

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

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

Health Protocols for Learners, Teachers and Non-teaching Staff

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

Health Protocols for Learners, Teachers and Non-teaching Staff

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

Annex F Online Learning/Emergency Remote Teaching Fund Source

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

Annex G

OPERATION BALIK ESKWELA (June 1-August 29)

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

Annex H

LEARNING CONTINUITY PLAN FOR DRRM, HEALTH AND PARTNERSHIP BUILDING (AUGUST 2020-APRIL 2021)

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

LEARNING CONTINUITY PLAN FOR DRRM, HEALTH AND PARTNERSHIP BUILDING (AUGUST 2020-APRIL 2021)

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

MONITORING AND EVALUATION

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

Weekly Learning Activity Sheet

Suggested Template

Name of Teacher: _____

School: _____

Division: _____

Learning Area:	
Grade Level:	
Quarter:	
Most Essential Learning Competency (MELC):	
Code :	
Month:	
Week covered (please specify the dates):	
Title of the Activity:	
Objective(s):	
Materials(preferably localized and available at home):	
Procedures (direct and concise):	
Guide questions and Rubrics:	
Concepts learned:	
References:	

(Printed name and signature of teacher)

(Printed name and signature of School Head)

SAMPLE SCHEDULE OF LEARNING DELIVERY MODE

Grade 1-2	TIME ALLOTMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	7:00 - 7:50 AM Mother Tongue	Distance (online)	Modular	Modular	Face-to-Face	Face-to-Face
	7:50 - 8:20 AM Filipino	Distance (online)	Modular	Modular	Face-to-Face	Face-to-Face
	8:20 - 9:10 AM Mathematics	Modular	Distance (online)	Modular	Face-to-Face	Face-to-Face
	9:10 - 9:50 AM Araling Panlipunan	Modular	Distance (online)	Modular	Face-to-Face	Face-to-Face
	9:50 - 10:20 AM	Recess				
	10:20 - 11:00 AM MAPEH	Modular	Modular	Distance (online)	Face-to-Face	Face-to-Face
	11:00 - 11:30 AM Esp	Modular	Modular	Distance (online)	Face-to-Face	Face-to-Face
	Total in minutes	270	270	270	270	270
	Total in hours	4.5	4.5	4.5	4.5	4.5

SAMPLE SCHEDULE OF LEARNING DELIVERY MODE

ANNEX K

	TIME ALLOTMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	6:00 - 6:50 AM Mother Tongue	Distance (online)	Modular	Modular	Modular	Face-to-Face
Grade 3	6:50 - 7:40 AM Filipino	Modular	Distance (online)	Modular	Modular	Face-to-Face
	7:40 - 8:30 AM English	Modular	Distance (online)	Modular	Modular	Face-to-Face
	8:30 - 9:20 AM Science	Modular	Modular	Distance (online)	Modular	Face-to-Face
	9:20 - 9:40 AM	Recess				
	9:40 - 10:30 AM Mathematics	Modular	Modular	Distance (online)	Modular	Face-to-Face
	10:30 - 11:10 AM Araling Panlipunan	Modular	Modular	Modular	Distance (online)	Face-to-Face
	11:10 - 11:50 AM MAPEH	Distance (online)	Modular	Modular	Modular	Face-to-Face

SAMPLE SCHEDULE OF LEARNING DELIVERY MODE

ANNEX K

11:50 - 12:20 PM Esp	Modular	Modular	Modular	Distance (online)	Face-to-Face
Total in hours	4.5	4.5	4.5	4.5	4.5

Grade 4-6	TIME ALLOTMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	6:00 - 6:50 AM Filipino	Distance (online)	Modular	Modular	Modular	Face-to-Face
	6:50 - 7:40 AM English	Modular	Distance (online)	Modular	Modular	Face-to-Face
	7:40 - 8:30 AM Science	Modular	Distance (online)	Modular	Modular	Face-to-Face
	8:30 - 9:20 AM Mathematics	Modular	Modular	Distance (online)	Modular	Face-to-Face
	9:20 - 9:40 AM	Recess				
	9:40 - 10:20 AM Araling Panlipunan	Modular	Modular	Distance (online)	Modular	Face-to-Face
	10:20 - 11:10 AM EPP/TLE	Modular	Modular	Modular	Distance (online)	Face-to-Face

SAMPLE SCHEDULE OF LEARNING DELIVERY MODE

ANNEX K

	11:10 - 11:50 AM MAPEH	Distance (online)	Modular	Modular	Modular	Face-to-Face
	11:50 - 12:20 PM Esp	Modular	Modular	Modular	Distance (online)	Face-to-Face
	Total in hours	6.33	6.33	6.33	6.33	6.33

Grade 7-10	TIME ALLOTMENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	6:00 - 7:00 AM Filipino	Distance (online)	Modular	Modular	Modular	Face-to-Face
	7:00 - 8:00 AM English	Modular	Distance (online)	Modular	Modular	Face-to-Face
	8:00 - 9:00 AM Science	Modular	Distance (online)	Modular	Modular	Face-to-Face
	9:00 - 10:00 AM Mathematics	Modular	Modular	Distance (online)	Modular	Face-to-Face
	10:00 - 10:20 AM	Recess				
	10:20 - 11:20 AM Araling Panlipunan	Modular	Modular	Distance (online)	Modular	Face-to-Face

SAMPLE SCHEDULE OF LEARNING DELIVERY MODE

ANNEX K

	11:20 - 12:20 PM EPP/TLE	Modular	Modular	Modular	Distance (online)	Face-to-Face
	1:20 - 2:20 PM MAPEH	Distance (online)	Modular	Modular	Modular	Face-to-Face
	2:20 - 3:20 PM Esp	Modular	Modular	Modular	Distance (online)	Face-to-Face
	Total in hours	8.2	8.2	8.2	8.2	8.2



Republic of the Philippines
Department of Education
CARAGA REGION

ANNEX L

A. Sample Class Schedule (two classes) (Blended Learning)

Preliminaries:

- When a class is divided into groups, the other half would be shifted to self-learning at home while the other half is in-school, traditional face-to-face modality.
- In every class, adviser should be able to identify and classify learners who are capable of online/blended learning and who are not. The classification should specifically identify if the family has personal computer, laptop or tablet and has internet connectivity at home. Advisers should consult the parents to have accuracy of the information.
- Adviser should schedule virtual orientation to parents on the mechanism on what the learners should do once shifted to self-learn at home and what is required of them before learners are shifted to in-school learning. You may schedule separate orientation to those parents whose learners would undergo blended learning, and those whose learners would be undergoing in-school and off-school using print materials.
- If there are other teachers who would independently handle the subject/s other than the adviser, the school should convene and establish general class schedules for all sections.

Class Schedule (*when learners are in-school, traditional face-to-face modality*)

- Elementary and Secondary
- Teachers may use print materials or internet connected learning materials depending on the availability in the context.
- Should only focus teaching the MELCs
- In the afternoon, teachers have to prepare teaching-learning activities for the following week when the other half of the learners have to report to school. Also, they monitor the submission of outputs of the learners (daily depending on the agreed schedule) online.



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Elementary

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:50	* Regarding of learning areas, the teaching learning process should focus on treating, processing the activities done while the learners were at home.	The normal teaching-learning engagement based on the MELCs			*Teaching-learning process shall be focused what the learners have to do while at home including the distribution of soft or print materials.
7:50-8:20					
8:20-9:10					
9:10-9:50					
9:50-10:20					
10:20-11:00	270	The normal teaching-learning engagement based on the MELCs			270
11:00-11:30		270	270	270	
Total in minutes		270	270	270	

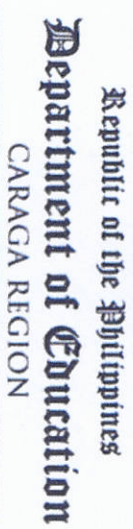
Secondary

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00-7:00	* Regarding of learning areas, the teaching learning process should focus on treating, processing the activities done while the learners were at home.	The normal teaching-learning engagement based on the MELCs			*Teaching-learning process shall be focused what the learners have to do while at home including the distribution of soft or print copies of materials.
7:00-8:00					
8:00-9:00					
9:00-9:20					
9:20-10:20					
10:20-11:20		The normal teaching-learning engagement based on the MELCs			
11:20-12:20					
1:20-2:20					
2:20-3:20					

					materials.
Total in minutes	492	492	492	492	492

When learners are self-learning at home,

Learners on blended learning	- Should accomplish and submit online tasks daily. Monitoring of submission of outputs would depend (whether daily or every Friday) on the policy of the school established for the new normal. - Shall be monitored by parents/guardians/any adult family member to ensure that daily tasks are accomplished. Monitoring may be flexible at any time of the day depending on their availability. At the end of the week, they shall accomplish and submit localized monitoring form online.
Learners using print materials	- Should bring with them print materials for the entire week to be accomplished at home. Submission shall be done every time they physically report in school. - Shall be monitored by parents/guardians/any adult family member to ensure that daily tasks are accomplished. Monitoring may be flexible at any time of the day depending on their availability. At the end of the week, they shall accomplish localized monitoring form (1/4 sheet). Adviser shall schedule periodic meeting with the parents for the submission and discussion of monitoring form.



LEARNING PLAN - a tool that operationalizes the implementation of learning modality/modalities in school.

WEEKLY HOME LEARNING TASKS - serve as learners as well as parents'/learning facilitators on are expected to accomplish within the specified time.

Sample Template of a Learning Plan

Grade _____

Week 1 Quarter 1

Date: _____

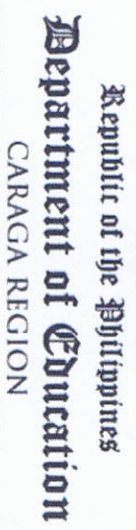
ANNEX M

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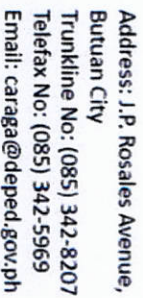
**ISO 9001:2015 CERTIFIED
CERTIFICATE NO:
UAE/QMS/2019/1938**



ANNEX N

Learner's Name:

Grade Level:

[illegible]

ISO 9001:2015 CERTIFIED
CERTIFICATE NO:
UAE/QMS/2019/1938