index
Under the following subjects: CURRICULUM / TRAININGS

CID/MRV

Republic of the Philippines

Department of Education

REGION X – NORTHERN MINDANAO

SCHOOLS DIVISION OF EL SALVADOR CITY

SCHEDULE OF ACTIVITIES

PANAGHISGOT SA RADYO OA at SAVIOR RADIO STATION 106.9

SCHOOL YEAR 2020-2021

MONTH: September 2020

Week: September 1-4

Time/Day	Monday	Tuesday September 1	Wednesday September 2	Thursday September 3	Friday September 4
9:00 - 9:10am		National Anthem	National Anthem	National Anthem	National Anthem
9:15 - 9:20am		Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
9:25 – 9:30am		El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
9:35 – 9:40am		Prayer	Prayer	Prayer	Prayer
9:45 – 9:50am		Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
9:55 – 10:00am		INTRO	INTRO	INTRO	INTRO
10:00 – 11:00am	National Heroes Day (Regular Holiday)	PANAGHISGOT Proper hosted by OSDS	PANAGHISGOT Proper hosted by Amoros ES	PANAGHISGOT Proper hosted by Bolisong ES	PANAGHISGOT Proper hosted by Cogon ES
11:00 – 11:05am		EXTRO	EXTRO	EXTRO	EXTRO
1:15 - 1:20pm		Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
1:25 – 1:30pm		El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
1:35 – 1:40pm		Prayer	Prayer	Prayer	Prayer
1:45 – 1:50pm		School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
1:55 – 2:00pm		INTRO	INTRO	INTRO	INTRO
2:00 – 3:00pm		PANAGHISGOT Proper hosted by Cogon NHS	PANAGHISGOT Proper hosted by El Salvador City NHS	PANAGHISGOT Proper hosted by El Salvador City CS	PANAGHISGOT Proper hosted by Himaya NHS
3:00 – 3:05PM		EXTRO	EXTRO	EXTRO	EXTRO

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Attachment No. _____ to Division Memorandum No. _____, s. 2020

SCHEDULE OF ACTIVITIES

PANAGHISGOT SA RADYO OA at SAVIOR RADIO STATION 106.9

SCHOOL YEAR 2020

MONTH: September 2020   **Week: September 7-11**

Time/Day	Monday September 7	Tuesday September 8	Wednesday September 9	Thursday September 10	Friday September 11
9:00 – 9:10am	National Anthem	National Anthem	National Anthem	National Anthem	National Anthem
9:15 – 9:20am	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
9:25 – 9:30am	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
9:35 – 9:40am	Prayer	Prayer	Prayer	Prayer	Prayer
9:45 – 9:50am	Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
9:55 – 10:00am	INTRO	INTRO	INTRO	INTRO	INTRO
10:00 – 11:00am	PANAGHISGOT Proper hosted by CIDLuck	PANAGHISGOT Proper hosted by Himaya ES	PANAGHISGOT Proper hosted by Hinigdaan ES	PANAGHISGOT Proper hosted by Kalabaylabay ES	PANAGHISGOT Proper hosted by Himaya ES
11:00 – 11:05am	EXTRO	EXTRO	EXTRO	EXTRO	EXTRO
1:15 - 1:20pm	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
1:25 – 1:30pm	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
1:35 – 1:40pm	Prayer	Prayer	Prayer	Prayer	Prayer
1:45 – 1:50pm	Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
1:55 – 2:00pm	INTRO	INTRO	INTRO	INTRO	INTRO
2:00 – 3:00pm	PANAGHISGOT Proper hosted by SoGOD	PANAGHISGOT Proper hosted by Hinigdaan NHS	PANAGHISGOT Proper hosted by Molugan NHS	PANAGHISGOT Proper hosted by Molugan CS	PANAGHISGOT Proper hosted by Sambulawan ES/NHS
3:00 – 3:05PM	EXTRO	EXTRO	EXTRO	EXTRO	EXTRO

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SCHEDULE OF ACTIVITIES
PANAGHISGOT SA RADYO OA at SAVIOR RADIO STATION 106.9
SCHOOL YEAR 2020

MONTH: September 2020   **Week: September 14-18**

Time/Day	Monday September 14	Tuesday September 15	Wednesday September 16	Thursday September 17	Friday September 18
9:00 - 9:10am	National Anthem	National Anthem	National Anthem	National Anthem	National Anthem
9:15 - 9:20am	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
9:25 - 9:30am	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
9:35 - 9:40am	Prayer	Prayer	Prayer	Prayer	Prayer
9:45 - 9:50am	Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
9:55 – 10:00am	INTRO	INTRO	INTRO	INTRO	INTRO
10:00 – 11:00am	PANAGHISGOT Proper hosted by OSDS	PANAGHISGOT Proper hosted by San Francisco de Asis ES	PANAGHISGOT Proper hosted by Sinaloc ES	PANAGHISGOT Proper hosted by Taytay ES	PANAGHISGOT Proper hosted by Amoros ES
11:00 – 11:05am	EXTRO	EXTRO	EXTRO	EXTRO	EXTRO
1:15 - 1:20pm	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
1:25 – 1:30pm	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
1:35 – 1:40pm	Prayer	Prayer	Prayer	Prayer	Prayer
1:45 – 1:50pm	Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
1:55 – 2:00pm	INTRO	INTRO	INTRO	INTRO	INTRO
2:00 – 3:00pm	PANAGHISGOT Proper hosted by Pedro Sa Baculio ES	PANAGHISGOT Proper hosted by San Francisco de Asis NHS	PANAGHISGOT Proper hosted by Sinaloc NHS	PANAGHISGOT Proper hosted by Ulaliman ES	PANAGHISGOT Proper hosted by Cogon NHS
3:00 – 3:05PM	EXTRO	EXTRO	EXTRO	EXTRO	EXTRO

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SCHEDULE OF ACTIVITIES
PANAGHISGOT SA RADYO OA at SAVIOR RADIO STATION 106.9
SCHOOL YEAR 2020

MONTH: September 2020   Week: September 21-25

Time/Day	Monday September 21	Tuesday September 22	Wednesday September 23	Thursday September 24	Friday September 25
9:00 - 9:10am	National Anthem	National Anthem	National Anthem	National Anthem	National Anthem
9:15 - 9:20am	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
9:25 - 9:30am	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
9:35 - 9:40am	Prayer	Prayer	Prayer	Prayer	Prayer
9:45 - 9:50am	Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
9:55 – 10:00am	INTRO	INTRO	INTRO	INTRO	INTRO
10:00 – 11:00am	PANAGHISGOT Proper hosted by CIDLuck	PANAGHISGOT Proper hosted by Bolisong ES	PANAGHISGOT Proper hosted by Cogon ES	PANAGHISGOT Proper hosted by El Salvador City CS	PANAGHISGOT Proper hosted by Kalabaylabay ES
11:00 – 11:05am	EXTRO	EXTRO	EXTRO	EXTRO	EXTRO
1:15 - 1:20pm	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
1:25 - 1:30pm	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
1:35 - 1:40pm	Prayer	Prayer	Prayer	Prayer	Prayer
1:45 - 1:50pm	Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
1:55 - 2:00pm	INTRO	INTRO	INTRO	INTRO	INTRO
2:00 – 3:00pm	PANAGHISGOT Proper hosted by SoGOD	PANAGHISGOT Proper hosted by El Salvador City NHS	PANAGHISGOT Proper hosted by Himaya ES/NHS	PANAGHISGOT Proper hosted by Hinigdaan ES	PANAGHISGOT Proper hosted by Hinigdaan NHS
3:00 – 3:05PM	EXTRO	EXTRO	EXTRO	EXTRO	EXTRO

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SCHEDULE OF ACTIVITIES

PANAGHISGOT SA RADYO OA at SAVIOR RADIO STATION 106.9
SCHOOL YEAR 2020

MONTH: September – October 2020

Week: September 28-October 2

Time/Day	Monday September 28	Tuesday September 29	Wednesday September 30	Thursday October 1	Friday October 2
9:00 – 9:10am	National Anthem	National Anthem	National Anthem	National Anthem	National Anthem
9:15 – 9:20am	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
9:25 – 9:30am	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
9:35 – 9:40am	Prayer	Prayer	Prayer	Prayer	Prayer
9:45 – 9:50am	Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
9:55 – 10:00am	INTRO	INTRO	INTRO	INTRO	INTRO
10:00 – 11:00am	PANAGHISGOT Proper hosted by OSDS	PANAGHISGOT Proper hosted by Kibonbon ES	PANAGHISGOT Proper hosted by Molugan CS	PANAGHISGOT Proper hosted by Pedro Sa Baculio ES	PANAGHISGOT Proper hosted by Sinaloc ES/NHS
11:00 – 11:05am	EXTRO	EXTRO	EXTRO	EXTRO	EXTRO
1:15 – 1:20pm	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn	Regional Hymn
1:25 – 1:30pm	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn	El Salvador Hymn
1:35 – 1:40pm	Prayer	Prayer	Prayer	Prayer	Prayer
1:45 – 1:50pm	Audio Promotional on School Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness	School Audio Promotional on Readiness
1:55 – 2:00pm	INTRO	INTRO	INTRO	INTRO	INTRO
2:00 – 3:00pm	PANAGHISGOT Proper hosted by Ulaiiman ES	PANAGHISGOT Proper hosted by Molugan NHS	PANAGHISGOT Proper hosted by Sambulawan ES/NHS	PANAGHISGOT Proper hosted by San Francisco de Asis ES/NHS	PANAGHISGOT Proper hosted by Taytay ES
3:00 – 3:05PM	EXTRO	EXTRO	EXTRO	EXTRO	EXTRO

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Department of Education
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

MEMORANDUM
DM-CI-2020-00162

FOR/TO	**:**	**BARMM-MBHTE Minister/Regional Directors**
		Schools Division Superintendents
FROM	**:**	**DIOSDADO M. SAN ANTONIO**
		Undersecretary
SUBJECT	**:**	**SUGGESTED STRATEGIES IN IMPLEMENTING**
		DISTANCE LEARNING DELIVERY MODALITIES (DLDM)
		FOR SCHOOL YEAR 2020-2021
DATE	**:**	**JULY 21, 2020**

In accordance with the directive of the Office of the President that no face-to-face classes shall be held until the vaccine for COVID-19 becomes available, the distance learning delivery modalities (DLDM) shall be implemented this SY 2020-2021. Pending issuance of the DepEd Order on the **POLICY GUIDELINES ON THE IMPLEMENTATION OF LEARNING DELIVERY MODALITIES FOR THE FORMAL EDUCATION,** the Curriculum and Instruction Strand at the DepEd Central Office provides the following suggested strategies in implementing and managing DLDM.

This issuance covers descriptions and considerations for each DLDM, the map of learning resources for each DLDM, and proposed actions to address potential challenges in implementing DLDM. The matrix of requirements of the DLDM is enclosed.

Furthermore, should the vaccine become available, parents and learners are still given the discretion to continue with distance learning as long as there is a qualified learning facilitator who shall guide and supervise the learner at home.

This OUCI Memorandum includes the following appendices:

Appendix A - General Guidelines and Considerations
Appendix B - Descriptions and Considerations for Each DLDM
Appendix C - Map of the Learning Resources Needed for Each Sub-Category of DLDM
Appendix D - Weekly Home Learning Plan and Individual Learning Monitoring Plan
Appendix E - Sample Weekly Home Learning Plan

Appendix F – Individual Learning Monitoring Plan
Appendix G – Matrix of Requirements of the DLDMs

Queries related to the matters covered in this Memorandum shall be addressed to tDirector IV of the Bureau of Learning Delivery via email address bld.od@deped.gov.ph or at telephone numbers (02)8637-4346 and (02)8637-4347.

Widest dissemination of this OUCI Memorandum is desired.

Appendix A.

GENERAL GUIDELINES AND CONSIDERATIONS

1. Distance Learning may be implemented through the following delivery modalities:
   a. Modular Distance Learning (MDL)
      b.1. Digital Modular Distance Learning (DMDL)
      b.2. Printed Modular Distance Learning (PMDL)
   b. Online Distance Learning (ODL)
   c. TV-Video/Radio-based Instruction (TV-Video/RBI)
      c.1. TV-Video (SLM-based)
      c.2 TV-Video (MELCs Mapped)
      c.3. Radio-Based Instruction (RBI)
   d. Blended Distance Learning (BDL)

2. As stipulated in DepEd Order No. 007, s. 2020 entitled "School Calendar and Activities for School Year 2020-2021," schools and Community Learning Centers (CLCs), under the supervision of ROs and SDOs, are authorized to decide on the specific DLDM which may be deemed appropriate in their context.

3. Schools shall be guided by the Omnibus Guidelines on the Implementation of Community Quarantines, issued by the IATF for the Management of Emerging Infectious Diseases dated May 15, 2020 as well as the directives of the Office of the President (OP), in deciding the learning modality/modalities to be implemented. In addition, the learners' context, access, and readiness, as well as the context/situation of the area where the schools are located shall be taken into consideration. The choice of modality/modalities of the parent and/or learner may also be considered.

4. The DLDM adopted by the school or chosen by the learner or parent may be changed when deemed necessary and possible based on, but not limited to, any of the following:
   a. Health and physical distancing protocols and other guidelines set in their respective areas;
   b. Availability of public transport;
   c. Changes in the health status of the learner;
   d. The learner's assessment results showing that the learner is not doing well in the learning delivery modality chosen; and
   e. Indications and reports of negligence and abuse validated through home visitations.

5. As much as possible, the primary learning resource that shall be used are the self-learning modules (SLMs) developed by the regions for the implementation of the Alternative Delivery Modes. It shall be the foundation for conversion to various content formats such as, but not limited to, digital formats (flat PDF and e-SLM), educational video, radio and others. The digital format of the SLMs shall be uploaded to the LR Portal and DepEd Commons.

6. Other learning resources like textbooks, learners' materials, MELCs-aligned teacher-made videos, audio-lessons, modules, activity sheets, interactive e-materials may supplement the required learning resource for each learning delivery modality.

7. To make learning manageable for learners, they may be given a set time frame to undertake a lesson or accomplish an activity. The setting of the time frame shall be guided by the suggested time allotment a MELC can be mastered. Learners who are not meeting expectations shall be provided with remediation while those who may accomplish the tasks as contained in the SLMs shall be given enrichment activities.

8. To ensure that learners are on task and are guided on what they are expected to accomplish within a specific week, teachers shall prepare a Weekly Home Learning Plan. Sufficient break times shall be ensured. In cases of legal celebrations and holidays as well as cancellations/suspensions of classes due to natural and man-made calamities, adjustments in the time frame for accomplishing learning tasks based on the Weekly Home Learning Plan shall be considered accordingly.

9. Schools, under the guidance and supervision of the Regional Office (RO) and Schools Division Office (SDO), shall organize their own mechanism to ensure that all learners receive copies of the SLMs in print or digital format as well as other learning materials like learners' material, textbooks, learning activity sheets and others. Local Government Units (LGUs) and community stakeholders may be tapped by schools and field offices to assist in making sure that SLMs are provided to every learner.

10. Additional learning materials developed by supervisors, specialists, and teachers may be used to support the SLMs. They shall ensure that these learning materials are aligned with the MELCs.

11. Schools shall ensure contextualization and integration of learning content. Contextualization shall allow flexibility of learning content and the processes needed to be related to a particular setting, situation or area of application to make competencies relevant, meaningful, and useful to all learners.

12. It is recommended that a learning facilitator or a household partner like parent, guardian, sibling, or other community members considered as a responsible adult should be available to guide and support the learning process of the child at home as well as provide guidance in accomplishing given home learning tasks.

13. The learning facilitators shall be capacitated on their roles through a capacity-building program that shall be organized by the schools through the supervision of the ROs and SDOs. The school-level capacity building program shall be part of the cascade model of training that shall commence at the national level where school heads and supervisors are trained first about the roles of the learning facilitators to be rolled out to the school level before the school year opens. Expenses relative to the conduct of the orientation-training of learning facilitators shall be charged against local funds or funds downloaded to ROs and SDOs in support to the operationalization of LCP subject to the usual accounting and auditing rules and regulations.

   For learners without available learning facilitators at home, subject teachers or a cluster learning facilitator may conduct home visits following social distancing protocols or they may communicate through text messages, phone/live chats, or through other available forms of communication to provide assistance or remediation. Teachers/Learning facilitators may be

provided with load allowance, and travelling expenses chargeable against local funds subject to availability of funds and applicable rules and regulations.

14. The following teachers shall be exempted from home visitation during ECQ, MECQ and GCQ: teachers who are sixty (60) years old and above; teachers with immunodeficiency, comorbidities, or other health risks; teachers who are pregnant; and, teachers affected by their respective local COVID severity classification in their area of residence. In which case, school officials like school heads, public schools district supervisors, education program supervisors and responsible community stakeholder may be assigned to attend to the organized clusters of learners, particularly in cases where assistance of a learning facilitator is much needed by the learners.

15. Strong school, home, and community partnerships shall be forged to ensure the effectiveness of any DLDM chosen. In the context of the present crisis, dialogue with parents and the wider community is a key step to ensure that the school, parents/guardians and the wider community have reached a degree of shared accountability and responsibility for the learning delivery modality/ies chosen. School administrators, teachers, parents/guardians, and community partners shall provide adequate and appropriate guidance and support for the learners to ensure that their new experience with these learning modalities shall be properly transitioned both at home and in school. While mass gathering is not yet allowed by the IATF, schools shall initiate online orientation program for parents, online trainings for learning facilitators, and webinars on home-school partnership.

16. Schools shall strengthen the implementation of DepEd Order 40, s. 2012 (Policy Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other forms of Abuse) through their duties and responsibilities stipulated in Sections 7 to 10. Schools shall likewise review the composition of the Child Protection Committee (CPC) including their roles and functions in accordance with the provisions in the same Order. The CPC shall work in coordination with the Barangay Council for the Protection of Children (BCPC). In places where the BCPC does not exist or where it is dysfunctional, alternative community structures need to be set in place with the assistance of recognized people's organizations or faith-based organizations who have experience in similar concerns.
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Appendix B.

DESCRIPTIONS AND CONSIDERATIONS FOR EACH DLDM

Distance Learning may be implemented through any of the following: Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Video/RBI, or Blended Distance Learning.

A. *Modular Distance Learning*

1. A learner may adopt either Digital Modular Distance Learning (DMDL) or Printed Modular Distance Learning (PMDL). Learners with devices at home like laptop, desktop, or tablet, may adopt DMDL. The SLMs in different digital formats such as flat PDF, education videos, audio lessons, e-SLMs and others may be stored in a CD/DVD/USB flash drive/pen drive while the printed SLM shall be used by learners adopting PMDL.

2. Self-learning Modules (SLMs) which are K to 12 compliant are developed following the ADM Learning Resources Standards. The SLMs are designed to provide ample time for mastery and sufficient practice to ensure that the targeted most essential learning competencies are achieved. Clearly defined goals are attainable within the specific time frame by taking into consideration the learners' learning capacity based on their grade level.

3. Learners shall be provided with the suggested time frame to work on their assigned tasks. Flexibility in finishing each module is accorded to learners with respect to their learning needs, characteristics, and level of understanding to ensure that they have secured mastery of learning contents which is also an essential prerequisite for success in the succeeding modules.

4. Monitoring of learner progress and setting up of a feedback mechanism shall be ensured to help learners meet the most essential learning competencies while seeing the connection of one lesson to the next to reinforce the coherence of the curriculum.

5. Timely and appropriate monitoring and feedback for consultation and intervention purposes shall be put in place through various touch points such as text messaging, and audio/video calls, whichever is accessible to the learner. If possible and allowed, face-to-face interaction may be utilized for this purpose.

6. Members of the family and other stakeholders within the community who are trained as learning facilitators shall be engaged to provide learners with instructional support as needed in the absence of a classroom teacher.

B. *Online Distance Learning*

1. A class adopting Online Distance Learning shall follow the regular planning standards in the organization of classes set by the DepEd.

2. It shall be applicable in schools where both the teachers and learners have access to digital devices, such as laptops, tablets, smartphones, and desktop computers, with available online resources and Internet connectivity.

3. The learning resources to be used are, but not limited to, the following: self-learning modules (SLMs), textbooks (TXs), Primer Lessons, activity sheets, teacher-made videos and other supplementary learning materials, and Open Educational Resources (OERs). Self-learning modules and Primer Lessons shall be converted into different digital content formats such as video/audio lessons, interactive/inclusive electronic SLMs (e-SLMs) and shall be available through the DepEd Learning Resources Portal, DepEd Commons, DepEd Learning Management System (LMS) and/or different DepEd recognized LMS (DepEd Aide Memoire, 2019), such as:
    i. Edmodo. This learning management system constitutes tools and resources to manage classrooms and engage students remotely, offering a variety of languages.
    ii. Google Classroom. This helps classes connect remotely, communicate, and stay organized.
    iii. Schoology. This comprises tools to support instruction, learning, grading, collaboration, and assessment.
    iv. The Modular Object-Oriented Dynamic Learning Environment (Moodle) may also be an option. It is an educational platform that provides custom learning environments for learners where teachers create lessons and interact with learners and inform them of the class calendar of activities, submit assignments, take quizzes, and interact with their classmates.
    v. ICTS uses Moodle as the platform for the DepEd Learning Management System (LMS). Other available LMSs may be used as long as there is a software that allows the school to administer, document, track, and record the progress of the learners.

4. Where feasible, learners may also be provided with printed copies of SLMs in consideration of the allowable screen time by key stage or as a support should there be a power interruption.

5. Schools may adopt a combination of synchronous and asynchronous online teaching in consideration of the Screen Time Guidelines by Age as recommended by the American Academy of Pediatrics (AAP) and World Health Organization (WHO) which is as follows:
    i. Kindergarten – maximum of one hour daily
    ii. Grade 1 to 5 – maximum of 1.5 hours daily
    iii. Grade 6 to 8 – maximum of 2 hours daily

For Grades 9 to 12, a maximum of 4 hours daily (2 hours in the morning and another 2 hours in the afternoon is recommended.

6. In the preparation of the Weekly Home Learning Plan and Class Programs, schools shall comply with the recommended screen time for learners.

7. Online activities shall be complemented with locomotion, motor-sensory, and audio tools which will support subjects related to performing arts and clubs. Learners shall be provided with activity sheets and be given performance-based tasks to accomplish.

8. Learning facilitators/household partners like parents, guardians or responsible adults at home shall supervise and monitor the screen time of the learners. The American Optometric Association recommends the 20/20/20 rule, where one needs to look away from the screen every 20 minutes and focus on an object at least 20 feet away for at least 20 seconds. It is also recommended that children should walk away from the screen for at least 10 minutes every hour. Schools must ensure that learning facilitators are oriented on the recommended screen time as well as break time from the screen.

9. Learners and parents shall be capacitated on the use of learning management system (LMS), the DepEd Commons, and the LR portal. Before the start of classes, it shall be ensured that schools, through their ICT coordinators and teachers with knowledge on managing LMS and navigating the DepEd Commons and the LR portal through supervision of school officials, shall provide orientation for learners and parents on navigating these online platforms. Discussion of online security and protection, digital footprint, promotion of digital honesty, and parental guidance and supervision, are some of the topics that may also be included during the orientation.

10. Schools may organize professional development (PD) activities to enhance teachers understanding of and skills in the use of LMS. These PD activities may include LAC, coaching, formal training which can be done with the aid of online platforms. Uploading documents, pre-recorded video lessons, audio lessons and self-learning modules, typing discussion posts, moderating virtual collaboration, navigating modules, and designing assessment in an online environment are some of the online learning tasks that some teachers may need orientation and coaching.

11. Online materials may be designed for collaborative tasks that will engage learners to work in real-time. Online tools may be used for virtual collaboration among peers. These tools are capable of giving feedback, comment, rating, and even posting grades or scores. Digital empathy is one of the important factors that should be observed in an online learning environment to foster cooperation and teamwork, hence, it should be part of the activity design prepared by the teacher.

12. Schools shall determine the appropriateness of learning management system or educational platform in the delivery of instruction. Open-source LMS must be user-friendly to be able to execute a variety of functions that work together to provide a seamless experience for both teachers and learners. These functions include the capability to disseminate lessons in the simplest way possible for learners, assess

learner competency, organize records of learner achievement, present assignments or enrichment activities, and provide tool for communication between the teachers and learners and facilitate learner collaboration. These can be through, but not limited to, the following:

Videos – in a Grade 1 class, ask students to show-and-tell (e.g. describe their pet) while the parent video records him/her. Learners may also be asked to write and perform plays, create, and cook recipes, conduct interview, among others, and submit these through video. In a Kindergarten class, while the learner is doing the play-based activities (e.g. matching, sorting, classifying, etc.), the parent/guardian video records the activity and submits same to the teacher for proper documentation. This may also serve as informal assessment that the teacher could use in the continuous/ongoing assessment of the learner in the different developmental domains.

Workbooks and drawing – intentionally use workbooks and paper-based tasks instead of laptops to reduce learner's screen time. Learners may be asked to draw or write on a paper, take a picture of their completed work, and upload the photo to submit and share it with the class.

13. Teachers are expected to give assignments and learning tasks. The quantity of online activities is not equivalent to quality. Tasks assigned to learners should include those that require them to get up and move away from their devices.

14. Synchronous learning shall be conducted using live webinars, video conferencing, live chat or instant messaging. Teachers are highly encouraged to use Google Meet to record a specific activity especially for performance task-based output. Lessons shall be recorded for students who missed the lesson to view later.

15. Synchronous learning in each subject may be done at least once to a maximum of three times per week depending upon the age and grade level of the learners.

16. For asynchronous online platform, LMS or any educational platform shall be utilized for self-paced learning. Learning materials may be posted online, and learners may work through them in their own time, collaborating asynchronously with other learners and with the teacher via online forum, email, and others.

17. Teachers shall present lessons in more than one format within the learners' capacity; this is to address the diverse learning profile of learners when it comes to understanding and perceiving information. If teachers deliver lessons by text, they need to have a video or voice recording with it, too; likewise, if they deliver lessons via webinar and teleconference, they are advised to have a text version ready as well. Including transcripts, slide decks, and other supplementary materials referenced in the lecture, either in real time or uploaded, shall help maintain learning equity for students with bandwidth challenges by giving them opportunity to review materials that they are unable to stream on video.

C. Television/Radio-Based Instruction (TV/RBI)

1. TV/RBI shall be implemented in areas with access to Television Networks and/ or radio stations with programs dedicated to deliver the DepEd TV/Radio-based lessons.

2. TV and radio-based lessons utilized for these platforms are converted self-learning modules where the sequence of presentation is similar with what other learners use in online and modular distance learning. Teacher-made videos that are aligned with the MELCS and TV-Video lessons that are MELCs-mapped may also be utilized.

3. TV/RBI should be implemented when supplemented with Learning Activity Sheets that serve as assessment tools to determine whether learners learned the concept presented in TV or radio-based lessons. Other supplementary learning resources like textbooks, learning materials and others may be utilized. Making SLMs available to the learners will also make TV/RBI more effective.

4. Materials for learning exercises, enrichment activities, and assessment may be provided in printed form.

5. Schools shall provide the learners as well as their parents/guardians/learning facilitators the broadcast schedule of lessons. Learners shall be directed to watch an educational TV program or listen to a radio program facilitated by DepEd. The duration of every lesson episode shall depend on the complexity and length of the modules based on the targeted learning competencies and the allowable airtime agreed upon by the DepEd and the TV/radio station.

6. Enhancement of understanding of key concepts and clarifications on possible areas of confusion in the lesson that was viewed/listened to shall be done during home visits by subject area teacher/learning facilitator whenever possible or through phone calls, live chats, text messaging, among others.

7. Guidance from parents/learning facilitators during viewing/listening time shall be required.

D. Blended Distance Learning

1. Blended distance learning is a combination of any of the sub-categories of distance learning. The combination maybe, but not limited to, ODL and PMDL, ODL and DMDP, ODL and TV-Video (SLM-based), ODL and TV-Video (MELCs-Mapped), MDL and TV-Video (SLM-based), MDL and TV-Video (MELCs-Mapped) and others. Schools which adopt any of these combinations must meet the requirements of each type of distance learning.

2. Strategies for learners' engagement in all types of distance learning shall be utilized by teachers. It is advised that teachers check in often with students either by sending them instant messages or a bullet pointed summary of what is expected of them, or by conducting a quick survey every week to monitor learner's difficulties and to see

how they have been progressing in the lesson. These should serve as significant inputs for intervention strategies.

Appendix C.

MAP OF THE LEARNING RESOURCES NEEDED FOR EACH SUB-CATEGORY OF DISTANCE LEARNING DELIVERY MODALITIES (DLDM)

Presented below is the map of the learning resources needed for each sub-category of DLDM which will serve as a guide in selecting the DLDM to be implemented in the schools. It is highly recommended that the results of the Learner Enrollment and Survey Form be also considered in determining the DLDM to be adopted in the school. It is possible that a school will be implementing various DLDM to ensure fit between the learning resources available and the preferences of families/learners.

Distance Learning Delivery Modality	Sub-Categories	Applicable Grade Level/Learning Area			Learning Resources Required
		Key Stage 1 (K – 3)	Key Stage 2 (Grade 4 – 6)	Key Stage 3 – 4 (JHS, SHS)	
Online DL	Online DL (Synchronous + Asynchronous)	(blue)	(blue)	(green)	Online SLM / Online activities/exercises
Modular DL	Digital Modular DL	(blue)	(blue)	(blue)	Offline Digital SLM / Offline activity sheets
	Printed Modular DL	(green)	(green)	(green)	Printed SLM / Activity sheets
TV/Video-RBI DL	TV/Video (SLMs-based)	(green)	(blue)	(blue)	SLM-Based Video / Activity sheets
	TV/Video (MELCs-mapped)	(green)	(blue)	(blue)	MELCs-Aligned Videos / Activity sheets
	RBI	(green)	(blue)	(blue)	SLM-based RBI / Activity sheets
Blended DL	Any combination of the Distance Learning Delivery Modality Sub-Categories (For example: ODL + Printed Modular DL, ODL + SLM-based TV/Video, etc.)	(green)	(green)	(green)	Any of the available learning resource / Activity sheets

Notes:

1. While teachers are expected to manage all Distance Learning Delivery Modalities (DLDM), the presence of a teacher who will facilitate Synchronous Online DL is vital.
2. MELCs-mapped DepEd Textbooks/LMs shall be used as learning resources for all DLDM. When used with activity sheets and learning plans, MELCs-mapped DepEd Textbooks/LMs may substitute printed SLMs.
3. Parent's/Learning Facilitator's guide will be used in all sub-categories of the DLDM.
4. Other textbooks/LMs and Teacher-made videos/modules may supplement the required learning resources for each DLDM.
5. While all sub-categories of DLDM are appropriate for all Grade Levels when managed by a teacher/learning facilitator, those in green colors are the priority grades to do the specific DL, in cases where resources are limited.

Appendix D.

WEEKLY HOME LEARNING PLAN AND INDIVIDUAL MONITORING PLAN

1. DepEd Order 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program) provides the legal basis of lesson plan preparation for the basic education. It indicates the necessity of lesson planning as a "critical part of the teaching and learning process" (p.3) which serves as a guide for instruction and contains details of what a teacher and learners will do in order to meet the required learning competencies. Further, the same Order explains how the lesson plan should answer the following questions: (a) What should be taught?; (b) How should it be taught?; and, (c) How should learning be assessed?

2. Given the new context for learning and the unique procedures in every modality, the Weekly Home Learning Plan shall be developed following these procedures:
    a. Refer to the Most Essential Learning Competencies (MELCs) in different subject areas.
    b. Gather the self-learning modules and other learning materials needed for the self-paced learning mode. i.e., Distance Learning and Blended Learning Modalities.
    c. Using the SLMs as reference, accomplish the Weekly Learning Plan by taking into consideration the learning competencies, key concepts/essential understandings, and the learning tasks/formative assessments needed to track learner's progress in relation to the attainment of content standards.
    d. Subject area teachers must collaborate to come up with a set of Weekly Home Learning Plans for one entire quarter/grading period by integrating all subjects in one learning plan.
    e. When preparing the Weekly Home Learning Plan, teachers should be guided with a long-term vision of what they want their learners to master and achieve in terms of content and competencies at the end of the school year. Hence, they may start with an end in mind using a backward design.
    f. Teachers are advised to adopt strategies that respect the unique contexts and diversity of learners in terms of their readiness, learning interest, and learning profile. Differentiated instruction may be manifested by giving respectful activities – interesting, engaging, challenging, through on-level tasks, above-level tasks, and below-level tasks to various groups of learners. This allows routes of access at varying levels so that every learner is appropriately challenged and comes away with pivotal skills and understanding.
    g. In plotting the learning tasks, teachers should strike a balance between academic rigor and socio-emotional aspect of learning. Since the completion of learning tasks are done primarily at home, learners should be given the opportunity and flexibility to manage their own learning without sacrificing time-bound attainment of learning competencies.

3. The Weekly Home Learning Plan shall consist of the following parts:

    a. *Learning Area* are the subjects prescribed to be taken by learners in a particular grade level or key stage.
    b. *Learning Tasks* are formative learning opportunities created for learners to enhance their understanding of the content, which prompt them to engage intensively in the subject matter.

c. *Learning Competencies* refers to the knowledge, understanding, skills, and attitudes that learners need to demonstrate in every lesson and/or learning activity (DO 8, s. 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program)

d. *Mode of Delivery* refers to the method of submission of learning outputs to include written work, products, and performances, preferred by the learner/parent based on their context/situation, e.g., online submission through email or LMS posting, personal submission by the parent to the teacher in school, etc.

4. The Weekly Home Learning Plan shall be communicated through the parents for their reference and guidance. Copies of the plans for the entire first quarter may be distributed to parents during the first Parent-Teacher Association (PTA) meeting before the start of the school year. They shall be given comprehensive and clear orientation by the school about the contents, purpose, and use of the learning plan by their children. Hence, it is highly encouraged that teachers shall have prepared the Weekly Home Learning Plans for the first quarter prior to the opening of classes. The Weekly Home Learning Plans for the succeeding quarters may be distributed in time for the quarterly homeroom meeting. The same process shall be followed in terms of orientation about its contents, purpose, and use.

5. The Weekly Home Learning Plan shall aid teachers and parents in keeping track of the day-to-day in-school and off-school general learning processes as they implement the most suitable and feasible alternative learning modality based on the context of their school. It creates awareness among learners that they are responsible for what they learn.

6. The Weekly Home Learning Plan shall be prepared by teachers implementing Distance and Blended Learning while the DLP or DLL which is prescribed in DepEd Order 42, s. 2016 otherwise known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program shall be prepared by teachers implementing F2F learning.

7. The Individual Learning Monitoring Plan, on the other hand, is a more specific tool which shall be used by teachers and learning facilitators for learners who lag behind as shown by the results of their formative and summative assessments. By providing intervention strategies for certain period, the Individual Learning Monitoring Plan serves as the document that will show if the learner has shown either mastery of the learning competencies, significant progress, or insignificant progress.

8. For learners who are given intervention activities, their Weekly Home Learning Plan shall be adjusted to suit their comprehension level, i.e. they should be provided with tasks that are respectful of their cognitive ability but with the right amount of challenge, until such time that they are prepared to handle the norm learning tasks.

9. The Individual Learning Monitoring Plan shall be utilized to monitor learner progress based on the given intervention strategies. Specifically, it shall be used to:
   a. Serve as feedback data for learners who are provided with intervention activities;
   b. Provide a mechanism of support to learners who are lagging behind as manifested by the results of formative and summative assessments which may be gathered through their portfolio or collected samples of learning outputs.
   c. Make the parents/guardians aware of the academic progress of their children and encourage them to strengthen their involvement in guiding and supervising the learning of their children at home.

d. Help decide on the effectiveness of the learning modality adopted for the learner and the possible modifications/adjustments that should be provided to improve learner's performance.

e. Guide teachers in adjusting learning content and tasks based on the characteristics, cognitive ability, readiness, interest, and profile of the learner.

10. The Individual Learning Monitoring Plan shall consist of the following parts:

a. *Learner's Needs* refers to the gap between the required knowledge, skills, and attitudes described in the learning standard and the current status of the learner as evidenced by assessment results. These are the areas where the learners need help in a form of interventions to help them meet the required learning competencies.

b. *Intervention Strategies* is a program or set of steps to help learners improve at areas they struggle with. Intervention strategies may be any of the following form, but not limited to, (1) extending time of completion of tasks; (2) adjusting the level of difficulty of the learning contents/tasks; (3) providing more guided activities before proceeding to independent activities; (4) seeking for more supervised time with learning facilitator; (5) giving sample prototype learning outputs or models to serve as reference for his or her own work.

c. *Monitoring Date* refers to the date when the teacher has evaluated the results of learner's assessments after a sufficient time of implementing certain intervention strategies. Learner's assessments may be through portfolios to include learning outputs such as written work, products, and performances evaluated using rubrics. Testimonies of parents/guardians and learning facilitators regarding the learner's progress may also be considered as a matter of holistic assessment.

d. *Learner's Status* refers to how well the student learns as a result of the teaching-learning process in the learning delivery modality that he has chosen. It is determined after assessment of learning and completion of sufficient and appropriate intervention strategies.

e. *Insignificant Progress* refers to a status where a learner "did not meet expectations" of the learning standards and received a grade of 75 and below for the first quarter and did not improve performance in the succeeding quarters.

f. *Significant Progress* refers to a status where a learner has significantly improved performance after provision of intervention strategies by meeting learning standards as manifested by an increase in his assessment results, e.g., from "did not make expectations" in the previous quarter to "fairly satisfactory" with a grade scale of 75-79 in the succeeding quarter.

g. *Mastery* refers to a status where a learner has reached a level of mastery after provision of intervention strategies by meeting learning standards as manifested by an increase in the assessment results, e.g., from "did not meet expectations" or "fairly satisfactory" in the previous quarter to "satisfactory" with a grade scale of 80-84 or "very satisfactory" with a grade scale of 85-89 in the succeeding quarter, respectively.

11. It should be noted that the Individual Learning Monitoring Plan is used only for learners who are not showing progress in meeting the required learning competencies. Teachers with these kinds of learners are advised to prepare the Individual Monitoring Plan and communicate with their parents regularly through home visitation. Teachers may also call the parents for a meeting to discuss the intervention strategies and what they can do to strengthen their involvement in their child's learning. In case a face-to-face meeting is not

possible, teachers may communicate with parents through emails, phone call, social media private messages, SMS, or any other modes of communication available.

Appendix E.

SAMPLE WEEKLY HOME LEARNING PLAN
Grade 7
Week 1 Quarter 1
September 7 – 11, 2020

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
8:00 – 9:00	Wake up, make up your bed, eat breakfast and get ready for an awesome day!			
9:00 - 9:30	Have a short exercise/meditation/bonding with family.			
Monday **9:30 – 11:30**	**Mathematics**	Illustrates well-defined sets, subsets, universal sets, null set, cardinality of sets, union and intersection of sets and the difference of two sets.	Consider the following sets: U = {a,b,c,d,e,f,g,h,i} A = {a,b,c,d,e,f,g} B = {set of vowels} C = {consonants} D = {a,b,i,j} E = {f,a,c,e} I. Present the following using Venn diagram. 1. Intersection of B and C 2. Union of D and E 3. Intersection of B, D, and E 4. A-D 5. (A intersection E) minus D	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.

			II. Answer the following 1.What is the cardinality of Set B? 2. List down all the subsets of B.	
11:30 - 1:00			**LUNCH BREAK**	
1:00 – 3:00	**Filipino**	Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan.	I.Basahin ang "Alamat ng Lawa ng Paoay" na matatagpuan sa https://mgakwentongalamatsapilipinas.blogspot.com/ Sagutin ang mga sumusunod na tanong: 1. Tungkol saan ang alamat? 2. Anong mga ugali ang ipinakita ng mga tauhan sa alamat? 3. Sa paanong paraan natamo ang parusa o gantimpala ng mga tauhan sa alama? II.Panoorin ang video clip na matatagpuan sa https://www.youtube.com/watch?v=VkDDyt7NlUk&t=13s Sagutin ang mga sumusunod na tanong: 1. Tungkol saan ang video? 2. Anong ugali ng tauhan ang ipinakita sa video clip?	Ipasa ang output sa pamamagitan ng Google Classroom account na ibinigay ng guro o sa ibang platform na ginagamit ng paaralan Dalhin ng magulang ang output sa paaralan at ibigay sa guro.

			3. Paano nakaaapekto sa tauhan ang kasalukuyang kalagayan sa kanyan paniniwala? Paano ito nagbago? Susing salita: kultura, tradisyon, kalagayang panlipunan	
Tuesday **9:30 – 11:30**	**Science**	Describe the components of a scientific investigation.	An informative text explaining the process of scientific investigation (definition, types, components, and examples) is given to the learner through the school LMS. 1. Given 2 scenarios of scientific experiments, identify and describe the component/s of scientific investigation that were used. 2. Given a science problem, design your investigation by providing the possible steps (components) in scientific investigation that will help you solve the problem.	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.

			Keywords: scientific method, hypothesis, variable, observation, prediction, conclusion	
11:30 – 1:00			**LUNCH BREAK**	
1:00 – 3:00	**Edukasyon sa Pagpapakat ao**	Natatanggap ang mga pagbabagong nagaganap sa sarili na may pagtataya sa mga kilos tungo sa maayos na pagtupad ng kanyang mga tungkulin bilang nagdadalaga/nagbibinata.	I. 1.Magdikit ng iyong larawan sa kwaderno, ilarawan ang iyong sarili at isulat ito sa baba ng iyong larawan. 2.Isulat ang mga pagbabagong sa iyko mula pagkabata hanggang sa kasalukuyan. Anu-ano ang mga napansin mong pagbabago? II.Kapanayamin ang dalawa hanggang tatlo na tulad mo ay nagdadalaga. Ang paksa ay tungkol sa paraan ng paglinang ng mga angkop na inaasahang kakayahan at kilos sa panahon ng pagdadalaga o pagbibinata. Bigyang puna ang mga paraan ng kanilang paglinang ng mga inaasahang kakayahan at kilos batay sa natutunan mo sa pamamagitan ng isang liham.	Ipasa ang output sa pamamagitan ng Google Classroom account na ibinigay ng guro o sa ibang platform na ginagamit ng paaralan. Dalhin ng magulang ang output sa paaralan at ibigay sa guro.
Wednesd ay **9:30 – 11:30**	**English**	Identify real or make-believe, fact or non-fact images.	1.Watch a slideshare presentation of "Real and Make-Believe" thru this URL <u>https://www.slideshare.net</u>	Send outputs to Google classroom account provided by the teacher or any

			/donnawkinder/real-or-makebelieve	other platform recommended by the school.
			2. Determine whether the following are considered real or make-believe.	
			a. people	Have the parent hand-in the output to the teacher in school.
			b. monsters	
			c. dwarfs	
			d. air	
			e. superheroes	
			f. Maria Makiling	
			g. siblings	
			h. astronauts	
			i. Filipino mythical creatures	
			j. earthquake	
			3. Think of 5 real and 5 make-believe images. Complete the chart below:	

Real	Make-Believe
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

4. Read the epic Biag ni Lam-ang through this URL: https://www.unesco-ichcap.org/eng/ek/s

			ub3/pdf_file/domai n1/001_Biag_ni_L am-ang_Epic.pdf Do you think everything in the story could actually happen? Why or why not?	
11:30 – 1:00			**LUNCH BREAK**	
1:00 – 3:00	**TLE** *(Sample Elective: Beauty Care)*	Explain basic concepts in Beauty Care (Nail Care) Services	1.Watch the video thru this URL: https://youtu.be/KJ3B7-juTol 2.Request your parent or sibling to take a video of yourself while explaining the basic concepts of beauty care based on the video that you have watched. If possible, show pictures or actual representations while explaining the concepts.	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.
Thursday **9:30 – 11:30**	**Araling Panlipuna n**	Naipapaliwanag ang konsepto ng Asya tungo sa paghahating heograpiko: Silangang Asya, Timog-Silangang Asya, Timog-Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya.	1.Panoorin ang isang lecture video tungkol sa paghahating heograpikal ng Asya https://www.youtube.com/watch?v=g40GvRLAOCk&fbclid=IwAR0jLLced7T Fn4H2UzJiCfLCp12b9Qe Tfgk7JtiE-EbtbhtAuVV00uRNFKE 2.Kulayan ang mapa ng Asya ayon sa pagkakahati ng heograpiya nito. Sundin ang mga panuntunan sa kulay: a. Silangang Asya – pula	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.

			b. Timog-Silangang Asya – bughaw c. Timog-Asya – dilaw d. Kanlurang-Asya – berde e. Hilagang-Asya – kahel f. Hilagang Gitnang Asya – lila 3.Gumawa ng maikling comic strip na nagpapaliwanag ng paghahating heograpiko ng Asya.	
11:30 – 1:00	**LUNCH BREAK**			
1:00 – 3:00 (one **MAPEH componen t per week**)	**Music**	Describes the musical characteristics of representative music selections from the lowlands of Luzon after listening	1.Listen/watch videos of sample music of lowland in Luzon via youtube: (a)https://www.youtube.com/watch?y=SaRJCG4MWjY (b)https://www.youtube.com/watch?y=X15rbitppbA (c)https://www.youtube.com/watch?y=20p1QxBVZK4 (d)https://www.youtube.com/watch?y=dmy9h1d9p50 2.Describe the musical characteristics of the sample music hear/watched. Keywords: lowland Luzon, folksong, haran/kundiman	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.

	Arts	Analyzes elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)	1.Using a Venn diagram, analyze the similarities and differences of the following art forms in terms of: (1) principles of design; (2) arts elements A. Sculptures of Cordillera vs. Paete Weaving Designs of Cordillera and Ilocos	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.
	Physical Education	Sets goals based on physical fitness assessment results	Assumption: Learners have finished their personal fitness test. 1.Write a Personal Contract based on the results of PF Test. I, _____, agree to increase my physical activity/ies particularly in ____for _____days per week. I will begin this program on _____to reach my final goal by _____. My planes for increasing my Pas: a._____ _____ b._____ _____ Signed: Date: Witness: B. Date:	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.

	Health	Explains the dimensions of holistic health (physical, mental/intellectual, emotional, social, and moral-spiritual)	Create a visual representation of a healthy Grade 7 learner through drawing.	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.
Friday **9:30 – 11:30**	Self-Assessment Tasks; Portfolio Preparation, e.g., Reflective Journal; Other Learning Area Tasks for Inclusive Education			
11:30 – 1:00	**LUNCH BREAK**			
1:00 – 3:00	Self-Assessment Tasks; Portfolio Preparation, e.g., Reflective Journal; Other Learning Area Tasks for Inclusive Education			
3:00 - onwards	**FAMILY TIME**			

Appendix F.

INDIVIDUAL LEARNING MONITORING PLAN

Learner's Name:						
Grade Level:						
Learning Area	Learner's Needs	Intervention Strategies Provided	Monitoring Date	Learner's Status		
				Insignificant Progress	Significant Progress	Mastery

Intervention Status	Learner is not making significant progress in a timely manner. Intervention strategies need to be revised.
	Learning is making significant progress. Continue with the learning plan. ▪
	Learning as reached mastery of the competencies in learning plan. ▪

Appendix G.

MATRIX OF REQUIREMENTS OF THE DISTANCE LEARNING DELIVERY MODALITIES (DLDM)

Risk Severity Classification	DISTANCE LEARNING DELIVERY MODALITY (DLDM)	DLDM Sub-Categories	Class Size Teacher: Learner Ratio	Time Allotment / Class Schedule	Learning Resources	Assessment		Learner Support					Monitoring and Evaluation	Infrastructure / Technical Requirements
						Formative	Summative	Instruction *The teacher…*	Supplementary Instruction *The parent/ learning facilitator…*	Management & Supervision	Mental Health & Well-Being	Industry and Partnership		
Enhanced Community Quarantine (ECQ)

Modified Enhanced Community Quarantine (MECQ)

General Community Quarantine (GCQ) | 1. ODL | Synchronous and Asynchronous | 1:25 to 30 (Kinder)

1:30 to 35 (Gr 2 to 3)

1:40 to 45 (Gr 4 to 6)

1:40 to 45 (Gr 7 to 10)

1:40 learners (Gr 11 to 12) | Time allotment is based on a reasonable time frame for completion of the Weekly Home Learning Plan | Online SLM Online, activities/ exercises | Formative assessments administered in a form of online learning tasks; Summative assessments either online or in school when physical classes are permitted

Online apps and/or platforms (e.g. quizizz, google forms, DepEd LMS or others such as Moodle, | Test to be conducted in a time-restricted manner with the learners being monitored live via applicable online platform (e.g. via zoom) while taking the test

Summative assessment to be conducted in Barangay CLC or school when feasible and allowed.

Performance or product-based | Teacher/ Subject Teacher

Facilitates instruction and assessment

Monitors the progress of the learner

Enriches the instruction by providing worksheets and practice exercises and ensuring the alignment of these materials to be aired via Radio

Distributes, and discusses the learning plan among | Parent/ Learning Facilitator

Monitors/ assists the learner on compliance to the learning plan and accomplishment of required outputs

Coordinates with school/teacher on the progress of learner

Supervises learner's activities online | ADM/FLO School/Division/Region Coordinator

Grade Level Coordinators

Subject Coordinators / Chairmen

Master Teachers

Head Teachers

School Heads

PSDS

EPS | • Teacher-Advisers (integration of socio-emotional development activities in the learning plan)
• Teacher trained on giving psychosocial first aid (one-on-one consultation)
• Licensed Guidance Counselors/Guidance Teachers (one-on-one consultation for psychosocial advice)
• Clinic Teacher
• School and Division Nurses
• Division Physicians | • Internet connectivity and ICT infrastructure support from telecommunications partners
• Learning Materials synchronization in the CO, field offices, and schools
• School leaders, teaching and non-teaching personnel
• Partnership with community leaders
• Support from NGOs, and private sectors
• Local policy and other support (LGU) | Reports, issues & concerns from internal and external stakeholders

M & E Tool

School level: Department head/school head collects student progress report every two weeks from the teacher. Designs intervention for learners who are struggling or having | Desktop/laptop computer or any digital device

internet connectivity

Learning Management System

DepEd Commons/LR Portal

Dedicated learning space at home or in the community |

				Time allotment	Learning Materials	Exercises	Summative Assessment	Teacher Role	Learner/Guardian Role		Support Stakeholders	Support Mechanisms	Monitoring/Reporting	Resources
					Schoology, etc.)	assessment (e.g. capstone project, portfolio, etc.)		learners and/or home-learning facilitators/ guardians. Sets time for consultation Ensures accomplishment of learning tasks Sets time for consultation Conducts home visits when feasible.		Chief – EPS *(The aforementioned key stakeholders' support in terms of management and supervision is applicable in all modalities)*	• Schools, SDOs and ROs DRRM Coordinators • Barangay Health Workers/ Nurse/Municipal or City Medical Officer *(The aforementioned support for mental health and well-being is applicable in all modalities)*		difficulty in this learning mode. SDO level: Collects monthly report from schools re status of implementation on this learning mode. Gives technical assistance, if needed, to teachers or school heads on	
2. MDL	Digital MDL			Time allotment is based on a reasonable time frame for completion of the Weekly Home Learning Plan, which also includes scheduled viewing/ listening to TV/RBI lessons	Offline Digital SLM Offline activity sheets	Exercises/ enrichment activities in the digital module	Summative assessment to be conducted in Barangay CLC when feasible and allowed. Performance or product-based assessment (e.g. capstone project, portfolio, etc.	Monitors the progress of the learner through available forms of communication Develops, distributes, and discusses the learning plan among learners and/or home-learning facilitators/ guardians Sets time for consultation Conducts home visits when feasible.	Picks up digital module through storage device, deliver learner's outputs and receive feedback of teacher. Monitor/assists the learner on compliance to the learning plan and accomplishment of required outputs Coordinates with school/teacher on the progress of learner			• Provision of technology infrastructure (laptop, computers, tablets, smartphones) from LGUs • Learning Materials synchronization in the CO, field offices, and schools • School leaders, teaching and non-teaching personnel • Partnership with community leaders • Support from NGOs, and private sectors • Local policy and other support (LGU)	how they can effectively deliver or implement instruction in this learning mode. RO level: Collects quarterly report from SDOs re status of implementation on this learning mode. Provides technical assistance or learning support as needed to SDOs.	Digital device (laptop, computer, tablet, smartphone) Designated learning space at home or in the community
	Printed MDL				Printed SLM Activity sheets	Exercises and enrichment activities in the SLMs and indicated in the Weekly Home Learning Plan Performance or product-based assessment (e.g. capstone project, portfolio, etc.)	Summative assessment to be conducted in Barangay CLC when feasible and allowed.	Monitors the progress of the learner through available forms of communication Develops, distributes, and discusses the learning plan among learners and/or home-learning facilitators/ guardians Coordinates with school/teacher on	Picks up module, deliver learner's outputs and receive feedback of teacher. Monitors/ assists the learner on compliance to the learning plan and accomplishment of required outputs Coordinates with school/teacher on			• Learning Materials synchronization in the CO, field offices, and schools • School leaders, teaching and non-teaching personnel • Partnership with community leaders • Support from NGOs, and private sectors • Local policy and other support (LGU)	CO level: Collects report from ROs after every 2 quarters as inputs for policy review and enhancement TV/Radio set *(This mechanism shall be*	Designated learning space at home or in the community

| | | | | | | | Ensures accomplishment of learning tasks

Sets time for consultation

Conducts home visits when feasible. | the progress of learner | | | | *adopted in all modalities)* | |

| | 3. TV-Video/RBI | TV/Video (SLM-Based) | | Time allotment is based on a reasonable time frame for completion of the Weekly Home Learning Plan, which also includes scheduled viewing/ listening to TV/RBI lessons | SLM-Based Video Activity sheets | Activity sheets for TV/RBI

Exercises /enrichment activities in the SLMs

Formative assessments incorporated in the SLMs or stated in the Weekly Home Learning Plan | Summative assessment to be conducted in Barangay CLCs or school when feasible and allowed.

Performance or product-based assessment (e.g. capstone project, portfolio, etc.) | Monitors the progress of the learner through available forms of communication

Enriches the instruction by providing worksheets and practice exercises and ensuring the alignment of these materials to be aired via TV

Distributes, and discusses the learning plan among learners and/or home-learning facilitators/ guardians

Ensures accomplishment of learning tasks

Sets time for consultation | Monitors/ assists the learner on compliance to the learning plan also in tuning in to the scheduled airing and accomplishment of required outputs

Coordinates with school/teacher on the progress of learner

Guides/Supervises learner when viewing lessons or listening to radio lesson. | | | • TV/RBI lessons through partnership with local TV networks/radio stations
• Learning Materials synchronization in the CO, field offices, and schools
• School leaders, teaching and non-teaching personnel
• Partnership with community leaders
• Support from NGOs, and private sectors
• Local policy and other support (LGU) | | TV or radio

Designated learning space at home or in the community |
| | | TV/Video (MELCs-mapped) | | | MELCs-Aligned Videos Activity sheets | Activity sheets for TV lessons

Exercises/ enrichment activities in the SLMs | Summative assessment to be conducted in Barangay CLCs or school when feasible and allowed. | Monitors the progress of the learner

Enriches the instruction by providing worksheets and practice exercises and ensuring the | Monitors/ assists the learner on compliance to the learning plan also in tuning in to the scheduled airing and accomplishment of required outputs | | | | | |

| | | | | | | | Formative assessments incorporated in the SLMs or stated in the Weekly Home Learning Plan | Performance or product-based assessment (e.g. capstone project, portfolio, etc.) | alignment of these materials to be aired via TV

Distributes, and discusses the learning plan among learners and/or home-learning facilitators/ Guardians

Ensures accomplishment of learning tasks

Sets time for consultation

Conducts home visits when feasible. | Coordinates with school/teacher on the progress of learner

Guides/Supervises learners during TV viewing time. | | | | | |
| | | RBI | | | | | MELCs-Aligned Audio Lessons

Activity sheets | Activity sheets for RBI

Exercises/ enrichment activities in the SLMs

Formative assessments incorporated in the SLMs or stated in the Weekly Home Learning Plan | Summative assessment to be conducted in Barangay CLCs or school when feasible and allowed.

Performance or product-based assessment (e.g. capstone project, portfolio, etc.) | Monitors the progress of the learner

Enriches the instruction by providing worksheets and practice exercises and ensuring the alignment of these materials to be aired via Radio

Distributes, and discusses the learning plan among learners and/or home-learning facilitators/ guardians. Sets time for consultation

Ensures accomplishment of learning tasks

Sets time for consultation | Monitors and assists the learner on compliance to the learning plan also in tuning in to the scheduled airing and accomplishment of required outputs

Coordinates with school/teacher on the progress of learner

Guides/Supervises learners when listening to radio lessons. | | | | | |

								Conducts home visits when feasible.						
	4.BDL	Any combination of the Distance Learning Delivery Modality Sub-Categories (For example: ODL + Printed Modular DL, ODL + SLM-based TV/Video, etc.)	1:25 to 30 (Kinder) 1:30 to 35 (Gr 2 to 3) 1:40 to 45 (Gr 4 to 6) 1:40 to 45 (Gr 7 to 10) 1:40 learners (Gr 11 to 12)	Time allotment is based on a reasonable time frame for completion of the Weekly Home Learning Plan	Any of the available learning resources (via Internet; digital SLMs; printed SLMs; TV/Radio Activity sheets)	*Formative assessment varies depending upon the chosen blend of modalities*	*Summative assessment varies depending upon the chosen blend of modalities*	*Instructional support combines those indicated in different modalities or whichever is available*	*Supplementary instruction combines all those indicated in different modalities or whichever is necessary*			• Internet connectivity and ICT infrastructure support from telecommunications partners • TV/RBI lessons through partnership with local TV networks/radio stations • Learning Materials synchronization in the CO, field offices, and schools • School leaders, teaching and non-teaching personnel • Partnership with community leaders • Support from NGOs, and private sectors • Local policy and other support (LGU)		Either or combination of the following: 1.Desktop/laptop computer or any digital device; internet connectivity; LMS; DepEd Commons/LR Portal 2.TV/Radio 3. Digital/Modular SLMs Designated learning space at home or in the community

Legend:

DL - Distance Learning - *Distance Learning* refers to a learning delivery modality where a learner is given materials or access to resources and he/she undertakes self-directed study at home or in another venue. (DO 21, s. 2019 pp. 96). Learners engage in independent learning at home or any physical learning space, where applicable, by using learning materials that are accessible either online, stored on CD/DVD/USB, or in printed form, while being geographically distant from the teacher. The teacher supervises and monitors learner's progress and provides remediation and enhancement when needed and possible. Assistance may be provided by a para-teacher/learning facilitator who may be a parent or any member of the family, or a community stakeholder.

ODL - Online Distance Learning - Online Distance Learning refers to a learning delivery modality where the teacher facilitates learning and engages learners' active participation using various technologies connected to the Internet while they are geographically remote from each other. The internet is used to facilitate learner-teacher, learner-content, and peer-to-peer interaction. Online learning may be through a synchronous or asynchronous platform; it requires both teacher and learners to have good and stable internet connection. 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 require internet connectivity to have access.

MDL - Modular Distance Learning - Modular Distance Learning refers to a learning delivery that is in the form of individualized instruction where learners use self-learning modules in print or digital format, whichever is applicable in the context of the learner, with the guidance of any member of the family or other stakeholder in the community trained to serve as para-teachers or learning facilitators.

TV/RBI - Television/Radio-based Instruction - *Educational TV and Radio* refers to the use of television or radio programs on channels or stations dedicated to providing learning content to learners as a form of distance education. This may not be considered as a sole learning delivery modality as it is usually combined with F2F learning or other forms of distance learning such as Modular Distance Learning or Online Distance Learning.

BDL – Blended Distance Learning – refers to any combination of the Distance Learning Delivery Modality Sub-Categories, for example: ODL + Printed/Modular DL, ODL + SLM-based TV/Video, etc.

Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO

DepED-X
Cagayan de Oro City
4445
AUG

RELEASED

Office of the Regional Director

August 20, 2020

REGIONAL MEMORANDUM
No._____3/4_____s.2020

DRY RUN OF THE BASIC EDUCATION LEARNING CONTINUITY PLANS (BE LCP'S) OF ALL SCHOOLS IN LIGHT OF THE COVID-19 PUBLIC HEALTH EMERGENCY

To: Schools Division Superintendents
       Assistant Schools Division Superintendents
       SDO Chiefs/Education Program Supervisors
       Elementary and Secondary School Heads
       All Others Concerned

1.   Committed to enabling all learners to complete quality basic education and in preparation for the opening of the School Year 2020-2021, the Department of Education (DepEd) Regional Office X directs all Schools Division Offices (SDOs) to conduct a five-day **Dry Run of the Basic Education Learning Continuity Plans (BE LCPs) of All Schools in Light of the Covid-19 Public Health Emergency from August 24 to September 30.**

2.   As per agreement during the 10th Regional Management Committee Video Conference, the SDOs shall conduct a simulation of Distance Learning Delivery Mode in all schools, all grade levels, and in all learning areas. The SDOs shall utilize in the simulation the locally-developed self-learning modules, as well as the learning episodes and other digital formats of the SLMs, which will also be validated through the attached validation tools.

3.   The validation tools shall be submitted for analysis to EPS-LRMDS whose observations and suggestions will be incorporated into the learning resources utilized.

4.   It is advised that the SDOs shall submit their schedules of the said simulation, at least, a week before the conduct of the activity.

5.   Further, for Radio/TV Based Instruction, the SDOs shall coordinate among themselves and submit their final schedules to the RO.

6.   Attached are copies of the suggested dry-run readiness plan for the three phases and the monitoring tools for reference.

7.   Immediate and wide dissemination of this Memorandum is desired.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director

ATCH.: As stated

CLMD/mem

CONDUCT OF DRY RUN OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN OF ALL SCHOOLS IN THE REGION (BE LCP) IN LIGHT OF THE COVID-19 PUBLIC HEALTH EMERGENCY

Schools Division Office	
District	
School	
Grade Level	
School Typology	
Distance Learning Delivery Mode Adopted	
School Head	

PHASE 1: SCHOOL READINESS

AREAS	DESCRIPTIONS/ DETAILS	TIME FRAME (if needed)	RESOURCES NEEDED	PERSONS INVOLVED
Organizing the class for dry run				
Class Size/Group				
Assignment of Teacher				
Preparation of Learning Packages				
Matrix of Requirements of the Distance Learning Delivery Mode				
Class Program				
External Stakeholders' Orientation (Parents & Community)				
Health & Safety Measures Against COVID 19				
Source of Funds				
Documentation (Narratives, Video Clips, Interviews, Pictures, etc.)				

PHASE 2: IMPLEMENTATION

AREAS	DESCRIPTIONS/ DETAILS	TIME FRAME (if needed)	RESOURCES NEEDED	PERSONS INVOLVED
Distance Learning Delivery Modalities				
Weekly Home Learning Plan				
Distribution System				
Class Monitoring /Individual Learning Plan				
Retrieval System				
Documentation (Narratives, Video clips, interview, pictures, etc.)				

PHASE 3: POST ANALYSIS

PHASES	AREAS	CHALLENGES/ PROBLEMS /SUCCESS ENCOUNTERED	RECOMMENDATIONS
1 School Readiness	Organizing the class for dry run		
	Class Size		
	Assignment of Teachers		
	Preparation of Learning Packages		
	Matrix of Requirements of the Distance Learning Delivery Mode		
	Class Program		
	Health & Safety Measures Against COVID 19		
	Source of Funds		
	External Stakeholders' Orientation (Parents & Community)		
2 Implement- ation	Distance Learning Delivery Modalities		
	Weekly Home Learning Plan		
	Distribution System		
	Class Monitoring /Individual Learning Plan		
	Retrieval System		

Other Remarks	

Learner's Materials

Validation Instrument for Leaner

Name of Learner _____ Grade & Section _____

Name of School: _____ Division/District: _____

Name of Teacher: _____ Region: _____

Instruction: Please tick the appropriate column of your honest answer for each criterion.

Particulars	Yes	No	Remarks	
			Page No.	Comments
1. Is the language in the Learner's Materials easily understood?				
2. Are the instructions easily followed?				
3. Can you accomplish the activity independently?				
4. Can you do the activity for a required period of time?				
5. Are the illustrations/pictures interesting?				
6. Do the illustrations/pictures help you understand the lessons and activities?				
7. Are the illustrations/pictures clear?				
Suggestion/Recommendation				

_____   _____

Name and Signature of the Learner   **Date**

MONITORING TOOL: DRY RUN OF THE BASIC EDUCATION LEARNING

CONTINUITY PLAN (BE LCP)

Schools Division Office	
District	
School	
Grade Level	
School Typology	
Distance Learning Delivery Mode Adopted	
School Head	

PHASE 1: SCHOOL READINESS

AREAS	DESCRIPTIONS/ DETAILS	Resources Needed	Hindering Factors	Facilitating Factors	Remarks
ORGANIZING THE CLASS FOR DRY RUN					
CLASS SIZE/GROUP					
ASSIGNMENT OF TEACHER					
PREPARATION OF LEARNING PACKAGES					

MATRIX OF REQUIREMENTS OF THE DISTANCE LEARNING DELIVERY MODE					
CLASS PROGRAM					
EXTERNAL STAKEHOLDERS' ORIENTATION (PARENTS & COMMUNITY)					
HEALTH & SAFETY MEASURES AGAINST COVID 19					

SOURCE OF FUNDS					

PHASE 2: IMPLEMENTATION

AREAS	DESCRIPTIONS/ DETAILS	Hindering Factors	Facilitating Factors	Remarks
DISTANCE LEARNING DELIVERY MODALITIES				
WEEKLY HOME LEARNING PLAN				
DISTRIBUTION SYSTEM				
CLASS MONITORING				

/INDIVIDUAL LEARNING PLAN			
RETRIEVAL SYSTEM			
DOCUMENTATION (NARRATIVES, VIDEO CLIPS, INTERVIEW, PICTURES, ETC.)			

PHASE 3: EXIT CONFERENCE
(School with SDO Representative)

PHASES	ISSUES & CONCERNS	RECOMMENDATIONS
SCHOOL READINESS		
IMPLEMENTATION		

Documentation Needed: Narratives, Video clips, Interview, Pictures

Note: Pls send immediately your pictures, videos, brief narratives to: roxclmd@deped.gov.ph

Monitored by: _____ Date:_____

Reminders: Submission of LDM validation tools for learners and teachers to SDO-EPS in LRMDS only.

Checklist for the General Findings on _____

Instruction: Please tick the appropriate column of your honest answer for each criterion.

Criterion	Yes	No	Remarks	
			Page No.	Action Taken
Deficiency in Content				
1 Some texts, topics & discussions are repeated				
2 Many visuals (illustrations) have no captions, w/ incorrect citations				
3 There are some violations on Social Content Guidelines				
Incorrect grammar and langauge use				
1 Shifting from 2nd person singular/plural to 3rd person singular/plural				
2 Incorrect use of daw, raw, din, ng, nang				
3 Sentences w/ plural words must delete "mga" of the words repeated				
4 Retain the original name of ethic groups				
5 Remove quotation marks for proper nouns in English, Filipino, or mother-tongue				
6 Objectives must be stated in action word (verb) and in present tense				
7 Indent the first sentence of paragraphs and instructions				
8 Use colon (:) after every Aralin number				
9 Serial comma- insert comma before "at" or "o" in series				
10 Use colon in the stem of the objectives				
11 Use semi-colon if there are two or more objectives				
12 Spell out numbers 0-100 & 100 but numbers in scientific units				
13 All numbers must be set in Arabic Numbers not in Roman Numerals except the Region Numbers				
14 Numbers in 4 digits must use space not comma				
15 Retain the original name of ethic groups then add "mga" before the name (ex mga Tausug not Tausugs				
16 Spell the following words correctly and consistently: Kuwento, Probinsiya, Estruktura Barangay, Komersiyo, Impraestruktura, Aspekto Kabuoan, Setyembre, Pangkat-etniko, Diyalekto				
Inconsistency (w/in the LM & across the Regional LMs)				
1 Lesson elements must be present in all lessons:				
2 -Panimula (Introduction) -Alamin Mo (Springboard) -Tuklasin Mo (Presentation) -Gawin Mo (Activities) -Tandaan Mo (Generalization) -Natutuhan Ko (Assessment)				

Criterion	Yes	No	Remarks	
			Page No.	Action Taken
3 Titles of each unit must be consistent for all regional LMs				
Yunit 1- Mga Lalawigan sa Ating Rehiyon Yunit 2- Mga Kuwento ng Lalawigan sa Ating Rehiyon Yunit 3- Ang Pagkakakilanlang Kultural ng Ating Rehiyon Yunit 4- Ekonomiya at Pamamahala ng Ating Rehiyon				
4 Unit and Lesson Numbers must be set in Arabic Numbers (Yunit 1, Yunit 2, Yunit 3, etc.)				
Inconsistency in book design				
1 Aralin titles must be in capital lower case letters (clc) and must be centered within a box				
2 Does not follow the required layout				
3 Does not follow the appropriate icons				
4 Unclear illustrations				
5 Region Numbers must be set in Roman Numerals				
6 Number the lessons continously from Unit 1 to Unit 4				
7 Terms/words for emphasis are being defined must be set in boldface (bf) on first mention in the book				
8 Avoid/shorten blank lines that may encourage learners to write on the book				
9 Provide instructions for the learners to write their answers in their notebook or separate sheet of paper				
10 Test construction must be done as follows:				
-For Multiple Choice- Choices must be in alphabet and in capital letters -For Matching Type- Column A must be in numerical listing and Column B in alphabetical listing and in small letters				
11 All English or foreign words/terms must be treated as follows:				
-1st time mentioned in the book should be set in boldface (bf) -Set in normal font in the succeeding pages				

_____
Signature Over Printed Name

_____
Date

_____
Position

Criterion	Yes	No	Remarks	
			Page No.	Action Taken

Criterion	Yes	No	Remarks	
			Page No.	Action Taken