



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division of Cebu Province

**Office of the Schools Division
Superintendent**

April 7, 2022

DIVISION MEMORANDUM

No. 078, s. 2022

**REVISED GUIDELINES ON THE IMPLEMENTATION OF THE PROGRESSIVE
EXPANSION OF FACE TO FACE CLASSES**

To: Assistant Schools Division Superintendents
Chief Education Supervisors
Public Schools District Supervisors/District-in-Charge
Public Elementary/Secondary School Heads
All Others Concerned

1.The Office hereby informs the field on the revised guidelines as regards to the progressive/expanded implementation of the face-to-face classes effective 06 April 2022.

2.The implementation of the progressive face-to-face classes shall now be governed by the following issuances, to wit:

2.1 DepEd-DOH Joint Memorandum Circular (JMC) No. 001, s. 2022 date 06 April 2022;

2.2 DepEd Memo No. 030, s. 2022 -Dissemination of the Revised School Safety Assessment Tool for the Progressive Expansion of the Face to Face Classes dated 06 April 2022;

2.3 DepEd Memo No. 029, s. 2022 – Work Arrangements in the Department of Education During the Imposition of Alert Level 1 System for Covid-19 Response dated 06 April 2022; and

2.4 DepEd Order No. 017, s. 2022 – Guidelines on the Progressive Expansion of Face to Face Classes dated 06 April 2022.

3. Salient points of the above-mentioned issuances are hereby reiterated:

3.1 The school shall design class programs that cater to both learners of the face-to-face classes arrangement and distance learning while observing the maximum 6-hour classroom teaching hours of teachers.



Address: DepEd Cebu Province, IPHO Bldg., Sudlon, Lahug, Cebu City
Telephone Nos.: 032-2556405
Email Address: cebu.province@deped.gov.ph

3.2 Class schedules shall be arranged equitably so that all learners will have the opportunity to attend face to face classes. The school shall ensure that arrival, breaks, and dismissal time are staggered to avoid crowding of learners on the school premises.

3.3 Schools are given flexibility in contact time/teaching time for teaching and learning, Kindergarten to Grade 1 shall now be given the maximum of 4 hours contact time and for Grades 2 to 12, maximum of five (5) hours (teaching hours) daily (Mondays to Fridays).

4. In this view, Kindergarten classes shall start at 8:00AM, then dismissal time at 12:00Noon (morning session), and 1:00PM to 5:00PM for the afternoon shifting (if there is any), provided teachers should not teach beyond six (6) hours as stipulated in RA 4670. For Grades 2 to 12, classes shall start at 7:00AM, then dismissal time at 12:00Noon for single shifts only. Teachers reporting time shall now be at 7:00AM to 12 Noon, then 1:00PM to 4:00PM for schools that will have single shifts only and will observe the five (5)-hour teaching contact time. For schools with double or multiple shifting, the afternoon shifting shall be at 1:00PM to 6:00PM, and for the night shifting (for night high schools only) shall now be at 4:00PM to 9:00PM or 4:30PM to 9:30PM (Saturday classes shall be devoted to modular or other home assignments/tasks). Schools with approved modified reporting time at 7:30AM to 4:30PM may make the necessary adjustments in compliance to the recent issuances governing face-to-face classes (teachers reporting time shall now be at 7AM to 4PM reporting time in schools with single shifts). Asking permission from the Division Office as regards to the teachers' new reporting time is no longer necessary. This memo (portion/paragraph only) shall be attached to the teachers' daily time record at the end of the month, if in case there are adjustments in the teachers' reporting time in the schools. As a general rule, no teacher is allowed to teach beyond six (6) hours without his/her written consent.

5. The class size shall be in accordance with the following standards:

5.1 **Maximum of 12 learners for Kindergarten;**

5.2 For Grades 1 to 12, the number of learners in a classroom shall take into consideration the **varying classroom sizes and required one-meter physical distancing;** and

5.3 **Maximum of 12 learners at a time for those activities requiring the use of workshops and laboratories.**

6. Teachers shall prepare the **Weekly Learning Plan (sample WLPs are provided in Annex A)** to provide direction and guidance for both classroom-based and home-based activities. They shall determine strategies to address immediate gaps to ensure the transition from distance learning to classroom-based instruction. **Teachers handling face-to-face classes shall prepare only the WLP as an instructional guide. Each learner shall be provided with a copy of WLP to serve as their guide for learning tasks that should be done at home when they are on distance learning.**

7. The Department of Education (DepEd) prescribes the K to 12 Curriculum as a minimum requirement for all public and private schools that will participate in the implementation of face-to-face classes. However, the focus of instruction shall be on the Most Essential Learning Competencies (MELCs). Teachers shall unpack these competencies to ensure that learners are equipped with prerequisite knowledge and skills before being taught with the

targeted competencies. The MELCs were formulated in support of the implementation of the Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 12, s. 2020 (Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2027 in Light of the COVID 19 Public Health Emergency).

8. COVID- 19 vaccination requirement for DepEd teachers and personnel shall follow the latest national guidelines. However, only vaccinated teachers and school personnel shall be allowed to interact with learners. Unvaccinated teachers and school personnel/school heads may report onsite provided that they will not interact with the learners.

9. If the school does not have adequate classrooms to accommodate all learners, the school may adopt the use of the following, provided that there shall only be one section per additional learning space:

9.1Larger spaces in the school such as the gymnasium, school grounds, and the like may be repurposed as learning spaces; and

9.2Available learning spaces in the community near the school.

10. Entrance to the school of visitors and other external stakeholders shall be discouraged. Non-face to face communications and coordination through available platforms (e.g., telephone, cellular network, the internet) shall be prioritized.

11. The school shall ensure the routine sanitation of frequently touched surfaces (e.g., tables, doorknobs, light switches, etc.) **every after end of a school shift.** Other disinfection activities such as using aerosol sprays shall be encouraged to be done every after the end of a school day. With this new stipulation, no more Wednesday break in the schools or disinfection day, classes must be done **Mondays to Fridays and disinfection must be done every day, after dismissal of the learners or every other shift. Schools that are already implementing face-to-face classes must make a modified/revised scheduling effective Monday, April 11, 2022 (start of the 4th quarter).**

12. The more than 900 schools/community learning centers (including ALS) that are now implementing face-to-face classes are hereby directed to adhere to the one hundred percent (100%) onsite reporting capacity as per DepEd Memorandum No.029, s. 2022 dated 06 April 2022.

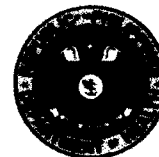
13. Absences rendered due to non-COVID-19 related reasons shall be governed by the existing policies on leaves and vacation service credits. As to vaccination concerns, IATF Resolution No. 148-B, s. 2021 dated 11 November 2021 must be implemented without any hesitation and doubts. Aggrieved teachers/nonteaching personnel must seek clarification or exemption directly to the national IATF instead of asking help from church leaders or local politicians or asking exemption from the Department of Education. Complaints and other communications pertaining to vaccination if not properly raised at the opportune time to a proper forum (**forum shopping is strictly prohibited**) will be immediately archived or will be returned to the concerned employee without any further action.

14. Wide dissemination of and **strict compliance of this Memorandum** is hereby **directed.**

MARILYN S. ANDALES EDD, CESO V
Schools Division Superintendent



**DEPARTMENT OF EDUCATION
DEPARTMENT OF HEALTH**
Joint Memorandum Circular No. 001, s. 2022
April 06, 2022



Enclosure 1

SUBJECT : REVISED OPERATIONAL GUIDELINES ON THE PROGRESSIVE EXPANSION OF FACE TO FACE LEARNING MODALITY

1. Background

The pilot implementation of the face to face classes in basic education was implemented from November 15 to December 17, 2021, with the participation of 284 public and private schools nationwide. These schools underwent rigorous preparations and assessments to meet school readiness standards, as well as health and safety requirements, as stipulated in the Department of Education (DepEd)-Department of Health (DOH) Joint Memorandum Circular (JMC) No. 1, s. 2021, titled *Operational Guidelines on the Implementation of Face-to-Face Learning Modality*.

Based on the monitoring and evaluation results, the pilot implementation was highly successful. The survey of learners, parents, teachers and school leaders, as well as community stakeholders yielded the following major findings:

- There was a high level of attendance among participants of the pilot face to face classes.
- Learners, parents and teachers felt safe against COVID-19 during the implementation of F2F classes.
- Learners, parents and stakeholders were highly satisfied with the implementation of health and safety protocols.
- Learners and parents were highly satisfied in the improvements brought about by face to face classes in teaching and learning.
- Positive impact of reintroduction of F2F classes on learning behavior of learners.
- Teachers and school heads expressed confidence in the continued implementation of F2F classes.

The evaluation also generated positive feedback on other parameters such as engagement of stakeholders and partners during the pilot implementation, as well as on overall satisfactions of learners, teachers, parents and stakeholders in the pilot implementation. It also generated important feedback on challenges that will help DepEd further improve the implementation during the expansion phase.

After submission of the pilot implementation report and its presentation on January 17, 2022, the President approved the progressive expansion of face to face classes, and delegated to DepEd and DOH the authority to decide on the scale and mechanics of the expansion of face to face classes and other school-based activities.

Pursuant to the approval by the President, DepEd and DOH hereby issue the revised operational guidelines of face to face classes. This updated guidelines reflect assessment results, feedback from stakeholders and relevant health and safety protocols to better implement the face to face classes.

2. Scope

This policy shall provide guidance on the mechanisms and standards, particularly on health and safety protocols, on the progressive expansion of face to face classes in basic education institutions in response to the result of the assessment of the pilot implementation. The guidelines also cover the roles and responsibilities of stakeholders across governance levels to ensure effective, efficient, and safe implementation. This covers all grade levels in participating basic education institutions.

Basic education institutions that are deemed eligible per the applicable criteria and guidelines issued by the appropriate agencies will participate in the progressive expansion of face to face classes. Progressive expansion includes geographic expansion, inclusion of all grade levels, and increasing time in school subject to applicable guidelines, as part of the transition towards the new normal.

3. Definition of Terms

- 3.1. Air change per hour (ACH)** - refers to the air flow to a space expressed as volume per unit time divided by the volume of the space.
- 3.2. Alert Level System** - refers to the community quarantine classifications for dealing with COVID-19 of cities, municipalities, and regions, and aims to manage and minimize the risk of the disease through System Indicators, Triggers and Thresholds determined by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF-EID) to specify the public health and social measures to be taken in relation to the COVID-19 response, as may be updated based on new scientific knowledge, information about the effectiveness of control measures in the country and overseas, and its application (as per the Guidelines on the Nationwide Implementation of Alert Level System for COVID-19 Response, as of December 14, 2021).
- 3.3. Blended Learning Approach** - refers to a learning delivery that combines face to face learning with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction.
- 3.4. Medical Isolation** - refers to separating someone with laboratory confirmed COVID-19 or symptoms of COVID-19 infection to prevent their contact with others and to reduce the risk of transmission. Medical isolation ends when the individual meets pre-established clinical, time-based, and/or testing criteria for release from isolation, in consultation with clinical providers and public health officials. This does NOT refer to punitive isolation for behavioral infractions within the custodial setting.
- 3.5. Minimum Public Health Standards (MPHS)** - refer to the latest guidance provided by the DOH for the development of sector-specific and localized guidelines on mitigation measures for its COVID-19 response across all settings; the latest guidance may be found in the DOH Administrative Order No. 2021-0043, titled "*Omnibus Guidelines on the Minimum Public Health Standards for the Safe Reopening of Institutions*," with updates in the IATF Guidelines on the Nationwide Implementation of Alert Level System for COVID-19 Response (as of February 27, 2022).
- 3.6. Protective Personal Equipment (PPE)** - refers to protective garments or equipment such as but not limited to face mask, face shield, and gloves, that must be worn by individuals to increase personal safety from infectious agents or to minimize exposure to hazards that may cause infection
- 3.7. Quarantine** - refers to the restriction of movement, or separation from the rest of the population, of healthy persons who may have been exposed to the virus, with the objective of monitoring their symptoms and ensuring early detection of cases.

3.8 School - for the purpose of these guidelines, 'school' refers to public and private schools recognized by DepEd unless otherwise explicitly specified.

4. Policy Statement

This Joint Memorandum Circular is hereby established to guide the safe implementation of face to face classes, focusing on health and safety protocols during the COVID-19 Pandemic. Specifically, the implementation seeks to:

- 4.1.** Deliver quality basic education in a safe learning environment to learners in areas under Alert Level 1 or 2 (or equivalent classification based on the latest national guidelines);
- 4.2.** Address the teaching and learning gaps encountered in the distance learning modalities; and
- 4.3.** Strengthen the school-community health and safety support system for all learners.

Specifically, this JMC shall focus on the protocols in establishing a safe school environment to better support the teaching and learning process. This includes ensuring safe operations of schools, and well-being and protection of learners and school personnel.

5. Operational Framework

In consideration of the results of the pilot implementation of face to face classes, this JMC maintains the adoption of the existing operational framework on shared responsibility reflected in the DepEd-DOH JMC No. 1, s. 2021.

The framework has four major pillars, namely: **(a) Safe Operations, (b) Teaching and Learning, (c) Including the Most Marginalized, and (d) Well-being and Protection.** Cutting across all the pillars are the policy and finance support to ensure operational mechanisms are in place. Central to this is the **Shared Responsibility** principle. The framework will effectively engage the entire society in making sure that learners are safe and healthy while attending the face to face classes. Specifically, the framework puts the learners' health and safety at the heart of the implementation, allowing them to learn better.

The framework is centered on the following common elements: **(a) Health and safety of learners, (b) Learning opportunities, (c) School operations, and (d) Engagement of the entire society.**

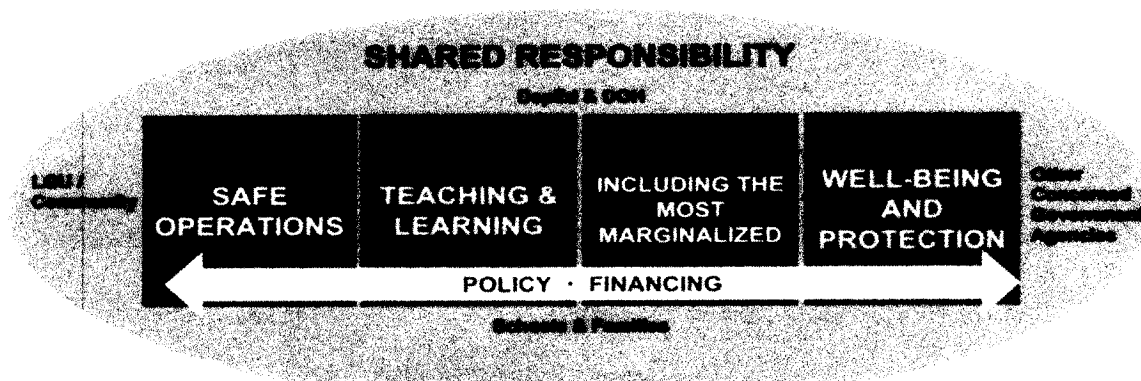


Figure 1: Based on the UNESCO, UNICEF, World Bank, World Food Programme, and UNHCR Framework for Reopening Schools and DepEd Shared Responsibility Principle

6. Eligibility of Participation to the Implementation of Face to Face Classes

6.1. Schools. All participating schools shall meet the following requirements before reopening:

6.1.1. The school shall be located in areas under Alert Level 1 or 2 (or equivalent classification based on the latest national guidelines) before they can participate in the face to face classes.

6.1.2. Participating schools shall pass the school safety assessment using the School Safety Assessment Tool (SSAT).

6.1.3. The school shall have expressed support from local government units (LGUs) (Municipality/City) in the form of a resolution or letter of support allowing them to participate in face to face classes.

6.1.4. For schools in Indigenous Peoples (IP) communities or with a predominant number of IP learners, consultation processes guided by the principle of free, prior and informed consent (FPIC) shall be undertaken with the IP community/ies according to their customary practice and in a language clearly understood by the community/ies. The cultural expression of consent and sealing of agreements shall be documented, with the permission of the community, and in a form acceptable to them (e.g., pictures, videos). Coordination with the National Commission on Indigenous Peoples (NCIP) shall be conducted prior to the consultations, and NCIP may be tapped for technical support and invited to be a witness to the consultations, as necessary and as agreed with NCIP.

6.1.5. The school shall secure expressed support and consent of parents of learners who shall participate in the reopening of face to face classes, in the form of a written Consent Form.

6.1.6. For private schools that intend to participate in the implementation of face to face classes, the following requirements shall be submitted to the DepEd Regional Director:

6.1.6.1. Formal letter addressed to the DepEd Regional Director, copy furnished to the Schools Division Superintendent of the area where the school is located, stating the following:

6.1.6.1.1. Intent to implement face to face classes;

6.1.6.1.2. Objectives, expected outcomes, and commitment to observe the minimum health and safety protocols as stipulated in DepEd-DOH JMC No.1, s. 2021 and other applicable issuances; and

6.1.6.1.3. Willingness to submit a report on lessons and recommendations on a quarterly basis for the implementation of face to face classes

6.1.6.2. The following attachments shall be submitted along with the formal letter:

6.1.6.2.1 Implementation Plan, including the timelines following the four components of the operational framework, namely: (i) Safe Operations, (ii) Teaching and Learning, (iii) Including the Most Marginalized, and (iv) Well-being and Protection;

6.1.6.2.2. Contingency Plan showing action points to address contingencies that might occur during implementation;

6.1.6.2.3. Accomplished SSAT showing compliance with all indicators of the SSAT; and

6.1.6.2.4. Notarized Affidavit of Undertaking to comply with all rules and regulations relative to the conduct

of face to face classes and assume responsibility for its implementation

6.2. Teachers and Other School Personnel

6.2.1. All teachers and school personnel who are 65 years old and below and with no diagnosed comorbidities shall be eligible to provide service during the conduct of the face to face classes. Likewise, teachers and other school personnel who are considered PWDs, are pregnant and lactating, or with comorbidities, whose services are indispensable under the present circumstance may be considered eligible, (as provided for in Civil Service Commission (CSC) Memorandum Circular No. 18, s. 2020).

6.2.2. COVID-19 vaccination requirement for DepEd teachers and personnel shall follow the latest national guidelines. However, only vaccinated teachers and school personnel shall be allowed to interact with learners. Unvaccinated teachers and school personnel may report on-site provided that they will not interact with the learners.

6.3. Learners. Selection of learners who will participate in the face to face classes shall be guided by the following criteria:

All grade levels from Kindergarten to Senior High School;

6.3.1. Signed written consent from parent/guardian; and

6.3.2. While vaccination of learners is encouraged, all learners may participate in face to face classes regardless of COVID-19 vaccination status.

7. Standards and Procedures

7.1. Safe Operations. This shall guide schools on safely managing school reopening and operations.

7.1.1. Preparations for School Reopening

7.1.1.1. In preparation for school reopening, the school shall set up the physical structures, WASH facilities and supplies, personal protective equipment (PPEs), health and safety protocols, learning materials, class programs, and human resource requirements in accordance with these guidelines and the DOH Administrative Order No. 2021-0043, titled Omnibus Guidelines on the Minimum Public Health Standards for the Safe Reopening of Institutions.

7.1.1.2. The school shall orient learners, parents, guardians, teaching and nonteaching personnel, external stakeholders and LGU of the eligibility for participation, existing protocols, mechanisms, and procedures needed in conducting face-to-face classes. Orientation shall take place at least one week prior to the conduct of face to face classes to allow parents/guardians to help their children to mentally and emotionally adapt and cope with the transition. During the orientation, the school may distribute face masks to ensure that learners will be able to adhere to existing protocols. Orientation materials shall be made available for school administrators, teachers and other school personnel, parents and caregivers, community members, and learners.

7.1.1.2.1. Schools shall conduct advocacy campaigns to encourage teachers, school personnel, and learners to be vaccinated against COVID-19.

- 7.1.1.3.** The school shall screen the vaccination records of learners for routine non-COVID-19 immunizations to ensure that those enrolled are protected from vaccine preventable diseases (VPDs) and other infectious diseases to prevent additional COVID-19 burden. However, these routine immunizations are not a requirement to participate in the face to face classes.

7.1.2. Classroom Layout and Structure

- 7.1.2.1.** Classrooms shall be arranged to ensure safety of learners from COVID-19 transmission following the prescribed classroom layout. Physical arrangement of chairs and other furniture inside the classroom shall ensure proper physical distancing. Seats that will be occupied shall be at least 1 meter apart. Those which will not be occupied shall be marked with an "X" or may be removed.

- 7.1.2.2.** If the school does not have adequate classrooms to accommodate all learners, the school may adopt the use of the following, provided that there shall only be one section per additional learning space:

- 7.1.2.2.1.** Larger spaces in the school such as the gymnasium, school grounds, and the like may be repurposed as learning spaces; and

- 7.1.2.2.2.** Available learning spaces in the community near the school or residential area of the learners and teachers

- 7.1.2.3.** All heating, ventilation, and air conditioning (HVAC) systems shall be in working order with increased ventilation whenever possible through the following recommended strategies as cited in Department of Labor and Employment (DOLE) Department Order No. 224-21, titled *Guidelines on Ventilation for Workplaces and Public Transport to Prevent and Control the Spread of COVID-19*.

- 7.1.2.3.1.** In non-air-conditioned spaces, windows and doors shall be open at all times to maximize natural airflow. For air-conditioned spaces, it is recommended to frequently open windows, doors, and other openings to supplement the HVAC systems to achieve dilution.

- 7.1.2.3.2.** Regardless of the HVAC system, all classrooms shall have working electric fans except for schools with no electricity.

- 7.1.2.3.3.** In non-air-conditioned spaces, natural airflow shall be maximized.

- 7.1.2.3.4.** In air-conditioned spaces, schools may install appropriate ventilation equipment such as general and exhaust ventilation and CO2 monitoring devices, to achieve an air change rate of 6 to 12 Air Change per Hour (ACH) and maintain CO2 levels below or 1000 parts per million (ppm) at all times.

- 7.1.2.3.5.** In spaces designed to optimize the use of air-conditioning units, wherein ventilation is greatly recirculated or access to outside air is not feasible, filters such as high-efficiency particulate air (HEPA) filtration air purifiers shall be used to

clean recirculated air, provided that the unit is adequate for the size of the room in which it is installed. Proper maintenance shall be ensured by following manufacturer recommendations of these devices.

- 7.1.2.4.** Schools may consider providing microphones or other appropriate sound system for teachers to facilitate teaching in a physically-distanced setup.

7.1.3. Protective measures, hygiene and sanitation practices, and respiratory etiquette. To ensure the protection of personnel and learners, the following shall be implemented:

- 7.1.3.1.** The school shall set up and ensure the availability of proper sanitation and hygiene facilities following the basic requirements and standard in accordance with DepEd Department Order No. 10, s. 2016, titled *Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program* such as:

7.1.3.1.1. Adequate and Safe Water Supply; and

7.1.3.1.2. Hand washing station with antibacterial soap

- 7.1.3.2.** The school shall ensure that handwashing facilities are set up in a strategic location.

- 7.1.3.3.** Teachers, school personnel and learners shall wear well-fitted masks and appropriate PPE in the school premises.

- 7.1.3.4.** The school shall ensure that each learner, teacher, and personnel have access to surgical face masks;

7.1.3.4.1. All individuals are recommended to use well-fitted surgical or medical-grade face masks. If a cloth mask shall be used as an alternative, it should be made of breathable materials with at least two layers of cotton or non-woven nylon with aluminum nose bridge. It could also be partnered with a surgical or medical-grade mask underneath.

- 7.1.3.5.** The school clinic shall ensure the availability of Emergency Health Kits that include PPEs and other needed supplies and materials. The PPEs shall be available for COVID-19 Disaster Risk Reduction and Management (DRRM) Team members, health personnel, maintenance, and security guards. The use of PPEs shall be guided by the existing guidelines set by DOH.

- 7.1.3.6.** Surgical masks shall be stored in the school clinic and shall be available at the school entrances. These shall be reserved for symptomatic individuals, health care providers, and learners who come to school without face masks.

- 7.1.3.7.** Individuals who will manifest symptoms recorded through the daily health checks conducted by the teachers in the classroom shall immediately be provided with a medical or surgical mask and brought to the school clinic or dedicated isolation area for medical assessment testing and referral to appropriate authorities.

- 7.1.3.8.** The school shall ensure that child-friendly Information and Education Campaign (IEC) materials on hygiene practices and respiratory etiquette are posted in common areas and are available in local languages and braille (if applicable).

Contents of the infographic materials on maintaining MPHS (#BIDASolusyonPlus) shall include, but are not limited to, hand hygiene (hand disinfection thru handwashing and/or use of 70% isopropyl alcohol), respiratory hygiene and cough etiquette (coughing or sneezing into tissues or one's elbow), protective measures (proper use of face mask, and practice of physical distancing), among others. Communication content shall be clear and credible and be disseminated in a manner aligned with local norms.

7.1.3.8.1. A compilation of management support tools and IEC materials on COVID-19 infection prevention and control for school-level implementers can be accessed at: <https://bit.ly/winsipcmaterials>.

7.1.3.9. The school shall provide a daily health monitoring tool for learners, parents, and school personnel.

7.1.3.10. The school shall mobilize the School COVID-19 DRRM Team to ensure that health and safety protocols are in place and are observed during the preparation and implementation of the face to face classes. The School DRRM Team shall also designate a Safety Officer who shall serve as the focal person for the health and safety protocols of the school.

7.1.4. School disinfection, sanitation and waste management. To mitigate the spread of COVID-19 through sanitation and disinfection, schools shall follow DOH Department Memorandum No. 2020-0157, titled *Guidelines on Cleaning and Disinfection in Various Settings as an Infection Prevention and Control Measure Against COVID-19* and *Cleaning and disinfection of environmental surfaces in the context of COVID-19* by the World Health Organization (WHO).

7.1.4.1. The school shall ensure proper disposal of infectious wastes, such as used tissue and masks, in non-contact receptacles.

7.1.4.1.1. Dispose all used PPE in a separate leak-proof yellow trash bag/container with a cover properly labeled as "USED PPE". In case a yellow trash bag/container is not available, the school shall dispose of all used PPE in a separate bag/container marked for infectious medical waste identifiable by the waste collector (e.g., yellow ribbon, yellow colored tag) and coordinate with their LGU on collection and management for all infectious wastes across healthcare provider networks.

7.1.4.1.2. Collect the leak-proof yellow trash bag/container or its alternative regularly or twice a day (after end of class and after working day) from the designated/specific area to the general collection area for treatment and disposal.

7.1.4.1.3. Require the school personnel to wear a medical-grade face mask and puncture-proof gloves when collecting/handling the

- leak-proof yellow trash bag/container or its alternative.
- 7.1.4.1.4.** Disinfect or spray the collected wastes with a chlorine solution (1:10) in accordance with DOH Department Memorandum No. 2020-0157, titled *Guidelines on Cleaning and Disinfection in Various Settings as an Infection Prevention and Control Measure Against COVID-19*.
- 7.1.4.1.5.** The Philippine COVID-19 Living Clinical Practice Guidelines (CPG) does not recommend the use of footbaths, disinfection tents, misting chambers, and sanitation booths for preventing and controlling COVID-19 transmission.
- 7.1.4.1.6.** Dispose the disinfected PPE with general waste to the final disposal facility.
- 7.1.4.2.** The school shall ensure the routine sanitation of frequently touched surfaces (e.g., tables, doorknobs, light switches, etc.) every after end of a school shift. Other disinfection activities such as using aerosol sprays shall be encouraged to be done every after the end of a school day.
- 7.1.4.3.** The school shall place trash bins in strategic locations. Visual signages on proper waste management practices shall be encouraged to be placed near trash bins.
- 7.1.4.4.** Learners shall be responsible for disposing of their own used items (e.g., food, mask).
- 7.1.4.5.** Learners shall be assigned to their own desks/armchairs during classes. They shall disinfect their own tables before and after use. Disinfection team shall be on standby within the school premises.
- 7.1.4.6.** Learners, teachers and other school personnel shall be disallowed from sharing school items such as but not limited to textbooks and toys.
- 7.1.4.7.** School administration shall be responsible for stockpiling of disinfectants and soap, and ensuring adequate water supply and hand sanitizers in classrooms and hallways.
- 7.1.4.8.** The school shall ensure availability of hand soaps/hand sanitizers/ alcohol-based solutions/other disinfectants in restrooms, classrooms, entrances, etc. by doing routine monitoring and replacement/replenishment, if needed.
- 7.1.4.9.** The School DRRM Team shall ensure that necessary disinfection activities are conducted especially in areas of the school frequented by personnel or learners who tested positive.
- 7.1.4.10.** Disinfectants that are approved by the Philippine Food and Drug Administration (FDA) shall be used such as:
 - 7.1.4.10.1.** Sodium hypochlorite recommended ratio of 0.1% (1000 ppm) by dissolving ½ tsp of chlorine or 2 g to 2L of clean water for regular disinfection, and recommended ratio of 0.5% (5000 ppm) for body fluids

by dissolving 1 tbsp of chlorine or 10 g to 2L of clean water

7.1.4.10.2. Ethanol in all surfaces at a recommended ratio of 70-90%, or

7.1.4.10.3. Hydrogen peroxide in all surfaces at a recommended ratio of >0.5%

7.1.5. Class Suspension and Resumption

7.1.5.1. The declaration of class suspension shall be dependent on the assessment and decision of the Local Task Force against COVID-19 (LTF), with the following considerations:

7.1.5.1.1. When there is a suspect, probable, or confirmed COVID-19 case to facilitate disinfection and contact tracing;

7.1.5.1.2. Dependent on community transmission and alert level classification (or equivalent classification based on the latest national guidelines);

7.1.5.1.3. Violations or instances of not complying with minimum public health standards or Prevention, Detection, Isolation, Treatment, and Reintegration (PDITR) for review of protocols.

7.1.5.2. In the event of class suspension, all learners shall revert to distance learning. The School Head, in coordination with the SDO, shall ensure the continuity of teaching and learning in line with their contingency plan.

7.1.5.3. During the class suspension, school management shall ensure contact tracing and disinfection activities. Schools shall implement a 24-hour granular lockdown period for disinfection following identification/detection of suspect, probable, or confirmed COVID-19 case/s, only after which can be opened for use to occupants.

7.1.5.4. Classes may resume after at least 24 hours since suspension upon ensuring the following:

7.1.5.4.1. Completed contact tracing;

7.1.5.4.2. Completed disinfection activities; and

7.1.5.4.3. Area where the school is located is classified as Alert Level 1 or 2 (or equivalent classification based on the latest national guidelines)

7.1.5.5. Upon resumption, the school shall conduct re-orientation on current measures adapted to evolving situations, and Psychological First Aid to learners and personnel, as necessary, in the event of resurgence.

7.2. Well-Being and Protection

7.2.1. Strategy to Prevent COVID-19. To prevent the possible transmission of COVID-19 among the learners, personnel, and other stakeholders, the following shall be observed:

7.2.1.1. All learners, teachers, personnel, and when applicable, visitors, shall be subjected to hand hygiene and temperature checks using a thermal scanner prior to entering the school. Those who will have a reading of 37.5 ° Celsius or above shall be provided with a surgical face mask and brought to a screening area that shall be set up near the entrance of the school where they can be physically separated from other teachers, personnel, learners, and visitors. The concerned teacher, personnel, learner, or visitor shall be monitored by

the Safety Officer and further assessed by the Barangay Health-Emergency Response Team (BHERT) for appropriate management, intervention, or referral. The school shall ensure that the privacy of the concerned teacher, personnel, learner, or visitor shall be maintained while being provided with the necessary medical intervention at the private screening area.

- 7.2.1.1.1.** For schools located in areas under Alert Level 1, temperature checking prior to entering the school may be optional. However, a thermal scanner shall remain available to all learners, teachers, personnel, and when applicable, visitors who prefer to have their temperature checked. The health and safety protocols stated in 7.2.1.1 shall be applicable to those who will have a reading of 37.5 °Celsius or above.
- 7.2.1.2.** Entrance to the school of visitors and other external stakeholders shall be discouraged. Non-face to face communications and coordination through available platforms (e.g., telephone, cellular network, the internet) shall be prioritized.
- 7.2.1.3.** Physical distancing shall be observed at all times.
- 7.2.1.4.** Teachers shall conduct daily rapid health checks in the classroom. Those who will show symptoms of COVID-19 shall be given a surgical face mask and further assessed in the school clinic.
- 7.2.1.5.** The school, with the support of concerned DepEd offices, shall ensure the establishment/setting-up/refurbishment of a school clinic to provide basic health services to learners, teachers and personnel, and when applicable, for visitors, such as:
 - 7.2.1.5.1.** Health assessment and physical examination, as needed;
 - 7.2.1.5.2.** Appropriate intervention, first aid, or treatment; and
 - 7.2.1.5.3.** Proper management of symptoms, including rest at home; Referral and follow-up of learners, teachers and personnel to appropriate health facilities
- 7.2.1.6.** Aside from the school clinic, the school shall also designate:
 - 7.2.1.6.1.** a private screening area near the entrance of the school where teachers, personnel, learners, and visitors who show symptoms upon screening at the entrance can be further examined, for appropriate management, intervention, or referral; and
 - 7.2.1.6.2.** separate space where sick learners, teachers and personnel who have been managed in the clinic can temporarily stay, awaiting referral to the appropriate health facility, without creating stigma.
- 7.2.1.7.** In the absence of school health personnel, the school shall designate (a) clinic teacher(s) who shall manage the clinic every school day, to provide basic health services and facilitate referral as needed, in close coordination with the school health personnel at the SDO. Clinic teachers shall be provided prior orientation by the school health personnel at the SDO for proper guidance on how to effectively run the school clinic.

- 7.2.1.8.** The school shall ensure that learners, teachers, and personnel who manifest COVID-19 symptoms shall not physically report to school and shall seek medical advice as needed.

7.2.2. Strategy to Detect COVID-19. To detect the possible transmission of the virus during the face to face classes, the following contact tracing system shall be enforced:

- 7.2.2.1.** At the onset of symptoms or upon being informed of possible exposure to COVID-19, the school shall cooperate with the local health authorities in the tracing and quarantine of close contacts of confirmed cases of COVID-19, consistent with DOH guidelines.
- 7.2.2.2.** The School DRRM Team shall ensure that contact tracing activities, as required by the local health authorities, shall be initiated and completed among the possible close contacts among DepEd personnel and learners.
- 7.2.2.3.** Close coordination with Epidemiology Surveillance Unit (ESU) officers per setting:
- 7.2.2.3.1.** DOH Regional ESU of reporting school
- 7.2.2.3.2.** LGU City ESU/ Provincial ESU/ Municipal ESU of reporting school
- 7.2.2.3.3.** DOH Regional ESU of identified case (place of residence)
- 7.2.2.3.4.** LGU City ESU/ Provincial ESU/ Municipal ESU of identified case (place of residence)
- 7.2.2.4.** Parents shall report to the school if their children are experiencing flu-like symptoms. Testing immediately shall be recommended. Support and guidance on testing shall be provided by the LGUs.
- 7.2.2.5.** Parents shall sign a health form at the beginning of each school term confirming their child and/or family members do not have COVID-19 before being permitted into school. Health forms shall be submitted to the school 24 to 72 hours prior to the start of school opening. Assessment can be done through a symptom-based approach.

7.2.3. Strategy to Isolate and Treat COVID-19.

- 7.2.3.1.** There shall be designated rooms to isolate students and school personnel with fever and flu-like symptoms near the entrances.
- 7.2.3.2.** Transport vehicles from school to Temporary Treatment and Monitoring Facility (TTMF) shall be on standby.
- 7.2.3.3.** School representatives shall immediately notify the family member/guardian of the learner or school personnel. Furthermore, learners are to be accompanied by school representatives at all times until a legal guardian arrives.
- 7.2.3.4.** Personnel or learners who show COVID-19 symptoms shall immediately be isolated and referred based on the severity of their symptom for proper management and appropriate testing.
- 7.2.3.5.** The health personnel or the designated clinic teacher receiving guidance from health personnel, shall ensure the provision of necessary emergency care to the personnel or learner, following precautionary measures.
- 7.2.3.6.** The situation shall be referred/fully disclosed to the identified health authority (e.g., barangay health station,

rural health unit) for further evaluation or referral to a hospital if needed. The same process shall be observed for teachers or other personnel who will exhibit symptoms of the virus.

7.2.3.7. Concerned learners and personnel shall strictly observe the advice of health authorities, including the possibility of home quarantine or isolation in a quarantine facility or confinement. If not sick, learners on home quarantine shall be given alternative delivery mode of education, while personnel shall be shifted to a work-from-home arrangement.

7.2.3.8. The condition of the learner or the personnel shall be closely followed up by the attending/assigned school health personnel or the designated clinic teacher, and necessary information shall be reported to the SDO School Health and Nutrition Unit/Section, as required by existing reporting mechanisms.

7.2.3.9. The School Head shall be responsible for the monitoring of all cases (close contacts, suspect, probable, confirmed) among all learners and personnel under his/her jurisdiction, as well as the necessary coordination with DepEd school health personnel and local health authorities, and the provision of necessary support to the concerned personnel and learners, as the school may be able to provide.

7.2.3.10. The school health personnel or the designated clinic teacher shall ensure that teachers, personnel, or learners shall only be allowed to return to school upon completion of the required quarantine or isolation period, as stipulated in DOH Memorandum No. 2022-0013, titled *Updated Guidelines on Quarantine, Isolation, and Testing for COVID-19 Response and Case Management for the Omicron Variant*, or the latest national guidelines on quarantine and isolation. Upon return to school, the concerned teacher, personnel, or learner shall present a barangay clearance or a certificate issued by a healthcare professional indicating the completion of the required quarantine or isolation period.

7.2.4. Psychosocial Support. To provide psychological support to the learners, teachers, and personnel, the following measures shall be observed:

7.2.4.1. The school shall ensure availability of and maintain the provision of basic mental health and psychosocial support (MHPSS) as well as guidance and counseling services to learners, teachers, and personnel for the entire school year. In line with this, the school shall:

7.2.4.1.1. Have guidance advocates every school day, to assist learners and personnel in accessing basic mental health services;

7.2.4.1.2. Mobilize trained Psychological First Aid (PFA) providers to provide necessary mental health and psychosocial support to concerned personnel or learners during crisis situations (e.g., being COVID-19 positive, isolation, class suspension). The most appropriate method, which duly considers the safety of the MHPSS provider, shall be employed (e.g., provision through online platforms or hotlines);

7.2.4.1.3. Devote the first hour of the first five school days to discuss and facilitate modules related to mental health, facilitated by their respective classroom advisers or designated teachers. It is also recommended that psychosocial support activities be integrated within class activities as needed for at least two weeks or until learners are more adjusted. Designated teachers shall be trained on how to facilitate the psychosocial support activity modules. This is in addition to modules on the nature of COVID-19 and preventive measures (WASH, physical distancing, etc.), and other relevant psychosocial topics such as social stigma, prevention of Violence Against Children, etc.; and

7.2.4.1.4. Establish and contextualize inter-sectoral referral pathways to ensure that psychosocial needs of both the personnel and the learners are provided. Psychosocial concerns involving children shall be coordinated with DOH, DSWD and other key agencies and organizations as necessary to better address the concern.

7.2.4.2. The school shall ensure the use of appropriate materials and references in its MHPSS activities and provisions. The DRRMS MHPSS reference materials are provided in this link: <https://bit.ly/MHPSSPublicResources>. Supplemental guidelines and materials shall be provided throughout the expansion of the face to face learning modality.

7.2.4.3. The school shall engage parents, guardians, or any care providers of learners on taking care of mental health and creating a positive environment.

7.2.4.4. The school shall coordinate mechanisms to ensure that the mental health and the basic needs of learners and personnel with pre-existing mental health conditions and special needs including neurologic and substance abuse disorders such as medications and other key services are provided.

7.2.4.5. The school shall promote “school-life balance” through proper scheduling of schoolwork that will allow learners to enjoy quality time at home.

7.2.4.6. The school shall ensure strict adherence to Republic Act No. 11036 or the Philippine Mental Health Act, and Republic Act No. 10173 or the Data Privacy Act of 2012 in the provision of mental health services and referral.

7.2.5. Immunization and Other School-Health Services. Schools shall coordinate with their respective LGU with the implementation of routine school-based immunization (SBI) and other school health-related services such as but not limited to deworming and weekly iron-folate acid supplementation (WIFA).

7.2.5.1. The SBI together with other school health services shall be routinely implemented among target learners as per existing DOH-DepEd implementing guidelines (i.e. DOH Department Memorandum No. 2015-0146 *Guidelines on the Implementation of School-Based Immunization*).

7.2.5.2. To prevent further transmission of vaccine-preventable diseases, schools, through their school nurse or the

designated clinic teachers, shall include the routine immunization card check to ensure that children entering Elementary and Secondary schools have completed their routine immunization (e.g., one dose of BCG, three doses of Polio and DPT-HepB-Hib vaccines, and two doses Measles-containing vaccines).

7.2.5.3. In cases where learners have not completed their routine infant vaccines, they shall be referred to the nearest LGU/private pediatrician for catch-up vaccination in order to complete the primary series. Schools shall ensure that these defaulted children should complete the missed vaccines during the academic year.

7.2.5.4. The school shall ensure that the consent of the learners' parents shall be secured in services where they are required (e.g., deworming, immunization).

7.2.5.5. Intensive health promotion campaign activities/supportive-policies shall likewise be instituted by schools in collaboration with their local health offices to maintain optimal health-seeking behaviors of learners and other community members.

7.2.6. Strategy to Reintegrate

7.2.6.1. Continued access to outpatient health services for physical and mental health resilience including mental health, immunization and other school-based health services shall be provided.

7.2.6.2. School nurses, nutritionists, social workers, dentists, physicians and other allied health workers shall assist in the provision of these services.

7.2.6.3. Return to School/Work Policies implemented shall be consistent with the latest national guidelines on quarantine and isolation for close contacts, and suspect, probable or confirmed COVID-19 cases.

8. Roles and Responsibilities

8.1. Department of Health (DOH)

DOH shall provide technical assistance to other National Government Agencies (NGAs), LGUs, institutions, and other stakeholders through its Centers for Health Development (CHDs) for the updating of localized guidelines consistent with this issuance. DOH shall continuously update the set minimum public health standards based on the most recent evidence available.

8.2. Department of Education (DepEd)

For the DepEd, all levels of governance shall prepare an implementation plan or strategy that is well-coordinated, synchronized and with clarity in terms of coordination lines. Specific guidance will be issued through a separate Department Order.

8.3. LGU and Community

8.3.1. LGU shall formulate local policies/ordinances of managing traffic during school days. LGU shall enforce rerouting when necessary.

8.3.2. LGU shall ensure availability of medical personnel and standby vehicle/s for use when need or emergency arises.

8.3.3. LGU shall ensure that school premises are secured and shall be free from bystanders, transient vendors of foods, tricycle drivers and other non-essential presence of individuals.

8.3.4. LGU and the community shall observe measures to ensure safety of learners and other school personnel. This shall include access to COVID-19 testing kits and medical facilities.

8.3.5. LGU and the community shall establish an information dissemination system that updates learners, parents, and school personnel about the evolving situation and measures taken in the event of COVID-19.

9. Easing or Restricting of Protocols

Subject to the analysis of the public health situation, DepEd and DOH may ease/relax or restrict the health and safety protocols articulated in these guidelines as necessary.

10. Monitoring and Evaluation

The respective agencies shall develop and implement their respective M&E plans to assess the progress and outcomes of the face to face classes.

11. Transitory Provision

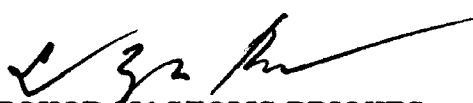
The issued guidelines shall be used for the ongoing preparation and validation of schools which signified to participate. These will not affect currently implementing schools. However, they may opt to adjust based on the updated standards and protocols.

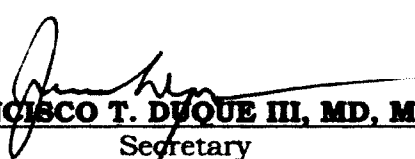
12. Effectivity

This JMC shall take effect immediately upon publication in the Official Gazette or in any national newspaper of general circulation, and upon filing with the Office of the National Administrative Register (ONAR) of the UP Law Center and govern the implementation of face to face classes.

13. Repealing Clause

All administrative issuances inconsistent with this JMC are hereby repealed.


LEONOR MAGTOLIS BRIONES
Secretary
Department of Education


FRANCISCO T. DUQUE III, MD, MSc
Secretary
Department of Health





Enclosure to DepEd-DOH Joint Memorandum Circular on the Revised Operational Guidelines on the Implementation of Face-to-face Learning Modality

ANNEX A: References

- Civil Service Commission. (2020). Revised Alternative Work Arrangements and Support Mechanisms for Workers in Government (CSC Memorandum Circular No. 18, s. 2020).
- Data Privacy Act of 2012, Rep. Act No. 10173 (Phil.).
- Department of Education. (2016). Policy and Guidelines Comprehensive Water, Sanitation and Hygiene (WinS) Program (DepEd Order No. 19, s. 2016).
- Department of Education. (2020). Adoption of the Basic Education Learning Continuity Plan For School Year 2020-2021 in light of the COVID-19 Public Health Emergency (DepEd Order No. 12 s. 2020).
- Department of Education. (2021). Preparations for the Implementation of the Expanded Phase of Face-to-Face Classes (DepEd Order No. 85, s. 2021).
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- Department of Health. (2015). Guidelines on the Implementation of School-Based Immunization (DOH Department Memorandum No. 2015-0146).
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- Department of Health. (2021). Omnibus Guidelines on the Minimum Public Health Standards for the Safe Reopening of Institutions (DOH Administrative Order No. 2021-0043).
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- Department of Labor and Employment. (2021). Guidelines on Ventilation for Workplaces and Public Transport to Prevent and Control the Spread of COVID-19 (DOLE Department Order No. 224-21).
- Department of Labor and Employment, Department of Health, Department of the Interior and Local Government, Department of Tourism, and Department of Trade and Industry. (2021). Implementing Guidelines of the Safety Seal Certification Program (DOH-DILG-DOT-DTI Joint Memorandum Circular No. 21-01, s. 2021).
- Department of Trade and Industry. (2022). Safety Seal Checklist (Form 1 - as of March 2022).
- Inter-Agency Task Force for the Management of Emerging Infectious Diseases. (2021a). Guidelines for Nationwide Implementation of Alert Level System for COVID-19 Response, as of December 14, 2021.
- Inter-Agency Task Force for the Management of Emerging Infectious Diseases. (2021b). Resolution No. 148-B, s. 2021, November 11, 2021.
- Philippine Mental Health Act, Rep. Act No. 11036 (Phil.).
- UNESCO, UNICEF, World Bank, World Food Programme, and UNHCR. (2020). Framework for Reopening Schools.
- World Health Organization (WHO). (2020). Cleaning and disinfection of environmental surfaces in the context of COVID-19.



Republic of the Philippines
Department of Education

Enclosure 2

06 APR 2022

DepEd ORDER
No. **017**, s. 2022

GUIDELINES ON THE PROGRESSIVE EXPANSION OF FACE TO FACE CLASSES

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Schools District Supervisors
Public and Private Basic Education School Heads
All Others Concerned

1. Pursuant to the approval by the President of the progressive expansion of face to face (F2F) classes on January 17, 2022, as well as the updated alert level classifications by the Interagency Task Force for Emerging and Infectious Diseases (IATF-EID), the Department of Education (DepEd) issues the enclosed **Guidelines on the Progressive Expansion of Face to Face Classes**.
2. These guidelines seek to provide guidance to schools on the mechanisms and standards of the F2F classes and ensure their effective, efficient, and safe implementation. This is anchored on the same shared responsibility principle which was introduced and adopted during the pilot implementation as reflected in the DepEd-DOH Joint Memorandum Circular (JMC) No. 1, s. 2021 titled, **Operational Guidelines on the Implementation of Face to Face Learning Modality**.
3. Consistent with the Revised Operational Guidelines on the Progressive Expansion of F2F Classes (DepEd-DOH JMC 1, s. 2022), this DepEd Order (DO) shall focus on mechanisms in establishing a safe school learning environment to better support the teaching and learning process as well as ensuring safe operations of schools.
4. This issuance shall complement DepEd-DOH JMC 1, s. 2022 in governing the progressive expansion of F2F classes. The progressive expansion includes geographic expansion, the inclusion of all grade levels, and increasing time in school subject to applicable guidelines, as part of the transition towards the new normal.
5. All DOs and other related issuances, rules and regulations, and provisions which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
6. Questions and clarifications will be directed to the **Office of the Undersecretary for Governance and Operations** through email at usec.regops@deped.gov.ph.

7. This Order shall take effect immediately upon publication in the Official Gazette or in any national newspaper of general circulation. Certified copies of this DO shall be registered at the University of the Philippines Law Center-Office of the National Administrative Register (UP LC-ONAR), UP Diliman, Quezon City.

8. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:
As stated



Reference:
DepEd Memorandum No. 085, s. 2021

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

CHANGE
CLASSES
LEARNERS
POLICY
RULES AND REGULATIONS
SCHOOLS

WNBO/APA/MPC, DO Guidelines on the Progressive Expansion of F2F Classes
0089 - March 28, 2022



GUIDELINES ON THE PROGRESSIVE EXPANSION OF FACE TO FACE CLASSES

I. Rationale

The Coronavirus Disease 2019 (COVID-19) Pandemic has impacted education systems all over the world. Countries adapted and developed strategies to maintain learning continuity and prevent learning loss. For School Year 2020-2021, at the height of the pandemic, the Department of Education (DepEd) developed the **Basic Education Learning Continuity Plan (BE-LCP)**. The BE-LCP is a package of education interventions that seek to respond to the basic education challenges brought about by COVID-19. The President approved the implementation of the BE-LCP provided that only distance learning modalities shall be allowed.

While distance learning facilitated teaching and learning innovations as well as learning continuity during the pandemic, there were major challenges in the teaching and learning process affecting the adjustment and development of learners. Thus, DepEd has continually pushed and made preparations for the safe reintroduction of in-person learning.

On September 20, 2021, the President approved the conduct of pilot face to face classes in select public and private schools located in minimal-risk areas. Shortly thereafter, on September 27, 2021, DepEd and the Department of Health (DOH) issued Joint Memorandum Circular No. 01, s. 2021 with the subject, **Operational Guidelines on the Implementation of Limited Face to Face Learning Modality** (DepEd-DOH JMC No. 1, s. 2021). The pilot implementation was implemented from November 15 to December 17, 2021, with the participation of 284 public and private schools nationwide.

The pilot implementation was highly successful based on the monitoring and evaluation results. The survey of learners, parents, teachers and school leaders, as well as community stakeholders, yielded the following major findings:

- There was a high level of attendance among participants of the pilot face to face classes;
- Learners, parents, and teachers felt safe against COVID-19 during the implementation of F2F classes;
- Learners, parents, and stakeholders were highly satisfied with the implementation of health and safety protocols;
- Learners and parents were highly satisfied with the improvements brought about by face to face classes in teaching and learning;
- Positive impact of the reintroduction of F2F classes on learning behavior of learners;
- Teachers and school heads expressed confidence in the continued implementation of F2F classes;

The evaluation also generated positive feedback on other parameters such as engagement of stakeholders and partners during the pilot implementation, as well as on overall satisfaction of learners, teachers, parents, and stakeholders in the pilot implementation. It also generated important feedback on challenges that will help DepEd further improve the implementation during the expansion phase.

After submission of the pilot implementation report and its presentation on January 17, 2022, the President approved the progressive expansion of face to face classes and delegated to DepEd and DOH the authority to decide on the scale and mechanics of the expansion of face to face classes and other school-based activities.

Pursuant to the approval by the President, DepEd and DOH issued revised and updated operational guidelines for face to face classes. Consistent with the standards provided in the revised joint issuance by DepEd and DOH on the progressive expansion of face to face classes (DepEd-DOH JMC No. 1 s. 2022), this Department issues these complementing guidelines on the progressive expansion of F2F classes, focusing on strengthening the teaching and learning process and managing safe school operations.

II. Scope

This policy shall provide the mechanisms and standards for the implementation of face to face classes. It particularly focuses on the teaching and learning component, as well as the management of safe school operations. It also covers the duties and responsibilities of DepEd offices across all governance levels.

The progressive expansion of face to face classes will be implemented in public and private schools in areas where case transmission is low and decreasing (Alert Levels 1 and 2) or any similar categorization in adherence to the guidelines of relevant government agencies and based on schools' capacity and assessment. The progressive expansion includes geographic expansion, the inclusion of all grade levels, and increasing time in school subject to applicable guidelines, as part of the transition towards the new normal.

III. Definition of Terms

- A. Blended Learning** - refers to a learning delivery that combines face to face with any or a mix of online distance learning, modular distance learning, and TV/ Radio-based Instruction.
- B. COVID-19 Alert Level System** - refers to the new Community Quarantine Classifications for dealing with COVID-19 covering entire cities, municipalities and/or regions; aimed to manage and minimize the risk of the disease through System Indicators, Triggers and Thresholds determined by the IATF to specify the public health and social measures to be taken in relation to the COVID-19 response, as may be updated

based on new scientific knowledge, information about the effectiveness of control measures in the country and overseas, and its application (as per IATF Guidelines on the Nationwide Implementation of Alert Level System for COVID-19 Response, as of December 14, 2021).

- C. Weekly Learning Plan (WLP)** - is an outline of home-based activities and classroom-based activities that guides both teachers and learners in the attainment of instructional objectives (e.g., Most Essential Learning Competencies) during face to face classes. It is a simplified instructional plan that combines the Weekly Home Learning Plan and the Daily Lesson Log/Plan.

IV. Policy Statement

- A. Anchored on the UNESCO-UNICEF-World Bank Framework on Safe School Reopening and DepEd Shared Responsibility Principle, the face to face classes implementation aims to:
1. deliver quality basic education in a safe learning environment to learners in areas under Alert Levels 1 and 2 (or equivalent classification based on the latest national guidelines) ;
 2. address the teaching and learning gaps encountered in the distance learning modalities; and
 3. strengthen the school-community health and safety support system for all children.
- B. Specifically, this DepEd Order seeks to establish a safe school learning environment to better support the teaching and learning process, as well as ensuring safe operations of schools.

V. Operational Framework

The shared responsibility framework supported the pilot implementation. Hence, the same framework will guide the expansion of the F2F classes. As shown in Figure 1, this will cover four major pillars, namely: (a) Safe Operations, (b) Teaching and Learning, (c) Including the Most Marginalized, and (d) Well-being and Protection. Cutting across all the pillars are the policy and finance support to ensure operational mechanisms are in place. The framework will effectively engage the entire society in making sure that learners are safe and healthy while attending face to face classes. Specifically, the framework puts the learner's health and safety at the heart of the implementation, allowing them to learn better.

The framework is centered on the following common elements: (a) Health and safety of learners, (b) Learning opportunities, (c) School operations, and (d) Engagement of the entire society.

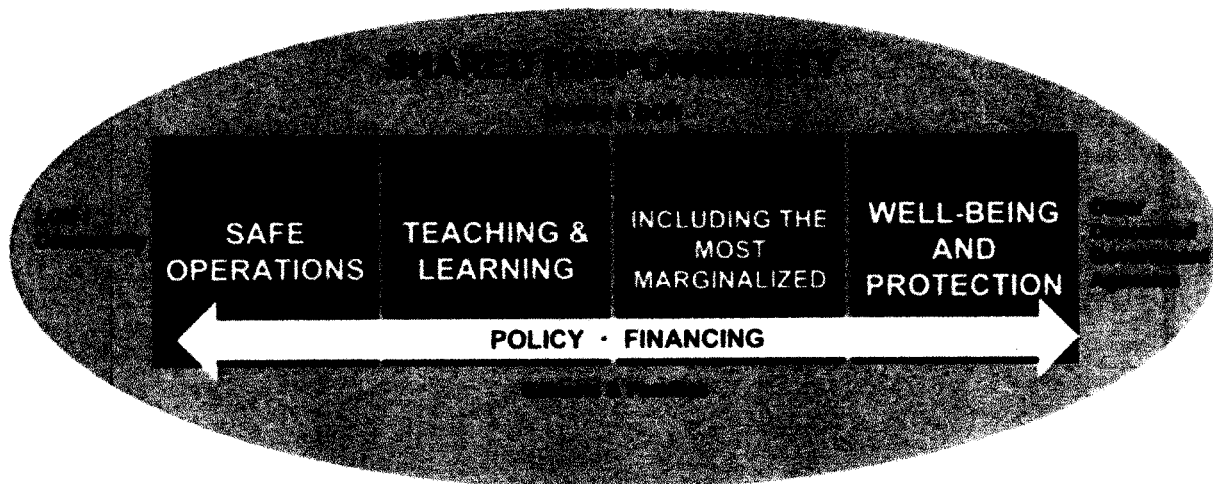


Figure 1: Based on the UNESCO, UNICEF, World Bank, World Food Programme, and UNHCR Framework for Reopening Schools and DepEd Shared Responsibility Principle

VI. Standards and Procedures

A. Managing Safe School Operations. Consistent with the standards on the revised JMC, this shall guide schools on safely managing school reopening and operations.

1. Preparations for School Reopening for In-person Classes.

- a) As part of the preparations, the school shall involve the community in the school reopening process to shape the perceptions of risks and effectively respond to the health crises through localized efforts.
- b) The school shall adjust class programs according to their Alternative Work Arrangements (AWA) and conduct an orientation of teaching personnel on possible changes in their AWA. The school shall develop a plan to ensure that there are available teachers for the conduct of face to face classes. In the same way, the plan should also consider teacher assignments for learners who will remain in distance learning.
- c) The school shall monitor and update the COVID-19 vaccination status of the learners through DepEd Learners' Information System (LIS).
- d) Prior to the opening, the school shall conduct simulation activities among school personnel regarding protocols and routines to replicate and discuss possible scenarios during the actual conduct of face to face classes. In addition to the

simulation and orientation, information materials on the health and safety protocols may be developed.

- e) As part of the preparations, the school shall involve the various levels of community governance – customary community leaders in the case of IP and Muslim communities; the barangay, municipal, and provincial leaders - in the school reopening process to shape the perceptions of risks and effectively respond to the health crises through localized efforts. Continuing dialogue with the immediate community where the school is located is crucial since managing day-to-day risks and concerns will primarily be with the immediate community. The various perspectives of the governance levels require appropriate harmonization to ensure appropriate and relevant responses at the local level should there be concerns and emergencies.

- 2. **School Traffic Management.** The school shall set up clear and easy-to-understand signages, preferably in local languages. Schools may also consider putting up these signages in Braille, especially for schools with visually-impaired learners or personnel.

This is to strengthen the observance of health protocols and protective measures.

- a) The school shall establish safe entrance, exit, crowd management measures, and contact tracing procedures for all those entering school premises (learners, teachers, parents/guardians, school personnel, etc.) Likewise, drop-off and pick-up points shall be clearly identified and marked. There shall be Separate Entry and Exit points in high traffic areas by installation of signages and markers for cueing and unidirectional movement.
- b) Schools shall put signages/visual cues in the following:
 - (1) School map at the front gate indicating the location of the classrooms (this may also be used as a guide for points of exit/ evacuation during emergencies)
 - (2) Instructions for entrance and exit (for the school gate and classrooms)
 - (3) Designated waiting area for parents/ guardians/ chaperones with strict observation of physical distancing at all times. Limit to one person allowed to fetch per learner
 - (4) Hallway ground markings for walking direction guide
 - (5) Areas where physical capacity may be limited (e.g., restroom, library, school administrative office, among others)

- c) Authorized visitors shall schedule an appointment with the school head to limit the number of people on the school premises. All visitors shall be required to follow health protocols and screening, provide a copy of identification to school administrators, and fill out a form (physical or online) indicating their name, contact details, address, date and time of visit, and purpose.

3. Communication Strategy

- a) The school shall set up a proactive COVID-19 local hotline/helpdesk that connects to and coordinates with hospitals/LGUs.
- b) Advisers shall maintain a database of contact information for parents/guardians of children in their class advisory, including phone numbers and addresses, subject to compliance with RA No. 10173 or the Data Privacy Act. This is to ensure that parents/guardians are notified if their children exhibit flu-like symptoms while on school premises or become close contacts of a confirmed COVID-19 case.
- c) The school shall establish feedback mechanisms for parents, guardians, and community members on issues relative to the implementation of face to face classes.
- d) For communication collaterals (e.g., posters, signboards, brochures), schools can use PAS-developed Face to Face Classes graphics and templates by accessing <https://bit.ly/LimitedF2FCommsResources>.

4. Contingency Plan

- a) The school shall follow a decision model and prepare a contingency plan for closing and reopening the school in case of COVID-19 resurgence. Separate guidelines will be issued as support for the preparation of the Schools Contingency Plan.
- b) The contingency plan shall include the following:
 - (1) Decision points for school suspension;
 - (2) Distance learning modalities during suspension;
and
 - (3) Strategies for the reopening of schools after the suspension.
- c) The contingency plan shall also include the strategies for the continuity of learning while face to face classes are suspended until the local authorities have determined the safe resumption of face to face classes.
- d) The protocols contained in the contingency plan shall be aligned to the existing guidelines issued by concerned government agencies.

5. **School-Community Coordination.** To effectively manage the coordination between school and the community, the following shall be taken into account:

- a) The school shall establish coordination mechanisms with the Barangay Health Emergency Response Team (BHERT) of the Local Government Unit (LGU) in ensuring health protocols are observed properly.
- b) The school shall operationalize the Preventive Alert System in Schools (PASS) (Enclosure No. 4 to DepEd Memorandum No. 015, s. 2020). The teacher shall ensure that health inspection is routinely conducted during the conduct of the face to face classes.
- c) The school shall ensure that a health personnel or designated “clinic teacher” is physically present at the school clinic during school days.
- d) The school shall orient parents/guardians about health and safety protocols in school and at home (e.g., pick-up and drop-off, minimum health and safety requirements, reinforcing health and safety protocols at home)
- e) The school shall establish home-school coordination on reporting the health status of learners.

B. Ensuring Teaching and Learning. Face to face classes will be implemented in a blended learning approach. As such, participating schools shall determine the most appropriate learning delivery modalities to be adopted in combination with the face to face learning modality and the schedule of classes.

1. **Guidance for Class Scheduling.** To guide the schools in implementing a blended learning approach, the following protocols shall be observed:

- a) The school shall design class programs that cater to both learners of the face to face classes arrangement and distance learning while observing the maximum 6-hour classroom teaching hours of teachers.
- b) Class schedules shall be arranged equitably so that all learners will have the opportunity to attend face to face classes. The school shall ensure that arrival, breaks, and dismissal time are staggered to avoid crowding of learners on the school premises.
- c) Schools are given flexibility in contact time/teaching time for teaching and learning:

Grade Level	Minimum Contact/Teaching Time
Kindergarten and Grade 1	4 hours

Grade 2 to 12	5 hours
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- d) The school shall ensure that learning remediation/intervention shall be part of the regular class schedule and daily teaching time. Remediation/intervention shall be a minimum of one hour depending on the needs of the learners. Learning remediation/intervention may be done with learners individually or by small group.
- e) It shall be ensured that the time allotment for other health and safety-related activities, such as handwashing, temperature checking, and other related preliminary activities, shall not affect the actual contact/teaching time.
- f) The schools, with the guidance from the Schools Division Office, shall determine the most appropriate class scheduling based on the demand for and their capacity to implement face-to-face classes, availability of classrooms, class size, and human resource capacity of the school. Further, the school shall ensure that class schedules shall complement with the implementation of the blended learning approach.
- g) Consistent with the Revised JMC on the Operational Guidelines on the Implementation of F2F Classes, the class size shall be in accordance with the following standards:
 - (1) Maximum of 12 learners for Kindergarten;
 - (2) For Grades 1 to 12, the number of learners in a classroom shall take into consideration the varying classroom sizes and required one-meter physical distancing;
 - (3) Maximum of 12 learners at a time for those activities requiring the use of workshops and laboratories.

2. Ensuring teaching and learning delivery. To safely implement the opening of face to face classes, the school personnel and teachers shall observe the following:

a) Teacher Workload

- (1) The school shall ensure that teacher loads are distributed following the maximum 6-hour classroom teaching per day.
- (2) Teachers shall prepare the Weekly Learning Plan (sample WLPs are provided in Annex A) to provide direction and guidance for both classroom-based and home-based activities. They shall determine strategies to address immediate gaps to ensure the transition from distance learning to classroom-based instruction. Teachers handling face-to-face classes shall prepare only the WLP as an

- instructional guide. Each learner shall be provided with a copy of WLP to serve as their guide for learning tasks that should be done at home when they are on distance learning.
- (3) The class advisers and subject teachers shall ensure that the attendance of learners is closely monitored as well as the accomplishment of home-learning tasks for those on distance learning. In case a learner can no longer participate in face to face classes due to a valid reason, he/she will be reverted to distance learning.
- (4) During face to face classes, the teacher shall devote the allotted instructional time to:
- (a) administer diagnostic assessments to determine learners' strengths and needs and identify learning priorities;
 - (b) conduct targeted instruction (remediation, reinforcement or enrichment) to address specific learning needs;
 - (c) administer frequent checks of understanding, formative tests, and reasonable homework;
 - (d) conduct summative assessments to establish whether learners achieved the learning targets specified in the curriculum (e.g., Most Essential Learning Competencies);
 - (d) monitor learning progress using appropriate tools, such as learning progress checklist, rubrics, and portfolios as per DepEd Order No. 031, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan); and
 - (e) provide ongoing feedback on learners' outputs and performance.
- (5) Illustrative examples of more specific daily teaching procedures are provided in Annex B.
- (6) Teachers shall ensure that teaching hours are maximized for the actual teaching and learning process.
- (7) After rendering at most six hours of actual teaching in face to face classes, teachers may spend the remaining two hours of work on teaching-related activities, which include but are not limited to: checking/preparation of learning assessments;

preparation of Weekly Learning Plan, Individual Monitoring Plan, and Learning Progress Checklist; and consultation with parents/guardians. The eight-hour workday is in accordance with DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers).

b) Teacher Training and Support

- (1) Appropriate technical assistance in a form of coaching and mentoring for teachers shall be provided to ensure their ability to deliver relevant teaching and learning strategies and ensure continuity of learning through a combination of distance learning and face to face classes. School-Based Learning Action Cells (SLAC) must be regularly conducted based on the assessed needs of the teachers in providing instructional support to learners.
- (2) Instructional supervision shall be provided by the appropriate supervisor (i.e. Public School District Supervisors, School Heads, Master Teachers, Education Program Supervisors where their expertise is needed).

c) Learning Resources

- (1) The Department has produced a plethora of learning resources to support teachers and learners in ensuring the attainment of learning standards through the Most Essential Learning Competencies (MELCs). Maximum utilization of these resources is highly encouraged as they have been designed to conform with the demands of distance learning and face to face classes and to meet the needs and contexts of learners with different learning conditions.
- (2) Textbooks, self-learning modules, primer lessons, learning activity sheets, TV/video lessons, radio/audio lessons, learner's materials, and other learning resources in different content and accessible formats, whichever is applicable, shall be utilized for blended learning. Other teacher-made learning materials may also be used to help deepen learners' understanding of the lesson.
- (3) It shall be ensured that all teachers have the Teacher's Guide/Teacher's Manual on specific grade levels and learning areas that they are handling. Likewise, teachers shall develop activity-based

materials for mastery of learning delivered during face to face classes.

d) School Activities

- (1) Group work activities shall not be allowed if they necessitate physical contact with one another and when physical separation is not practicable.
- (2) The conduct of school-related activities and gatherings must meet the minimum requirements for activities allowed in areas under alert levels 1 and 2 in accordance with the country's COVID-19 alert level system or any similar categorization in accordance with the guidelines of concerned government agencies. Performance-based tasks and activities, summative tests, classroom-based assessments like the Philippine Informal Reading Inventory (Phil-IRI) and Early Childhood Development (ECD) Checklist, preparation for and conduct of large-scale assessments, physical activities, and other similar school-based activities may also be permitted as long as schools follow the required minimum health and safety protocols when conducting such.

3. **Curriculum.** The Department of Education (DepEd) prescribes the K to 12 Curriculum as a minimum requirement for all public and private schools that will participate in the implementation of face to face classes. However, the focus of instruction shall be on the Most Essential Learning Competencies (MELCs). Teachers shall unpack these competencies to ensure that learners are equipped with prerequisite knowledge and skills before being taught with the targeted competencies. The MELCs were formulated in support of the implementation of the Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 12, s. 2020 (Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency).

C. Including the Most Marginalized. For marginalized children, the framework recognizes that school reopening shall mean going beyond opening the school gates for teachers and learners. With this, the school shall ensure that learners who are most vulnerable and disadvantaged in terms of access to learning are prioritized.

1. The school shall establish a mechanism in identifying learners who are most vulnerable and disadvantaged in terms of access to learning, such as but not limited to:
 - a) indigent children

- b) out-of-school youth
 - c) physically and mentally handicapped
 - d) distressed individuals and families, including internally displaced persons (IDPs)
 - e) low resourced students
 - f) abandoned and neglected children
 - g) street children
 - h) children of former rebels
 - i) children living in conflict-affected areas and vulnerable communities (CVAS)
 - j) children with disabilities, SPED students
 - k) children from Geographically Isolated and Disadvantaged Areas
 - l) children belonging to indigenous communities
2. The school shall ensure the development and provision of additional resources and support to address the needs of vulnerable and disadvantaged learners. The schools are encouraged to adjust strategies as needed:
 - a) Physical distancing and wearing masks can be difficult for young children and persons with particular disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues. For people who can only wear masks for a limited time, prioritize having them wear masks during times when it is difficult to separate learners and/or teachers and personnel (e.g., while standing in line or during drop off and pick up).
 - b) Teachers may consider wearing masks with a clear panel when interacting with learners who are learning to read or when interacting with learners who rely on lip reading.
 - c) Use behavioral techniques, such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement, to help all learners adjust to transitions or changes in routines.
 3. For disadvantaged and marginalized learners who cannot participate in face to face classes, the school shall ensure continuous support by maximizing the current distance learning modality.
 4. In the event that a parent/guardian pursues the participation of his/her child in face to face classes, the school shall ensure that the minimum health and safety protocols shall be strictly followed. The parent/guardian shall ensure that his/her child has their own assistive device during face to face classes. The school may also coordinate with partner agencies in the provision of assistive devices such as wheelchairs, cane, walkers, and others.
 5. The school shall maintain close coordination with the Department of Social Welfare and Development (DSWD) Case Managers of those learners who are marginalized and other partner agencies

and organizations such as National Council on Disability Affairs (NCDA).

6. For non-graded SPED and Alternative Learning System-Community Learning Centers (ALS-CLCs), separate policy guidelines will be issued.

VII. Well-Being and Protection

A. Psychosocial Support

1. In addition to the psychosocial support provided in the revised JMC on the implementation of face to face classes, the SDO shall set up a hotline/online platform to provide counseling services to learners, teachers and personnel who require counseling services. In the absence of a Registered Guidance Counselor (RGC) and/or guidance designate in the school, learners, teachers, and school-based personnel shall be referred to this platform for counseling services.

VIII. Roles and Responsibilities

A. Central Office

1. Provide overall policy directions in the implementation of the face to face classes;
2. Formulate national guidelines and standards on the conduct of the implementation of face to face classes;
3. Monitor and assess the implementation of face to face classes;
4. Coordinate with Inter-Agency Task Force (IATF) on Emerging Infectious Diseases, Department of Interior and Local Government, and National Task Force Against Covid-19;
5. Develop a COVID-19 Response and Mitigation Strategy based on exposure risk severity of the community, as guided by the IATF-EID risk classification levels, and the exposure risk rating of the nature of work or activities involved; and
6. Mobilize resources to meet the standards of teaching and learning and health and safety protocols.

B. Regional Office

1. Establish a Regional Composite team which shall:
 - a. oversee the implementation of face to face classes in the region;
 - b. prepare a regional implementation plan for the conduct of the face to face classes;
 - c. mobilize resources to meet the standards of health and safety protocols and ensure quality teaching and learning delivery;
 - d. orient SDO key officials on the standards and processes of the expanded implementation of face to face classes;

- e. process and issue the Safety Seal to nominated schools (a separate guidelines will be issued on the Conferment of the Safety Seal for Basic Education).
 - f. establish a communication strategy to be able to respond to queries and concerns regarding the operationalization of face to face classes;
 - g. provide technical assistance to SDOs in the conduct of the face to face classes; and
 - h. perform other functions as may be assigned by the management in relation to the implementation of face to face classes.
2. The Regional Composite Team shall be composed of the following with their respective roles and responsibilities:

Composition	Functions
Chair: Assistant Regional Director (ARD)	<ul style="list-style-type: none"> • Provide guidance to the composite team in the implementation of F2F classes in the region
Vice-Chair: Quality Assurance Division (QAD)	<ul style="list-style-type: none"> • In coordination with the RO Composite Team, prepare regional monitoring and evaluation (M&E) plan aligned with the National M&E Plan to assess the F2F implementation • Monitor and evaluate the implementation of the face to face classes in the region • Receive and evaluate the completeness of required documents submitted by private schools to participate in the implementation of face to face classes, and endorse them to the SDO for validation, if warranted. Any deficiency/ies in the submitted documents shall be communicated to the private school for compliance; • After receiving the list of validated public and private schools from the SDO, notify the latter regarding the approval of the school's participation in the implementation of face to face class; and

	<ul style="list-style-type: none"> • Upon full validation, submit the list of nominated public and private schools for expansion to the Planning Officer, for reporting of the said list and other data requirements to CO.
Members:	
Disaster Risk Reduction and Management (DRRM) Coordinator	<ul style="list-style-type: none"> • In coordination with CO-DRRMS, provide trainings necessary to operationalize the health and safety protocols such as, but not limited to the following: contingency planning, Basic Occupational Safety and Health (BOSH), mental health and psychosocial support (MHPSS) and psychological first aid (PFA) to focal persons of schools; • Coordinate with DRRM Focal Persons in the concerned SDOs to ensure that School DRRM Teams are organized
RO Health Personnel	<ul style="list-style-type: none"> • Coordinate with relevant CO and RO offices to ensure that health and safety protocols are appropriately embedded in mechanisms during the conduct of F2F implementation; • Provide capacity building and technical assistance on health and safety protocols in coordination with BLSS-SHD
Planning Officer	<ul style="list-style-type: none"> • Maintain the database of the SSAT results and other data requirements of the schools implementing face to face classes; • Prepare datasets and weekly reports on the face to face classes, as necessary; • Submit validated report of the list of nominated schools for the expansion of the face to face classes to CO
RO Engineer	<ul style="list-style-type: none"> • Provide guidance and technical assistance to participating schools to ensure that structures and facilities are compliant with the set standards on the Revised

	<p>JMC;</p> <ul style="list-style-type: none"> • Provide technical assistance on ensuring the construction and setting up of water, sanitation, and hygiene (WASH) facilities based on the standards set by BLSS-SHD; • Provide technical assistance on heating, ventilation, and air conditioning (HVAC) systems in aligned with the standards from BLSS-SHD and DOH
Representative from Curriculum and Learning Management Division (CLMD)	<ul style="list-style-type: none"> • Provide capacity building activities and technical assistance in preparing for blended learning modality such as but not limited to preparation of class program, blended learning strategies, formative and summative assessment, among others; • Provide guidance in addressing issues and challenges in teaching and learning delivery during the face to face classes
IP Education Focal Person	<ul style="list-style-type: none"> • Provide technical assistance to Division IPEd Focal Persons in the preparation and conduct of the Free, Prior, and Informed Consent (FPIC) process; • Coordinate with the IP communities at the regional level the FPIC process

If deemed necessary, RO may add member/s to the composite team.

C. Schools Division Office

1. Establish an SDO Composite team which shall:
 - a) oversee the implementation of face to face classes in the schools division;
 - b) prepare a division implementation plan for the conduct of the face to face classes;
 - c) validate the results of the accomplished School Safety Assessment Tool submitted by public and private schools;
 - d) submit to the Regional Office the list of validated participating public and private schools and recommend the list of eligible schools for conferment of Safety Seal;

- e) mobilize resources and support from community stakeholders to meet the standards of health and safety protocol and quality ensure teaching and learning delivery;
- f) orient participating schools on the standards and processes of the implementation of face to face classes;
- g) establish a communication strategy to be able to respond to queries and concerns regarding the operationalization of face to face classes;
- h) provide technical assistance to SDOs in the conduct of the face to face classes; and
- i) perform other functions as may be assigned by the management in relation to the implementation of the face to face classes.

2. The SDO Composite Team shall be composed of the following with their respective roles and responsibilities:

Composition	Functions
Chair: Assistant Schools Division Superintendent	<ul style="list-style-type: none"> • Provide guidance to the composite team in the implementation of F2F classes in the division
Members: <ul style="list-style-type: none"> • Representatives from SGOD • Representatives from CID 	
I. School Governance and Operations Division (SGOD)	
School Management M&E (SMME)	<ul style="list-style-type: none"> • Coordinate with private schools regarding their participation in F2F implementation; • Establish communication lines and monitor issues and challenges experienced by public and private schools in their participation in the F2F classes; and • In coordination with SDO Composite team, prepare division monitoring and evaluation (M&E) plan aligned to the National and Regional M&E Plan to assess the F2F implementation; and • Monitor and evaluate the implementation of the face to face classes

Disaster Risk Reduction and Management (DRRM) Coordinator	<ul style="list-style-type: none"> • Coordinate with RO DRRM coordinator to provide trainings necessary to operationalize the health and safety protocols such as, but not limited to the following: contingency planning, Basic Occupational Safety and Health (BOSH), mental health and psychosocial support (MHPSS) and psychological first aid (PFA) to focal persons of schools • Coordinate with DRRM Focal Persons in the participating schools to ensure that Schools DRRM Teams are organized
SDO Health Personnel	<ul style="list-style-type: none"> • Coordinate with relevant SDO offices to ensure that health and safety protocols are appropriately embedded in mechanisms during the conduct of F2F implementation • Provide capacity building and technical assistance on health and safety protocols in coordination with RO Health Personnel
Planning Officer	<ul style="list-style-type: none"> • Maintain the database of the SSAT results and other data requirements of the participating schools
SDO Engineer	<ul style="list-style-type: none"> • Provide technical assistance on setting up the classroom to ensure physical distancing; • Provide guidance and technical assistance on maximizing open air areas within the school if classrooms do not have adequate space; • Provide technical assistance on ensuring the construction and setting up of water, sanitation, and hygiene (WASH) facilities based on the standards set by BLSS-SHD
II. Curriculum Implementation Division (CID)	
Representative from CID	<ul style="list-style-type: none"> • Provide technical assistance in preparing for blended learning modality such as but not limited to preparation of class program, blended learning strategies, formative and summative assessment, among others;

	<ul style="list-style-type: none"> • Provide guidance in addressing issues and challenges in teaching and learning delivery during the face to face classes • Provide instructional supervision and technical assistance to schools regarding the conduct of face to face classes;
IP Education Focal Person	<ul style="list-style-type: none"> • Provide technical assistance to School IPed Focal Persons in the preparation and conduct of the Free, Prior, and Informed Consent (FPIC) process • Coordinate the conduct of free, prior, and informed consent (FPIC) within the community with elders and leaders and secure necessary documentation.

If deemed necessary, SDO may add member/s to the composite team.

D. Participating Schools

1. Ensure the strict implementation of and compliance to health and safety protocols during the conduct of face to face classes;
2. Undertake measures to ensure compliance to the standards of the SSAT and submit the result of the school safety assessment to the SDO;
3. Ensure delivery of quality teaching and learning by following appropriate instructional procedures and standards;
4. Private schools that intend to participate in the implementation of face to face classes shall submit to the Regional Director, copy furnished the Schools Division Superintendent, the required documents listed in Section 6.1.5 of the revised JMC;
5. Orient parents community, barangay officials, civil society organizations and other partners about the face to face classes process, standards, roles and responsibilities;
6. Secure consent from parent/legal guardian;
7. Secure written support from Local Government Units;
8. Mobilize resources and support from community stakeholders (e.g., LGU, parents, health worker, NGO, among others) to meet the standards for the health and safety protocols and to ensure teaching and learning delivery;
9. Establish coordination mechanism with BHERT and LGUs for referral system, contact tracing, school traffic management, disinfection, school suspension, among others;
10. Establish psychosocial support mechanisms to learners and school personnel;

11. Prepare and develop school contingency plan for COVID-19 resurgence; and
12. For IPEd implementing divisions, conduct free, prior, and informed consent (FPIC) within the community with elders and leaders and secure necessary documentation.

IX. Financial Requirements

Funds to be used in the implementation of face to face classes shall be primarily sourced from the Operation of School – Maintenance and Other Operating Expenses (MOOE) as authorized in the annual appropriations act. The Central Office, Regional Offices, and School Division Offices may also augment the funding requirements of the schools in the implementation of F2F classes from the appropriations under the General Management and Supervision - Maintenance and Other Operating Expenses.

In no case shall the MOOE appropriations be used for the following:

1. Procurement of tangible items beyond the capitalization threshold;
2. Hiring of contractual or casual employees, whose salaries and other compensation benefits should be charged against Personnel Services allocations; and
3. Payment of other Capital Outlay items such as infrastructure projects.

As necessary, supplemental funds will be provided/downloaded by the Central Finance Office sourced from other applicable budget line items.

All of the funds to be used for the implementation of the face to face classes shall be subject to the existing policies of the Department, and national budgeting, accounting, auditing, and procurement rules and regulations.

X. Monitoring and Evaluation

- A. The Monitoring and Evaluation (M&E) Plan for face to face classes will be reviewed and revised in response to the policy changes.
- B. The DepEd-Planning Service shall ensure the collaboration of concerned offices in reviewing and revising the M&E Plan and implementing M&E activities at the national level.
- C. Taking-off from the national M&E Plan, the Quality Assurance Division (QAD), in collaboration with the concerned functional divisions, shall prepare and implement the Regional M&E Plan. The School Governance and Operations Division at the Schools Division Office shall prepare M&E Plan aligned to the national and regional M&E Plan.
- D. Participating schools shall ensure that all data requirements are collected and consolidated relative to the M&E of this policy. Participating schools, learners, teachers, school personnel, and stakeholders are encouraged to participate in the assessment of the implementation through different mechanisms such as surveys, interviews, and focus group discussions.

XI. References

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- **Department of Education. (2020).** DepEd Order No. 31, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan).
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- **Department of Education. (2022).** Evaluation Report of the Pilot Implementation of Face to Face Classes.
- **Department of Education. (2022).** OO-OSEC-2022-003 or the Interim Guidelines on the Expansion of Limited Face to Face Classes.
- **Department of Education (DepEd) and Department of Health (DOH). (2022).** DepEd-DOH JMC No. 1 S. 2022: Revised Operational Guidelines on the Implementation of Face to Face Classes.
- **Inter-Agency Task Force. (2021).** Guidelines on the Nationwide Implementation of Alert Level System for COVID-19 Response, as of December 14, 2021.
- **Goldhaber-Fiebert JD, Studdert DM, Mello MM. (2020).** School Reopenings and the Community During the COVID-19 Pandemic. JAMA Health Forum.
- **UNESCO, U. World Bank, and World Food Programme. (2020).** Framework for reopening schools.

XII. Effectivity

This DepEd Order shall take effect immediately upon publication in the Official Gazette or in any national newspaper of general circulation, and upon filing with the Office of the National Administrative Register (ONAR) of the University of the Philippines Law Center (UP LC). This issuance shall complement the Revised Operational Guidelines on the Implementation of Face to Face Classes (DepEd-DOH JMC No. 1, s. 2022) in governing the implementation of face to face classes. All administrative issuance inconsistent with this DepEd Order are repealed.

Annex A: Sample Weekly Learning Plan

Weekly Learning Plan is an outline of home-based activities and classroom-based activities that guides both teachers and learners in the attainment of instructional objectives/Most Essential Learning Competencies during the limited face-to-face classes. It is a simplified instructional plan that combines the Weekly Home Learning Plan and the Daily Lesson Log/Plan.

Below is the template for the Weekly Learning Plan.

WEEKLY LEARNING PLAN

Quarter: _____		Grade Level: _____		
Week: _____				
MELCs: _____		Learning Area: _____		
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
1				
2				
3				
4				
5				

WEEKLY LEARNING PLAN

Quarter	Ikaapat	Grade Level	2	
Week:	Una	Learning Area	Filipino	
MELCs	1. Napapantig ang mga mas mahahabang salita F2KP-IIc-3 2. Nakasasagot sa mga tanong tungkol sa nabasang kuwento F2PB-Id-3.1.1 3. Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita F2WG-IIg-h-5			
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
1	Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita F2WG-IIg-h-5	Pagbibigay-Kahulugan sa Salita	Balik-Aral sa Nakaraang Aralin at/o Pagsisimula ng Bagong Aralin Gawin ang Tukoy Alam, Ang Bagong Batang Pinoy TG, p. 17	<i>Gabayan ang mag-araal upang magawa ang mga gawain sa Subukin SLM p. 3</i> <i>Matapos ang inilaang oras, itsek at pag-usapan ang mga sagot ng mag-aaral sa natapos na gawain. Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i> <i>Itanong sa mag-aaral kung may katanungan pa siya tungkol sa natapos na gawain.</i>

			<p>Paghahabi sa Layunin ng Layunin ng Aralin</p> <p>Ipaliwanag sa mag-aaral ang mga gagawin at inaasahan para sa aralin.</p>	<p><i>Basabin ang layunin na nasa Alamin, p. 8.</i></p> <p><i>Itanong sa mag-aaral kung ano ang alam niya sa pantig.</i></p> <p><i>Ipaliwanag na ang mga salita ay binubuo ng mga pantig. Ang pantig ay binubuo ng mga tunog ng mga letra.</i></p> <p><i>Ipagawa Subukin p. 8.</i></p> <p><i>Matapos ang inilaang oras, itsek at pag-usapan ang mga sagot ng mag-aaral sa natapos na gawain.</i></p> <p><i>Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i></p>
2	<p>Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita F2WG-IIg-h-5</p> <p>Nakasasagot sa mga tanong tungkol sa nabasang kuwento F2PB-Id-3.1.1</p>	<p>Pagsagot sa mga Tanong tungkol sa Binasang Kuwento</p>	<p>c. Pagtalakay sa Bagong Konsepto at Paglalahad ng Bagong Kasanayan #1</p> <p>Itanong: <i>Sino ang nakarating na sa siyudad/probinsiya?</i> Hayaang magbahagi ng sariling karanasan ang mag-aaral.</p>	<p>Ipabasa sa mag-aaral ang Aralin 1, SLM p. 2. Kung hindi pa nakababasa ang mag-aaral, basahin ito sa kaniya.</p> <p>Itanong:</p>

			<p>Ihanda:</p> <ul style="list-style-type: none"> - larawan ng siyudad at lalawigan - Venn Diagram <p>Gawin ang nakasulat sa Paglalahad ABBP TG, p.17</p> <p><i>Ano-ano ang pagkakaiba/pagkakahiwig ng siyudad sa lalawigan?</i></p> <p><i>Pagpapayaman ng Talasalitaan TG p. 17-18</i></p> <p><i>Ano ang mga bagong salitang natutuhan?</i></p> <p><i>Ano ang kahulugan ng bawat isa?</i></p> <p><i>Ano ang ibig sabihin ng sagana?</i></p> <p><i>Baybaying-dagat?</i></p> <p><i>Bakawan? Caramelado?</i></p> <p><i>Ipagamit ang mga ito sa sariling pangungusap.</i></p> <p>Ipabasa ang "Pamilya delos Reyes, ABBP KM, pp 39 - 40.</p> <p>Talakayin ang binasang kuwento sa pamamagitan ng mga tanong sa Sagutin Natin, ABBP KM, p. 40</p>	<p>Ano ang pantig?</p> <p>Ipabasa muli ang mga halimbawang salita sa p. 2</p> <p>Ipakita ay ipaliwanag kung paano pinantig ang salitang <u>adobo</u>.</p> <p>Ipalakpak ito upang lubos na maunawaan ng mag-aaral.</p> <p>Itanong:</p> <p><i>Ano-anong pantig ang nasa salitang <u>adobo</u>?</i></p> <p><i>Ilang pantig ang mga ito?</i></p> <p>Ipagpatuloy ang gawain hanggang sa matapos ang mga halimbawang salita.</p> <p>Ipakita ang isang larawan ng tipaklong (maaaring gamitin ang larawan na nsa SLM).</p> <p>Pag-usapan ang nalalaman ng mag-aaral tungkol dito.</p> <p>Ipabasa "Ang Utos ni Diwata sa Tipaklong," SLM, pp. 4 - 6.</p> <p>Itanong:</p>
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				<p><i>Ano ang pamagat ng binasang kuwento?</i></p> <p><i>Sino ang sumulat nito?</i></p> <p><i>Saan naganap ang kuwento?</i></p> <p><i>Sino ang mga tauhan nito?</i></p> <p><i>Sino si Diwata Marikit?</i></p> <p><i>Ano ang utos niya kay Tipaklong?</i></p> <p><i>Sinunod ba ito ni Tipaklong?</i></p> <p><i>Bakit?</i></p> <p><i>Ano ang nangyari kay Tipaklong?</i></p> <p><i>Bakit kaya ito nangyari sa kaniya?</i></p> <p><i>Kung ikaw si Tipaklong, ano ang gagawin mo?</i></p> <p><i>Ano kaya ang dapat ginawa ni Tipaklong upang maiwasan ang sinapit niya?</i></p> <p><i>Sino ka sa kuwento?</i></p> <p><i>Bakit?</i></p> <p><i>Ano ang gusto mong katapusan ng kuwento?</i></p>
3	Napapantig ang mga mas mahahabang salita F2KP-IIc-3	Pagpapantig ng Salita	<p>Pagtalakay sa Bagong Konsepto at Paglalahad ng Bagong Kasanayan #2</p> <p><i>Ano ang nangyari sa pamilya delos Reyes?</i></p> <p>Paglinang sa Kabisaan (tungo sa Pormatibong Pagtataya)</p>	<p><i>Ano ang nangyari kay Tipaklong sa binasang kuwento?</i></p>

			<p>Gawin ang mga panuto na nasa Pagtuturo at Paglalarawan, ABBP TG, p. 18.</p> <p>Ipagawa: Sanayin Natin, ABBP KM, p. 41 Ipaalala sa mag-aaral ang health at safety protocols sa pagsasagawa ng gawain na ito.</p> <p>Matapos ang inilaang oras, bigyang halaga ang ginawa ng bawat pangkat sa pamamagitan ng pag-uulat.</p> <p>Ipagawa ang Gawin Natin, ABBP, p. 41</p> <p>Ipagawa ang Pagyamanin Gawain 1, SLM, p. 9 -11</p>	<p>Gabayan ang mag-aaral upang maisagawa ang gawain sa p. 7</p> <p>Gawain ang Suriin p. 8.</p> <p>Ipalinwanag kung ano ang pantig.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Ang pantig ay ang bawat pagbuka ng bibig sa pagbikas ng salita. Ito ay bunubuo ng isa o higit pang mga tunog ng alpabeto.</p> </div> <p>Ipalakpak ang salitang <u>pagtalon</u>. <i>Ilang palakpak mayroon sa salitang <u>pagtalon</u>?</i></p> <p>ipaliwanag na ang bawat palakpak ay ang pantig ng salita.</p> <p><i>Ilang pantig mayroon sa salitang <u>pagtalon</u>?</i></p> <p>Gawin ito hanggang matapos ang mga salita sa Suriin p. 8. Bigyan ng pagkakataon ang mag-aaral na gawin ito nang walang tulong.</p>
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				<p>Ipagawa ang Pagyamanin Gawain 1, SLM, p. 9-11</p> <p><i>Matapos ang inilaang oras, itsek at pag-usapan ang mga sagot ng mag-aaral sa natapos na gawain. Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i></p>
4	<p>Napapantig ang mga mahahabang salita F2KP-IIc-3</p>	<p>Pagpapantig ng Salita</p>	<p>Ipagawa ang Pagyamanin Gawain 2 at 3, SLM , pp. 11-12</p> <p>Paglalatap ng Aralin sa Pang-araw-araw na Buhay</p> <p>Itanong: <i>Paano natin mapakahalagan ang ating oras?</i></p> <p>Matapos magbigay ng mag-aaral ng</p>	<p>Gabayang mag-aaral upang maisagawa ang Pagyamanin Gawain 2 at 3, SLM , pp. 11-12</p> <p><i>Matapos ang inilaang oras, itsek at pag-usapan ang mga sagot ng mag-aaral sa natapos na gawain. Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i></p> <p>Gabayang mag-aaral na maisagawa ang Isagawa pp. 13 - 14</p> <p><i>Matapos ang inilaang oras, itsek at pag-usapan ang</i></p>

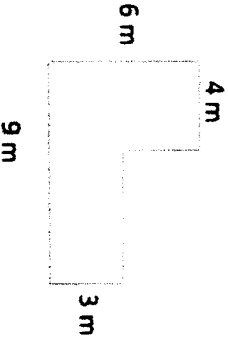
			<p>kani-kanilang sagot, ipabasa ang Pahalagahan Natin, ABBP, p. 40.</p> <p>Paglalahat ng Aralin <i>Paano natutukoy ang bilang ng pantig sa isang salita?</i></p> <p>Hayaang magbigay ang mag-aaral ng kani-kanilang sagot. Isulat sa pisara ang sagot ng mag-aaral. Ipabasa ito nang malakas.</p> <p>Ipabasa ang paglalahat sa Tandaan Natin, ABBP, p. 42</p>	<p><i>mga sagot ng mag-aaral sa natapos na gawain. Tingan ang Susi sa Pagwawasto, p. 18 upang maging gabay sa pagtalakay ng sagot ng mag-aaral sa bawat item.</i></p> <p>Itanong: <i>Ano ang natutunan mo sa aralin/</i></p> <p>Hayaang magbigay ang mag-aaral ng kaniyang sagot.</p> <p>Ipabasa ang Isaisip p. 13.</p> <p>Gabayan ang mag-aaral upang mabuo ang kaisipan tungkol sa pagpapantig.</p> <p>Matapos ang inilaang oras, pag-usapan ang sagot ng mag-aaral sa bawat item. Tingan ang Susi sa Pagwawasto sa p. 18.</p>
5	Napapantig ang mga mas mahahabang salita F2KP-IIc-3	Pagpapantig ng Salita	<p>Pagtataya ng Aralin Pasagutan: Tayahin SLM p. 16.</p> <p>Karagdagang Gawain para sa takdang-aralin at remediation</p> <p>Ipagawa:</p>	<p>Gabayan ang mag-aaral upang masagutan ang Tayahin SLM p. 16. Matapos ang inilaang oras, pag-usapan ang sagot ng mag-aaral sa bawat item.</p>

			<p>Karagdagang Gawain SLM p. 17</p>	<p>Tingan ang Susi sa Pagwawasto sa p. 18.</p> <p>Kung ang score na nakuha sa pagsusulit ay 4 hanggang 5, ipagawa ang Karagdagang Gawain SLM p. 17.</p> <p>Kung mas mababa naman, ipagbigay alam sa guro para sa ibayong paggabay pa sa aralin.</p>
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KEYSTAGE 2

SAMPLE WEEKLY LEARNING PLAN

Quarter: 4 th Quarter		Grade Level: Grade 4		
Week: Week 1		Learning Area: Mathematics		
MELC/s: Find the area of irregular figures made up of squares and rectangles using sq. cm and sq. m. (M4ME-1va-55)				
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
2	<ul style="list-style-type: none">Find the areas of irregular figures	<ul style="list-style-type: none">Finding the Areas of Irregular Figures	<p>Begin with classroom routine:</p> <ul style="list-style-type: none">a. Prayerb. Reminder of the classroom health and safety protocolsc. Checking of attendanced. Quick “kumustahan” <p>A. Recall (Elicit)</p> <p>Show plane figures with measurements and ask the learners to find the perimeter of each figure. Let them recall how to find the perimeter of a plane figure.</p> <p>B. Motivation (Engage)</p> <p>What do you usually see in a park? What do people do there?</p> <p>Read this situation.</p> <p>The park that Anton visited has a walking trail as shown</p>	<p>Ask the learners to read their Mathematics Quarter 4 Module 1 – Finding the Areas of Irregular Figures.</p> <p>Let them accomplish the given activities in a separate sheet of paper.</p> <ul style="list-style-type: none">a. What I Know, pages 1-3b. What's In, page 4c. What's More, page 10

			<p>below. What is its area?</p>  <p>9 m</p> <p>4 m</p> <p>6 m</p> <p>3 m</p> <p>a. What do we mean by walking trail? b. What is it for? c. What do you think is the area of that walking trail?</p> <p>C. Discussion of concepts (Explore)</p> <p>Ask the learners to work in groups and show the solutions in finding the area of the walking trail. Let the learners explore ways on finding the area of the walking trail.</p> <p>D. Developing Mastery (Explain)</p> <p>Ask a representative from each group to present their group output before the class. Let learners ask questions for clarification.</p> <p>E. Application and Generalization (Elaborate)</p> <p>Let the learners answer exercises in finding areas of irregular figures. Ask them to explain how to find the areas of irregular figures.</p>	
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			<p>F. Evaluation Let the learners find the areas of the given irregular figures.</p> <p>Explain the Home-based activities that they need to accomplish. Remind the learners who need remediation to attend the Learning Remediation and Intervention Program after class.</p>	
4	<ul style="list-style-type: none"> ■ Apply the concepts of area to mathematical problems and real-life situations (Performance Standard) 	<ul style="list-style-type: none"> ■ Finding the Areas of Irregular Figures 	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> Prayer Reminder of the classroom health and safety protocols Checking of attendance Quick "kumustahan" <p>A. Recall (Elicit) Let the learners recall on how to find the areas of irregular figures. Let them show and check their answers in the given home-based activities.</p> <p>B. Motivation (Engage) Present a word problem. Paulo's garden has this shape. It is now ready for planting. However, he is still thinking of what he will plant there. He needs your help. What will you suggest to Paulo? Find the area of the garden. The identical markings are used to show that the sides are of equal length.</p>	<p>Ask the learners to read their Mathematics Quarter 4 Module 1 – Finding the Areas of Irregular Figures. Let them accomplish the given activities in a separate sheet of paper.</p> <ol style="list-style-type: none"> What I Can Do, page 11 Assessment #1-5, pages 11-12 Additional Activities, page 13

	<p>C. Discussion of concepts (Explore) Ask the learners to work in groups and show the solutions to the problem.</p> <p>Ask a representative from each group to present their group output before the class. Let learners ask questions for clarification.</p> <p>E. Application and Generalization (Elaborate) Let the learners answer exercises in finding areas of irregular figures. Ask them to explain how to find the areas of irregular figures.</p> <p>F. Evaluation Let the learners find the areas of the given irregular figures and solve word problems.</p> <div data-bbox="943 1169 1343 1603"> <p>The diagram shows an irregular figure composed of a central square and four rectangular extensions. The central square has a side length of 8 m. The top and bottom extensions are 10 m wide and 3 m high. The left and right extensions are 8 m wide and 3 m high. The total width of the figure is 10 m + 8 m + 10 m = 28 m. The total height is 3 m + 8 m + 3 m = 14 m.</p> </div>	
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			<p>G. Additional/Enrichment Activity (Extend)</p> <p>Ask the learners to draw an irregular figure and create a word problem about it applying the concept of area. This could be done by the learners during the weekend.</p> <p>Explain the Home-based activities that they need to accomplish.</p> <p>Remind the learners who need remediation to attend the Learning Remediation and Intervention program after class.</p>	
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Note:

- Math 4 is scheduled on Tuesday and Thursday as indicated in the Sample Class program.
- The time for the Home-based activities is indicated in the Sample Class program.
- Not all activities in the SLM may be assigned to the learners as part of the Home-based Activities. Teacher may choose activities that will enrich the F2F discussions.

KEYSTAGE 3

SAMPLE WEEKLY LEARNING PLAN

Quarter: 4 th Quarter		Grade Level: Grade 8		
Week: Week 1		Learning Area: Science		
MELC/s: Explain ingestion, absorption, assimilation, and excretion (S8LTVa-13, Week 1)				
PS : Create an infographics that presents an analysis of the data gathered on diseases resulting from nutrient deficiency				
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
1	<ul style="list-style-type: none">▪ Identify the main organs and their functions of digestive system▪ Explain the process of ingestion, absorption, assimilation, and excretion	<ul style="list-style-type: none">▪ Major organs of Digestive System and their functions	<p>Begin with classroom routine:</p> <ul style="list-style-type: none">a. Prayerb. Reminder of the classroom health and safety protocolsc. Checking of attendanced. Quick “kumustahan” <p>A. Recall (Elicit)</p> <p>Ask the learners to recall the major organs of the human body that work together to form organ systems (Grade 6 lesson), through a game or visual activity.</p> <p>B. Motivation (Engage)</p> <p>Present a medical chart/illustration of a patient with severe malnourish condition. Ask the learner on what may have caused the condition, then present the motive/big question of what body organs and systems are responsible to achieving healthy digestion and nourishment absorption.</p>	<p>Ask the learner to read their Science SML 1 – Structures and Functions of the Digestive System, then accomplish the given activities in a separate sheet of paper.</p> <ul style="list-style-type: none">a. What I Know, page 2b. Activity 2 – A Gutsy Game, Page 6c. Activity 4 – Match Me, page 12

			<p>C. Discussion of concepts (Explore) Ask the learners to work in group for the activity. The learners will identify the organs of the digestive system, describe its function and explain the digestive process involved. Activity sheet, illustration and reference materials may be provided by the teacher to each group.</p> <ol style="list-style-type: none"> Mouth and Esophagus Stomach Small Intestine Large Intestine Accessory digestive organs: liver, gallbladder, pancreas <p>D. Developing Mastery (Explain) Ask the learners to present their group output before the class. Ask the learner to answer and explain the guide question the the activity sheet for the organs assigned to them.</p> <p>E. Application and Generalization (Elaborate) Let learners ask questions for clarification. Then show again the medical chart presented in the beginning of the class. Ask the learner to respond to the provided motive question.</p> <p>F. Evaluation</p>	
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			<p>Present the assessment task- Illustrative concept map. Ask the learner to identify the parts of digestive system and explain its functions. Check and process sample responses.</p> <p>Ask the learner to explain their answers, then explain the Home-based activities that they need to accomplish.</p> <p>End the class by advising the learners who need remediation to attend the Learning Remediation and Intervention program after class.</p>	
3	<ul style="list-style-type: none"> Relate the function of digestive system and its interaction with the Circulatory, Respiratory, and Excretory Systems providing the body with nutrients for energy Analyze the diseases that result from nutrient deficiency and ingestion of harmful substances, and their prevention and treatment Create an infographics that presents an analysis of the data gathered on diseases resulting from nutrient deficiency (Performance Standard) 	<ul style="list-style-type: none"> Digestive system and its interaction with the circulatory, respiratory, and excretory systems; Diseases that result from nutrient deficiency, their prevention and treatment 	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> Prayer Reminder of the classroom health and safety protocols Checking of attendance Quick “kumustahan” <p>A. Recall (Elicit)</p> <p>Let the learner recall on the organs of Digestive system and their function through a simple Quiz-bee like activity. The answer for SLM Activity 2 or 4 may also be explained.</p> <p>B. Motivation (Engage)</p> <p>Present an illustrative chart/table that show diseases as result of nutrient deficiency. Ask the learners to describe each. Ask them infer what organs of digestive system was affected. Post the</p>	<p>Ask the learner to read their Science SML 1 – Structures and Functions of the Digestive System, then accomplish the given activities in a separate sheet of paper.</p> <ol style="list-style-type: none"> Activity 5 – I Fill You!, page 13 Activity 6 – Share It!, page 14 Assessment, page 17 <p>Ask the learners to do the Additional Activity - Create an infographics that presents an analysis of the data gathered on diseases resulting from</p>

			<p>answers in the wall, then tell that these will be explained later in the class discussions.</p> <p>C. Discussion of concepts (Explore) Explain the task to the learners of how digestive system is related to other organs of the body. Each group will be provided with Activity Sheet, Info Guide and other materials.</p> <ol style="list-style-type: none"> Digestive and Circulatory System Digestive and Respiratory System Digestive and Excretory System Diseases of Digestive system (A) Diseases of Digestive System (B) <p>D. Developing Mastery (Explain) Ask the learners to present their group output before the class. Ask the learner to answer and explain the guide question the the activity sheet for the task assigned to them.</p> <p>E. Application and Generalization (Elaborate) Let learners ask questions for clarification. Then show again the illustrative chart/table presented in the beginning of the class. Ask the learner to respond to the provided motive questions.</p> <p>F. Evaluation</p>	<p>nutrient deficiency. The rubric is provided in page 19.</p>
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			<p>Ask the learner to accomplish a Venn Diagram that will relate Digestive System to either Circulatory, Respiratory or Excretory System. They need to describe the their interaction and cite-explain one possible disease related to these systems. Check and process sample responses.</p> <p>G. Additional/Enrichment Activity (Extend)</p> <p>Ask the learners create an infographics (by group) that presents an analysis of the data gathered on diseases resulting from nutrient deficiency. This could be done by the learners during the weekend.</p>	
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Note:

Science 8 is scheduled on Monday and Wednesday as indicated in the Sample Class program.

The time for the Home-based activities is indicated in the Sample Class program.

Note all activities in the SLM may be assigned to the learners to accomplish for the Home-based Activities. Teacher may choose activities that will enrich the F2F discussions.

KEYSTAGE 4

SAMPLE WEEKLY LEARNING PLAN FOR SHS

MONDAY

English (Reading and Writing) (7:00- 9:00 A.M)

Quarter: 4 th Quarter Week: Week 1 MELC/s: Identify the context in which a text was developed EN11/12RWS-IVac-7; a. Hypertext EN11/12RWS-IVac-7.1; b. Interext EN11/12RWS-IVac-7.2				Grade Level: Grade 11 Learning Area: English (Reading and Writing)	
Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities	
1 Monday	<ul style="list-style-type: none"> Explain the importance of the elements of hypertext in reading and understanding the text Discuss the importance of the links within the text Use hypertext to link the main text to the other texts 	<ul style="list-style-type: none"> Hypertext Elements of hypertext 	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> Prayer Reminder of the classroom health and safety protocols Checking of attendance Quick “kumustahan” <p>A. Recall Ask the learners to recall the types of claims explicitly or implicitly made in a written text (previous lesson), through a game.</p> <p>B. Activity Ask the learners to open this link on their laptop, tablet, or smart phone and read the article: https://www.nytimes.com/2015/08/11/opinion/zevnep-tufekci-why-smart-objects-may-be-a-dumb-idea.html</p>	<p>A. Activity Ask the learners to open this link on their laptop, tablet, or smart phone and read the article: https://www.nytimes.com/2015/08/11/opinion/zevnep-tufekci-why-smart-objects-may-be-a-dumb-idea.html</p> <p>B. Analysis Ask the learners to answer these process questions on their answer sheet.</p> <ol style="list-style-type: none"> What were your techniques in reading the article? Did you read continuously or do you have to stop to read the clickable links within the article? How helpful are these links within the article? With the links embedded within the article, were you able to understand better the text or were you distracted? Why or why not? 	

		<p>C. Analysis</p> <p>Ask the learners to answer these process questions orally.</p> <ol style="list-style-type: none"> 1. What were your techniques in reading the article? Did you read continuously or 2. How helpful are these links within the article? 3. With the links embedded within the article, were you able to understand better the text or were you distracted? Why or why not? 	
		<p>D. Abstraction</p> <p>What is a Hypertext?</p> <p>A hypertext is an electronic text format where content is interconnected using hyperlinks. The hypertext is used in the process called hypertextuality --- a non-linear or non-sequential way of presenting information. The hyperlinks are embedded in a text by the writer. Instead of reading the text continuously, hypertexts link the main text to other texts giving the option to the readers to jump from one information to another. According to Bolter, hypertext is "...a network of interconnected writings..." of pages of information that "...may be of equal importance in the whole text..." It helps create new knowledge by prompting the reader to explore more and recreate the ways of learning and thinking</p>	<p>C. Abstraction</p> <p>What is a Hypertext?</p> <p>A hypertext is an electronic text format where content is interconnected using hyperlinks. The hypertext is used in the process called hypertextuality --- a non-linear or non-sequential way of presenting information. The hyperlinks are embedded in a text by the writer. Instead of reading the text continuously, hypertexts link the main text to other texts giving the option to the readers to jump from one information to another. According to Bolter, hypertext is "...a network of interconnected writings..." of pages of information that "...may be of equal importance in the whole text..." It helps create new knowledge by prompting the reader to explore more and recreate the ways of learning and thinking. Hypertextuality is said to be a great innovation with the use of computer to transcend the linearity of the text by building a series of imagined connections. Almost all texts that you can click in the World Wide Web or the internet is a hypertext.</p> <p>In general, hypertextuality rests on the premise that humans learn better associatively and not through some linear path alone. Hypertexts create semantic networks and associations stimulating the senses through multimedia and allowing freedom in deciding the pace for learning and thinking.</p> <p>Below is an example of a text which provides hypertexts for further information to the readers. Notice that the hypertexts are blue-colored underlined words/lines. These can be</p>

			<p>The hypertext has three key elements: immediacy, flexibility and interactivity. Hypertext is likened to footnotes in a book or any reading material. Footnotes provide definition, explanation and more information which are also the same things that hypertexts produce. But in contrast to footnotes, the hypertext operates with immediacy as it is made possible and available automatically with just a click at the very moment the reading is taking place. Footnotes, on the other hand, can be very time-consuming as the reader will have to refer to it while taking breaks from reading the material.</p> <p>Hypertexts provide flexibility in learning and thinking. As hypertexts provide different links to explore, the reader may be prompted to deal with the information at the moment.</p> <p>Lastly, hypertexts encourage interactivity that is consistent with the principles of engaged participation. The structure of hypertext introduces links that encourage active learning among readers who construct their own unique ways of learning depending on their needs and objectives.</p> <p>E. Application</p> <p>Provide the learners these three songs. Ask the learners to read and analyze the lyrics of the songs, then they will answer</p>	<p>clicked further to link the reader to other texts or media.</p> <p>The hypertext has three key elements: immediacy, flexibility and interactivity. Hypertext is likened to footnotes in a book or any reading material. Footnotes provide definition, explanation and more information which are also the same things that hypertexts produce. But in contrast to footnotes, the hypertext operates with immediacy as it is made possible and available automatically with just a click at the very moment the reading is taking place. Footnotes, on the other hand, can be very time-consuming as the reader will have to refer to it while taking breaks from reading the material.</p> <p>Hypertexts provide flexibility in learning and thinking. As hypertexts provide different links to explore, the reader may be prompted to deal with the information at the moment. Aside from that, hypertexts give further readings in relation to the main text. This permits a reader to choose a path through the text that will be most relevant to his needs and interests.</p> <p>Lastly, hypertexts encourage interactivity that is consistent with the principles of engaged participation. The structure of hypertext introduces links that encourage active learning among readers who construct their own unique ways of learning depending on their needs and objectives.</p> <p>Other links may not only lead to texts but also to other forms of media like pictures, audio clip or even videos. This is known as hypermedia, which presents a multimedia</p>
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			<p>these questions below on a one whole sheet of paper:</p> <p>Love story by Taylor Swift (Excerpt) We were both young when I first saw you I close my eyes, and the flashback starts I'm standing there On a balcony in summer air See the lights, see the party, the ball gowns See you make your way through the crowd And say, "Hello" Little did I know That you were Romeo, you were throwing pebbles And my daddy said, "Stay away from Juliet" And I was crying on the staircase Begging you, "Please don't go, "</p> <p>Tatsulok by Bamboo(Excerpt) Hindi pula't dlaw tunay na magkalaban Ang kulay at tatak ay di syang dahilan Hangga't marami ang lugmok sa kahirapan At ang hustisya ay para lang sa mayaman Habang may tatsulok at sila ang nasa tuktok Di matapos itong gulo</p> <p>Samson by Regina Spektor (Excerpt) Samson came to my bed Told me that my hair was red Told me I was beautiful And came into my bed</p>	<p>approach to gaining information. Hypertext is actually a subset of hypermedia.</p> <p>In general, hypertextuality rests on the premise that humans learn better associatively and not through some linear path alone. Hypertexts create semantic networks and associations stimulating the senses through multimedia and allowing freedom in deciding the pace for learning and thinking.</p> <p>D. Application</p> <p>Provide the learners these three songs. Ask the learners to read and analyze the lyrics of the songs, then they will answer these questions below on a one whole sheet of paper:</p> <p>Love story by Taylor Swift (Excerpt) We were both young when I first saw you I close my eyes, and the flashback starts I'm standing there On a balcony in summer air See the lights, see the party, the ball gowns See you make your way through the crowd And say, "Hello" Little did I know That you were Romeo, you were throwing pebbles And my daddy said, "Stay away from Juliet" And I was crying on the staircase Begging you, "Please don't go, "</p> <p>Tatsulok by Bamboo(Excerpt) Hindi pula't dlaw tunay na magkalaban Ang kulay at tatak ay di syang dahilan Hangga't marami ang lugmok sa kahirapan At ang hustisya ay para lang sa mayaman Habang may tatsulok at sila ang nasa tuktok</p>
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		<p>Oh, I cut his hair myself one night A pair of dull scissors in the yellow light And he told me that I'd done alright And kissed me 'til the mornin' light, the mornin' light And he kissed me 'til the mornin' light</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What references were you able to identify in the following songs? 2. What is the importance of these references in forming the theme of the song? 3. How are these new ideas linked to their previous references? 4. How important are the elements of hypertext helping you read and understand the text/song. <p>F. Evaluation</p> <p>Ask the learners to:</p> <ol style="list-style-type: none"> 1. choose a text (may be an excerpt) and paste it on a Microsoft Word file; 2. develop its context by choosing words or phrases or sentences to turn it into a hyperlink. The hyperlinks may be definitions, explanations, historical context and further explanations; and 3. use hypertext to link the main text to the other texts. <p>(Note: the learners must have laptops, tablets, or smartphones and internet connection for this activity)</p>	
		<p>Di matatapos itong gulo</p> <p>Samson by Regina Spektor (Excerpt) Samson came to my bed Told me that my hair was red Told me I was beautiful And came into my bed Oh, I cut his hair myself one night A pair of dull scissors in the yellow light And he told me that I'd done alright And kissed me 'til the mornin' light, the mornin' light And he kissed me 'til the mornin' light</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What references were you able to identify in the following songs? 2. What is the importance of these references in forming the theme of the song? 3. How are these new ideas linked to their previous references? 4. How important are the elements of hypertext helping you read and understand the text/song. 	

			End the class by advising the learners who need remediation to attend the Learning Remediation and Intervention program after class.	
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2 Empowerment Technologies (9:00-11:00)

Quarter: 2 nd Sem		Grade Level: Grade 11		
Week: Week 1		Learning Area: Empowerment Technologies		
MELC/s: Compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges (Code : CS_ICT11/12-ICTPT-1a-b-1)				
PS : The learners shall be able to independently compose an insightful reflection paper on the nature of ICT in the context of their lives, society and professional tracks (Arts, TechVoc, Sports, Academic)				
Day	Objectives	Topic/s	Classroom Based Activities (DLP, DLL)	Home-Based Activities (WHLP)
1 Monday	<ul style="list-style-type: none">▪ Define online platforms▪ Discuss the different types online platforms/sites according to its nature and purpose	Software Application and Platforms (ADM)	<p>Begin with classroom routine:</p> <p>e. Prayer</p> <p>f. Reminder of the classroom health and safety protocols</p> <p>g. Checking of attendance</p> <p>h. Quick "kumustahan"</p> <p>A. Recall/Review</p> <p>Ask the learners to name at least 3-5 most commonly used application/platforms in their smart phones or laptops or available gadgets they have. Then, call another set of learners to describe in a word or phrase about the identified applications or platforms. Do it through a game or visual/interactive activity.</p>	<p>Ask the learner to do the following:</p> <ul style="list-style-type: none">• Read the Empowerment Technologies - Module 1.2 on Software Application and Platforms.• Accomplish the activities in a separate paper:<ul style="list-style-type: none">- <i>What I Know on page 2</i>- <i>What's In on page 5</i>- Answer the questions on page 6- Chart It! on page 12• For additional information, watch the DepEd TV episode 1 on Software Application and Platforms on this link: https://www.youtube.com/watch?v=ND3i8KAMl1A

			<p>B. Motivation</p> <p>Present at least three sample of payment transactions made online. Let them analyze each transactions. Ask the learners to briefly explain the benefits of online transactions? (Refer to SLM p. 6 for the sample.)</p> <p>C. Establishing a Purpose for the Lesson</p> <ul style="list-style-type: none"> • Explain learning objectives for the day. • Discuss/unlock some technical terms <p>D. Discussion of concepts</p> <p>Ask the learners to work in pair or team. Each team will draw lots the type of platform or application to discuss. The learners will identify and describe the types of platforms or applications according to each nature and purpose. The teacher will give the possible format for consolidating their ideas and may provide references on this.</p> <p>E. Developing Mastery</p> <p>Instruct the learners to share their group output in the class.</p> <p>Teacher will discuss further the different types of online platforms and sites. (Refer to SLM pp. 7-10)</p>	
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			<p>F. Generalization</p> <p>Ask the learners to do a "minute paper". Learners will be asked to define the online platforms. Likewise, cite particular activity/ situation and identify the types of online platforms/applications to use. Call some volunteers to share their answers.</p> <p>G. Evaluation</p> <p>Ask the learners to identify and describe at least three to five types of online platforms/sites according to its nature and purpose. Ask a volunteer to share it in class.</p> <p>For additional information, if the teacher has the equipment i.e. laptop and projector, learners may watch the DepEd TV episode 1 on Software Application and Platforms on this link: https://www.youtube.com/watch?v=NO3l8K6M1nA</p> <p>Otherwise this will be formed part of the learners home-based activities.</p>	
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Note:

Note all activities in the SLM may be assigned to the learners to accomplish for the Home-based Activities. Teacher may choose and add relevant activities that will enrich the F2F discussions.

TUESDAY

1. Statistics & Probability (7:00-9:00)

Quarter: 4th

Week: 1

Grade Level: 11

Learning Area: Statistics & Probability

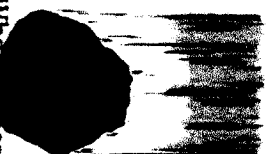
MEICs: Illustrates: (a) null hypothesis; (b) alternative hypothesis; (c) level of significance; (d) rejection region; and (e) types of errors in hypothesis testing.

Day	Objectives	Topic/s	Classroom-Based Activities	Home-Based Activities
2	<p>1. Illustrate the following:</p> <ol style="list-style-type: none"> null and an alternative hypothesis. the level of significance of the hypothesis; the rejection region and ; the types of errors in hypothesis testing. <p>2. calculate the probabilities of committing errors in hypothesis testing;</p> <p>3. identify the parameter to be tested given a real-life problem; and</p> <p>4. formulate appropriate null and alternative hypotheses.</p>	<ul style="list-style-type: none"> Null and Alternative Hypothesis One-Tailed & Two tailed hypothesis Types of errors in hypothesis testing 	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> Prayer Reminder of the classroom health and safety protocols Checking of attendance Quick "kumustahan" <p>A. Recall:</p> <p>Do an Oral Activity that will recall the previous lesson. (You may use Activity No. 3 in page 3 & 4 of the module.</p> <p>B. Activity:</p> <p>Using Kahoot, let the Learners answer the questions in pages 5 – 7 of the Module.</p> <p>C. Analysis:</p> <p>Ask the Learners on their answers in pages 5 - 7. (Use the questions prepared in page 7 of the Module)</p> <p>D. Abstraction:</p> <p>Discuss the following concepts</p> <ol style="list-style-type: none"> Null Hypothesis 	<ul style="list-style-type: none"> Answer the <i>Try this</i> part of the Module in Pages 2 & 3 Do Activity No. 3 of the <i>Recall</i> Part of the Module in pages 3 & 4 Read the Situation Presented in the <i>Do This</i> part of the Module and Answer the questions on pages 5 - 7 Read and understand the Concepts of One-Tailed and Two-tailed hypothesis & Errors in Hypothesis Testing in Pages 10 to 14 of the Module Do Activity 5 and prepare a table (6 X 3) for your answer on the activity. (See attached Template 1) Using Activity No. 6, Prepare a Table (2x2) for the answers of the activity. (See attached Template 2) <p>Note: Submit the Output upon submission of the Module.</p>

		<p>2. Alternative Hypothesis</p> <p>3. One-Tailed Hypothesis</p> <p>4. Two tailed hypotheses</p> <p>E. Application:</p> <p>Let the learners answer the first two questions of Activity 5 and the first three questions in Activity 6. Let the learner show their answer through a Table. (See attached sheets for table output)</p> <p>Note: The remaining question should be answer at home. And prepare to be presented on the next session.</p>	
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2. Physical Science (9:00-11:00)

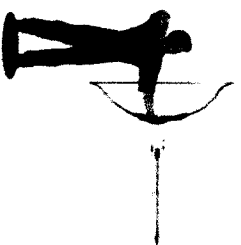
Quarter: 4 th Quarter		Grade Level: Grade 11/12	
Week: Week 1		Learning Area: Physical Science	
LCs: Explain what the Greeks considered to be the three types of terrestrial motion (S11/12PS-IVa-36) Explain what is meant by diurnal motion, annual motion, and precession of the equinoxes (S11/12PS-IVa-37) Explain how the Greeks knew that the Earth is spherical (S11/12PS-IVa-38)			
Day	Objectives	Topic/s	Classroom-Based Activities
2	• Explain the perspective of the Greeks on Earth's motion and other heavenly bodies	The Greeks' view of the Earth's motion	Begin with classroom routine: m. Prayer n. Reminder of the classroom health and safety protocols o. Checking of attendance p. Quick "kumustahan" A. Recall (Elicit) Flash/paste pictures of varying situations and allow the learners to infer what causes them. B. Motivation (Engage)
			Let the learners answer the following in their Physical Science Module 14: a. Try This! p. 2 b. Do This! Activity 14.1, Group Me, p. 4 c. Explore!



What causes the rock to fall to the ground?



What causes the carriage to move?



What will cause the arrow to continuously move after the release?

			<p>C. Discussion of concepts (Explore)</p> <ul style="list-style-type: none"> Process the responses of the learners and discuss how different or similar their answers are to the perspectives of Aristotle and the Greeks regarding the following: <ol style="list-style-type: none"> Gravity Motion Forces D. Developing Mastery (Explain) Relate how the Greeks viewed the motion of the moon and other heavenly bodies to their perspective of gravity, motion, and forces E. Application and Generalization (Elaborate) Through an activity, let the learners refute the ancient beliefs of the Greeks and compare it with the findings of modern Astronomical Science. F. Evaluation Ask the learners the following questions: <ol style="list-style-type: none"> Given that the Greeks had a different and incorrect views on how heavenly bodies move, is there a possibility that the scientific information that we have now may also be incorrect and incomplete? How did Aristotle conclude that there are only four fundamental elements in the world? 	
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WEDNESDAY




1. English (Reading and Writing) (7:00-9:00)

<p>DAY 3 Wednesday</p>	<ul style="list-style-type: none"> Identify the context in which a text was developed Use intertext to develop text's context 	<ul style="list-style-type: none"> Intertext Types of intertextualities 	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> Prayer Reminder of the classroom health and safety protocols Checking of attendance Quick "kumustahan" <p>A. Activity Let's meme it! Provide the learners with memes. Mechanics:</p> <ul style="list-style-type: none"> Group the class. <p>Assign each group a meme that has become popular sources of laughter from Filipinos.</p> <ul style="list-style-type: none"> Each group must identify the underlying references that are used to create the meme. After the brainstorming, each group presents the output to the class. <p>B. Analysis Process the activity by asking the learners to answer the following questions orally:</p> <ol style="list-style-type: none"> Did you discover patterns of behavior? Did you discover creative ways of deploying the words of others? How do individuals reuse, appropriate, or recycle publicly circulating materials? How do individuals rework someone else's discourse to fit their own needs? 	<p>E. Evaluation Ask the learners to:</p> <ol style="list-style-type: none"> choose a text (may be an excerpt) and paste it on a Microsoft Word file; develop its context by choosing words or phrases or sentences to turn it into a hyperlink. The hyperlinks may be definitions, explanations, historical context and further explanations; and use hypertext to link the main text to the other texts. <p>(Note: the learners must have laptops, tablets, or smartphones and internet connection for this activity) End the class by advising the learners who need remediation to attend the Learning Remediation and Intervention program after class.</p> <p>DAY 2: Wed 7:00-9:00</p> <p>A. Activity Let's meme it! Provide the learners with memes. Ask them to identify the underlying references that are used to create the meme.</p> <p>B. Analysis Process the activity by asking the learners to answer the following questions on their notebook or one whole piece of paper:</p> <ol style="list-style-type: none"> Did you discover patterns of behavior? Did you discover creative ways of deploying the words of others? How do individuals reuse, appropriate, or recycle publicly circulating materials?
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		<p>5. What is the importance of context in text development?</p> <p>C. Abstraction What is an Intertext?</p> <p>The term 'intertextuality' refers to the literary discourse strategy utilized by writers in novels, poetry, theater and even in non-written texts. Intertextuality creates 'interrelationship between texts' and generates related understanding in separate works through different ways like borrowing from a previous text, transforming or repackaging a previous text or referencing from other texts.</p> <p>Types of Intertextualities: Pastiche, Allusion and Parody.</p> <p>Pastiche. This is related to the Italian word for 'paste.' Pastiche is a collage of words, phrases, or entire passages from one or more authors that creates a new literary work. This type parallels or models a current text with another text by borrowing the latter's setting, plot or storyline, characters and the like. Sometimes an old text is repackaged into a newer version by reimagining it.</p> <p>Allusion. An allusion is a figure of speech that makes a reference to people, places, events or literary</p>	<p>4. How do individuals rework someone else's discourse to fit their own needs?</p> <p>5. What is the importance of context in text development?</p> <p>C. Abstraction What is an Intertext?</p> <p>The term 'intertextuality' refers to the literary discourse strategy utilized by writers in novels, poetry, theater and even in non-written texts. Intertextuality creates 'interrelationship between texts' and generates related understanding in separate works through different ways like borrowing from a previous text, transforming or repackaging a previous text or referencing from other texts.</p> <p>Types of Intertextualities: Pastiche, Allusion and Parody.</p> <p>Pastiche. This is related to the Italian word for 'paste.' Pastiche is a collage of words, phrases, or entire passages from one or more authors that creates a new literary work. This type parallels or models a current text with another text by borrowing the latter's setting, plot or storyline, characters and the like. Sometimes an old text is repackaged into a newer version by reimagining it.</p> <p>Allusion. An allusion is a figure of speech that makes a reference to people, places, events or literary works directly or indirectly by implying them.</p> <p>Allusion has four types: Literary, Cultural, Biblical and Historical.</p> <p>The literary allusion is a statement that indirectly refers to known literary works. An example is Edgar Allan Poe's line: 'the face that launched a thousand</p>

			<p>works directly or indirectly by implying them.</p> <p>Allusion has four types: Literary, Cultural, Biblical and Historical.</p> <p>The literary allusion is a statement that indirectly refers to known literary works. An example is Edgar Allan Poe's line: 'the face that launched a thousand ships' is a statement referring to Helen of Troy in the Homer's epic.</p>	<p>ships' is a statement referring to Helen of Troy in the Homer's epic.</p> <p>Biblical allusion is a statement that refers to the Bible without clearly mentioning it. In William Shakespeare's Hamlet, there is an identifiable biblical allusion in the following statement of Claudius: "O my offence is rank; it smells to heaven; it hath the primal eldest curse upon't – a brother's murder!" The line has reference to the story found in Genesis where Cain murdered his brother Abel.</p>
			<p>Biblical allusion is a statement that refers to the Bible without clearly mentioning it. In William Shakespeare's Hamlet, there is an identifiable biblical allusion in the following statement of Claudius: "O my offence is rank; it smells to heaven; it hath the primal eldest curse upon't – a brother's murder!" The line has reference to the story found in Genesis where Cain murdered his brother Abel.</p> <p>The third type is the historical allusion, which is a statement that refers to history.</p> <p>Cirilo Bautista's Song of the Teargassed Man bears a lot of these allusions. The 'teargassed man' in the very title of the poem is already an allusion in itself.</p> <p>The last type is the cultural allusion, which has reference to a person, place, event or thing within a</p>	<p>The third type is the historical allusion, which is a statement that refers to history.</p> <p>Cirilo Bautista's Song of the Teargassed Man bears a lot of these allusions. The 'teargassed man' in the very title of the poem is already an allusion in itself.</p> <p>The last type is the cultural allusion, which has reference to a person, place, event or thing within a specific culture. This kind of allusion deals with a particular time or milieu. Only few individuals who form part of the culture or with knowledge of that culture can figure out what is alluded to. People share a wide variety of experiences in literature, and intertextuality occurs where authors use these shared experiences to communicate their ideas with their audiences. In the statement: "my spidey sense is tingling," there is a notable allusion to pop culture. This is in reference to the feeling that Spiderman gets whenever he senses danger around.</p> <p>Parody. This third type of intertextuality is similar to pastiche as it appropriates another's work. A parody is a funny imitation of a piece of literature, writing or music. This is satirical in nature and its purpose is</p>

			<p>specific culture. This kind of allusion deals with a particular time or milieu. Only few individuals who form part of the culture or with knowledge of that culture can figure out what is alluded to. People share a wide variety of experiences in literature, and intertextuality occurs where authors use these shared experiences to communicate their ideas with their audiences. In the statement: "my spidey sense is tingling," there is a notable allusion to pop culture. This is in reference to the feeling that Spiderman gets whenever he senses danger around.</p> <p>Parody. This third type of intertextuality is similar to pastiche as it appropriates another's work. A parody is a funny imitation of a piece of literature, writing or music. This is satirical in nature and its purpose is to put humor, to poke fun and to mock something in order to express a certain desire for a social or political change.</p> <p>One example for this type is Miguel de Cervantes's Don Quixote that parodies the romances. This is a story of a man who became so obsessed with reading chivalric romances and became delusional by thinking he is a knight who tries to defend the helpless. As he tries to comically portray his pretend role as a knight, he makes the chivalrous ideals of</p>
			<p>to put humor, to poke fun and to mock something in order to express a certain desire for a social or political change.</p> <p>One example for this type is Miguel de Cervantes's Don Quixote that parodies the romances. This is a story of a man who became so obsessed with reading chivalric romances and became delusional by thinking he is a knight who tries to defend the helpless. As he tries to comically portray his pretend role as a knight, he makes the chivalrous ideals of knight-hood comical and humorous. Another literary work that can be considered a parody is Jonathan Swift's "Gulliver's Travels" in which the warring neighbors Lilliputians and Blefuscu stand for England and France which are rival countries.</p> <p>D. Application</p> <p>Show these logos to the learners. Ask them to choose one brand logo and research on the Greek mythology story behind the logo. Ask them to answer the questions:</p>

			<p>knighthood comical and humorous. Another literary work that can be considered a parody is Jonathan Swift's "Gulliver's Travels" in which the warring neighbors Lilliputians and Blefuscu stand for England and France which are rival countries.</p> <p>D. Application</p> <p>Show these logos to the learners. Ask them to choose one brand logo and research on the Greek mythology story behind the logo. Ask them to answer the questions and share their answers output to the class.</p> <p></p> <p>PANDÖRA™</p> <p></p> <p>GOOD YEAR</p> <p></p> <p>VERSACE</p>	
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			<ol style="list-style-type: none">1. What are the Greek mythology stories behind these famous logos?2. Why do brand owners decide to use these Greek mythology references for their logo designs? <p>E. Evaluation</p> <p>Ask the learners to identify the context in which the text was developed.</p> <p>For this activity:</p> <ol style="list-style-type: none">1. Ask the learners to brainstorm and write down instances where they, their friends or family imitate, restate, parody or use in a different context some quotes, dialogues or any aspect of a known story, movie, television show, comic strip, video game, internet or even the behavior of known personalities from the past to the present times.2. After collecting these instances, they will provide context for these utterances by providing answers to questions: who, what, when, why and how.3. They must be ready to present and share their work to the class. [If there is still enough	
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			time; if not just ask them to submit their answers)	
				 GOODYEAR 
				PANDORA Questions: <ol style="list-style-type: none"> 1. What are the Greek mythology stories behind these famous logos? 2. Why do brand owners decide to use these Greek mythology references for their logo designs?
				E. Evaluation Ask the learners to identify the context in which the text was developed. For this activity: <ol style="list-style-type: none"> 1. Ask the learners to brainstorm and write down instances where they, their friends or family imitate, restate, parody or use in a different context some quotes, dialogues or any aspect of a known story, movie, television show, comic strip, video game, internet or even the behavior of known personalities from the past to the present times.

			2. After collecting these instances, they will provide context for these utterances by providing answers to questions: who, what, when, why and how.
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2. Fund. of Accountancy, Bus, and Management 1 (9:00-11:00)

Quarter: 2 nd Sem	Grade Level: Grade 11
Week: Week 1	Learning Area: Fund. of Accountancy, Bus, and Management 1
MELCs: Define accounting (ABM_FABM11-IIIa-1); Describe the nature of accounting (ABM_FABM11-IIIa-2); Narrate the history/origin of accounting (ABM_FABM11-IIIa-4); Define external users and give examples (ABM_FABM11-IIIa-7); and Define internal users and give examples (ABM_FABM11-IIIa-8)	
PS : Cite specific examples in which accounting is used in making business decisions	

Day	Objectives	Topic/s	Classroom Read Activities (9:00-10:00)	Home Read Activities (10:00-11:00)
3 Wednesday	<ul style="list-style-type: none"> Define accounting Describe the nature of accounting Narrate the history/origin of accounting 	Accounting Definition, Nature and History	<p>Begin with classroom routine:</p> <p>q. Prayer</p> <p>r. Reminder of the classroom health and safety protocols</p> <p>s. Checking of attendance</p> <p>t. Quick "kumustahan"</p> <p>Activity</p> <p>Ask the learners to identify a personal transaction in their community that requires reporting, recording, interpreting and/or communicating financial data. Let them share it to the class.</p> <p>Analysis</p> <p>Based on sharing of the above activity:</p>	<p>Ask the learners to do the following:</p> <ul style="list-style-type: none"> Read the SLM on Fundamentals of Accountancy, Business and Management 1. Answer the given activities in a separate sheet of paper on What I Know on pp. 6-7 Accomplish the <i>What's In</i> activities 1 and 2 on pages 9-10. Study and analyze the concept on <i>What's New</i> on pages 10-11. Accomplish the activity on page 12. Examine the <i>What I Have Learned</i> on p. 12. Answer the <i>Assessment</i> on pp. 13-15.

Day	Objectives	Topic/s	Content Day 1/Day 2	Assessment Form
			<ul style="list-style-type: none"> • What can say about the transactions that you made? • How do you keep the records of your transactions? What were your techniques and strategies in recording the transactions? <p>Abstraction Teacher will explain to the class the following:</p> <ul style="list-style-type: none"> • Explain the meaning of "accounting". • Elaborate the nature of accounting. • Narrate the history/origin of accounting <p>Application Group the learners into three. Each group will be provided with the following activities:</p> <p>Group 1 will prepare an infographic explaining the concept and meaning of accounting.</p> <p>Group 2 will simulate/role play showing that accounting is essential in making business decisions.</p> <p>Group 3 will illustrate the history/origin of accounting through graphic organizer.</p> <p>Ask each group representative to share it to the class. Teacher will give feedback on the outputs of the learners.</p> <p>Evaluation Ask the learners to answer the Assessment on pp. 13-15.</p>	

THURSDAY

Statistics & Probability (7:00-9:00)

Day 4	<ul style="list-style-type: none"> Levels of Significance and Rejection and Acceptance Region 	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> Prayer Reminder of the classroom health and safety protocols Checking of attendance Quick "kumustahan" <p>A.Recall</p> <p>Present the Output of the activity (assignment) from previous meeting.</p> <p>B. Activity</p> <p>Show illustration of a Normal Curve, with the labels (acceptance and rejection region). Let them share their thought of the graph.</p> <p>C. Analysis</p> <p>Ask the learners on the importance of level of significance and the purpose of rejection and acceptance region.</p> <p>D. Abstraction</p> <p>Discuss the following concepts:</p> <ol style="list-style-type: none"> Level of Significance Rejection Region Acceptance Region Critical Value 	<ul style="list-style-type: none"> Read and understand the Concepts of Levels of Significance and Rejection & Acceptance Region in pages 16 – 19 of the module. Do activity 7 in page 19 of the Module. Answer the activity part of the Module on <i>Apply What you have Learned</i> in page 21 Do Activity 9 & 10 of the module in pages 11 & 23. Look for any research that has a hypothesis, present the findings and conclusions. Give some comments on the hypothesis testing made by the researchers. Prepare a presentation on your chosen research work.
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		E. Application	
		Let the learners answer the questions in Activity 7 & 8 of the module.	

2 Empowerment Technologies (9:00-11:00)

Day 4 Thursday	<ul style="list-style-type: none"> Compare and contrast the nuances of varied online platforms, sites, and content to achieve specific class objectives or address situational challenges (The MELCs identified is for 1 week, hence, this is the continuation of the discussion) 	Software Application and Platforms (ADM)	<p>Begin with classroom routine:</p> <ul style="list-style-type: none"> a. Prayer b. Reminder of the classroom health and safety protocols c. Checking of attendance d. Quick "Kumustahan" <p>A. Recall</p> <p>Let the learners fill in the blank with the concept learned on the different types of platforms/sites found in the SLM on page 13. Teacher will deliver it through a game or visual activity.</p> <p>B. Motivation</p> <p>Using the game, 4 pics one word, teacher will present pictures of different types of platforms/sites, then learners will guess what is in the pictures and will describe it briefly.</p> <p>C. Discussion of concepts</p> <p>Learners will be grouped into two (2). Ask the group to compare and contrast the nuances of varied online platforms, sites, and content discussed in the previous lesson, to achieve</p>	<p>Ask the learner to do the following:</p> <ul style="list-style-type: none"> Read the Empowerment Technologies - Module 1.2 on Software Application and Platforms. Accomplish the activities in a separate paper: <ul style="list-style-type: none"> What I Have Learned and What I Can Do on page 13 Through a venn diagram, compare and contrast the nuances of at least 3 online platforms, sites, and content to achieve specific class objectives or address situational challenges Answer the Assessment part on page 14-15 For additional information, watch the DepEd TV episode 2 on Software Application and Platforms on this link: https://www.youtube.com/watch?v=W6EnUcVYbM
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			<p>specific class objectives or address situational challenges. Teacher will guide and provide references and possible template to consolidate their ideas/outputs. This maybe in a graphic organizer or infographic.</p> <p>D. Developing Mastery</p> <p>Let the group present their consolidated ideas. Let them explain their ideas.</p> <p>Teacher will provide further inputs on the nuances of the different types of platforms/sites.</p> <p>Nuances of Online Systems, Functions and Platforms</p> <p>Organization for Economic Cooperation and Development (2019) described online platform as "a range of services available on the Internet including marketplaces, search engines, social media, creative content outlets, app stores, communications services, payment systems, services comprising the so-called 'collaborative' or 'gig' economy, and much more." Online platforms can be categorized by their purpose and function:</p> <ul style="list-style-type: none"> • Online platform for collaborative consumption. This platform is part of sharing economy, which is becoming a trend nowadays. Examples of this platform are ridesharing apps like Uber and Grab,
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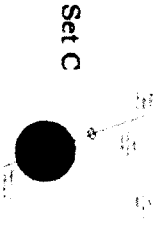
			<p>Airbnb, and some bartering websites and apps.</p> <ul style="list-style-type: none">• Online discussion platform. A platform that is built specifically for online discussion. Online forum discussion websites are avenues for netizens to share their thoughts and engage in a discourse with other netizens about a certain topic.• Online marketing platform. This is a local business directory, search engine, search engine optimization (SEO), customer relationship management rolled into one, helping users to participate in the e-commerce seamlessly. Samples of this platform are Lazada, Shopee and Zalora.• Online video platform. This platform allows the users to upload and play their video content, usually for monetary purpose. It can be categorized into video hosting platform like YouTube or Vimeo, or video streaming platforms like Netflix, Hulu, and Disney+.• Electronic trading platform. A platform for those who would like to invest in the stock market through stocks, bonds, and bank products. It typically features a livestreaming of market prices and some automated trading tools for investors. <p>It is important to note that convergence phenomenon can also be observed among these platforms. Social media is a platform for connecting people, but its richness in media content and interactivity can perform the</p>	
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			<p>functionalities of online discussion, marketing, and video platforms.</p> <p>E. Generalization</p> <p>Group the learners to prepare an appropriate graphic organizer to compare and contrast the nuances of at least 2 to 3 online platforms, sites, and content to achieve specific class objectives or address situational challenges. Call a representative to share their ideas to the class.</p> <p>F. Evaluation</p> <p>Answer the SLM Assessment part on page 14-15.</p> <p>For additional information, watch the DepEd TV episode 2 on Software Application and Platforms on this link: https://www.youtube.com/watch?v=W6En1kv7bM</p>	
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FRIDAY

Physical Science (7:00-9:00)

Day 5	<ul style="list-style-type: none"> Cite the three types of terrestrial motion according to the Greeks 	The Greeks' view of the Earth's motion	<p>Begin with classroom routine:</p> <ul style="list-style-type: none"> c. Prayer f. Reminder of the classroom health and safety protocols g. Checking of attendance h. Quick "Kumustahan" <p>A. Recall (Elicit)</p>	<p>Let the learners answer the following in their Physical Science Module 14:</p> <ul style="list-style-type: none"> a. Do This! Activity 14.4
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			<p>Ask the learners to create a "meme" on the ancient views of Aristotle and the Greeks on gravity, motion, forces, and heavenly bodies.</p> <p>B. Motivation (Engage)</p> <p>Ask the learners to observe three sets of pictures.</p> <p>Set A</p>  <p>Set B</p>  <p>Set C</p>  <p>Elicit responses from the learners: how can you compare the three sets of pictures?</p> <p>C. Discussion of concepts (Explore)</p> <p>Allow the learners to infer if the Earth, celestial bodies, or the condition of the sky caused the changes in the sets of pictures. Discuss what caused the changes in the given sets of pictures and relate it to what the Greeks believed back in the days.</p> <p>D. Developing Mastery (Explain)</p> <ul style="list-style-type: none"> Discuss and differentiate the following concepts: <ul style="list-style-type: none"> a. Terrestrial motion b. Celestial motion <ul style="list-style-type: none"> - Diurnal motion - Annual motion 	<p>The World That I Know, p. 13</p> <p>b. Explore, p. 13</p>
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			<p>- Precession of the equinoxes</p> <p>E. Application and Generalization (Elaborate) Let the learners ask the question: The Greeks used to believe that the Earth is flat. If you were given a time machine, how will you prove to them that the earth is not flat?</p> <p>F. Evaluation Group Activity: ask the learners to tabulate their observations that support the scientific fact that the Earth is spherical in shape.</p> <p>G. Additional/Enrichment Activity (Extend) Ask a representative from each of the groups to explain their output in front of the class.</p>	
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FRIDAY

Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik (9:00-11:00)

Quarter: 2	Learning Area:
Week: 1	Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik
Grade: 11	

Pamantayang Nakasusunod sa pamantayan ng pagsulat ng masinop na pananaliksik.

Nilalaman:

Pamantayang Pagganap: Nakabubuo ng isang maikling pananaliksik na napapanahon ang paksa.

Day	Objectives	Topic/s	Activity 1 Classroom-Based Activities* (9-11 am Friday)	Home-Based Activities (1-3 pm Friday)
5	Nasusuri ang ilang halimbawang pananaliksik sa Filipino batay sa layunin, gamit, metodo,	Layunin, Gamit at Metodo ng Pananaliksik (1.5 hrs)	<p>Activity 1 Magbigay ng pre-assessment sa klase ukol sa topic. Gumawa ng "KWL Chart" (what I know, what I wonder, what I want to learn) sa blackboard.</p> <p>Mag lalagay ng check ang teacher sa bawat kolum ng K, W at L, na magpapaibigatig nga mga sagot ng learners sa mga susunod na short phrase:</p>	

at etika sa pananaliksik		<ol style="list-style-type: none"> 1. Ano ang pananaliksik 2. Bakit kailangan manaliksik 3. Mga uri ng pagsaliksik <p>Class discussion ng KWL gamit ang Socrates questioning.</p> <p>Lecture ang Teacher ukol sa Pananaliksik: Layunin at Gamit.</p> <p>Activity 2</p> <p>Magsulat sa pisara ng mga bigwords o mga salitang pamilyar sa Metodo ng Pananaliksik gaya ng: survey, secondary data, experiment, interview, etc.</p> <p>Lecture sa metodo ng Pananaliksik.</p>	
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SATURDAY

Business Mathematics (7:00-9:00)

Day	Objectives	Topic/s	Home-Based Activities	Classroom-Based Activities
6 Saturday	Illustrate how to obtain down payment, gross balance, and current increased balance	<ul style="list-style-type: none"> • Down Payment, Gross Balance, and Current Increased Balance 	<ul style="list-style-type: none"> • Ask the students to read, understand, and do the tasks as reflected in the Learning Activity Sheet. <p>Sample Learning Activity Sheet</p> <p>Directions: Consider the following problem.</p> <p>Jessa plans to buy a laptop for his son amounting to P30,000. She has the following options:</p> <p>A: She goes to a non-bank financial institution to make a deal. The institution offers a 20% down payment and 3% processing fee and 30% interest compounded annually to the remaining/outstanding balance payable in 6 months.</p>	<p>Begin with classroom routine:</p> <ol style="list-style-type: none"> a. Prayer b. Reminder of the classroom health and safety protocols c. Checking of attendance d. Quick "kumustahan" <ul style="list-style-type: none"> • Ask the learners if they have questions about the application task given to them. Discuss the problem if there are questions.

B: She avails the online credit app which offers 15% down payment with 0% but with a processing of 30% simple interest to the remaining/outstanding balance payable in 9 months.

Referring to the activity, answer the questions below.

- 1) How much money does she need to prepare?
- 2) How much is the outstanding balance?
- 3) Using the given interest rate and term, how much is the amount due?
- 4) If the amount due is divided into equal monthly payment for six months in option A or nine months in option B, how much is the monthly payment?
- 5) How much is the interest?
- 6) Which is the better offer and why? Is there really such thing as 0% in loans?

CURRENT INCREASED BALANCE

With the finance charge, the outstanding loan balance is increased to a higher payable amount, this is called the current increased balance. Current increased balance may refer to the total amount you have to pay that includes penalties or interest incurred from a loan or payment a borrower was supposed to pay but did not able to do so on time. Other than finance charges, other charges like attorney's fees, collectors' fees for uncollected debt result in an increased current balance. It is usually applied on a loan using a credit card.

Example:

Janice purchased an item amounting to P10,000, using her credit card. The loan details are presented below:

CREDIT CARD LOAN DETAILS	
First Transaction Date	: March 1, 2020
Transaction Amount	: P10,000
Annual Percentage Rate	: 24%
Minimum Amount Due	: 25% of the loan amount
Due Date	: End of the Month
Finance Charge Rate	: 2% exact interest of the outstanding balance
Credit free period	: 20 days

- Group the students into two. Each group is given each option to answer to the following problem.

Jessa plans to buy a laptop for his son amounting to P30,000. She has the following options:

A: She goes to a non-bank financial institution to make a deal. The institution offers a 20% down payment and 3% processing fee and 30% interest compounded annually to the remaining/outstanding balance payable in 6 months.

B: She avails the online credit app which offers 15% down payment with 0% but with a processing of 30% simple interest to the remaining/outstanding balance payable in 9 months.

Referring to the activity, answer the questions below.

- 1) How much money does she need to prepare?
- 2) How much is the outstanding balance?
- 3) Using the given interest rate and term, how much is the amount due?
- 4) If the amount due is divided into equal monthly payment for six months in option A or nine months in option B, how much is the monthly payment?
- 5) How much is the interest?

- Let the representative from each group presents their work in class. Then, ask the students which is the better offer and why? Is there really such thing as 0% in loans?

			<p>Janice has the following options in paying her credit card loan. Which is the best option considering her capacity to pay?</p> <p>OPTION 1: Janice will make full payment on March 20. How much is her payment? Answer: P10,000</p> <p>Reason: The finance charge will be lifted since she pays in full and the payment was made within the credit-free period. The computation of the 20-day credit-free period starts on March 1, 2020. The number of days from March 1 – March 20, 2020, is exactly 20 days.</p> <p>OPTION 2: Janice will make full payment on March 26, 2020. How much does she have to pay? Answer: P10,170.96</p> <p>Reason: Finance charge will be imposed since March 26 is past 20 days of March 1.</p> <p>Step 1: Compute for the finance charge by using the formula: Finance Charge = $\text{Balance}(\text{APR})\left(\frac{\text{No. of days from Transaction to Actual Payment Date}}{365}\right)$ $= (\text{P}10,000) (0.24)\left(\frac{26}{365}\right)$ $= \text{P}170.96$</p> <p>Step 2: Compute for the over-all payment. Over-all payment = Loan Amount + Finance Charge $= \text{P}10,000 + \text{P}170.96$ $= \text{P}10,170.96$</p> <p>OPTION 3: Janice will make a partial payment of P5,000 on March 20, 2020, and paid it in full the next month on April 26, 2020. How much is the overall payment? How much is the finance charge?</p> <p>Solution: Find the Finance Charge for every payment</p> <p>Step 1: Find the time between March 1 - March 20, 2020 = 20 days</p> <p>Step 2: Compute for the finance charge: Finance Charge = $\text{Balance}(\text{APR})\left(\frac{\text{No. of days from Transaction to Actual Payment Date}}{365}\right)$ $= (\text{P}10,000) (0.24)\left(\frac{20}{365}\right)$ $= \text{P}131.51$</p> <p>Step 3: Compute for the amount to be deducted from the Unpaid Balance: Amount deducted from the Unpaid Balance = Payment – Finance Charge $= \text{P}5,000.00 - \text{P}131.51$ $= \text{P}4,868.49$</p> <p>Step 4: Find the Current Increased Balance:</p>	<ul style="list-style-type: none"> Discuss the examples on current increased balance in credit cards and gross balance in bank deposits/debits. Let the students do the formative assessment activities provided in the Learning Activity Sheet.
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			<p>Current Increased Balance = Balance – Amount deducted from the Unpaid Balance</p> <p style="text-align: right;">= P10,000.00 – P4,868.49</p> <p style="text-align: right;">= P5,131.51</p> <table border="1"> <thead> <tr> <th>Date of Payment</th><th>Payment</th><th>Finance Charge</th><th>Amount deducted from the Unpaid Balance</th><th>Current Increase Balance</th></tr> </thead> <tbody> <tr> <td>3/20/20</td><td>P5,000.00</td><td>P131.51</td><td>P4,868.49</td><td>P5,131.51</td></tr> <tr> <td>4/26/20</td><td>5,131.51</td><td>0</td><td>5,131.51</td><td>0</td></tr> <tr> <td>TOTAL</td><td>P10,131.51</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Answer: Over-all payment is P10,131.51 and finance charge for every payment is P131.51.</p> <p>Reason: The finance charge will be added to the next transaction. Although P5,000 is above the minimum amount due, the finance charge will still be imposed on the outstanding balance on the next transaction.</p> <p><u>OPTION 4:</u> Janice will make a partial payment of P5,000 on March 26, 2020, then will pay the minimum payment every due date until it will be fully paid.</p> <p><u>Solution:</u> Step 1: Find the finance charge from March 1 to March 26. March 1 – March 26, 2020 = 26 days</p> <p>Finance Charge = Balance (APR) $\left(\frac{\text{No. of days from Transaction to Actual Payment Date}}{365} \right)$</p> <p style="text-align: right;">= P10,000 $\left(0.24 \right) \left(\frac{26}{365} \right)$</p> <p style="text-align: right;">= P170.96</p> <p>Step 2: Compute for the amount to be deducted from the Unpaid Balance: Amount deducted from the Unpaid Balance = Payment – Finance Charge</p> <p style="text-align: right;">= P5,000.00 – P170.96</p> <p style="text-align: right;">= P4,829.04</p> <p>Step 3: Find the Current Increased Balance: Current Increased Balance = Balance – Amount deducted from the Unpaid Balance</p> <p style="text-align: right;">= P10,000 – P4,829.04</p> <p style="text-align: right;">= P5,170.96</p> <p>Step 4: Find the finance charge for the 2nd payment from March 27 to April 26.</p>	Date of Payment	Payment	Finance Charge	Amount deducted from the Unpaid Balance	Current Increase Balance	3/20/20	P5,000.00	P131.51	P4,868.49	P5,131.51	4/26/20	5,131.51	0	5,131.51	0	TOTAL	P10,131.51				
Date of Payment	Payment	Finance Charge	Amount deducted from the Unpaid Balance	Current Increase Balance																				
3/20/20	P5,000.00	P131.51	P4,868.49	P5,131.51																				
4/26/20	5,131.51	0	5,131.51	0																				
TOTAL	P10,131.51																							

		<p>March 27 – April 26, 2020 = 30 days (1 Month)</p> <p>Another process of finding the finance charges of the existing balance is simply to use the given rate assigned as finance charge rate, you can simply use this formula:</p> <p><i>Finance Charge</i> = <i>Outstanding Balance</i> x <i>Finance Charge Rate (FCR)</i></p> <p>= P5,170.96 (2%) - in this problem the FCR is 2%,</p> <p>= P5,170.96 (0.02)</p> <p>= P103.42</p> <p>Step 5: Compute for the minimum payment every due date</p> <p>Unpaid Balance x Minimum Payment Rate = Minimum Due</p> <p>P5,170.96 (0.25) = 1,292.74</p> <p>Step 6: Compute for the amount to be deducted from the Unpaid Balance:</p> <p>Amount deducted from the Unpaid Balance = Payment – Finance Charge</p> <p>= P1,292.74 – P103.42</p> <p>= P1,189.32</p> <p>Step 7: Find the Current Increased Balance:</p> <p>Current Increased Balance = Balance – Amount deducted from the Unpaid Balance</p> <p>= P5,170.96 – P1,189.32</p> <p>= P3,981.64</p> <p>Step 8: Repeat steps 4-7, from the process of finding finance charge to getting the current increased balance until such time the loan is fully paid.</p> <p>Study the computations in the table below.</p>																																				
		<table><tr><th>Date of Payment</th><th>Minimum Due on the second Month</th><th>Finance Charge</th><th>Amount deducted from the Outstanding Balance</th><th>Current Increased Balance</th></tr><tr><td>3/26/20</td><td>P5,000.00</td><td>P170.96</td><td>P4,829.04</td><td>P5,170.96</td></tr><tr><td>4/26/20</td><td>1,292.74</td><td>103.42</td><td>1,189.32</td><td>3,981.64</td></tr><tr><td>5/26/20</td><td>995.41</td><td>79.63</td><td>915.78</td><td>3,065.86</td></tr><tr><td>6/26/20</td><td>766.47</td><td>61.32</td><td>705.15</td><td>2,360.71</td></tr><tr><td>7/26/20</td><td>590.18</td><td>47.21</td><td>542.97</td><td>1,817.74</td></tr><tr><td>8/26/20</td><td>454.44</td><td>36.35</td><td>418.09</td><td>1,399.65</td></tr></table>	Date of Payment	Minimum Due on the second Month	Finance Charge	Amount deducted from the Outstanding Balance	Current Increased Balance	3/26/20	P5,000.00	P170.96	P4,829.04	P5,170.96	4/26/20	1,292.74	103.42	1,189.32	3,981.64	5/26/20	995.41	79.63	915.78	3,065.86	6/26/20	766.47	61.32	705.15	2,360.71	7/26/20	590.18	47.21	542.97	1,817.74	8/26/20	454.44	36.35	418.09	1,399.65	
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9/26/20	349.91	27.99	321.92	1,077.73
10/26/20	269.43	21.56	247.87	829.86
11/26/20	207.47	16.60	190.87	638.99
12/26/20	159.75	12.78	146.97	492.02
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....	P0.00

GROSS BALANCE

When a company or an individual has funds deposited on a bank, and these funds include the following:

- (1) reserve requirements,
- (2) checks that are yet to be cleared,
- (3) money that has been transferred but not yet posted to the account, or
- (4) other pending deductions from an account.

These funds describe the actual money accessible for a company or individual to spend. It is known as **gross balance or book balance**.

Example:

The telephone company's unadjusted book balance as of this day is P5,780,000. The company's bank statement reveals bank service charges of P1,500. Two credit memos are included in the bank statement:

- P289,000 which represents a collection that the bank made for the Telephone Company; and
- P46,240.00 which represents the amount of interest-bearing last month.

What is the gross balance of the Telephone company based on the information? Solution:

Transaction Details	Debit	Credit
unadjusted book balance		P5,780,000.00
collections		289,000.00
interest deposit		46,240.00
gain on bank		
Total		6,115,240.00

bank service charges	(P1,500.00)	
TRUE CASH BALANCE		P6,113,740.00

The cash balance on the telephone company's book may be different from the cash balance on the bank statement. The difference may arise due to the cut-off time of banks, errors, or incomplete information. To find the true cash balance of the company, bank reconciliation is made. It is important to reconcile the company's book and bank cash balance.

Let's check what you have learned so far!

Directions: Work on the current increased balance sheet then answer the given questions.

You have purchased an item worth P20,000 using your credit card with an APR of 18% with minimum payment and a rate of 20% on the outstanding balance. Your transaction date is on the 15th day of the month and your first payment is on the 30th of the month and the succeeding end of the month thereafter until the loan gets paid. Assuming that the computation will be using a 30-day month cycle (Using 365 days in a year), fill up your credit card loan details. Show your computation if you decided to make a partial payment of P10,000 on your first payment and P3,000 every succeeding due date with a finance rate of 1.5%.

CREDIT CARD LOAN DETAILS

First Transaction Date	:	
Transaction Amount	:	P
Annual Percentage Rate	:	
Minimum Amount Due	:	of the loan amount
Amount Due Date	:	
Finance Charge Rate	:	every month is a 30-day cycle

Mode of Payment	Payment	Finance Charge	Amount deducted from the Unpaid Balance	Current Increase Balance
	P10,000.00	P	P	P 20,000.00
TOTAL	P	P	P	

Questions:

- Given the APR (Annual Percentage Rate), what is the monthly finance charge?
- What is the interest of the initial balance after making the partial payment of P10,000?
- How much is the current increased balance after the partial payment?
- What is the total interest during the loan term?
- How much is your last payment to pay off your debt?
- How much is the overall payment?
- How can you free yourself from debt/s?

Let's check what you have learned so far!

Directions: Read the situation below and provide the spreadsheet containing a correct book balance/gross balance.

Quin opened a checking account with cash amounting to P16,000. He was able to sell goods online worth P2,570 and the customer deposited the payment in his account with an interest rate deposited of 0.02%. On the same day, he purchased grocery items amounting to P8,273.65 via debit card on his checking account and withdraw P5,360 via ATM. Create your own balance sheet similar below to determine how much is his gross balance after the given transaction details.

[illegible]

Fund. of Accountancy, Bus, and Management 1 (9:00-11:00)

Day 6 Saturday	<ul style="list-style-type: none">• Determine who uses financial data internally and externally;• Establish the reasons for and the decisions made based on the financial information; and	Users of Accounting Information	<p>Begin with classroom routine:</p> <ul style="list-style-type: none">• Prayer• Reminder of the classroom health and safety protocols• Checking of attendance• Quick "Kumustahan" <p>Recall</p> <p>Ask the learners to recall the previous lesson on the nature and origin of accounting, through a game.</p> <p>Activity</p> <p>Ask the learners to determine the type of users and who uses the financial information in the scenarios or decisions in the next page. Teachers may write it to the board and let the learners write their answers on the appropriate column. This can be also done in a group and let the representative share their outputs to the class.</p>	<p>Recall</p> <p>Ask the learners to recall the previous lesson on the nature and origin of accounting. Write the answer in the activity notebook.</p> <p>Activity</p> <p>Let the learners determine the type of users and who uses the financial information in the scenarios or decisions below. Write the answer in the activity notebook.</p> <table><tr><th>Scenario/ Decisions</th><th>Types of Users (In/Externs)</th><th>Users</th></tr><tr><td>Control the day-to-day operations of the firm</td><td></td><td></td></tr><tr><td>Evaluate how well here firm is doing</td><td></td><td></td></tr><tr><td>Examine a firm's</td><td></td><td></td></tr></table>	Scenario/ Decisions	Types of Users (In/Externs)	Users	Control the day-to-day operations of the firm			Evaluate how well here firm is doing			Examine a firm's		
Scenario/ Decisions	Types of Users (In/Externs)	Users														
Control the day-to-day operations of the firm																
Evaluate how well here firm is doing																
Examine a firm's																

			<p>Explain the following:</p> <ul style="list-style-type: none"> • The internal and external users of financial information • Discuss/Cite the financial users of the firms. • Examples in which accounting is used in business decisions. <p>Group the learners. Ask them to discuss at least 2 other examples in which accounting is used in business decisions. Share it to the class.</p> <p>Ask the learner to prepare a minute paper on how accounting is used in business decisions.</p>	<ul style="list-style-type: none"> • Discuss/Cite the financial users of the firms. • Examples in which accounting is used in business decisions. <p>Ask the learners to write at least 2 other examples in which accounting is used in business decisions. Write the answer in the activity notebook.</p> <p>Let the learners prepare a minute paper on how accounting is used in business decisions.</p>
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HOME-BASED

MONDAY

WEEKLY LEARNING PLAN

Quarter:	4 th Quarter/ Second Semester	Grade Level: Grade 11
Week:	Week 1	Learning Area: Business Mathematics
ME/Cs:		

1. Illustrate the different types of commissions (ABM_BM11BS-IIa-11)
2. Compute commissions on cash basis and commission on instalment basis (ABM_BM11BS-IIa-12)
3. Illustrate how to obtain down payment, gross balance, and current increased balance (ABM_BM11BS-IIa-13)

Pg:

Analyze and solve problems on important factors in managing a business: buying products and selling products

Day	Objectives	Topic/s	Home-Based Activities																																				
1 Monday 1:00-3:00	<ol style="list-style-type: none"> 1. Illustrate the different types of commissions 2. Compute commissions on cash basis and commission on instalment 	<ul style="list-style-type: none"> Types of Commissions on Cash Basis and Instalment 	<ul style="list-style-type: none"> Ask the students to read, understand, and do the following situational problems to illustrate the types of commissions and compute commission on cash basis and instalment as reflected in the Learning Activity Sheet. <p>Sample Learning Activity Sheet</p> <p>Types of Commission</p> <p>A commission on the percentage of the total reported sales is classified into three types.</p> <p>A. STRAIGHT COMMISSION - It is a type of commission based on the percentage of sales only.</p> <p>B. SALARY AND COMMISSION - It is a commission in which the sales representative gets the basic pay plus the percentage of the sales he/she made.</p> <p>C. GRADUATED COMMISSION - It is a commission that varies according to how much sales were made. It can be on top of salesperson salary or it can be just a commission for an outside party</p> <p>Directions: Identify what type of commission is being illustrated in the following situations. Then solve the problem.</p> <p>Situation 1: A sales agent will get a 2% commission of his total sales in a week.</p> <table> <tr> <th>DAY</th><th>SALES PER DAY</th><th>COMPUTATION</th><th>COMMISSION</th></tr> <tr> <td>1</td><td>P105,861.85</td><td></td><td></td></tr> <tr> <td>2</td><td>97,117.05</td><td></td><td></td></tr> <tr> <td>3</td><td>182,000.45</td><td></td><td></td></tr> <tr> <td>4</td><td>55,600.00</td><td></td><td></td></tr> <tr> <td>5</td><td>34,050.25</td><td></td><td></td></tr> <tr> <td>6</td><td>9,329.00</td><td></td><td></td></tr> <tr> <td>7</td><td></td><td>DAY-OFF</td><td></td></tr> <tr> <td>TOTAL</td><td></td><td></td><td></td></tr> </table> <p>Complete the table. Notice that, the sales per day of the sales representatives vary, which means that his daily or even monthly income is not fixed since it is dependent on the sales.</p> <p>Situation 2:</p> <p>A sales representative gets a monthly basic salary of P18,000 and 5% of his/her sales that exceeds P50,000 in a month. Last month, he/she was able to sell products amounting to P84,220. How much was his/her gross pay?</p>	DAY	SALES PER DAY	COMPUTATION	COMMISSION	1	P105,861.85			2	97,117.05			3	182,000.45			4	55,600.00			5	34,050.25			6	9,329.00			7		DAY-OFF		TOTAL			
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7		DAY-OFF																																					
TOTAL																																							

Situation 3:

A salesperson working at a shoe store earns P21,000 per month. She also receives a commission based on the following:

Range	Commission Rate
P10,000	1%
P10,001 – 20,000	2%
P20,001 – above	3%

If she sold P35,000 worth of shoes last month, what was her total pay?

Referring to the previous activity, do the following:

- 1) What type of commission is being illustrated in situation 1? Why?
- 2) What type of commission is being illustrated in situation 2? Why?
- 3) What type of commission is being illustrated in situation 3? Why?
- 4) Identify specific job/s where each type of commission is mostly practiced. Cite situations / scenarios.

COMMISSION ON CASH BASIS AND INSTALLMENT

Commission on Cash Basis

Cash basis is when you purchase an item and paid it all at once using cash. Commission on a cash basis is similar to how straight commission is computed.

Example 1:

Carlo works at Appliances Center. For every appliance purchase in cash, he will earn a 5.5% commission from the total cost? Last month, he was able to sell 5 appliances worth P82,164.99 paid in cash. How much was his total commission?

Solution:

$$\begin{aligned}\text{Commission} &= \text{Total Cost} \times \text{Rate} \\ &= \text{P}82,164.99 \times 5.5\% \\ &= \text{P}82,164.99 \times 0.055 \\ &= \text{P}4,519.07\end{aligned}$$

Commission on Installment

An installment plan is a method of paying for the purchase of an item gradually. Most of the installment plans will require a down payment and the remaining balance will be paid equally depending on the terms. A salesperson can still get a commission from this mode of payment. But the commission will also be given gradually for every paid installment.

Example 2:

Raze purchased a new cellphone through an installment plan, payable in 6 months with a 20% down payment and a simple interest rate of 1.2% monthly. Daisy being the sales agent, is given 6% commission on installment. How much is

her total commission if the rate decreases by 1% after every month? Let us find the commission of Daisy from Raze's purchase.

The details of the transaction are as follows:
Given:

The cellphone model: Model C

Cash Price: P18,000.00

Commission Rate: 6% with 1% deduction after every month

Solution:

Step 1: Compute for the down payment

Down Payment = Cash Price x 20%

= P3,600

Step 2: Solve for the loanable amount

Loanable Amount = Cash Price - Down Payment

= P18,000 - P3,600

= P14,400

Step 3: Find the maturity value

Since 1.2% is the monthly rate, then, the annual rate is:

$r = 1.2\% \times 12 = 14.4\% = 0.144$

Using the annual rate:

a. $F = P(1+rt)$

= P14,400 $\left(1 + 0.144 \times \frac{6}{12}\right)$

= **P15,436.80**

Alternative solution: using monthly rate

a. $F = P(1+rt)$

= P14,400 $(1 + 0.012 \times 6)$

= **P15,436.80**

Step 4: Compute the monthly amortization

Monthly amortization = maturity value ÷ 6 months

= P15,436.80 ÷ 6 months

= **P2,572.80**

The table shows the computation of Daisy's commission on installment:

Time	Outstanding Balance plus interest after each payment	Payment Made	Rate per Month in decimal	Commission
0 month	P19,036.80	P3,600.00	x 0.06	P216.00

		(Down payment)			
1 st month	P15,436.80	2,572.80	x	0.06	154.37
2 nd month	12,864.00	2,572.80	x	0.05	128.64
3 rd month	10,291.20	2,572.80	x	0.04	102.91
4 th month	7,718.40	2,572.80	x	0.03	77.18
5 th month	5,145.60	2,572.80	x	0.02	51.46
6 th month	2,572.80	2,572.80	x	0.01	25.73
TOTAL		P19,036.80			P756.29

Therefore, Daisy's total commission on installment after 6 months is P756.29.

Let's check what you have learned so far!

Directions: Solve this problem.

Arman works at a Gadget store. Last month he was able to sell 5 phones that have a loanable amount of P23,490 to be paid equally in 9 payments. If he earns 4.5% for the first payment and this rate will be decreased by 0.05% after every month, how much is his total commission?

1. Find the monthly payment

$$P23,490 \div 9 = P \underline{\hspace{2cm}}$$

P will be deducted from the previous balance

2. Find the commission rate for 9 payments.

$$1^{\text{st}} \text{ Month} = 4.5\%$$

$$2^{\text{nd}} \text{ Month} = \underline{\hspace{2cm}}$$

$$3^{\text{rd}} \text{ Month} = \underline{\hspace{2cm}}$$

$$4^{\text{th}} \text{ Month} = \underline{\hspace{2cm}}$$

$$5^{\text{th}} \text{ Month} = \underline{\hspace{2cm}}$$

$$6^{\text{th}} \text{ Month} = \underline{\hspace{2cm}}$$

$$7^{\text{th}} \text{ Month} = \underline{\hspace{2cm}}$$

$$8^{\text{th}} \text{ Month} = \underline{\hspace{2cm}}$$

$$9^{\text{th}} \text{ Month} = \underline{\hspace{2cm}}$$

3. Find the commission per month

Time	Outstanding Balance plus interest after each payment	Payment Made	Rate per Month in decimal	Commission
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[illegible][illegible]

	P	P	X		P
0 month			X		
1 st month			X		
2 nd month			X		
3 rd month			X		
4 th month			X		
5 th month			X		
6 th month			X		
7 th			X		
8 th			X		
9 th			X		
TOTAL P					

	P	P	X		P
0 month			X		
1 st month			X		
2 nd month			X		
3 rd month			X		
4 th month			X		
5 th month			X		
6 th month			X		
7 th			X		
8 th			X		
9 th			X		
TOTAL P					

[illegible]

Listed below are some of the barriers that hinder people from participating in dance activities. Let us evaluate/identify the degree on how these barriers hinder you from participating in dance activities. Choose the number that best describes your answer. Write your answer on a separate paper.

How likely are you to say?	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
1. My day is so busy attending to my modules/ attending my online classes. I don't think I have the time to include dancing activity in my regular schedule.	3	2	1	0
2. None of my family members or friends like to do anything active, so I don't have the time to dance, too.	3	2	1	0
3. I'm just too tired after doing household chores to perform dancing activity.	3	2	1	0
4. I've been thinking about dancing, but I just can't seem to get started.	3	2	1	0
5. I'm afraid I might injure myself doing the dancing activity.	3	2	1	0
6. I don't get enough dancing activity because I have never learned the basic skills for any dance.	3	2	1	0
7. I don't have access to television, smartphone, internet, etc. to access information, how to dance properly.	3	2	1	0
8. Dancing activity takes too much time away from other commitments-time school works, family, friends, etc.	3	2	1	0
9. I'm embarrassed about how I look when I dance with others.	3	2	1	0
10. I don't get enough sleep. I just couldn't get up early or stay up late to perform dance activity.	3	2	1	0
11. It's easier for me to find excuses not to dance than to go out to do something.	3	2	1	0
12. I know of too many people who have hurt themselves by overdoing it with dance.	3	2	1	0
13. I'm not good enough at any dances to make it fun.	3	2	1	0
14. I want to dance, but I just can't seem to make myself stick to anything, because of lack of facilities.	3	2	1	0

Instructions to score yourself:

- Add the three scores on each line. Your barriers to physical activity fall into one or more of seven categories: lack of time, social influences, lack of energy, lack of will power, fear of injury, lack of skill, and lack of resources or above in any category shows that this is an important barrier for you to overcome.

_____ + _____ = _____

1 8 Lack of time

2 9 = Social influence

3 10 = Lack of energy

4 11 = Lack of willpower

5 12 = Fear of injury

6 13 = Lack of skill

7 14 = Lack of resources

Guide Question:

1. Do you agree with the results? Explain your answer.
2. What are the top two barriers that hinder you from participating in dance activities?
3. What is your plan of action to address these barriers?

THURSDAY

Organization and Management (1:00-3:00)

Quarter	:	1st Quarter 1st Semester (Topics)	Grade Level:	Grade 11
Week	:	Week 1		
Learning Area:	:	Organisation and Management		
MELCs	:	1. discuss the meaning and functions of management ABM_AOM11-1a-b-1 2. explain the various types of management theories ABM_AOM11-1a-b-2 3. explain the functions, roles, and skills of a manager ABM_AOM11-1a-b-3		
Day		Objectives	Topic/s	Classroom-Based Activities
				Home-Based Activities

<p>Week 1 Day 1 (Thu) 1:00-2:00</p>	<p>1. Explain the meaning and functions of management.</p>	<p>Chapter 1. Nature and Concept of Management</p> <p><u>1. Definition and functions of management</u></p>	<p>NIL</p>	<p>The students will be guided by the teacher in doing the following (synchronous) e-learning activities in their SLMS/ Modules:</p> <p>1. Reading the introductions and preface pp. 4-5 to <u>understand each part of the modules</u>:</p> <ul style="list-style-type: none"> • What I need to know • What I know • What's In • What's New • What is it • What's More • What I have Learned • What I can Do • Assessment • Additional Activities • Answer Key <p>1. Read the "What I need to know", p. 7, to get familiar with topic, content and learning objectives of the modules.</p> <p>2. Answering the pretest "What I know" p. 8 to determine the prior knowledge of learners.</p> <p>4. The teacher will process the given pre-assessment (pretest) to have an overview of students prior learning.</p> <p>5. Reading of the Module content and information on "What is it" p. 10, Overview of Organization and Management.</p> <p><u>Topic/s nos. 1 Definition and functions of management</u></p> <p>6. Answering the required activity 1-3 self – checks, "what's more" pp. 11-13, to strengthen the student's understanding knowledge and skills of the topic.</p> <p>7. Answering the question in "what I have Learned" p. 14.</p>
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				8. Answering "Assessment and additional activities" on pp. 14-15. 9. Submit the required activities and self-checks to the teacher, for evaluation. 10. Proceed to the next lesson if the result is competent enough.
Day 1 (Thu) 2:00-3:00	2. Describe and differentiate the various types of management theories.	2. Evolution of management theories	NIL	1. Reading of the Module content and information on the topic on p. 18, <u>Topic no 2. Evolution of management theories.</u> 2. Answering the required activity on p.22, to check students understanding of the lesson. 3. Answering "Assessment and additional activities p.23. 4. Submit the required activities/ self-checks to the teacher, for evaluation. 5. Student will proceed to the next lesson if the result is competent enough.

FRIDAY

Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik (1:00-3:00pm)

Day	Objectives	Topic/s	Classroom-Based Activities* (9-11 am Friday)	Home-Based Activities (1-3 pm Friday)
1	Nasusuri ang ilang halimbawang pananaliksik sa Filipino batay sa layunin.			Activity 1 Sa loob ng 10 minutes magbibigay ang bawat grupo ng 3 research questions at ipasa ito sa teacher. Pipili ang teacher ng isa mula sa 3 research questions para sa bawat grupo (5 minutes) at ipagagawa ang mga sumusunod: (1hr & 45 mins.)

gamit, metodo, at etika sa pananaliksik			<ol style="list-style-type: none"> 1. Magbigay nang 10 sources ukol sa napiling research question base sa pamantayan na tinuro ng teacher sa F2F. 2. Magbigay ng isang pinakalayunin ng pananaliksik. 3. I-pagbuo (synthesize) ang metodo ng pananaliksik 4. Itaya (evaluate) ang magiging papel ng etika sa proyekto, base sa pamantayan na binigay sa F2F. 5. I-model ang proyekto ng bawat grupo sa susunod na klase.
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*Following IATF minimum health safety protocols.

**On the assumption that they are provided with tablets with internet access.

SATURDAY

Organization and Management (1:00-3:00)

Day 2 (Sat) 1:00-3:00	3. Explain the functions, roles, and skills of a manager.	3. Functions, roles, and skills of a manager	NIL	The same learning activities in topics 1-2
				Note to the teacher: Conduct the appropriate method of feedbacking for students and monitor the their progress.

Note to the teacher:

The Teacher will provide feedback

- (Descriptive or analytic type)-sharing to student with suggestions, directives, and information to help them improve their performance.
- (Evaluative feedback)- informing the student of the level and accuracy of their performance.

Note:

- Organization and Management is scheduled on Thursday and Saturday as reflected in the sample class program.
- The time for the Home-based activities is indicated in the Sample Class program (1:00-2:00) (2:00-3:00) on Thursday and Saturday
- Note all activities in the SLM may be assigned to the learners to accomplish for the Home-based activities within the given week.

Annex B: Suggested Instructional Tasks for Face-to-Face Classes

F2F Instructional Tasks				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ol style="list-style-type: none"> 1. Begin with classroom routine: <ol style="list-style-type: none"> a. Prayer b. Morning physical exercise c. Reminder of the classroom health and safety protocols d. Checking of attendance e. Quick "kumustahan" 2. Recall of the previous lesson 3. Feedback on the results of last home-based formative assessment/written output/performance task. Clarify/Reteach difficult concepts, if needed. 4. Explain learning objectives for the week 5. Present a summary of learning tasks to be done within the week 6. Put in context the lesson for the week by explaining its relevance and connection with the previous lessons. Explain how the current lesson is essential and meaningful to learner's daily life. 	<ol style="list-style-type: none"> 1. Begin with classroom routine: <ol style="list-style-type: none"> a. Prayer b. Morning physical exercise c. Reminder of the classroom health and safety protocols d. Checking of attendance e. Quick "kumustahan" 2. Recall of the previous class discussion/activity. 3. Determine the prior knowledge of learners including but not limited to the following activities: <ol style="list-style-type: none"> a. short paper and pencil quiz b. direct discussion (Q&A) c. use of advanced organizers d. concept mapping e. word association f. use "What's New" activity from the SLM 4. Process the given pre-assessment task. 5. Present the lesson to the class. Maximize class participation by using any of but not limited to the following techniques: <ol style="list-style-type: none"> a. oral discussion b. advanced organizers c. giving examples 	<ol style="list-style-type: none"> 1. Begin with classroom routine: <ol style="list-style-type: none"> a. Prayer b. Morning physical exercise c. Reminder of the classroom health and safety protocols d. Checking of attendance e. Quick "kumustahan" 2. Recall of the previous class discussion/activity. 3. Refer to the submitted quick notes on clear points and muddy points in the lesson. Clarify muddy points. 4. Give a teacher-made formative assessment on the presented lesson or use the SLM's "What is It." This can be a Guided Practice. 5. Check and process the given assessment. Encourage active class participation. 6. Enrich understanding of the lesson through further explanation and concrete examples. Focus on the learners' difficulty in the given formative assessment. Use the higher levels of cognitive domain in 	<ol style="list-style-type: none"> 1. Begin with classroom routine: <ol style="list-style-type: none"> a. Prayer b. Morning physical exercise c. Reminder of the classroom health and safety protocols d. Checking of attendance e. Quick "kumustahan" 2. Recall of the previous class discussion/activity. 3. Check and process the given independent Practice. Explain why certain answers are wrong or correct. 4. Encourage questions about the lesson from the class. Respond to their questions substantially and clarify their difficulties. 5. Once everything is clear, ask for generalization about the lesson. The teacher may provide prompts or use the SLM's "What I Have Learned." 6. Introduce a task for Application of learning. This can be an authentic task, a writing activity, or performance. The SLM's "What I Can Do" can be used here. Provide 	<ol style="list-style-type: none"> 1. Begin with classroom routine: <ol style="list-style-type: none"> a. Prayer b. Morning physical exercise c. Reminder of the classroom health and safety protocols d. Checking of attendance e. Quick "kumustahan" 2. Recall of the previous class discussion/activity. 3. Allow learners to present their outputs or perform as an application of their learning. 4. Provide authentic feedback. 5. Let learners share their learning reflection for the week. 6. Explain the Home-Based Learning Activities for the following week. 7. Share how other learning materials, e.g., textbooks, activity sheets, authentic reading materials (text and non-text) may help learners in their understanding the lesson and in accomplishing certain learning tasks.

7. Introduce the lesson either by adopting the preliminary tasks (<i>What I Need To Know, What I Know</i>) in the SLM or by innovating other relevant priming activities	d. target HOTS through the art of questioning	the Bloom's Taxonomy when asking questions for understanding.	and explain the rubrics for assessment.	8. Orient the students on how to go about the learning/performance tasks and expected outputs indicated in their Weekly Learning Plan (Home-Based Activities)
8. Process the priming activities and connect them with the current lesson	6. Wrap-up the discussion. Ask questions for clarification. 7. Ask for key learning for the day. Request for quick notes on points and muddy points in the lesson.	7. Introduce a new task. This can be an Independent Practice that is either teacher-made or based on the SLMs "What's More."	7. If time permits, proceed with the presentation/ submission of the given task, otherwise give this as an assignment for the following day.	9. Explain the rubrics and other criteria for assessing their learning/performance tasks and outputs
LEARNING REMEDIATION	LEARNING REMEDIATION	LEARNING REMEDIATION	LEARNING REMEDIATION	LEARNING REMEDIATION

Note: These instructional tasks are suggestive rather than prescriptive. Teachers may modify these tasks based on the preference of their school with due consideration of class programs, and the needs, readiness, and profile of the learners.

Critical Considerations to ensure inclusion:

For LWDs attending regular classes, teachers should provide reasonable accommodations for them that are appropriate to their condition (e.g., priming activities and reading materials in braille for blind learners; lessons with sign language interpretation for hearing-impaired learners).

For Muslim learners, their daily time of worship shall be given consideration relative to the planning of the school's daily schedule.

Sensitivity to the socio-cultural background and particular circumstances of all learners shall guide learning delivery and the development of learning resources, including formative tests, pictures/graphics and similar materials. Teachers shall be guided by the principle of inclusion and shall acknowledge and respect the diversity of learners.

Suggested In-School Activities	
1	Conduct of Performance Tests/Tasks
2	Conduct of Summative Test (Written)
3	Conduct of Phil IRI Test, ECD Tool, MFAT
4	Administration of Assessment/Examination like NAT, PEPT, A and E Test, PISA, etc.
5	Conduct of Culminating Activities
6	Conduct of Learning Remediation/Tutorial Activities

Important Reminder: Activities undertaken should not require any physical contact



Republic of the Philippines
Department of Education

Enclosure 3

06 APR 2022

DepEd MEMORANDUM
No. **030**, s. 2022

**DISSEMINATION OF THE REVISED SCHOOL SAFETY ASSESSMENT TOOL
FOR THE PROGRESSIVE EXPANSION OF THE FACE TO FACE CLASSES**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd), in its continuous efforts to uphold its commitment to learning continuity amid the COVID-19 Pandemic, advocates for the progressive expansion of the Face to Face Classes across the country. Thus, the Department issues the **Revised School Safety Assessment Tool (SSAT)** to prepare the schools for the safe, effective, and efficient conduct of the face to face learning modality.
2. In line with the DepEd-DOH Joint Memorandum Circular No. 1, s. 2022 **Revised Operational Guidelines on the Progressive Expansion of Face to Face Learning Modality and Guidelines on the Progressive Expansion of Face to Face Classes**, the School Safety Assessment Tool was revised based on the monitoring and evaluation results of the pilot implementation and in consideration of the schools' present conditions relevant to safe reopening.
3. The data gathered shall be used as information in the progressive expansion of the face to face learning modality. This is in line with the Department's effort for the eventual reopening of all schools while ensuring that the health, safety, and well-being of learners, teachers, and personnel remain as its utmost priority.
4. The revised **SSAT** focuses on four main areas, namely: (a) Managing School Operations, (b) Focusing on Teaching and Learning, (c) Well-being and Protection, and (d) School-Community Coordination. It contains indicators that would show readiness of the schools to participate in the progressive expansion of the face to face classes if met.
5. All public and private schools shall answer the revised SSAT. Schools that already accomplished the SSAT are no longer required to answer the revised SSAT but may use it to further guide their progressive expansion of the face to face classes.

6. In view of the foregoing, the Revised School Safety Assessment Tool (2022) for the Progressive Expansion of the Face to Face Classes is enclosed for guidance and reference.

7. With the continuous improvement of the COVID-19 situation in the country, all regional and schools division offices are highly encouraged to expedite the dissemination of the revised SSAT in order to open more schools for the progressive expansion of the face to face classes in areas under Alert Levels 1 and 2 or based on the latest risk classification issued by the Inter-Agency Task Force for Emerging Infectious Diseases (IATF-EID).

8. For queries or concerns, please contact the **Bureau of Human Resource and Organizational Development-School Effectiveness Division** through email at bhrod.sed@deped.gov.ph.

9. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:

As stated

Reference:

N o n e

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

ASSESSMENT
CHANGE
CLASSES
SAFETY EDUCATION
SCHOOLS



To authenticate this document,
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DEPED-08EC-467419



**SCHOOL SAFETY ASSESSMENT TOOL (SSAT) 2022
FOR THE PROGRESSIVE EXPANSION OF THE
FACE-TO-FACE LEARNING MODALITY**

School Name:	Division:
School ID:	Contact Number:
School General Classification: <input type="radio"/> Public <input type="radio"/> Private	

The School Safety Assessment Tool shall be used to assess the readiness of the schools to participate in the progressive expansion of the face-to-face learning modality in the time of the COVID-19 pandemic. The data gathered shall be used as information in preparation for the safe reopening of classes. On the other hand, the SSAT is not the final determinant of the school's participation in the progressive expansion of face-to-face classes. It is only meant to prepare schools for the eventual reopening, inform them of the required indicators and standards that they need to meet to ensure safety of the learners and school personnel. This tool shall also serve as guide to the Schools Division Office (SDO), Regional Office (RO), and Central Office (CO) in providing support and technical assistance to the schools.

ALL REQUIRED INDICATORS must be met by the schools to be nominated for the progressive expansion of the face-to-face learning modality. The school may also comply with the **optional indicators, as applicable.**

After complying with all the indicators, schools must ensure that learners who will participate in the face-to-face classes have parental consent. The number of collected parent's consent shall be indicated at the end of the tool as verified by the SDO Composite Team.

In answering the SSAT, School Heads shall consult key stakeholders. The SDO shall facilitate the administration of the tool to the schools and shall create a composite team who will conduct monitoring visits to validate the data and verify the results submitted by the schools.

MANAGING SCHOOL OPERATIONS		
INDICATORS	YES	NO
<u>I. SHARED RESPONSIBILITY</u>		
Main Indicator: 1. For Public schools, the school has mobilized resources and support from community stakeholders to meet the standards of the health and safety protocols.		
Main Indicator: 2. The school has conducted simulation activities among school personnel regarding protocols and routines to replicate and discuss possible scenarios during the actual conduct of face-to-face classes.		

II. WORK ARRANGEMENT		
Main Indicator: 1. The number of teachers who will physically report meets the availability of vaccinated teachers who handle face-to-face classes in a safe learning environment to learners.		
Main Indicator: 2. The school has oriented all its personnel on the work arrangement implemented during the face-to-face classes.		
III. CLASSROOM LAYOUT AND STRUCTURE		
Main Indicator: 1. The school has established mechanisms inside the classroom to ensure minimal to zero COVID-19 transmission of the learners and ensured that all heating, ventilation, and air conditioning systems are working with increased ventilation whenever possible, through the following recommended strategies as cited in DOLE Department Order No. 224-221 <i>Guidelines on Ventilation for Workplaces and Public Transport to Prevent and Control the spread of COVID-19</i> .		
Required Sub-indicators: <ol style="list-style-type: none"> Number of seats to be occupied must not exceed the required number of maximum learners in the classroom Seats to be occupied must be at least 1-2 meters apart Presence of markers and stickers on the floor to manage traffic system and physical distancing inside the classroom In non air-conditioned spaces, windows and doors are open In air-conditioned spaces, install exhaust fans and HEPA filters guided by DOLE Department Order No. 224-221 <i>Guidelines on Ventilation for Workplaces and Public Transport</i> Regardless of the HVAC system, all classrooms must have working electric fans except for schools with no electricity 		
Optional Sub-indicators: <ol style="list-style-type: none"> In airconditioned spaces, schools install appropriate ventilation and CO2 monitoring devices to achieve an air change rate 6 to Air Change per Hour (ACH) In spaces designed to optimize the use of air-conditioning units, wherein ventilation is greatly recirculated or access to outside air is not feasible, filters such as high-efficiency particulate air (HEPA) filtration air purifiers are used to clean recirculated air, provided that the unit is adequate for the size of the room in which it is installed. Proper maintenance should be ensured by following the manufacturer recommendations of these devices 		
IV. SCHOOL TRAFFIC MANAGEMENT		
Main Indicator: 1. The school has established safe entrance and exit, and crowd management measures for teachers, students, non-teaching personnel, and school visitors.		

<p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Availability of temperature thermal scanner or thermal gun at the entrance and/or exit gates b. Availability of hand sanitizer or alcohol dispenser at school gates c. Availability of surgical masks at school entrance reserved for symptomatic individuals <p>Optional Sub-indicator:</p> <ul style="list-style-type: none"> d. Established drop-off and pick-up points that are clearly identified and marked 		
<p>Main Indicator:</p> <p>2. The school has set up clear and easy-to-understand signages, preferably in local languages, and mechanisms to strengthen observance of health protocols and protective measures.</p> <p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Display of school map at the entrance point indicating the location of the classrooms b. School traffic management plan and strategies are in place to ensure that physical distancing is observed c. Hallway ground markings for walking direction guide d. Designation of spaces for queue in high traffic areas like restroom, library, principal's office, etc. e. Installation of signages and/or ground markings in high traffic areas like restrooms and handwashing stations to ensure physical distancing f. For schools with visually impaired learners and personnel, signages must be in Braille <p>Optional Sub-indicators:</p> <ul style="list-style-type: none"> g. Designation of separate entrance and exit points in the school h. Designation of entrance and exit points in the classrooms 		
V. PROTECTIVE MEASURES, HYGIENE PRACTICES, AND SAFETY PROCEDURES		
<p>Main Indicator:</p> <p>1. The school has established contact tracing procedures for all those who enter the school premises (e.g., learners, teachers, parents/guardians, school personnel, etc.).</p>		
<p>Main Indicator:</p> <p>2. The school has mobilized the School COVID-19 DRRM team to ensure effective implementation of the school's health and safety protocols that are in place and are observed during the preparation and progressive expansion of face-to-face classes.</p> <p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Designation of a Safety Officer who serves as the focal person for the health and safety protocols of the school <p>Name of Safety Officer: _____</p> <p>Designation: _____</p> <p>Contact Number: _____</p>		

<p>Main Indicator:</p> <p>3. The school has ensured the availability of personal protective equipment (PPEs) and hygiene & sanitation items for learners and school personnel.</p> <p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Availability of surgical face mask b. Availability of antibacterial soap c. Availability of emergency health kits that include PPEs and other needed supplies and materials in the school clinic d. Availability of PPEs for COVID-19 team members, health personnel, maintenance, and security guards 		
<p>Main Indicator:</p> <p>4. The school has set up and ensured availability of proper sanitation and hygiene facilities following the basic requirements and standard in accordance with DO 10 s. 2016 <i>Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (WINS) Program.</i></p> <p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Availability of handwashing station/s with clean and safe water supply and antibacterial soap b. Availability of clean and safe toilet facilities c. Placement of handwashing facilities in strategic locations d. Placement of trash bins in strategic locations e. Display of visual signages on proper waste management practices near trash bins (e.g. biodegradable, non-biodegradable, recyclable) f. Display of visual signages on proper handwashing in handwashing areas 		
<p>Main Indicator:</p> <p>5. The school has ensured regular sanitation and disinfection of school facilities, furniture, and equipment.</p> <p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Schedule of sanitation of frequently touched surfaces (e.g., table, doorknobs, light switches, etc.) every after end of a school shift b. Schedule of disinfection of school facilities (e.g., chairs, desk, blackboard, toilet facilities) c. Availability of sanitation and disinfecting materials 		
<p>Main Indicator:</p> <p>6. The school has ensured a proper disposal system of infectious wastes, such as used tissues and masks, in non-contact receptacles.</p> <p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Availability of a separate leak-proof trash bag/container with a cover properly labelled as "USED PPE" for disposal of all used PPE. In case of unavailability of yellow trash bag/container, a separate bag/container marked for infectious medical waste identifiable by the waste collector (i.e. yellow ribbon, yellow colored tag) should be available for disposal of all used PPE. 		

<ul style="list-style-type: none"> b. Collection of the leak-proof trash bag/container regularly or twice a day (after end of class and after working day) from the designated/specific area to the general collection area for treatment and disposal c. Availability of medical-grade face mask required for school personnel when collecting/handling the leak-proof trash bag/container d. Treatment through disinfection or spraying of the collected wastes with a chlorine solution (1:10) in accordance with DOH Department Memorandum No. 2020-0157 <i>"Guidelines on Cleaning and Disinfection in Various Settings as an Infection Prevention and Control Measure Against COVID-19"</i> e. Disposal of the disinfected PPEs with general waste to the final disposal facility 		
VI. COMMUNICATION STRATEGY		
<p>Main Indicator:</p> <p>1. The school has developed a communication plan.</p> <p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Identification of platform of communication for coordination purposes among the learners, parents/guardians, and teachers b. Database of contact number and address of parents/guardians of the learners is kept for easy retrieval of their contact details in case their child shows flu-like symptoms while in the school premises. c. Posting of child-friendly Information, Education and Communication (IEC) materials on hygiene practices and respiratory etiquette including hand hygiene (hand disinfection thru handwashing and/or use of 70% isopropyl alcohol), respiratory hygiene and cough etiquette (coughing or sneezing into tissues or one's elbow), protective measures (proper use of face mask, ensuring physical distancing), among others, that are placed in common areas and available in local languages and braille (if applicable) 		
<p>Main Indicator:</p> <p>2. The school has prepared an orientation session for learners, parents, guardians, teaching and non-teaching personnel, external stakeholders, and LGU on the eligibility criteria for participation and existing protocols, mechanisms, and procedures needed in the conduct of the face-to-face classes.</p> <p>Required Sub-indicators:</p> <ul style="list-style-type: none"> a. Orientation materials are made available for distribution to teachers, learners, parents, BLGU, DRRM team members, and persons-in-charge in ensuring observance of protocols, mechanisms, and procedures 		
<p>Main Indicator:</p> <p>3. The school has a proactive COVID-19 local hotline/help desk or any similar local mechanism that connects and coordinates to the hospitals, testing facilities, and LGUs.</p>		

VII. CONTINGENCY PLAN

Main Indicator:

1. The school has prepared a contingency plan for suspension and resumption of classes in case of COVID-19 resurgence in the community. The contingency plan includes the following:
 - Decision points for school suspension;
 - Plans for the continuous implementation of distance learning modalities during suspension; and
 - Strategies for the resumption of face-to-face classes after the suspension

Main Indicator:

2. The school has developed strategies for the continuity of learning in the event of face-to-face class suspension due to COVID-19 resurgence until local authorities have determined the safe resumption of face-to-face classes.

Required Sub-indicators:

- a. Distance learning modalities in the event of a class suspension due to COVID-19 resurgence is included in the contingency plan

FOCUSING ON TEACHING AND LEARNING

INDICATORS

YES

NO

I. LEARNING RESOURCES

Main Indicator:

1. The school has secured sufficient supply of learning resources needed for the face-to-face classes.

Required Sub-indicators:

- a. Availability of Self-Learning Modules (SLMs) in the event of a class suspension due to COVID-19 resurgence
- b. Availability of Textbooks and other Learning Resources
- c. Availability of Weekly Learning Plan (WLP)

Optional Sub-indicator:

- d. Provision of microphones or other appropriate sound system for teachers to facilitate teaching in a physically-distanced setup

2. The school has ensured that all teachers have the Teacher's Guide/Teacher's Manual on specific grade levels and learning areas that they are handling. Likewise, teachers may develop activity-based materials for mastery of learning delivered during face-to-face classes.

II. FACE-TO-FACE CLASSES

Main Indicator:

1. The school has designed class program/s that cater both learners of the face-to-face class arrangement and distance education while observing the maximum 6-hour classroom teaching hours of teachers.

Required Indicator:

- a. Arrival, breaks, and dismissal time are staggered to avoid crowding of learners in the school premises.

****Class Program/s are presented and submitted to SDO Composite Team during validation.**

Main Indicator:								
2. The school has developed a teaching schedule that follows the minimum contact time for teaching and learning.								
<table border="1"><thead><tr><th>Grade Level</th><th>Minimum Contact / Teaching Time</th></tr></thead><tbody><tr><td>Kindergarten and Grade 1</td><td>4 hours</td></tr><tr><td>Grade 2 to Grade 12</td><td>5 hours</td></tr></tbody></table>	Grade Level	Minimum Contact / Teaching Time	Kindergarten and Grade 1	4 hours	Grade 2 to Grade 12	5 hours		
Grade Level	Minimum Contact / Teaching Time							
Kindergarten and Grade 1	4 hours							
Grade 2 to Grade 12	5 hours							
<i>**Schools are given flexibility in contact time/teaching time for teaching and learning</i>								
Main Indicator:								
3. The school has ensured that learning remediation/intervention is part of the regular class schedule and daily teaching time, for a minimum of one hour depending upon the needs of the learners. Learning remediation/intervention can be done with learners individually or by small group.								
Main Indicator:								
4. The school has ensured that the class size is in accordance with the following standards: <ul style="list-style-type: none">• Maximum of 12 learners for Kindergarten;• For Grades 1 to 12, the number of learners in a classroom shall take into consideration the varying classroom sizes and required one-meter physical distancing; and• Maximum of 12 learners at a time for those activities requiring the use of workshops and laboratories.								
Main Indicator:								
5. The school has comprehensively profiled learners who participate in the progressive expansion of the face-to-face classes such as but not limited to the following: <ul style="list-style-type: none">a. Learners who reside within the city/municipality where the school/learning center is locatedb. Learners who can walk to school, or ride with available private transport, or with regulated public transportationc. Learners without existing comorbiditiesd. For learners with existing comorbidities but may want to participate in the face-to-face classes, written consent from the parents/guardians must be securede. While vaccination of learners is encouraged, all learners may participate in face-to-face classes regardless of COVID-19 vaccination statusf. Prioritization of learners who cannot manage independent learning, such as those whose parents must work outside the home, or who do not have directly available and immediately responsible adults/guardians at homeg. Prioritization of learners who struggle to meet required learning competenciesh. Prioritization of learners who are documented to be affected by								

mental health concerns that may be eased by face-to-face interactions			
III. TEACHER SUPPORT			
Main Indicator: 1. The school has provided an appropriate learning and development support plan in the delivery of better-quality basic education services.			
Required Sub-indicators: a. Provision of School-Based Learning Action Cells (LAC) sessions to ensure that the ability of teachers to deliver relevant teaching and learning strategies and ensure continuity of learning through a combination of distance learning and face-to-face classes b. Coaching, mentoring, and training relevant in facilitating blended learning approach			
Main Indicator: 2. The school has oriented teachers on their budget of work and ensured that the school requirement for the learners is in observance of academic ease.			
Required Sub-indicators: a. Orientation on the implementation of the Most Essential Learning Competencies (MELCs) included in their budget of work during the face-to-face classes b. Orientation on the observance of academic ease and provision of flexibility to learners in managing face-to-face classes			
WELL BEING AND PROTECTION			
INDICATORS		YES	NO
I. SCHOOL DISINFECTION AND SANITATION			
Main Indicator: 1. The school has ensured that the available sanitation and disinfection materials are approved by the Philippine Food and Drug Administration (FDA) such as:			
<ul style="list-style-type: none"> Sodium hypochlorite recommended ratio of 0.1% (1000 ppm) by dissolving ½ tsp of chlorine or 2 g to 2L of clean water for regular disinfection, and recommended ratio of 0.5% (5000 ppm) for body fluids by dissolving 1 tbsp of chlorine or 10 g to 2L of clean water Ethanol in all surfaces at a recommended ratio of 70-90%, or Hydrogen peroxide in all surfaces at a recommended ratio of >0.5% 			
Main Indicator: 2. The school has ensured the availability of sanitation and disinfection materials are placed in strategic school locations.			
Required Sub-indicators: a. Availability of hand-sanitizers/alcohol-based solutions/other disinfectants in restrooms b. Availability of hand-sanitizers/alcohol-based solutions/other disinfectants in classroom			

c. Availability of hand-sanitizers/alcohol-based solutions/other disinfectants in entrance/exit point		
II. COVID-19 CASE MANAGEMENT		
Main Indicator: 1. The school has developed strategies to prevent COVID-19 which covers the following: <ul style="list-style-type: none"> • Strategy to ensure all school-goers are subjected to hand hygiene • Temperature checks using a thermal scanner, whenever applicable • Non-face-to-face communications and coordination through other available platforms to be prioritized among school visitors and external stakeholders. If face-to-face communication is necessary, an appointment scheduling mechanism for authorized visitors must be used/enforced • Daily rapid health checks in the classroom • Developed a mechanism to disinfect areas of the school frequented by personnel or learners who test positive for COVID-19 • Availability of surgical face mask for anyone who shows symptoms of COVID-19 • Establishment/setting-up/refurbishment of a school clinic to provide basic health services to all school-goers, such as: <ul style="list-style-type: none"> ○ health assessment and physical examination, as needed; ○ appropriate intervention, first aid, or treatment; ○ proper management of symptoms, including rest at home; and ○ referral and follow-up of learners, teachers, and personnel to appropriate facilities. • Designation of private screening area at the entrance where school-goers who show symptoms upon initial screening can be further examined or referred • Designation of separate space where sick school-goers who have been managed in the clinic can temporarily stay, awaiting referral to the appropriate health facility, without creating stigma • Availability of a school health personnel or a designated school clinic teacher to provide basic health services and facilitate referral in coordination with the school health personnel at SDO, in absence of school-based health personnel • For schools without a school health personnel, orientation to the clinic teacher by the school health personnel at the SDO for proper guidance on how to effectively run the school clinic • Record of students' health status and development, including immunization checks to prevent outbreak-prone vaccine-preventable disease (e.g., measles) 		
Main Indicator: 2. The school has identified strategies to detect COVID-19 which include the following: <ul style="list-style-type: none"> • Consistent with DOH guidelines, developed a coordination mechanism with local health authorities in the event that tracing and quarantine will be needed due to a confirmed case of COVID-19 • Presence of the School DRRM Team to ensure that contact tracing activities, as required by the local health authorities, are initiated 		

<p>and completed among the possible close contacts among DepEd personnel and learners</p> <ul style="list-style-type: none"> • Close coordination with Epidemiology Surveillance Unit (ESU) officers per setting <ul style="list-style-type: none"> ◦ DOH Regional ESU of reporting school ◦ LGU City ESU/Provincial ESU/Municipal ESU of reporting school ◦ DOH Regional ESU of identified case (place of residence) ◦ LGU City ESU/Provincial ESU/Municipal ESU of identified case (place of residence) • Development of a reporting system requiring parents to report to the school if their children are experiencing flu-like symptoms, recommendation of testing to be done immediately with support and guidance from the LGUs • Provision of health form to parents/guardians at the beginning of each school term confirming their child and/or family members do not have COVID-19 before being permitted to go to school to be submitted 24 to 72 hours prior to the start of school opening 		
<p>Main Indicator:</p> <p>3. The school has developed strategies to isolate and manage COVID-19 which include the following:</p> <ul style="list-style-type: none"> • Designation of rooms for isolation of students and personnel with fever and flu-like symptoms near the entrances • Availability of transport vehicles from school to Temporary Treatment and Monitoring Facility (TTMF) • Database of contact details of the family members/guardians of the learners and personnel for notification in case of symptoms related to COVID-19 • Isolation and referral mechanisms for personnel/s or learner/s who show COVID-19 symptoms based on the severity for proper management and appropriate testing • Reporting mechanism for following-up and monitoring of all close contacts as well as suspect, probable, and confirmed cases of COVID-19 <p>Optional Sub-indicator:</p> <p>a. Availability of QR codes and/or IT-based contact tracing system/applications</p>		
<p>Main Indicator:</p> <p>4. The school has ensured availability and maintained the provision of basic mental health and psychosocial support, as well as guidance and counselling services to learners, teachers, and personnel for the entire school year.</p> <p>Required Sub-indicators:</p> <p>a. Availability of guidance advocates in every school day to assist learners and personnel in accessing basic mental health services</p> <p>b. Mobilization of trained Psychological First Aid (PFA) providers to offer necessary mental health and psychosocial support to concerned personnel or learners during crisis situations (e.g., being COVID-19 positive, isolation, class suspension). The most</p>		

<p>appropriate method, which duly considers the safety of the MHPSS providers, shall be employed (e.g., provision through online platforms or hotlines)</p> <p>c. Allocation of the first hour of the first five school days for the discussion and facilitation of the modules related to mental health, by the respective classroom advisers or designated teachers.</p> <p>d. Establishment and contextualization of inter-sectoral referral pathways to ensure that psychosocial needs of both the personnel and the learners are provided. Psychosocial concerns involving children shall be coordinated with DOH, DSWD and other key agencies and organizations as necessary to better address the concern</p> <p>e. Engagement of parents, guardians, or any care providers of learners on taking care of mental health and creating a positive environment</p> <p>f. Establishment of coordination mechanisms to ensure that the mental health and the basic needs of learners and personnel with pre-existing mental health conditions and special needs including neurologic and substance abuse disorders, such as medications and other key services, are provided</p>		
<p>Main Indicator:</p> <p>5. The school has established a clear procedure of referral system for COVID-19 confirmed and suspected personnel and learners.</p> <p>Required Sub-indicator:</p> <p>a. Communication plan which includes coordination system and referral with LGU for confirmed and suspected COVID-19 cases in the school</p>		
<p>Main Indicator:</p> <p>6. The school has established a clear contact tracing and quarantine system for close contacts of COVID-19 confirmed positive cases.</p> <p>Required Sub-indicators:</p> <p>a. Communication plan which includes coordination system with local health authorities in contact tracing and quarantine of close contacts of confirmed COVID-19 positive cases</p> <p>b. Communication plan which includes notification of family/parent(s)/guardian(s) of the concerned learner/s</p>		
III. INCLUDING THE MOST MARGINALIZED		
<p>Main Indicator:</p> <p>1. The school has established a mechanism in identifying learners who are most vulnerable and disadvantaged in terms of access to learning.</p>		
<p>Main Indicator:</p> <p>2. The school has developed learning strategies to cater the needs of the marginalized learners, such as modules in Braille, mother-tongue languages, and usage of Filipino Sign Language.</p>		
<p>Main Indicator:</p> <p>3. The school has ensured participation in school-based services</p>		

which includes but is not limited to feeding and nutrition programs, immunizations, Mental Health and Psychosocial Support (MHPSS), prevention of Violence against Children (VAC) (i.e., bullying from social stigma) and other health services.		
Main Indicator: 4. The school has established close coordination with the Department of Social Welfare and Development (DSWD) Case Managers of those learners who are marginalized; other partner agencies and organizations such as National Council on Disability Affairs (NCDA).		
SCHOOL COMMUNITY COORDINATION		
INDICATORS	YES	NO
Main Indicator: 1. The school has developed a plan for the coordination with the Barangay Local Government Unit (BLGU) or the Barangay Health Emergency Response Team (BHERT) in ensuring that protocols are observed properly.		
Required Sub-indicator: a. Operationalization of the Preventative Alert System in Schools (PASS) for COVID-19 (per DepEd Memorandum No. 15, s. 2020)		
Optional Sub-indicator: b. The school has identified a designated waiting area with proper ventilation and strict observation of physical distancing for parents/guardians/chaperones		
Main Indicator: 2. The school has coordinated with their respective local government units the implementation of routine school-based immunization (SBI) and other school health-related services, such as but not limited to deworming and weekly iron-folate acid supplementation (WIFA).		
Main Indicator: 3. In collaboration with their local health offices, the school has developed intensive health promotion campaign activities/supportive-policies to maintain optimal health-seeking behaviors of learners and other community members.		

Prepared by:

Name and Designation

Date

Approved by:

Name and Designation

Date

TO BE FILLED OUT BY THE SDO COMPOSITE TEAM		
	YES	NO
<p>1. The school has secured the concurrence of the Local Chief Executive in the City/Municipality where the school is located and must also have taken the proper coordination with their respective barangay officials.</p> <p>a. For schools in IP communities or with a predominant number of IP learners, the Free, Prior, and Informed Consent (FPIC) process must be undertaken according to the customary practice of the IP community. The cultural expression of consent and sealing of agreements shall be documented, with the permission of the community and in a form acceptable to them (e.g. pictures, videos). Without prejudice to the latter, a Certificate of Precondition issued by NCIP shall also attest to the undertaking of the FPIC process and agreements reached</p>		
<p>2. The school has secured written consent from the parents / guardians of learners who will participate in the face-to-face classes.</p> <p>No. of Participating Learners for the Expanded Face-to-Face: _____ No. of Parent's Consent Collected: _____</p>		
<p>3. Vaccination Status of School Personnel</p> <p>No. of Vaccinated Teachers: _____ Total No. of Teachers: _____</p> <p>No. of Vaccinated Non-Teaching Personnel: _____ Total No. of Vaccinated Non-Teaching Personnel: _____</p>		

Verified by:

Name and Designation

Date



Republic of the Philippines
Department of Education

06 APR 2022

Enclosure 4

DepEd MEMORANDUM
No. **029**, s. 2022

**WORK ARRANGEMENTS IN THE DEPARTMENT OF EDUCATION DURING
THE IMPOSITION OF ALERT LEVEL 1 SYSTEM
FOR COVID-19 RESPONSE**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. This Memorandum provides for the work arrangements in the Department of Education (DepEd) in compliance with Memorandum Circular (MC) No. 96 dated February 28, 2022 on the **Required On-Site Workforce in Government Agencies and Instrumentalities Under the Alert Level System**, issued by the Office of the President.
2. The Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF) Resolution No. 163-A dated February 27, 2022 titled **Guidelines on the Nationwide Implementation of Alert Level System for COVID-19 Response** as of February 27, 2022 provides that agencies and instrumentalities of the government located in areas placed under Alert Level 1 shall adhere to the 100% onsite workforce, while off-site work shall be subject to relevant rules and regulations issued by the Civil Service Commission (CSC) and the Office of the President.
3. In light of this, **all DepEd offices, schools, and community learning centers (CLCs) are hereby directed to adhere to the 100% onsite reporting capacity.**
4. This shall cover **all teaching and nonteaching personnel, including contracts of service and job orders**, in all DepEd offices, schools, and CLCs, both adopting face to face classes and distance learning delivery modalities. The Department views the imposition of 100% onsite reporting under Alert Level 1 as an opportunity to improve the implementation of multiple learning delivery modalities, through a more efficient supervision and monitoring of the proper use of learning modules and online platform, thereby promoting uniformity in the delivery of curriculum and instruction. This shall likewise facilitate the conduct of other school-level activities such as learning action cells, coaching and mentoring, remedial classes, and parent-teacher conferences, among others.
5. School heads shall determine and guide all teaching and nonteaching personnel under their jurisdiction on the work assignment and tasks to be accomplished while reporting onsite using the **Office/School/CLC Workweek Plan** and/or other workload distribution mechanisms.

6. Personnel who are infected or identified as close contacts of suspect, probable and/or confirmed case of COVID-19 or asymptomatic who underwent the required quarantine while waiting for the result of swab test administered upon them or completing the required quarantine period as prescribed in IATF Resolution No. 163-A dated February 27, 2022 and CSC MC 2, s. 2022 shall not be required to report to work and may avail of the excused absence or adopt a Work-From-Home (WFH) arrangement.
7. Absences rendered due to non-COVID-19 related reasons shall be governed by the existing policies on leaves and vacation service credits.
8. The submission of the **Individual Daily Log and Accomplishment Report (IDLAR)**, for attendance monitoring purposes, shall be suspended for all personnel reporting onsite. Daily time logs shall be reported through Daily Time Record (DTR) through biometric machines and logbooks.
9. Nevertheless, the Department encourages all heads of offices/schools/CLCs to continue the use of IDLAR for performance monitoring purposes.
10. Heads of offices/schools/CLCs shall ensure the provision of necessary support and resources to all personnel reporting onsite to avoid delay and disruption in the delivery of basic education services and ensure compliance with minimum health and safety protocols, such as but not limited to adequate bandwidth and internet connectivity, safe and conducive workspaces, provision of hygiene supplies, among others.
11. Remote and flexible work arrangements as prescribed in CSC MC 18, s. 2020, **Amendment to the Revised Interim Guidelines for Alternative Work Arrangements and Support Mechanisms for Workers in the Government during the Period of State of Public Health Emergency due to COVID-19 Pandemic** and DepEd Order (DO) No. 011, s. 2020 titled **Revised Guidelines on Alternative Work Arrangements in the Department of Education During the Period of State of National Emergency Due to COVID-19 Pandemic** may be adopted, as deemed appropriate and insofar as practicable, in accordance with the required onsite capacity depending on the prevailing COVID-19 alert level in the locality where the office/school/CLC is located.
12. Heads of offices/schools/CLCs in all governance levels are instructed to demonstrate leadership and decisiveness when confronted with concerns taking into consideration the welfare of employees while ensuring productivity, and compliance to existing and subsequent issuances.
13. This Memorandum takes effect immediately upon issuance unless modified or repealed by subsequent issuance/s from DepEd, CSC, IATF, Department of Health, or the Office of the President.
14. Immediate dissemination of this Memorandum is desired.




LEONOR MAGTOLIS BRIONES
Secretary

Reference: