



Republic of the Philippines
Department of Education
CARAGA REGION



March 23, 2021

REGIONAL MEMORANDUM

No. 183 s, 2021

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

REPORT ON THE FINDINGS, OBSERVATIONS AND RECOMMENDATIONS
DURING THE SECOND VIRTUAL *KULUKABILDO* WITH EDUCATION
LEADERS AND TEACHERS

1. This field is hereby informed of the findings, observations, recommendations together with the Results of the Survey on the Readiness for Pilot Implementation of Face-to-Face classes during the Second Virtual *Kulukabildo* with Education Leaders and Teachers held on March 12, 2021.
2. For appropriate action.

EVELYN R. FETALVERO, CESO IV
Director IV

Encls.: "NONE"

Reference: "NONE"

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

EDUCATION KULUKABILDO LEADERS TEACHERS

FTA/cmn
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**FINDINGS, OBSERVATIONS AND RECOMMENDATIONS ON THE SECOND
VIRTUAL KULUKABILDO WITH THE EDUCATION LEADERS AND TEACHERS**

2ND QUARTER SY 2020-2021

March 12, 2021

DIMENSIONS OF LCP	CHALLENGES	INTERVENTIONS	SUGGESTIONS/RECOMMENDATIONS
A. Safe Operations	WATSAN managed by DPWH are no longer functional.		RO through ESSD to coordinate with the DPWH as to the functionality of the WATSAN
	There are stakeholders who do not religiously follow the health protocols.	Established gates for entrance and exit. Set specific time/schedule to the parents for the pick-up and retrieval of modules.	Strict adherence to the health protocols set by the LGU and IATF.
	Schools were utilized as quarantine facility, which caused fear for teachers to report to the schools.	Implemented the AWA	
	Teachers were hesitant to distribute the modules due to fear of being infected with Covid-19 from asymptomatic persons.	Strict adherence to the health and safety protocols. Stakeholders e.g. LGU officials helped the teachers in the distribution of modules.	
B. Focus on Learning	Non-downloading of SLMs by the CO for the third and 4 th quarters as promised.	Teachers started to develop the SLMs/WLAS. The Division has initiated the development of Modules using the 4As approach.	The SDOs/schools should ensure that SLMs are quality assured before printing for distribution and utilization.

		Canned video lessons for K-G3 learners are posted online and aired in Radio station in Bislig City.	
	Teachers have difficulty in evaluating the performance of the learners at home.	Designed feedback mechanism by encouraging the parents as well as the learners to fill up the feedback form weekly to track learners' performance. Utilized youtube channel – video explainer for recent updates ; references for discussion answering queries. Institutionalized the Division “ <i>Pakighinabi</i> ” of Tandag City SDO – invited parents, teachers, school heads to get a clearer picture on what is happening in the delivery of education in the new normal. SHS & JHS students who availed of the online learning modality were required to make video clips as part of their output.	Strictly follow the Interim Guidelines on Assessment per DO 031, s. 2020
		Teachers conducted remedial instruction to learners who obtained low proficiency.	
	There were many learners who got low proficiency	Theme-based assessment and skills-based assessment were used more often rather than paper-pencil assessment.	

C. Hiniusang Pag alagad para sa Edukalidad	Difficulty in developing modules/WLAS particularly the hard to teach skills/competencies.	Conducted LAC sessions and discussed the hard to teach skills/competencies. Teachers shared issues and concerns for the delivery of learning in the new normal.	
		Teachers were made to attend trainings to enhance their skills and competencies in handling varied modalities in learning.	
	There is a need to upskill the private school teachers in the development of SLMs.	Teachers in the private schools were capacitated in the development of SLMs.	SDOs should encourage the private schools to attend the Division MANCOM conferences/meetings for them to be apprised of the new trends/updates in education.
D. Reaching the Most Marginalized	There are parents who do not get the modules of their children due to their busy schedules.	Teachers ensured that learners are provided with modules by sending them through their neighbors and tapped brgy. tanod and other stakeholders to deliver the modules.	Strengthen good relationship with partners in education.
	Hard to follow up the IPED learners situated in very far-flung areas.	Set-up of barangay drop off/pick up sites of modules. Hired LSA for Mamanwa and Bajao IPs ; 2 elders as support staff funded by LSB.	SDOs/schools should ensure that all learners be given modules/learning materials.

		Developed localized SLMs in all learning areas; organized district & division QA teams ; Gave incentive to writers and QA teams thru service credits. Butuan City Division has crafted Project “REACH” where teachers and learners can access and download the modules ready for printing.	
	Teachers were hesitant to distribute the modules due to fear of being infected with Covid-19 from asymptomatic persons.	SUCs are tapped in the development and quality assurance of LMs and LAS LGU gave out tablets for the STEM Track to minimize the printing Learners with special educational needs were often visited and provided with support by teachers and other stakeholders like retired teachers who are still capable in teaching.	
	Difficulty of learners in answering the modules and parents limited capacity in assisting their children.	SHS and JHS teachers posted video clips in the group chat with specific instructions for learners’ guidance in doing the activity.	Sustain the best practice in providing materials for our learners to facilitate their learning. Teachers should be creative and innovative in designing mechanism to assist the learners.

		Strengthened RBI to reach the learners in far flung areas. Adopted and Save Families by giving of food packs, transistor radio and health kits.	
E. Well being and Protection	There are learners who are already bored staying in the house for a long period of time which affects their learning.	e-YACAP (Youth are Accepted Cared Acknowledged and Protected) – online mental health monitoring for learners and personnel; online counselling; contextualized Psychosocial Module for Kinder to G12 Online Helpdesk – facilitated by licensed guidance counselor who gave assistance to students, teachers and school heads. Online Medical Assistance – 24/7 online services – giving of medical prescription. YOLO (Youth Optimizing Lifelong Opportunities) Program of ADN – for secondary students, special program for the mental health of the youths. Conducted health and wellness seminar for teachers. Held zumba every week.	
	Teachers are overwhelmed with various concerns at home and in school which caused anxiety and stress.		

		Conducted spiritual enhancement through bible sharing.	
		Activation of guidance counselors and advocates in the conduct of debriefing activities for teachers.	
F. Education Financing	In Tandag City the COA did not allow the teachers to avail of the communication allowance.		The SDO should lobby to the COA with regard to the communication expenses but not communication allowance of teachers.
	Shortage of bond paper supplies, printing paraphernalia/ and other materials.	Tapped the support of the stakeholders, private companies and individuals.	
		Realignment of SEFS to buy printing supplies and machines. Development of Network academy: those that have net and gadgets are advised to download the digital formats of the LAS and LMs to reduce paper demands.	

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Director IV

Results of the Survey on the Readiness for the Pilot Implementation of the Face-to Face Classes

Readiness Indicator	SDS/ASDS/ Chiefs		EPS/PSDS		School Heads		Teachers	
	YES	NO	YES	NO	YES	NO	YES	NO
	24 respondents		40 respondents		142 respondents		18 respondents	
1. Did the school adjust their class program according to their school's AWA?	100%		100%		91.50%	8.50%	66.70%	33.30%
2. Are classrooms physically redesigned to ensure safety of learners from COVID-19 transmission?	100%		97.50%	2.50%	94.40%	5.60%	85.70%	14.30%
3. Does the school establish safe entrance, exit, and contact tracing procedures for all school concerns (learners, teachers, parents/guardians, school personnel, etc.)?	100%		100%		95.8	4.2	56.3	43.8
4. Does the school have a proactive COVID-19 local hotline/help desk that connects and coordinates to the hospitals and LGUs?	100%		97.50%	2.5	84.5	15.5	94.4	5.6
5. Does the school have an assigned/designated health safety officer/s who takes charge of the school's safety protocols, procedures and mechanisms? (Health safety officer may come from school stakeholders, i.e. PTA, Barangay official/personnel.)	100%		100%		88	12	94.4	5.6
6. Does the school follow the required number of maximum learners in a classroom?	100%		100%		92.3	7.7	94.4	5.6
7. Did the school orient learners, parents, guardians, teaching and non-teaching personnel, external stakeholders and LGU of the existing protocols, mechanisms, and procedures needed in conducting face-to-face classes?	100%		97.50%	2.5	84.5	15.5	88.9	11.1
8. Did the school conduct an orientation of teaching personnel on possible changes in their AWA?	100%		100%		92.3	7.7	94.4	5.6

4. Did the school establish a clear procedure of referral system of confirmed and suspected personnel and learners?	100%		100		85.2	14.8	88.9	11.1
5. Did the school establish a clear information dissemination system for close contacts of confirmed positive cases?	100%		100		87.3	12.7	100	
6. Did the school secure consent from parents/guardians of students who will participate in the face-to-face learning	100%		97.5	2.5	85.2	14.8	83.3	16.7
7. Does the school provide psychological support to manage transition of students who will undergo the face-to-face classes?	95.80%	4.20%	95	5	77.5	22.5	77.8	22.2
8. Are school's safety procedures, protocols, and mechanisms PWD-Friendly?	95.80%	4.20%	92.5	7.5	93.7	6.3	88.9	11.1
D. HOME-SCHOOL COORDINATION	SDS/ASDS/Chi		EPS/PSDS		School Heads		Teachers	
Readiness Indicator	YES	NO	YES	NO	YES	NO	YES	NO
1. Did the school coordinate with the Barangay Local Government Unit (BLGU) in ensuring safe entrance and exit protocols are	100%		100		97.2	2.8	88.9	11.1
2. Did the school orient the parents/guardians regarding safe drop-off and pick-up procedure?	100%		100		95.8	4.2	94.4	5.6
3. Did the school orient the parents/guardians on safety precautions and preventive measures while commuting? (e.g. wearing of proper face masks and face shields, refrain from talking and eating while in public transportation, ensure adequate ventilation, frequent and proper disinfection, appropriate physical	100%		97.5	2.5	95.8	4.2	100	
4. Did the school orient the parents/guardians on safety precautions and preventive measure upon entering the school premises?	100%		100		99.3	0.7	100	

9. Does the school provide a daily monitoring tool for school-goers?	100%		100%		91.5	8.5	77.8	22.2
10. Did the school set up a proper sanitation and hygiene facility (handwashing station, foot bath, etc.) for school-goers?	100%		100%		97.2	2.8	100	
B. MANAGING TEACHING AND LEARNING	SDS/ASDS/Chiefs		EPS/PSDS		School Heads		Teachers	
Readiness Indicator	YES	NO	YES	NO	YES	NO	YES	NO
1. On Learning Resources, are learning resources needed for face-to-face classes sufficient?	100%		97.5	2.5	87.3	12.7	88.9	11.1
2. On Class Schedule, are class schedules arranged equitably, with prioritization based on greatest need for face-to-face classes in case of limited slots?	100%		97.5	2.5	87.3	12.7	100	
3. On Teacher Load, are teacher load/s arranged equitably and fairly observing the maximum 6-hour classroom teaching hours per day?	100%		100		95.8	4.2	88.9	11.1
4. On School Requirements, is DepEd policy on academic ease observed/ implemented?	100%		100		98.6	1.4	100	
5. On Performance Management, are teachers provided appropriate learning and development support for them to better provide quality basic education services amid the crisis?	100%		97.5	2.5	95.1	4.9	94.4	5.6
C. MANAGING WELL-BEING AND PROTECTION	SDS/ASDS/Chiefs		EPS/PSDS		School Heads		Teachers	
Readiness Indicator	YES	NO	YES	NO	YES	NO	YES	NO
1. Are learners and school personnel provided with face masks, face shield, and protective gear?	91.70%	9.30%	92.5	7.5	84.5	15.5	100	
2. Does the school have an adequate supply of face masks, face-shield, and protective gears in replacement of lost or damaged PPEs of students and teachers?	79.20%	#####	87.5	12.5	64.1	35.9	50	50
3. Does the school have adequate supply of sanitation and disinfection materials?	91.70%	9.30%	95	5	85.9	14.1	88.9	11.1

5.Did the school orient the parents/guardians in ensuring that the learners practice proper sanitation and hygiene upon arriving at home from school and vice versa? (e.g. washing of hands, disinfecting, proper wearing of	100%		97.5	2.5	96.5	3.5	88.9	11.1
6.Does the school have a designated waiting area for parents/guardians during dismissal	95.80%	4.20%	100		88.7	11.3	88.9	11.1