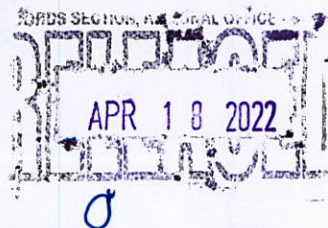




Republic of the Philippines
Department of Education
CARAGA REGION



April 18, 2022

REGIONAL MEMORANDUM

No. 0304, s. 2022

To: SCHOOLS DIVISION SUPERINTENDENTS
ASSISTANT SCHOOLS DIVISION SUPERINTENDENTS
SDO CHIEFS SGOD AND CID
DIVISION F2F COORDINATORS
This Region

DIVISION COMPOSITE TEAM ON LIMITED F2F CLASSES
COORDINATION MEETING

1. Relative to the monitoring and evaluation of the implementation of the progressive expansion of the limited face to face classes, the Regional Office through the Quality Assurance Division (QAD) shall conduct a Coordination Meeting on April 20, 2022, at exactly 8:30 AM to 12:00 Noon via Google Meet with the link: meet.google.com/imr-qasz-vew.
2. The meeting aims to:
 - a. Discuss the major and salient findings and observations during the conduct of monitoring and evaluation of the schools; and
 - b. Present the interventions made by the SDOs on the findings/observations in the implementation of limited F2F classes.
3. The expected participants are the Regional Field Technical Assistant Team (RFTAT) and select members of the Division Composite Team such as Chiefs of CID and SGOD, one (1) EPS in CID, and Division Focal Person on F2F Classes.
4. The Division Focal Persons on F2F Classes shall present and discuss the interventions made by the SDOs on the major and salient findings/observations during the conduct of monitoring and evaluation of the school's progressive expansion of limited F2F classes conducted last March 23-25, 2022, and April 5-7, 2022.
5. The monitoring and evaluation results in the progressive expansion of limited F2F classes are found in Enclosure No. 1.
6. Immediate and wide dissemination of this memorandum to all concerned is highly desired.



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MA. GEMMA MERCADO LEDESMA
Regional Director

Encl.: As stated
Reference: None

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

CLASSES	EVALUATION	MONITORING	SCHOOL
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QAD/edm
04/18/2022

Enclosure No. 1 of Regional Memorandum No. 0304, s, 2022

MONITORING AND EVALUATION RESULTS IN THE PROGRESSIVE EXPANSION
OF LIMITED F2F CLASSES
March 23-25, 2022, and April 5-7, 2022

Division: Agusan del Sur

Major Findings/Observations	Interventions
The SSAT as a guide in the safe and successful implementation of Progressive Limited F2F classes is not strictly complied with by the schools.	
Class Programs posted in every classroom are not reflective of the actual class set-up.	
Signage and pathway markings to indicate traffic management (from the entrance to the classroom and exit gate) are not well-defined. No pathway to the exit gate.	
Some directional arrows, floor markings and signages were almost erased.	
School personnel responsible for monitoring the health status and providing health services to the learners and teachers are not equipped with proper training.	
Some documents and MOVs are not duly signed and approved by the higher authority.	
LAC on teacher support is not properly articulated.	
There are still additional health essentials to be procured for the continuity of the implementation particularly those consumables supplies.	
Class program needs to be revisited in terms of time allotment per subject.	
Additional personnel to facilitate the students during entrance and exit and in going home to maintain social distancing	
Limited number of textbooks and other references.	
Lack of isolation rooms.	

Students' attendances are fluctuating	
Insufficient or there was no time allotted for neural breaks/ recess and other health practices	
Roles and functions of the shared responsibility should be properly reiterated as to make a clear Terms of reference between and among partners	
Few schools do not have enough faucets for the washing facility	
Class programs are not coherent with the teacher's program and teacher's WFH schedule and other day-to-day school activities.	
Teachers were using the WHLP in limited F2F classes.	
Implemented the 2-day class program where all classes are catered for the whole day.	
Isolation Room Clinic and Library are placed in one room.	
Some classrooms have no functional lights.	
Only vaccinated learners were allowed to attend f2f classes as directed by the local health officer.	

Division: Agusan del Norte

Major Findings/Observations	Interventions
Manual thermal scanners are not functioning.	
Teachers were able to identify learning gaps, particularly in their reading skills.	
Markers and floor signages are fading.	
Manual thermal scanner is not available in all classrooms to check students' body temperature.	
Two classrooms have no proper electrical wiring and ceiling.	
Resumption of classes may prevent students to engage in live-in and other pre-marital activities that may hamper their education endeavors in some instances, especially for high school students.	

Division: Bayugan City

Major Findings/Observations	Interventions
No textbooks are available for grades 7-10.	
The isolation Room, Clinic, and Library are placed in one area/room.	
There is still a need for constant reminders especially in following the health protocols upon entering the campus.	
Some parents and pupils tend to forget the health protocols like wearing masks and social distancing.	
Outside of classroom had chairs as a waiting area for learners which causes an obstruction in the pathways	
Some students who attended the first day of classes had no parent's consent due to no attendance of parents during the orientation and some students were not included in the list.	
Allotted class times were not enough for the pupils to learn	
Directional arrows are not well defined, especially for entrance and exit	
Did not conduct disinfection after class because the chair used in the morning session will not be used for the afternoon class	
There was a footbath in every classroom	
Students did the disinfection after classes in some grade levels like putting alcohol on the assigned chairs	
No waiting area.	
There are 5 unvaccinated teachers.	

Division: Bislig City

Major Findings/Observations	Interventions
Some of the class programs posted on classroom doors are not signed by the signatories	
Availability of the WHLP but no proof of monitoring the learner's progress.	
Availability of the WHLP and DLL but no data for the reflections	

Some class programs are not signed by the signatories	
Signages and other floor markings are not that visible to the students	
The clinic room is not spacious.	
The school building where the clinic is located is not that clean.	
Unavailability of funds, lack of classrooms for the expansion of limited f2f, learners/ visitors did not follow the ins and out or entrance and exits, school out up ropes to designated lanes, arrow signals, signs, and other signage	

Division: Butuan City

Major Findings/Observations	Interventions
Most of the classrooms are with curtains.	
Implemented 2 hours/day of classes which is not compliant with DepEd policy guidelines on class schedules.	
Some students are staying inside the campus after class hours talking to each other.	
Encourage the school to place a daily logbook in the entrance door to monitor the attendance and body temperature of the learners.	
Learners who are unvaccinated are prohibited not to attending the limited F2F classes	
The school identifies learning gaps among its learners in their reading skills.	
Handwashing facilities in the entrance gate and in the classrooms have intermittent water supply from BCWD.	
Apply DLL for limited F2F and WHLP for distance learning delivery of classes.	
The entrance gate is not strategic to some residents whose residences are very far from the main entrance (teachers and pupils).	
No markings in the hallway.	

Some classrooms have cellophane as curtains on the door which could be a place for viruses to linger.	
No markings in the middle hallway as a direction guide to pupils.	
Unsigned class programs and teachers' programs are posted in some classrooms	
Contingency Plan lacked essential detail such as TOR of the Task Force Committee Members	
1 room was divided into 2 classrooms for kindergarten	
Science Laboratory was utilized as Principal's Office	

Division: Cabadbaran City

Major Findings/Observations	Interventions
The school identified learning gaps, particularly in the reading skills of the learners.	
Kindergarten pupils have difficulty comprehending the lessons.	
Lack SLMs/Reading Materials in English and Filipino.	
Apply DLL for F2F and WHLP to distance learning classes.	
Teachers did not prepare the DLL only WHLP.	
WHLP of the teacher is not updated and no signature from the school head.	
The footbath should be removed in every classroom.	
A log sheet is provided in every classroom but lacks entry such as the learner's body temperature.	
There were a lot of cabinets in the room which consumes space and 1 meter of physical distancing.	
There is one (1) room with no lights.	
The make-shift classroom was used as a stockroom/classroom.	

There were teachers and learners who do not follow the unidirectional way and designated parking area.	
The isolation room is within the classroom.	
Gather/consolidate the list of absences and determine the reasons for appropriate interventions.	
Manage traffic flow inside the classroom but had a hard time managing traffic flow outside the school.	

Division: Siargao

Major Findings/Observations	Interventions
Most of the isolation rooms are within the clinics.	
Have curtains and closed windows in some of the classrooms and offices.	
Needs to support MOVs to school OMS result for validation; physical findings do not coincide with their WINS star-level status.	
The tent was used as the school clinic whereas the isolation room was in a separate classroom.	
Lack of rooms due to damaged classrooms.	
Lack of learning materials damaged by the typhoon.	
With wash facility but below standard at the entrance of the school; water rationing from the Barangay; poor SBM WINs implementation.	
Lack of health supplies and printing equipment.	

Division: Surigao City

Major Findings/Observations	Interventions
Lack of classrooms and teachers who will handle the learners, since the number of F2F participants is progressing.	
Apply DLL/DLP for f2f learning modality and WHLP for modular distance learning modality.	

Observe proper guidelines on the disposal of damaged LR's due to typhoon Odette	
Follow the time allotment as indicated in DepEd policy guidelines on the class schedule.	
Use strategies/ methods/ approaches as topics in the LAC. Revisit ELLN topics and basis as intervention activities to address CIGPs.	
Most of the schools have somehow presented an inventory of LR and student ratios in different templates. Some would have the number of LR's but no enrolment data. They also presented in one table the inventory of both SLMs/LASs and textbooks.	
Ensure close supervision as to the compliance of health protocol implementation in the school was strongly observed.	
The majority of learners from SHS opted to have modular distance learning since some had started earning a living to alleviate family's needs.	
No available books for media/performing arts	
Some of the isolation rooms are within the guidance/clinics.	

Division: Surigao del Norte

Major Findings/Observations	Interventions
Include in the LAC plan feedback on the implementation of f2f classes and address CIGPs through an intervention plan.	
Use strategies/ methods/ approaches as topics in the LAC. Revisit ELLN topics and basis as intervention activities to address CIGPs.	
The school shall observe proper guidelines on the disposal of damaged LR's due to typhoon Odette	
Strengthen information dissemination and advocacy on vaccination.	

Follow the time allotment as indicated in DepEd policy guidelines on the class schedule.	
Apply DLL/DLP for f2f learning modality and WHLP for modular distance learning modality.	
Ensure close supervision as to the compliance of health protocol implementation in the school was strongly observed.	

Division: Surigao del Sur

Major Findings/Observations	Interventions
Difficulty in putting up directional markings in the open field. Signages and markers are evident but some are not legible and durable due to smaller font sizes, untranslated languages, type of materials used, and/or situated in wrong places.	
Some Memoranda of Agreements failed to emphasize the role and augmentation mechanism of the LGU in terms of the handling of COVID-19 positive and suspect individuals, disposal of infectious waste, and administration of school-wide disinfection.	
Some classrooms in most the schools have no trash bins for "infectious waste".	
Insufficiency of books to pair with LASSs.	
Few classrooms and offices in schools have no floor markings or are constantly removed because they are easily damaged.	
Kindergarten classrooms that use the typical two-seater chair must have labels for non-occupancy in alternating rows to keep the learners socially distanced from each other.	
Some schools have an insufficient number of handwashing facilities. There are also handwashing facilities with no stable water connection.	
Most of the classrooms in all schools visited have medicine kit, however basic	

drugs or medicine including first aid materials are absent.	
In big schools, traffic management should be improved to prevent long queuing.	
Schools in Barobo 2 and 3 should include a teacher's program hanged or posted at the classroom's door. Most of the schools in all districts monitored need to improve their class program coherent to the teacher's program and teacher's WFH schedule and other day-to-day school activities	
Lacking classrooms; some use makeshift rooms for classes and don't have an isolation room/clinic.	
There are schools that don't have a handwashing facility at the entrance of the gate.	
Tall grasses on the ground uncovered garbage bins and the presence of dogs inside the school campus particularly at MK Yusingco NHS	
Lack of PPEs/Equipment for health and hygiene practices.	
Lack of personnel or CVO to manage traffic flow inside and outside the campus.	
No waiting area for learners while they are waiting their turn to get inside the school.	
Some classrooms should include teacher's program hanged or posted at the classroom's door. Most of the schools in all districts monitored need to incorporate the minor recommendations regarding their class program coherent to the teacher's program and teacher's WFH schedule and other day-to-day school activities.	
Clinic should be ventilated and well lighted. Include a bed inside the clinic.	
Conflict of teachers' schedules and subject load.	
Some students cannot attend the class regularly due to the distance of the school from their respective residences.	