



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF NEGROS ORIENTAL

**Office of the Schools
Division Superintendent**

DIVISION MEMORANDUM

No. *697*, s. 2021

**SUBMISSION OF SCHOOL BASIC EDUCATION – LEARNING CONTINUITY PLAN
(BE-LCP) FOR THE SY 2021-2022**

To: Assistant Schools Division Superintendent
Chief, CID and SGOD
Division Education Program Supervisors/Education Program Specialist
Public Schools District Supervisors/District In-Charge
Public Elementary & Secondary School Heads
All Others Concerned

1. This office hereby informs the field on the submission of School Basic-Learning Continuity Plan (BE-LCP) SY 2021-2022 following the different guidelines:
 - a. Enhancement of the previous School BE-LCP;
 - b. Align to the Division BE-LCP SY 2021-2022;
 - c. Prepare the contents based on the BE-LCP Rapid Appraisal Checklist;
 - d. Submit to the respective Public Schools District Supervisors for approval (For and in behalf of the Schools Division Superintendent, Mr. Senen Priscillo P. Paulin, CESO V); and
 - e. Deadline of submission is on or before September 17, 2021.
2. Respective PSDSs shall submit the Summary of School BE-LCP SY 2021-2022 Compliance on or before September 30, 2021 following this template:

SUMMARY OF SCHOOL BE-LCP SY 2021-2022

School	School Head	Date of Submission	Date of Review	Date of Approval



Address: Kagawasan Avenue, Capitol Area, Daro, Dumaguete City
Telephone Nos.: (035)225-2838 / 225-0667 / 422-7644
Email Address: negros.oriental@deped.gov.ph

10 SEP 2021



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF NEGROS ORIENTAL

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DIVISION MEMORANDUM

- Attached herewith are the Division BE-LCP SY 2021-2022 and the School BE-LCP Appraisal Checklist for your reference and guidance.

ppaulin
SENEN PRISCILLO P. PAULIN, CESO V
Schools Division Superintendent
9/9/2021

SPP/ MKP-JMA-NLR/OASDS-A/ JMA/ slbt



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Republic of the Philippines
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REGION VII – CENTRAL VISAYAS
Schools Division of Negros Oriental

SCHOOL BE-LCP 2021- 2022
APPRAISAL CHECKLIST

PART OF THE BE-LCP	YES	NO	REMARKS
I. Rationale/ Background (concise and will consist only 3-5 paragraphs)			
a. Factors/Reasons on adopting BE-LCP 2021-2022			
b. Readiness for SY 2021-2022			
c. Evidence on the successful implementation of the BE-LCP 2020-2021			
II. Principles and Description			
a. Brief description			
b. Anchored on CO, RO, DO BE-LCP principles			
c. Enumeration of School BE-LCP principles			
d. School BE-LCP Schema			
III. Summary of Findings on the BE-LCP 2020-2021 as Bases for the BE-LCP 2021-2022			
a. KPI (3 SY- 2017-2018,2018-2019, 2019-2020)			
b. Analysis of the KPI that will show the strengths and weaknesses as basis for adjustment for BE-LCP 2021-2022			
c. Other data that may be available (e.g. survey, FGD) that will show the strengths and weaknesses as basis for adjustment for BE-LCP 2021-2022			
IV. Objectives			
a. General Objective			
b. Specific Objectives			
V. Action Plans (To be integrated in the AIP)			
(Includes Pre-Implementation, During Implementation, Post - Implementation)			



A. Learning Management			
- modalities			
- integration of GAD, DRRM, COVID-19, other relevant DepEd Thrusts/Concepts			
-Remedial Instruction			
- Learning Support to Parents			
- Learning Assessment			
- Others			
B. Learning Resources			
- available learning resources			
- Delivery and retrieval			
- Supplemental learning resources			
- Others			
C. Learning Environment			
- maintaining safe and healthy learning environment (school)			
- Virtual learning environment			
- possible community learning environment through Community Academic Pantry			
-others			
D. Continuous Professional Development			
- LAC session			
- INSET/School- Based Trainings			
- Others			
E. Possible Limited Face-to-Face			
IV. Contingency Plan			
-Brief description			
- Adoption/adaption of Division template			
V. Monitoring, Evaluation, & Adjustment (Use the template used in the Division BE-LCP)			

Public Schools District Supervisor
For and in behalf:

SENEN PRISCILLO P. PAULIN, CESO V
Schools Division Superintendent

BASIC EDUCATION – LEARNING CONTINUITY PLAN (BE-LCP)

SY 2021-2022



SCHOOLS
DIVISION OF
NEGROS
ORIENTAL

SENEN PRISCILLO P. PAULIN, CESO V
SCHOOLS DIVISION SUPERINTENDENT

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REGION VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF NEGROS ORIENTAL

BASIC EDUCATION- LEARNING CONTINUITY PLAN (BE-LCP)
SY 2021-2022

I. Background/Rationale

The COVID-19 pandemic brought unexpected interruptions on the various activities not only in the country but the entire world. The education sector was adversely affected. It was on October 5, 2020, that the opening of classes in public schools for School Year 2020-2021 was approved by President Duterte but prohibited the traditional face-to-face classes due to the prevalent cases in the country and vaccines were not made available yet.

The Department of Education provided a blueprint on how to ensure that education would continue through DepEd Order No.012, s.2020, "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency". Based on the findings on the DepEd's readiness for distance learning given the epidemiological picture, the direction of overall government response, and the directive of the Secretary to find ways for learning to continue in a safe and healthy environment amid the COVID-19, the distance learning will be a key modality of learning delivery.

Adherent to the department's response to provide distance learning, the Schools Division of Negros Oriental (SDNO) conducted Readiness Survey using Teachers and Learners App (TALA) among teachers and learners. It revealed that out of the **7,490** teachers the number of teachers without the following devices: **1,185** – smartphones; **1,394** - basic phones; **6,252** – tablets; **993** – laptops; and **6,342**- desktop to be utilized for the distance synchronous/asynchronous learning. It also revealed that out of the **189,021** enrolled learners, **35,209** do not have learning devices at home for synchronous/ asynchronous learning, **131,633** of the learners have no accessibility to internet connectivity. The gaps in terms of availability of gadgets and limited internet connectivity the Division adopted the **printed modular distance learning** as the most appropriate modality. It ensured that no learners were left behind as the country grappled with pandemic.



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Despite the adversities Schools Division of Negros Oriental culminated SY 2020-2021 successfully. The concerted efforts of the internal and external stakeholders were able to provide the necessary printed self-learning modules (SLMs) to **185,139** public-school learners (EOSY data) in the three congressional districts from Kindergarten to Senior High School including the **4,137** Alternative Learning System (ALS) learners.

The regular monitoring and evaluation conducted by the CID and SGOD enabled the SDO to review the strengths, weaknesses, threats and opportunities for the adjustment and enhancement of the BE-LCP SY 2021-2022. The utilization of the downloaded BE-LCP funds for provision of learning resources is focused on the **printed modular distance learning with synchronous/asynchronous learning** which includes provision of printing materials, procurement of external memories/OTG or flash drive, printing of SLMs, supplementary materials, and digitization of SLMs.

This year, the SDO through the Social Mobilization and Networking Section of the School Governance and Operations Division received donations for the schools and learning centers IT support packages that will also support the blended learning.

Benefactor	Donation	Quantity
1. EduAksiyon (Bureau of Customs and from the Republic of China)	Cellphones	1,868 units
	Tablets	250 units
	Laptops	38 units
2. Globe	Globe home prepaid wifi	20 units
3. Smart School-in-a- Bag	2 packages	
	• SIAB 2.0 new design with raincoat	1 set
	• Lenovo Tab 8 with micro SD card and pouch	20 units
	• Asus P1410CD laptop with MS Office 2019	
	• Genius USB Mouse	1 unit
	• Smart LTE Pocket Wifi with P500 load card	
	• USB Memory Card	1 unit
	• Oyayi USB	1 unit
• Oyayi Teachers Manual	1 unit	



		1 unit
4. PLDT	Home Prepaid Wifi	15 units

II. Principles and Description of BE-LCP

The SDNO BE-LCP is aligned with the DepEd BE-LCP five (5) principles: (1) Protection of the health, safety and well-being of personnel and learners; (2) Ensuring learning continuity; (3) Facilitating the safe return of personnel and learners; (4) Sensitive to considerations and concerns; and (5) Linking and bridging to Sulong Edukalidad and Futures Thinking in Education and Region's New Normal four (4) pillars **LIVE**: Learning Continuity, Improve Quality, Virus Resiliency, and Engage Stakeholders that are responsive to the basic education challenges brought about by COVID-19. It adopts the new normal education which is blended learning (printed modular distance learning with synchronous/asynchronous learning) and ensures that the plan is evidence-based, gender-responsive, opportunity-driven, and resilient-focused (NEGOR).

The following principles is reflective on the vision of Sulong NegOr:

- Safe returns of personnel and learners in the workplace and schools/CLCs
- Upskilling and reskilling of personnel in the new normal
- Learning continuity through refinement of self-learning modules (SLMs)
- Offer blended learning modality (printed modular distance learning with synchronous/asynchronous learning)
- Network stakeholders, partners, and resources
- Gain public trust through accountability and transparency



**BASIC EDUCATION - LEARNING CONTINUITY PLAN (BE - LCP)
SY 2021 - 2022**

Safe returns of personnel and learners in the workplace and schools/CLCs
Upskilling and reskilling of personnel in the new normal
Sustaining learning continuity through refinement of self-learning modules (SLMs)
Offer blended learning (printed modular distance learning with synchronous/asynchronous learning)
Network stakeholders, partners, resources
Gain public trust through accountability and transparency

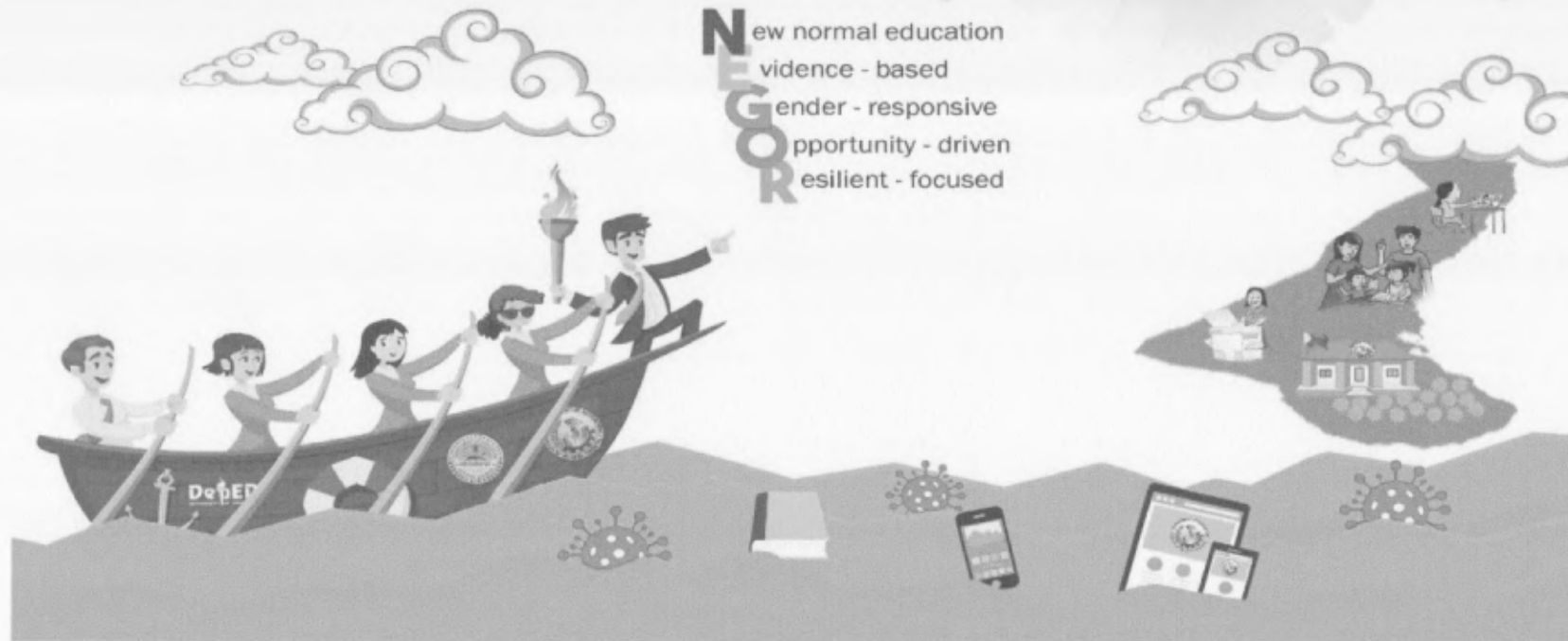


Figure 1. SDNO BE-LCP 2021-2022 Schema

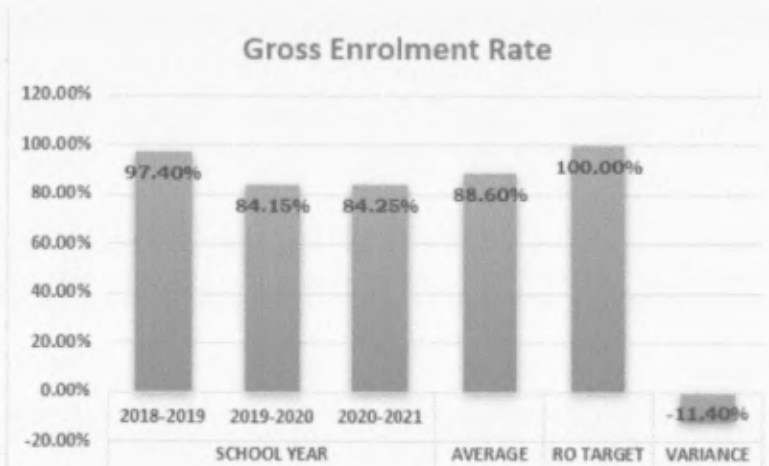
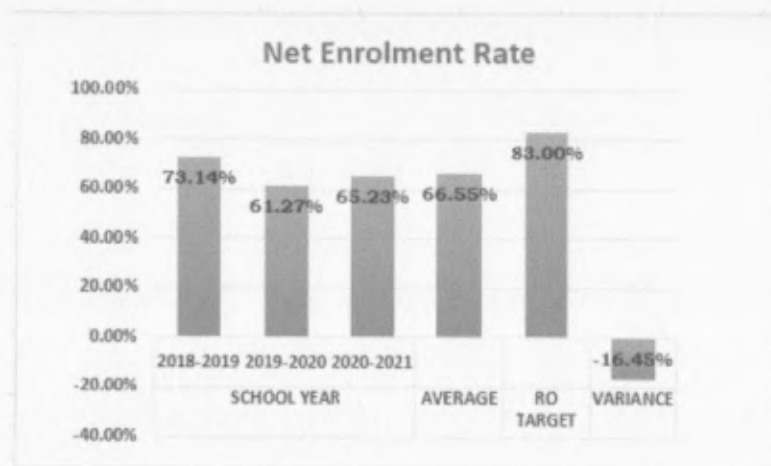


III. Data on the Implementation of BE-LCP 2020-2021 as Bases on the Enhancement of BE-LCP 2021-2022

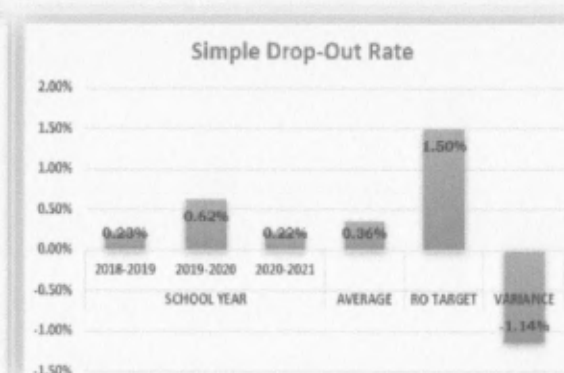
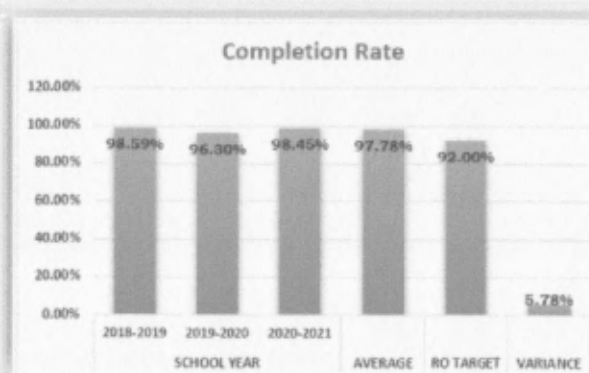
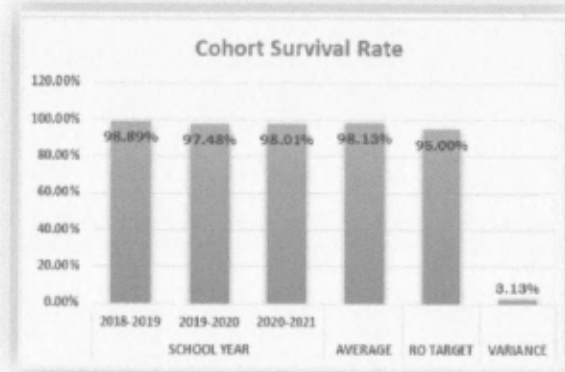
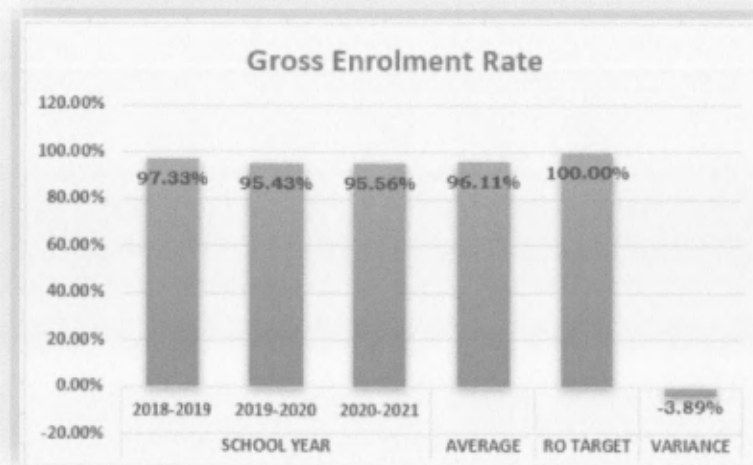
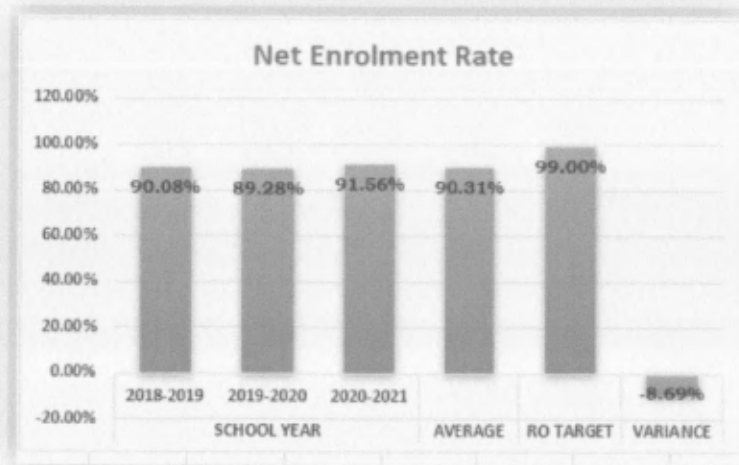
The SDO gathered evidence on the implementation of the BE-LCP 2020-2021. The data served as the basis in the enhancement of the BE-LCP SY: 20221-2022.

A. A **key performance indicator (KPI)** is a type of performance measurement that helps you understand how your organization, department, or institution is performing and allows you to understand if you are headed in the right direction with your strategy. (<https://www.google.com/search?q=What+is+school+performance+indicator+in+depEd&rlz>). To find out the status of the implementation of BE-LCP, the Division Office through Planning and Research Section gathered the data from the field. The data revealed that education continued and culminated successfully amid the pandemic, although there were identified gaps that need to be addressed for the enhancement of the SY 2021-2022 implementation.

A.1. Kindergarten



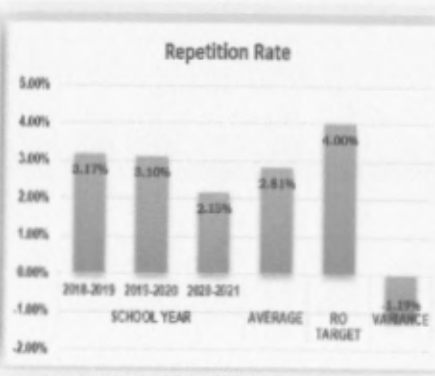
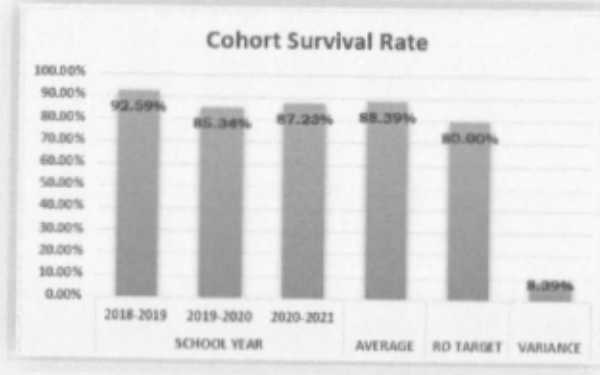
A.2. Elementary



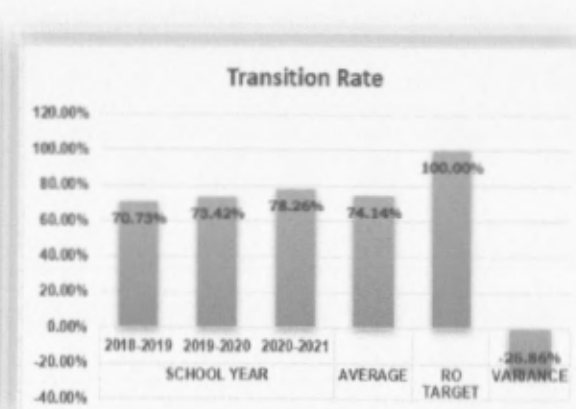
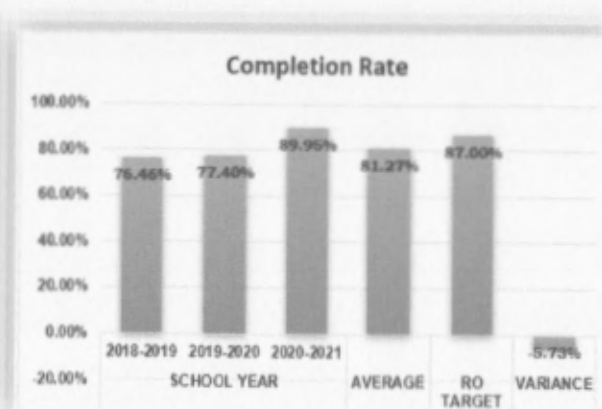
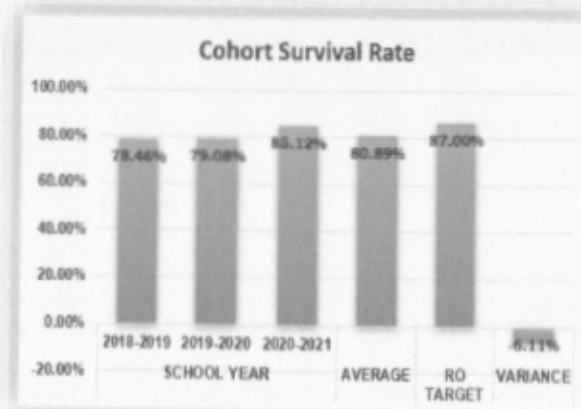
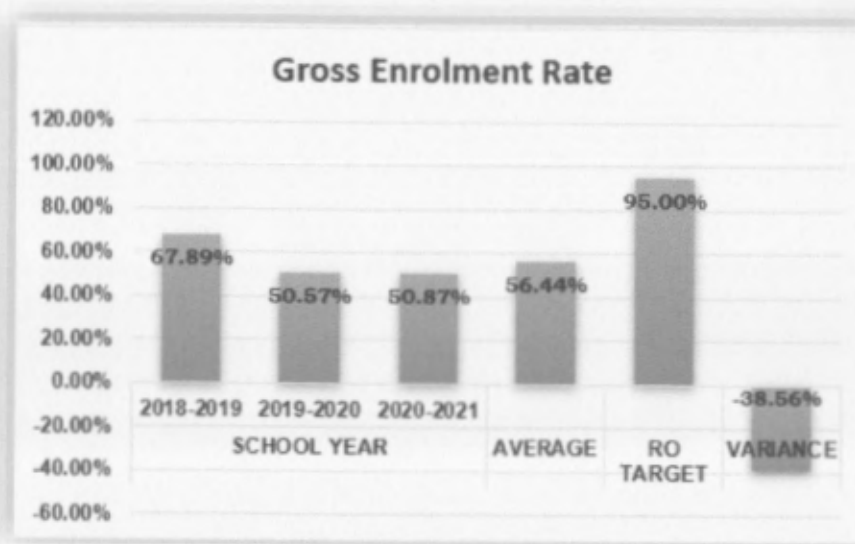
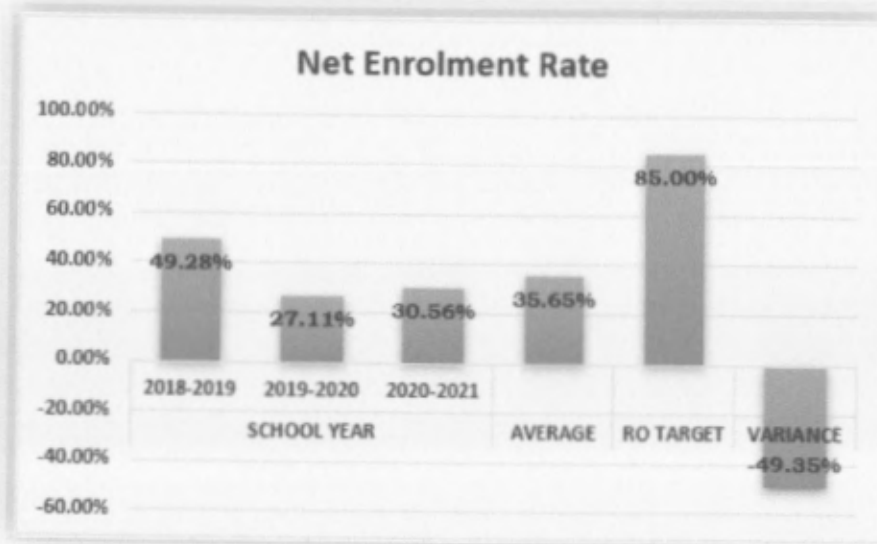


A.3. Junior High School

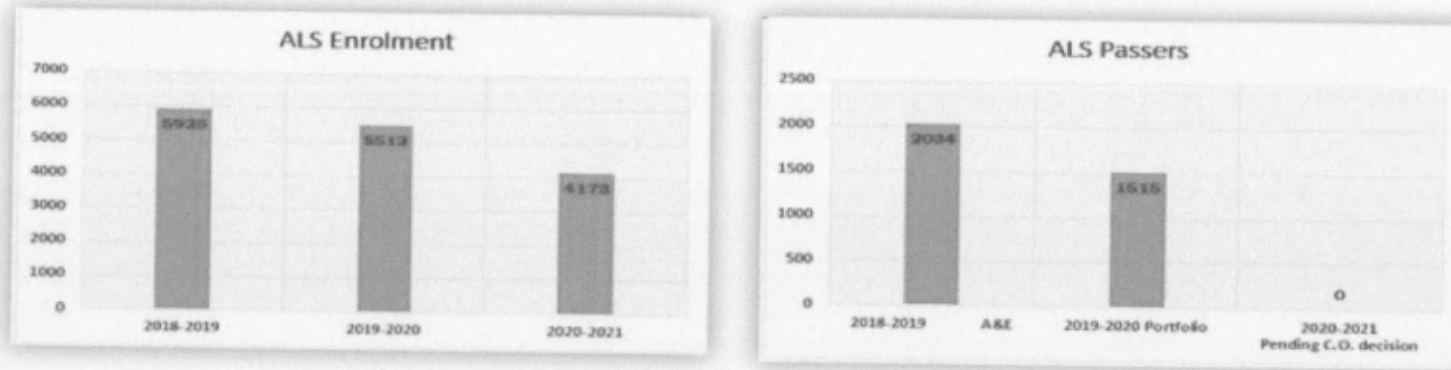




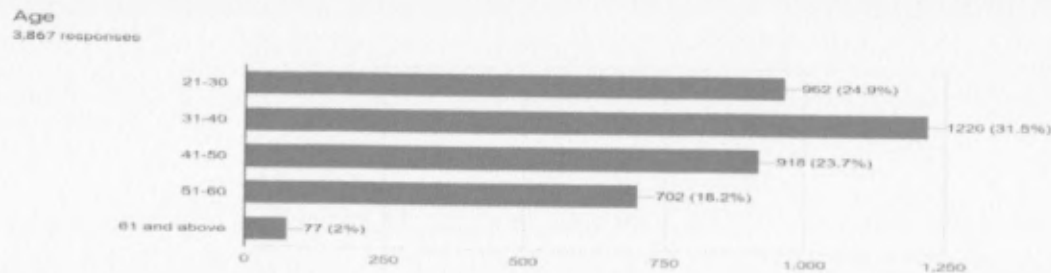
A.4. Senior High School



A. 5. Alternative Learning System



B. A survey was also conducted to find out the strengths and the challenges encountered during the BE-LCP SY: 2020-2021. The result will be the SDO guidance on how to enhance its implementation this SY: 2021-2022.



The first diagram is the age profile of the teacher-respondents. Of the 4160, 1316 or 31.6% belongs to the age bracket of 31-40. This is followed by the group of 1029 or 24.7% belongs to age bracket 21-30. Another group of 997 or 24% belongs to the age bracket of 41-50, and 750 or 18% falls on the age bracket of 51-60 and 81 or 1.9% belongs to age bracket of 61 and above.



As can be gleaned, majority of the teaching force of Negros Oriental belongs to the younger generations. One of the prevailing reasons is the fast-hiring scheme of the department of education. Many years past, there was a very slow hiring of teachers happened. In fact, the process was very tedious. Unlike today, the hiring process was too fast that our PSB in the division exerted effort in the orientation of our teacher-applicants and deployment was done expeditiously to cope the needs of the field.

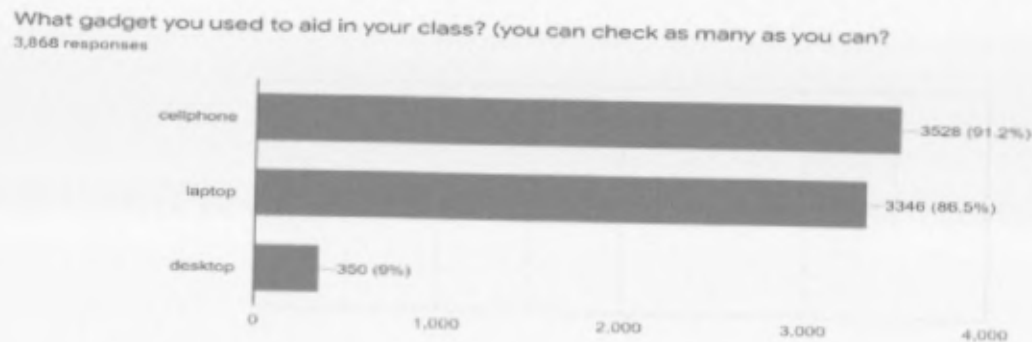


Diagram 2 shows the data on teachers' gadget being used in aiding their class. There are cellphones, laptop, and desktop as their choices. Of the 4601 respondents, 3795 or 91.2% used cellular phones. This is followed by a group of 3602 or 86.6% who used their laptops. Lastly, is the desktop which has only 374 or 9% who used it in aiding classes.

It is worthwhile to note that the respondents are more engaged in their cellular phone in aiding their class. This is because cellphones can let them communicate via text, call, and messenger in reaching their learners if queries arise. It can help also reach parents of learners for communication. Cellphones don't require much WIFI for connection but rather data can save the day. In term of text, many unlimited promos were also offered compared to laptops and desktop have difficulty in acquiring WIFI connections.



At what percentage of your learners joining synchronous/asynchronous learning? (choose only one)
3,868 responses



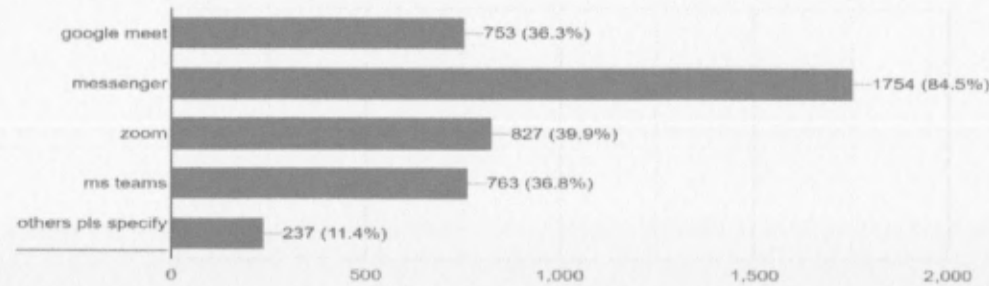
The third diagram is the data on the percentage of learning joining the synchronous/asynchronous learning. Of the 4160 respondents, 38% of the respondents said that 1-25% are joining these modalities, 16.6% said that there are 51-75% are joining. Another group of 16.3% said that there are 26-50% joined these modalities while 29% said that 76-100% are joining.

The data implied that developing synchronous/asynchronous supplementary learning materials is necessary for school year 2021-2022 based on the survey wherein majority of the learners got the chance to join both modalities, thus digitization of self-learning materials is welcome development for the schools and learning centers.



Synchronous (online) for age bracket 21-30 (you can check as many as you can)

2,075 responses

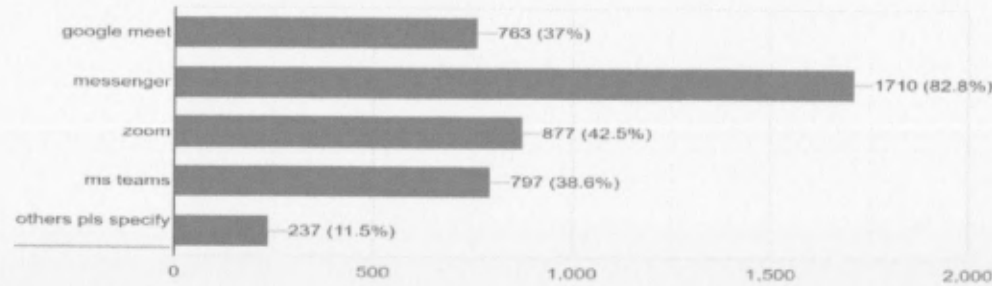


The data show the other modalities used by the teacher aside from the printed modules. This is the synchronous modality in which the respondents are the teachers that fall on the age bracket of 21-30. Among all the choices, messenger got the highest number with 1871 or 84.4% users. This is followed by three closed numbers namely, zoom with 872 or 39.3%, MS teams 816 or 36.8%, and google meet 796 or 35.9% respectively.

It can be implied that most of the younger teachers are dependent on messenger in reaching out their learners or even conducting other forms of imparting educational lessons. But nevertheless, this age bracket has high regard with these kinds of modalities.



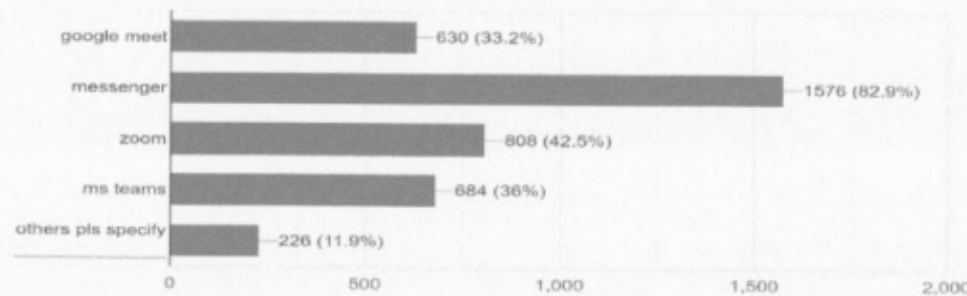
Synchronous (online) for age bracket 31-40 (you can check as many as you can)
2,064 responses



The data show the other modalities used by the teacher aside from the printed modules. This is the synchronous modality in which the respondents are the teachers that fall the age bracket of 31-40. Among all the choices, messenger got the highest number with 1834 or 82.8% users. This is followed by three closed numbers namely, zoom with 935 or 42.2%, MS teams 853 or 38/5%, and google meet 806 or 36.4% respectively.

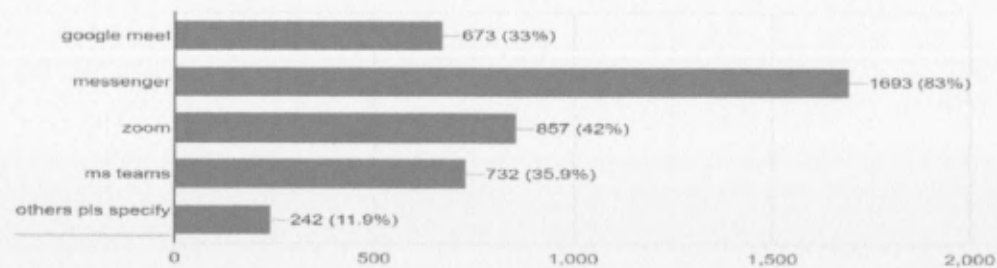
This group of respondents are more inclined to addressing the needs of the learners be of different modalities.

Synchronous (online) for age bracket 41-50 (you can check as many as you can)
1,900 responses



Synchronous (online) for age bracket 41-50 (you can check as many as you can)

2,040 responses

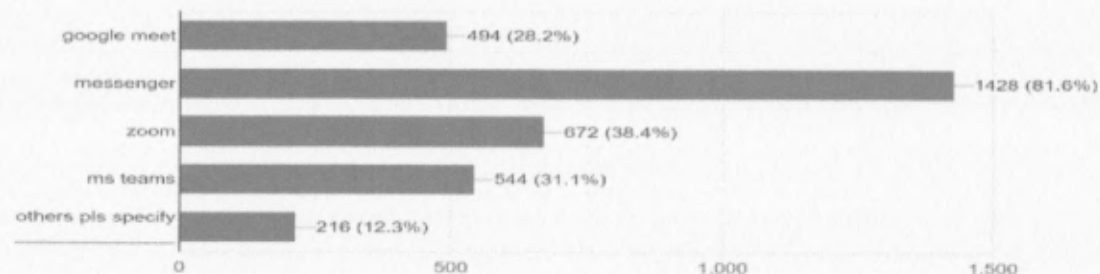


The data show the other modalities used by the teacher aside from the printed modules. This is the synchronous modality in which the respondents are the teachers that fall the age bracket of 41-50. Among all the choices, messenger got the highest number of 1693 or 83% users. This is followed by three closed numbers namely, zoom with 857 or 42.2%, MS teams 732 or 35%, and google meet 673 or 33%, respectively.

The data imply that messenger is one of the widely used modalities regardless of age bracket.

Synchronous (online) for age bracket 51-60 (you can check as many as you can)

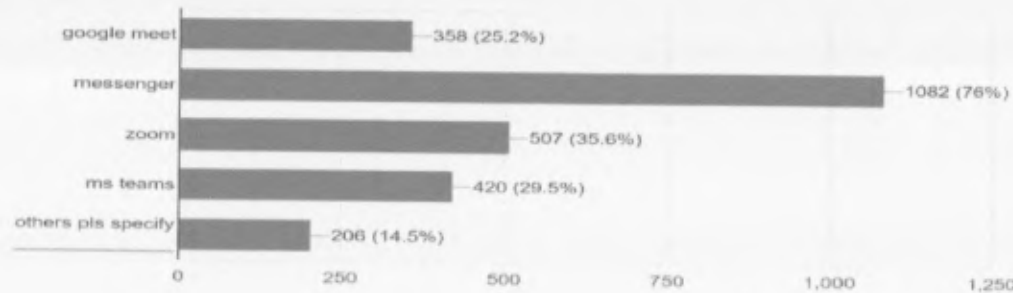
1,749 responses



The data show the other modalities used by the teacher aside from the printed modules. This is the synchronous modality in which the respondents are the teachers that fall on the age bracket of 51-60. Among all the choices, messenger got the highest number with 1530 or 81.75% users. This is followed by three closed numbers namely, zoom with 708 or 37.8%, MS teams 575 or 30.7%, and google meet 528 or 28.2% respectively.

The data show that in this group of age bracket messenger is still their preferred modality.

Synchronous (online) for age bracket 61 above (you can check as many as you can)
1,423 responses

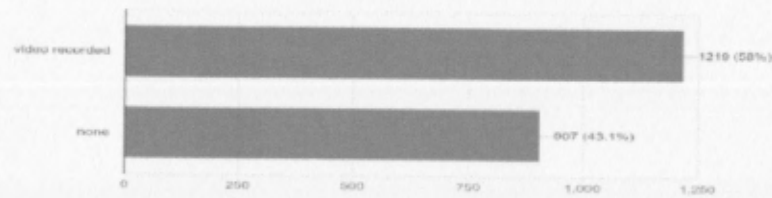


The data show the other modalities used by the teacher aside from the printed modules. This is the synchronous modality in which the respondents are the teachers that fall on the age bracket of 51-60. Among all the choices, messenger got the highest number of 1156 or 76.3% users. This is followed by three closed numbers namely, zoom with 536 or 35.4%, MS teams 444 or 29.3%, and google meet 377 or 24.9% respectively.

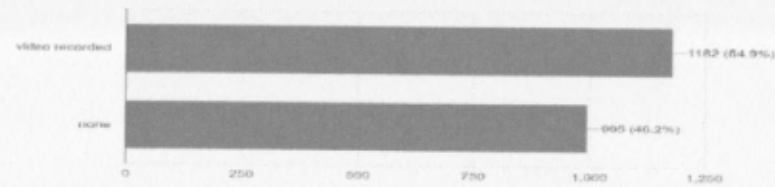
The data implies that regardless of age bracket, they prefer to also use the synchronous modality. In fact, those teachers that soon to retire still used the same as means of reaching their students and making communications.



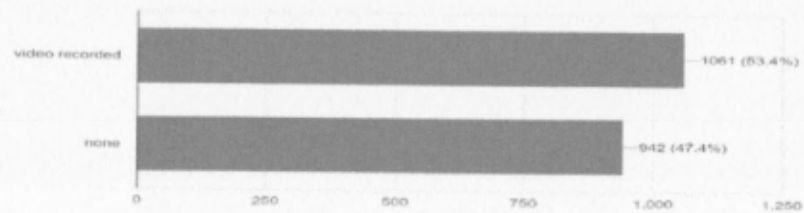
Asynchronous (offline) for age bracket 21-30
2,192 responses



Asynchronous (offline) for age bracket 31-40
2,153 responses



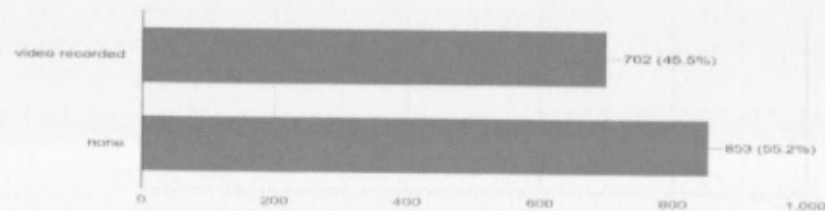
Asynchronous (offline) for age bracket 41-50
1,987 responses



Asynchronous (offline) for age bracket 51-60
1,846 responses



Asynchronous (offline) for age bracket 60 above
1,544 responses



Diagrams under the asynchronous regardless of age brackets show a little difference. It can be gleaned in the data that age bracket 21-30, 31-40, and 41-50 used and prefer to have a video recorded modality in asynchronous. While 51-60, and 60 above more of them mostly don't like to have the recorded video. The reason was that they do not do things anymore what the younger teachers did. They have as hard time already doing recording.

Most of the responses when asked about the factors that contribute the success of the BE-LCP in terms of the different variables. The following responses were frequently mentioned.

For learners:

- Their utmost cooperation in answering the modules
- independent learning
- Dedication
- Participative
- Internet connectivity
- cooperation
- Answering modules
- Interest to learning
- Responsive
- Motivation



- Self- learning

- Perseverance

For Parents:

- Cooperation
- Supportive
- Full support
- Moral support
- Communication

For LGU:

- Full support (financial through donating equipment other resources for printing)
- Cooperation
- Coordination
- Communication
- Assisting in the distribution of modules

IV. Objectives

A. General Objective – The SDNO BE-LCP 2021-2022 aims to provide quality, equitable, and relevant basic education among the Negorenses learners both in the formal education and Alternative Learning System (ALS).

B. Specific Objectives – The following are the specific objectives:

1. To review and enhance the self-learning modules (SLMs) based on the Most Essential Learning Competencies (MELCs);
2. To digitize SLMs for the synchronous/asynchronous learning;
3. To improve the Learning Resource portal and make it accessible to teachers and learners;
4. To provide assessment tools for learners;
5. To establish community academic pantry (CAP) in different localities;
6. To strengthen partnership and linkages through Brigada Eskwela and Oplan Balik Eskwela;
7. To provide psychosocial support and psychological first aid among personnel and learners;
8. To provide health education through the Oplan Kalusugan sa DepEd;
9. To upskill and reskill personnel in the new normal education; and
10. To provide contingency measures to prevent and mitigate interruptions of different planned activities; and
11. To plan for possible limited face-to-face classes.



V. ACTION PLANS

A. Curriculum Implementation

Areas of Concern	Objectives	Activities/Strategies	Inclusive Dates	Persons Responsible	Resource Requirement	Expected Outcomes
A. Pre-Implementation	Revisited the 2020 Division BE-LCP and crafted an enhanced 2021 BE-LCP	<ul style="list-style-type: none"> • Crafting of the enhanced DLCP, improvement and Finalizing through Teleconferencing • Feed backing • Clarifying issues and concerns 	July 2021	SDS, ASDSs, Chiefs, CID EPS, EPS-A, PSDSs	Internet connection, laptop	Draft of the Enhanced 2021 BE LCP
	Presented the 2021 Enhanced BE- LCP to the Division MANCOM and internal stakeholders	<ul style="list-style-type: none"> • Teleconferencing -Clarifying issues and concerns • Division Gallery of BE-LCP Learning Resources 	July, 2021	SDS, ASDS, Chiefs, Section Heads	Internet connection, laptop	LCP communicated to internal stakeholders
	Communicated the Enhanced BE-LCP to the field and other stakeholders	<ul style="list-style-type: none"> • Teleconferencing of all stakeholders on the enhanced BE-LCP 	August, 2021	SDS, ASDS, ITO, PIO	Internet connection, laptop	LCP communicated to Internal and external stakeholders



1. Learning Resources Preparation and Reproduction	Ensured all learning resources are prepared and reproduced	<ul style="list-style-type: none"> Conducted inventory of locally developed SLMs across grade levels and subject areas for checking of content gaps, enhancement, and prioritization of development. 	June & July, 2021	SDS, ASDSs, CID EPSvr, ALS-EPS	Feedback template	Consolidated Feedback concerns
		<ul style="list-style-type: none"> Enhanced the SLMs, Work-texts and other Learning resources thru the CID EPSvr and ALS EPSs 	July-August, 2021	EPSvr, EPS-As	Laptop, internet connection	Enhanced SLMs
		<ul style="list-style-type: none"> Developed digitized and video-based lessons 	August-September, 2021	EPSvr, EPS-As LRMDS team, writers, editors, videographers	Studio, internet connection, laptop	
		<ul style="list-style-type: none"> Quality assured all enhanced SLMs, work-texts and video-based lessons 	August-September, 2021	EPSvr, EPS-As LRMDS team, writers, editors, videographers	Laptop, internet connection	



		<ul style="list-style-type: none"> Finalized enhanced learning resources 	July-August, 2021	PSDSs, School Heads	Laptop, internet connection	
		<ul style="list-style-type: none"> Strategically Reproduced learning resources in every districts/schools 	August 2021		Printers, risograph	Printed SLMs, video-based lessons
2. PSDSs, School Heads & Teacher Preparation	Ensured all PSDSs, School Heads, and Teachers are knowledgeable, and are fully oriented on the proper use of the learning resources	<ul style="list-style-type: none"> Oriented all PSDSs, School Heads and Teachers on the proper use of the enhanced SLMs, work-texts, and video-based lessons Capacitated teachers on the use of the video-based lessons 	September, 2021	PSDSs, EPSvr, LRMDs, ICT	Internet connection, laptop	Well informed PSDSs, SHs, and teachers



3. Preparation of Learner Assessments and Profile	Provided assessment tools for the learners	<ul style="list-style-type: none"> • Crafted assessment tools and profile templates of learners • Reproduced assessment tools and profile templates 	August-September, 2021	PSDSs, EPSvr, Teachers	Internet connection, laptop	Profile sheet, assessment tools and questionnaires
4. Readiness of Districts, Schools, & Community	Ensured all schools, districts, and community are ready for the implementation of the enhanced BE-LCP	<ul style="list-style-type: none"> • Finalized List of Learners • Completed Classroom profile of learners • Established Community Learning Hubs/Centers • Launched Community Learning Hubs/Centers 	August-September, 2021	ASDSs, PSDSs, SHs, Teachers	Tv, learning resources, center	Community Learning Hub/Center
B. Implementation 1. Distribution and Retrieval of	Ensured distribution of learning resources to all the learners	<ul style="list-style-type: none"> • Strategizing distribution and retrieval of modules Sharing of Feedback to all school personnel on the observed 	August-September, 2021	PSDSs, SHs, Teachers	SLMs, video-based lessons, work-texts	List of learners who have been distributed and retrieved



Modules/SLMs and video-based lessons		concerns on the distribution and retrieval of modules				of SLMs
2. Technical Assistance	Provided technical assistance to all the PSDSs, School Heads, and Teachers	<ul style="list-style-type: none"> Conducted regular feedback sharing on the implementation of the enhanced BE-LCP Capacitated Facilitators of learning and School/District Leaders on the proper implementation of the learning continuity plan 	September 2021-March 2022	ASDSs, EPSvr, PSDSs, EPS-As, SHs	TA tool	Trained personnel
1. Monitoring and Evaluation	Ensured all the activities in the Enhanced BE-LCP are properly implemented	<ul style="list-style-type: none"> Conducted onsite and online monitoring on the implementation of the enhanced BE-LCP Provided online/onsite feedback Provided interventions on the issues and concerns 	Year round	ASDSs, EPSvr, PSDSs, EPS-As, SHs	Monitoring and evaluation tool	SMEA, DsMEA, DMEA conducted



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2. Learner Assessment	Assessed learners' performance	<ul style="list-style-type: none"> • Crafted formative and summative Assessment • Provided quarterly feedback on learners' assessment results • Developed interventions based on analyzed and interpreted results • Provided remediation every after quarterly assessment 	Year round/quarterly	ASDS, PSDSs, EPSvr, SHs	Laptop, internet connection	Formative, summative test questionnaires , item bank, analyzed results, and interventions provided
C. Post Implementation	<ol style="list-style-type: none"> 1. Assessment of the implementation of the enhanced BE-LCP. 2. Documentation of results. 3. Recognition of best implemented Enhanced BE-LCP. 					Assessment report Summary of challenges Best Practices



B. Governance and Operations

PARTNERSHIP AND LINKAGES (Brigada Eskwela)						
Areas of Concern	Objectives	Activities/Strategies	Inclusive Dates	Persons Responsible	Resource Requirement	Expected Outcomes
A. Pre-Implementation	Design a Division Brigada Eskwela Implementation Strategy in a New Normal Situation	<ul style="list-style-type: none"> □ Coordinate with Regional Office as to the New Normal BE guidelines ➤ Identifying priority BE needs of the schools ➤ Coordinating with CID for Brigada Pagbasa ➤ Prioritizing BE needs of the schools through online/offline platforms ➤ Delivery modalities <ul style="list-style-type: none"> ▪ Tarpaulin ▪ Electronic flyers ▪ Webinars ▪ Social Media ▪ Print Media ▪ Live Streaming ▪ Radio Broadcasting 	Aug. 2021	SGOD Chief, SEPS, EPS II in Soc Mob., ITO	Internet Connection, Laptops. Electronic resource briefing material	New Normal Division Brigada Eskwela (BE) Strategies



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	Present and finalize New Normal Division Brigada Eskwela Implementation through a community stakeholder engagement	<p>Presentation of the New normal Regional Brigada Eskwela Implementation Strategy through a video conference</p> <ul style="list-style-type: none"> □ Gather feedback on the design □ Clarify issues and concerns <p>Finalize the strategy based on the comments, suggestions and feedback given</p>	Aug. 2021	SDS, ASDS, SGOD Chief, Division BE focal person, SEPS, EPS II, PSDS	Internet Connection, Laptops	Finalized New Normal Division Brigada Eskwela (BE) Implementation Strategy
	Disseminate the policy on the New Normal Brigada Eskwela Implementation Strategy	Issuance of the Division Memo on the New Normal Brigada Eskwela Implementation Strategy	Aug. 2021	SDS, ASDS, SGOD Chief, Division BE focal person, PSDS	Internet Connection, Laptops	Policy on the New Normal Brigada Eskwela



PARTNERSHIP AND LINKAGES (Brigada Eskwela)						
Areas of Concern	Objectives	Activities/Strategies	Inclusive Dates	Persons Responsible	Resource Requirement	Expected Outcomes
B. Implementation	Monitor the implementation of the New Normal Brigada Eskwela	Online tracking of the New BE Implementation	1st week of Aug. 2021	SDS, ASDS, SGOD Chief, Division BE focal person, PSDS, School Heads, Teachers	Internet Connection, Laptops	Concerns, Issues, gaps and Problems identified
	Provide Technical Assistance on the implementation of the New Normal Brigada Eskwela	Online/virtual Technical Assistance on the implementation of the New BE	June-August 2020	SDS, ASDS, SGOD Chief, Division BE focal person, PSDS, School Heads, Teachers	Internet Connection, Laptops	Technical Assistance to School BE implementers provided



C. Post Implementation	Identify best practices and challenges encountered	Document: <input type="checkbox"/> best practices <input type="checkbox"/> challenges <input type="checkbox"/> stakeholder's participation/contribution	Last week of August 2020	ASDS, SGOD Chief, Division BE Focal Person	Internet Connection, Laptops	Best Practices, Lessons learned and stakeholders contributions gathered
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PARTNERSHIP AND LINKAGES (Oplan Balik Eskwela)						
Areas of Concern	Objectives	Activities/Strategies	Inclusive Dates	Persons	Resource	Expected Outcomes
	Formulate an Oplan Balik Eskwela Implementation Strategy in a New Normal Situation	<input type="checkbox"/> Coordinate with Regional Office as to the New Normal Oplan Balik Eskwela guidelines . <input type="checkbox"/> Organize an Oplan Balik Eskwela Division Committee	1 st week of Aug. 2021	ASDS, SGOD Chief, Division OBE Focal Person	Internet Connection, Laptops	New Normal Division OBE implementation strategy set-up



A. Pre-Implementation	Establish an advocacy information drive for Oplan Balik Eskwela	<input type="checkbox"/> ITO to design or include in the Online Helpdesk, options that are related to OBE <input type="checkbox"/> Review the OBE reporting system as to applicability to the new situation	1 st week of Aug. 2021	ASDS, SGOD Chief, Division OBE Focal Person	Internet Connection, Laptops	Online Help-Desk for OBE set-up
	Disseminate the policy on the New Normal Oplan Balik Eskwela Implementation Strategy	<input type="checkbox"/> Conduct virtual forum on the New Oplan Balik Eskwela to advocate or disseminate the new normal rules and procedures of the Department	2 nd week of Aug. 2021	ASDS, SGOD Chief, Division OBE Focal Person	Internet Connection, Laptops	Establish an advocacy strategy Crafted information drive resources
	Capacitate the Division Oplan Balik Eskwela Committee	<input type="checkbox"/> Conduct a Virtual Orientation on the New Normal Oplan Balik Eskwela <input type="checkbox"/> Procedures <input type="checkbox"/> Policies and Standards <input type="checkbox"/> Frequently Ask Question	3 rd week of Aug. 2021	ASDS, SGOD Chief, Division OBE Focal Person, ITO	Internet Connection, Laptops, OBE, IEC Materials	Division OBE Committee capacitated



	Establish an online Helpdesk for the Oplan Balik Eskwela concerns	<input type="checkbox"/> ITO to design or include in the Online Helpdesk, options that are related to OBE <input type="checkbox"/> Review the OBE reporting system as to applicability to the new situation	3 rd week of Aug. 2021	ASDS, SGOD Chief, Division OBE Focal Person, ITO, Legal Asst.	Internet Connection, Laptops, OBE, IEC Materials	<input type="checkbox"/> New Rules and procedures disseminated <input type="checkbox"/> Internal and External Stakeholders well-informed
B. Implementation	Monitor the implementation of the New Normal Oplan Balik Eskwela Assistance Desk	Online tracking of the implementation of the New OBE Assistance Desk Online monitoring of the Brigada Pagbasa Volunteer	Sept. 2021 1 st week Sept.-Nov. 2021	OBE Assistance Desk Reps, SDSs, ASDSs, CID Chiefs, SGOD Chiefs, SEPS, EPSs, PSDSs, School Heads	Internet Connection, Laptops	Concerns, Issues, gaps, and Problems identified and resolved
	Provide Technical Assistance on the implementation of the New Normal Oplan Balik Eskwela	Online/virtual Technical Assistance on the implementation of the New OBE Online/Virtual TA on Brigada Pagbasa	Sept.-Nov. 2021	SDS, ASDS, SGOD Chief, Division BE focal person, PSDS, School Heads, Teachers	Internet Connection, Laptops, OBE, IEC Materials	Technical Assistance to School OBE implementers provided



	Establish a prompt and regular reporting to the Regional office relative to the OBE implementation	<input type="checkbox"/> Schedule district submission of reports <input type="checkbox"/> Update the reporting system daily	August 2021	OBE Assistance Desk Reps, Planning Officer, PSDS, School Heads	Internet Connection, Laptops,	Submitted OBE Report
C. Post Implementation	Identify best practices and challenges encountered	Document: <input type="checkbox"/> best practices <input type="checkbox"/> challenges <input type="checkbox"/> stakeholder's participation/contribution	August 2021	ASDS, SGOD Chief, Division BE Focal Person	Internet Connection, Laptops	Best Practices, Lessons learned, and stakeholders' contributions gathered



DISASTER RISK REDUCTION MANAGEMENT – DRRM						
Areas of Concern	Objectives	Activities/Strategies	Inclusive	Persons	Resource	Expected Outcomes
A. Pre-Implementation	Assist capacity needs of the schools in conducting the Mental Health and Psycho-Social Support/Psychological First Aid	<ul style="list-style-type: none"> □ Assist capacity of the delivery units as to conduct of the Mental Health and Psycho-Social Support/Psychological First Aid. □ Conduct video conference with the District DRR Coordinators & Guidance Advocates to determine the needs of the Districts and 	Sept-Dec., 2021	Chiefs, DRR Division, Medical Officer, Div. Guidance Coordinator, Guidance Counselors, Nurses and District Focal Persons, ITO	Connection, Laptops. Electronic resource briefing material	Needs or needs analysis on Mental Health and Psycho-Social Support/Psychological First Aid pointed out
	Review and Re-Orient schools on the policy on the conduct of Mental Health and Psycho-Social Support/Psychological First Aid	Issuance of Division Memo on the conduct of Mental Health and Psycho-Social Support/Psychological First Aid. Conduct of Re-Orientation to districts and schools.	Sept-Dec., 2021	SDS, ASDS	Internet Connection, Laptop	Policy on the conduct of Mental Health and Psycho-Social Support/Psychological First Aid disseminated



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	Conduct TOT refresher Course on the Mental Health and Psycho-Social Support/Psychological First Aid	<input type="checkbox"/> Conduct TOT on Mental Health and Psycho-Social Support/Psychological First Aid through: <ul style="list-style-type: none"> <input type="checkbox"/> MS Teams <input type="checkbox"/> Work Chats <input type="checkbox"/> Zoom 	Sept-Dec., 2021	Chiefs, DRR Division, Medical Officer, Div. Guidance Coordinator, Guidance Counselors, Nurses	Internet Connection, Laptops, Electronic resource briefing material	Refresher Course and Training of Trainers conducted More personnel trained on
B. Implementation	Monitor the implementation of the Mental Health and Psycho-Social Support/Psychological First Aid	Online tracking of the implementation of the MHPSS/PFA	Jan- June 2022	SDSs, ASDSs, CID Chiefs, SGOD Chiefs, EPSs, Division and District DRR Focal Person, Div. Guidance Coord, Guidance Counselors, PSDSs, School Heads	Internet Connection, Laptops	Concerns, Issues, and Gaps pointed out



	Provide Technical Assistance on the implementation of the Mental Health and Psycho-Social Support/Psychological First Aid in districts and schools	Online/virtual Technical Assistance on the implementation of the MHPSS/PFA	Jan- June 2022	SDSs, ASDSs, CID Chiefs, SGOD Chiefs, EPSs, Division and District DRR Focal Person, Div. Guidance Coord, Guidance Counselors, PSDSs, School Heads	Internet Connection, Laptops	Technical Assistance on MHPSS/PFA to Districts and Schools provided
C. Post Implementation	Identify best practices and challenges encountered	Document: <input type="checkbox"/> best practices <input type="checkbox"/> challenges	End of School Year	SDSs, ASDSs, CID Chiefs, SGOD Chiefs, EPSs, Division and District DRR Focal Person, Div. Guidance Coord, Guidance Counselors, PSDSs, School	Internet Connection, Laptops	Best Practices identified, issues, concerns and gaps addressed



Areas of concern	Objectives	Activities/Strategies	Inclusive Dates	Person Responsible	Resource Requirement	Expected
Pre-Implementation	Facilitate the safe return of teaching and non-teaching personnel and learners to work and schools.	Disseminate the Guidelines on Safe Return to Work and Schools Amidst COVID-19 Identify schools used as isolation / quarantine area Reorientation on DepEd Disaster Preparedness Measures for Schools (DepEd Order No. 83, s. 2011)	August 2021	Chiefs, Division DRRM, School Health, PSDS, School Head, District and School DRRM		
Implementation	Provide schools support and assistance, enabling early return to normal operations and recovery towards resilient development	Monitoring of schools' implementation on the safe return to work guidelines amidst COVID-19 Assist and follow-up schools on the documents (MOA, TAC) needed for schools used as isolation / quarantine area	Year round	Chiefs, Division DRRM, School Health, PSDS, School Head, District and School DRRM		CIGPs Signed MOA / TAC



		Monitoring on the implementation of school preparation for natural and human-induced hazards (prune trees, repair faulty electrical wirings, etc.)				
Post Implementation	Identify DRRM best practices and challenges encountered	Validate the progress, outcomes, and impact of DRRMS' comprehensive school safety initiatives	End of SY	Chiefs, Division DRRM, SocMob, PSDS, District DRRM		CIGPs addressed, Documented Best Practices
	Establish enabling mechanisms for schools to locally manage their response, and rehabilitation & recovery needs and interventions	Disinfect all schools and all rooms and facilities inside, and DepEd offices	Year round	Chiefs, Division DRRM, School Health, PSDS, School Head, District and School DRRM		Safe Learning Environment



HEALTH AND NUTRITION						
Areas of Concern	Objectives	Activities/Strategies	Inclusive Dates	Persons Responsible	Resource Requirement	Expected Outcomes
Pre-implementation	Plan/plot health related activities and Oplan Kalusugan (OK) sa DepEd 6 flagship programs (SBFP, NDEP, ARH, WiNS, Mental Health, Medical, Dental (School Dental Health Care Program) and Nursing Services for the New Normal Situation	<ul style="list-style-type: none"> • Coordinate with the Regional Office as to the new normal School Health and Nutrition policy and guidelines • Planning of activities for School Health and Nutrition and its implementation approach and strategies • Medical Officer shall conduct virtual/limited face to face conferences about all OKD programs to selected School Health personnel assigned to the 	July 12-16, 2021	SGOD Chief, Medical Officer, School Health Unit, ITO	Internet connection, Laptops, Electronic Resource Briefing Material	Plan for Oplan sa Kalusugan sa DepEd flagship programs and health related activities in the new normal



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		<p>program</p> <ul style="list-style-type: none"> • Collecting health related data, issues, and concerns through online/offline platforms <p>Delivery modalities to be used:</p> <ul style="list-style-type: none"> • Tarpaulin • Webinars • Social Media • Print Media • Live steaming • Limited face to face lectures 				
Pre-implementation	Present the New Normal School Health and Nutrition programs implementation strategy to the Division MANCOM	Presentation of the new normal School Health and Nutrition Program, OKD flagship programs and other health related activities implementation strategy through video conference/limited face to face.	July 26-30, 2021	SGOD Chief, Medical Officer, School Health Unit, ITO	Internet connection, Laptop, Powerpoint presentation	New normal School Health and Nutrition Implementation Strategy disseminated



Pre-implementation	Provide technical assistance in the planning of the new normal School Health programs at District Offices setting for its implementation strategy	Conduct virtual meetings to district offices by school health personnel to provide technical assistance	August 2021	SDS, ASDS, SGOD Chief, Medical Officer, School Health Unit, ITO	Internet connection, Laptop, Powerpoint presentation	Technical assistance provided by School Health and Nutrition Programs in schools provided
Implementation	Monitor the implementation of the new normal school health and nutrition program and activities	Online tracking of the implementation of the School health programs and activities	September 2021	SDS, ASDS, SGOD Chief, EPS, Medical Officer, School Health Unit, ITO, School Heads, Teachers	Internet connection, Laptop	Concerns, issues, and gaps identified



Post-implementation	Identify best practices and challenges encountered for each health program	Document the best practices, challenges, and data reports on all OKD programs	End of the Year	ASDS, SGOD Chief, School Health Section, Division BE Focal Person	Internet connection, Laptop	Best practices identified, resolved issues and concerns and problems encountered; Complete data gathered for each program
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C. Continuous Professional Development of School Heads and Teachers

Areas of Concern	Objectives	Activities/Strategies	Inclusive Dates	Focal Person(s) Responsible	Resource Requirement	Expected Outcomes
1. Upskilling and Reskilling of School Heads	1.1. Conduct School Heads Induction Program	1.1. School Heads Induction Program (SHIP)	July 1-2, 2021	HRDS (Dr. Dan P. Alar & Iryll Mae Macahig)	P247,200 (fund from HRTD) L&D package resource	Upskilled and reskilled school heads
		1.2 3 Day Re-orientation of School Heads' Development Program and Instructional Leadership Program among School Heads in the New Normal	January 13-15, 2020	Dr. Joelyza M. Arcilla/ Dr. Rachel Picardal	P 200,000.00 (fund from HRTD) L&D resource package	
		1.3 Enhancement Workshop on Ethical and Instructional Leadership in the New Normal	January 21-22, 2021	Dr. Nilita L. Ragay	P 100,000.00 (fund from HRTD) L&D resource package	



		1.4 3 - Day Workshop on Positive Discipline in Everyday Teaching to School Heads and Guidance Counselors	Feb. 19, 22-24, 2021	Dr.Carmelita Alcala M. Iryll Mae Macahig	P106,600.00 (fund from HRTD) L&D resource package	
2. Capacity Building of Newly Hired Teachers	2.1 Conduct Teacher Induction Program	2.1 TIP Completion Ceremony Batches 5-8	January 7-8, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	2020 funds (fund from HRTD) L&D resource package	Capacity Newly Hired Teachers
		2.2 Oath Taking Ceremony of Newly Hired Teaching & Non-Teaching	January 21, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost	
		2.3 Division Orientation of Newly Hired Teachers on Teacher Induction Program	February 5,8-9, 15-16, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	520,000 (fund from HRTD) L&D resource package	
		Monitoring of TIP District Implementation	March 30-31, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost	
		Oath- Taking of Newly Hired Teaching and Non-Teaching Personnel	April 2, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost	



	Monitoring of TIP District Implementation	April 14-16, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost	
	Teacher Induction Program Completion Ceremony Batches 9-12	May 21 & 28, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	181,000 (fund from HRTD) L&D resource package	
	Oath-Taking Ceremony of Newly Hired teaching & Non-Teaching Personnel	July 9, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost	
	Monitoring of TIP District Implementation	August 11-13, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost	
	Oath-Taking Ceremony of Newly Hired Teaching & Non-Teaching Ceremony	October 1, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost	
	Monitoring of TIP District Implementation	November 17-19, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost	
3. Curriculum Content, Pedagogies and Assessment	Writeshop on Editing 3 rd & 4 th Qtr Modules accentuating Gender-sensitivity in EPP/TLE/TVL Subject	Batch 1-Jan 22-23, 2021 Batch 2-Feb. 19-20, 2021	Dr. Antonio Baguio Jr.	P 110,000.00 (fund from HRTD) L&D resource package	



	3 Day Workshop Conference on the Engagement of MAPEH Qtr 3 Self Learning Modules	Jan. 26-28, 2021	Mrs. Jenith C. Cabajon	P 49,545.00 (fund from HRTD) L&D resource package	
	Conference Workshop on the Integration of GAD in Mathematics and Finalization of 3 rd Quarter SLM	Feb. 4,11,15, 2021, 2021	Dr. Elisa Baguio	P 110,000.00 (fund from HRTD) L&D resource package	
	3 Day Development of Assessment Tools for Araling Panlipunan and Humanities and Social Sciences Learners in 2 Batches	Batch 1: Grade 1 T 10 Writers: January 20- 22,2021 Batch 2: HUMSS Writers: February 3-5, 2021	Dr. Carmelita Alcala	P253,446.00 (fund from HRTD) L&D resource package	
	Palihan sa mga Koordinator ng Phil-IRI at DSS (FILIPINO)	Feb. 2021	Dr. Renante Juanillo	P20,000 (fund from HRTD) L&D resource package	
	SHS Tracking Tools Workshop	March 2021	Dr. Renante Juanillo	P 66,000.00 (fund from HRTD) L&D resource package	



	1 Day Training Workshop on the Establishment of Training of Assessment Centers	February 18,2021	Dr. Antonio Baguio	P 50,000.00 (fund from HRTD) L&D resource package	
	5 Day Training Workshop of Selected Illustrators on Lay-outing in line with the ADM-LM Standards of 2021 (Phase 2)	February 8-12,2021	Ms. Rose Abiera	P 253,446.00 (fund from HRTD) L&D resource package	
	Paglalatag ng mga Markahang Pagsusulit sa Panahon ng Pandemya	February ,2021	Dr. Renante Juanillo	P 220,000.00 (fund from HRTD) L&D resource package	
	3 Day Live-out Seminar Workshop on Gender Sensitivity and Raising Awareness on Emerging Health Issues across Genders (HR)	March 16-18, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Ma Macahig)	P 240,000 (fund from HRTD) L&D resource package	
	3-Day Seminar Workshop on Gender Sensitivity and Raising Awareness on Emerging Health Issues Across Genders	March 17-19, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Ma Macahig)	P 240,000.00 (fund from HRTD) L&D resource package	



	Finalization/Completion of Self Learning Modules in English	March 2021	Dr. Anna Lee Amores	P 52,000.00 (fund from HRTD) L&D resource package	
	Refinement of Gender-Sensitive Contextualized SLKs in Science	Feb. 3-4, 2021	Mr. Arnold Jungco	P 96,000.00 (fund from HRTD) L&D resource package	
	Finalization of SLKs in Science	Feb., 2021	Mr. Arnold Jungco	P 14,000.00 (fund from HRTD)	
	Writeshop on Gender-Responsive Action/Basic Research in IMRAD Format (SEF 2019)	Feb.4-3, 2021	Mrs. Dae Habalo	P 49,000.00 (fund from HRTD) L&D resource package	
	Training-Orientation in the Implementation of the K to 12 ALIVE Program of the Madrasah Education Program Curriculum	Feb. 17-19, 2021	Mrs. Emily Joy Tanio	P 50,000.00 (fund from HRTD) L&D resource package	



	2 Day Workshop on Enhancement of Home-Based Learning Toolkit for Parents and Virtual Classroom both SPED & Kindergarten	Jan. 21, 22, 2021	Ms. Katherine Sedillo	P 110,000.00 (fund from HRTD) L&D resource package	
	Workshop on Preparing Homeroom Guidance Weekly Home Learning Plan	January 13-15, 2021	Ms. Iryll Mae Macahig	P68,000.00 (fund from HRTD) L&D resource package	
	Mental Health Management During Crisis Situation (HR)	March 10-12, 2021	Ms. Iryll Mae Macahig	P54,000.00 (fund from HRTD)	
	Workshop on Homeroom Guidance Contextualization of K-3 Modules	February 4-6, 2021	Ms. Iryll Mae Macahig	P9, 000.00 (fund from HRTD) L&D resource package	
	Alternative Delivery Mode (ADM)	February 2021	Mr. Francis Austero	P15,000.00 (fund from HRTD) L&D resource package	
	MTB-MLE Gender-responsive Workshop	March 17-19, 2021	Miss Katherine Sedillo	P110,000.00 (fund from HRTD) L&D resource package	



	GAD -R.A. 9710 Magna of Women and Other Personnel Benefits (PERSONNEL)	February 15-17, 2021	Mrs. Jian A.Diaz	P150,000.00 (fund from HRTD) L&D resource package	
	Development of Assessment Tools for Teachers and Learners in EPP/TLE/TVL Subject	March 10-12, 2020	Dr. Antonio Baguio Jr.	P76,723.00 (fund from HRTD)	
	BLEND Visual Artists Undertake Mural Painting (MAPEH)	May 2021	Mrs. Jenith C. Cabajon	P25,455.00 (fund from HRTD) L&D resource package	
	Convergence of SLM and SLK Writers, QA in English	April 2021	Dr. Anna Lee A. Amores	P57,500.00 (fund from HRTD) L&D resource package	
	MAPEH Training-workshop on the Development of Assessment Tools for Teachers And Learners in the New Normal Education	April 19-21,2021	Mes. Jenith C. Cabajon	P168,000.00 (fund from HRTD) L&D resource package	



	Two-day Training on the Full Implementation of Good Manners & Right Conduct (GMRC) & Values Education as Mandated in R.A. 11476	April 8-9, 2021	Dr. Donre Mira	P 253,446.00 (fund from HRTD) L&D resource package	
	Action Research Modules Training of Research Managers	June 21 to 25, 2021	Mrs. Dae Habalo	P 48,000.00 (fund from HRTD) L&D resource package	
	Capacity Building on the Dissemination and Utilization of Completed Gender-Related Research Studies under BERF and SEF Facility using ARTS	June 16-17, 2021	Mrs. Dae Habalo	P30,000.00 (fund from HRTD) L&D resource package	
	Komperensiya sa Pagsasagawa ng mga Tekstong local Alinsunod sa Makabagong Kompetensiya (Pilipino)	May 2021	Dr. Renante Juanillo	P90,000.00 (fund from HRTD) L&D resource package	
	Training on the Preparation of GAD Sensitive Intervention Materials in Support for the K-12 ALS Curriculum	May 21-22, 2021	Dr. Donre Mira	P110,000.00 (fund from HRTD) L&D resource package	



	Workshop on Quality Assurance of the Contextualized K-3 Modules	May 2021	Ms. Iryll Mae Macahig	P54,000.00 (fund from HRTD)	
	Training Workshop on gender-sensitive Values Education and Good Manners and Right Conduct (GMRC) Curriculum	May 28-29, 2021	Dr. Donre Mira	P110,000.00 (fund from HRTD) L&D resource package	
	BLEND With Me (MAPEH)	Aug 21, 2021	Mrs. Jenith C. Cabajon	35,000	
	Digitization of MAPEH Supplementary Learning Materials in the New Normal	July 29-30, 2021	Mrs. Jenith C. Cabajon	P85,446.00 (fund from HRTD)	
4. Contextualization, Localization, Indigenization of Teacher-Support Materials	Training Workshop on the Development of a Science Contextualized Training-learning Materials	January 12-14, 2021	Mr. Arnold Jungco	253, 446.00	
	Contextualized of Homeroom Guidance for Kindergarten to Grade 3 Modules	February 3-5, 2021	Ms. Iryll Mae Macahig	P50,000.00 (fund from HRTD)	
	Alpha Quality Assurance of the Division Led SLM in Araling Panlipunan Grade 1 to 10 for Quarter 3	January 11-15, 2021	Dr. Carmelita Alcala	P103,375.00 (fund from HRTD)	



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	Training Workshop on the Production of Learning Resource to Improve Reading Performance of Learners in the Early Grades	March 10-12, 2021	Miss Katherine Sedillo	P253,446.00 (fund from HRTD)L&D resource package	
	Division Training Workshop on the Finalization on the Development of English Resource Package in 2 Batches	March 18-19, 2021	Dr. Anna Lee Amores	P126,723.00 (fund from HRTD) L&D resource package	
	Division Training Workshop on the Finalization on the Development of English Resource Package in 2 Batches	April 8-9, 2021	Dr. Anna Lee Amores	P126,723.00 (fund from HRTD) L&D resource package	
	Workshop on the Finalization of EPP/TLE/TVL Subject Curriculum Contextualization	April 14-16, 2021	Dr. Antonio Baguio Jr.	P76,723.00 (fund from HRTD) L&D resource package	



	Workshop on the Development of Contextualized Division Initiated Modules For Math Subject	April , 2021	Dr. Elisa Baguio	P253,448.00 (fund from HRTD) L&D resource package	
	Division Training Workshop on the Finalization on the Development of English Resource Package in 2 Batches	April 8-9, 2021	Dr. Anna Lee Amores	P126,723.00 (fund from HRTD) L&D resource package	
	Workshop on the Finalization of EPP/TLE/TVL Subject Curriculum Contextualization	April 14-16, 2021	Dr. Antonio Baguio Jr.	P 76,723.00 (fund from HRTD) L&D resource package	
	Workshop on the Development of Contextualized Division Initiated Modules for Math Subject	April, 2021	Dr. Elisa Baguio	P253,448.00 (fund from HRTD) L&D resource package	



5. Reskilling and upskilling of Coordinators/ MTs/ Teachers	Coordination Conference on JDVP-SHS TVL Implementation Conforming Gender Issues in the New Normal Situation	Jan. 19, 2021	Dr. Antonio Baguio Jr.	P110,000.00 (fund from HRTD) L&D resource package	Reskilled and Upskilled Coordinators/ MTs/ Teachers
	Capacity Building of SHS Administrators on SHS Issues and Concerns	January 7, 2021	Dr. Renante Juanillo	P58,000.00 (fund from HRTD) L&D resource package	
	SHS Orientation on Work Immersion of Teachers (PSDS)	Feb. 2021	Dr. Renante Juanillo	P66,000.00 (fund from HRTD) L&D resource package	
	LDM Virtual Updating, Monitoring and Reporting	March 3-5, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)		
	4 Day Orientation on the Utilization of Division Initiated Supplementary Learning Materials in SPED & Kindergarten in the New Normal	March 9-10, 2021 (Sped) March 11-12, 2021 (Kindergarten)	Ms. Katherine Sedillo	P253,446.00 (fund from HRTD) L&D resource package	



	Preparation of Intervention Materials in Support for the K-12 ALS Curriculum (Phase 4)	March 17-19, 2020	Dr. Donre Mira	P253,446.00 (fund from HRTD) L&D resource package
	LDM Virtual Updating, Monitoring and Reporting	April 21-23, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost
	Finalization of Research Proposal for BERF 2021 Grant Facility	May 19, 2021	Mrs. Dae Habalo	P10,000.00 (fund from HRTD) L&D resource package
	Capability Building for ALIVE Teachers, Selected Araling Panlipunan and ESP School Coordinator, School Principal and PSDSs with Division Supervisors	May 12-14, 2021	Mrs. Emily Joy Tanio	P 50, 000.00 (fund from HRTD) L&D resource package



Capacity Building on Product Development and Business Ventures of SHS in the New Normal	May , 2021	Dr. Renante Juanillo	P150,000.00 (fund from HRTD) L&D resource package
Workshop on a gender-responsive Grievance Process for Grievance Committee Members (Legal Unit)	April 2021	Legal Office	P50,000.00 (fund from HRTD) L&D resource package
Writeshop on Gender-Responsive Action Research	July 6-8, 2021	Mrs. Dae Habalo	P18,000.00 (fund from HRTD) L&D resource package
Virtual Updating of L & D Coordinators and Capacity Building	July 8, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost
Annual Review of GAD Program and Projects	July 2021	Dr. Carmelita Alcala	P75,000.00 (fund from HRTD) L&D resource package
Enhancement Workshop for Gender-Responsive and Customer-Service Oriented Office Frontliners in the New Normal	July 2021	Dr. Nilita L. Ragay	P230,000.00 (fund from HRTD) L&D resource package



	LDM Virtual Updating, Monitoring and Reporting	Sept. 1-3, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost
	LDM Virtual Updating, Monitoring & Reporting	November 10-12, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	No cost
	TMS/L&D Coordinators' Quarterly Capacity Building Activity	Nov. 23, 2021	HRDS (Dr. Dan P. Alar & Ms. Iryll Mae Macahig)	P70,000.00 (fund from HRTD) L&D resource package

VI. Plan for Limited Face-to-Face Classes

The Division is open for the possibility in conducting limited face-to-face classes upon consultation with the internal and external stakeholders. There were local executives who showed support to the schools provided the schools shall adhere to the Inter-Agency Task Force (IATF) protocols for this modality. There were recommended schools to the Regional Office, however the documents shall be reviewed, and onsite assessment and validation shall be done if these schools are still compliant for SY 2021-2022. Schools shall be required to prepare Action Plans to ensure smooth implementation for the limited face-to-face classes.



A. Implementation Plan

OBJECTIVES	ACTIVITIES/STRATEGIES	INCLUSIVE DATES	PERSON(S) RESPONSIBLE	RESOURCE REQUIREMENT	EXPECTED OUTCOMES
PRE-IMPLEMENTATION PHASE					
1. Review qualified schools for limited F2F classes compliant with all the requirements	1. 1. Conducting consultative conference with all PSDSs	August-September 2021 (flexible)	SDS, ASDs, Chiefs, PSDSs	Memo Programme, Ppt/slide decks	Qualified schools for limited F2F classes
	1. 2. Validating the available documents of schools who signify interest to limited F2F recommended to the RO	August - September 2021 (flexible)	ASDS, Chiefs	PTA resolution, certification, minutes, attendance, other documents required for the F2F limited classes	
	1. 3. Accepting/Validating of documents of schools interested to participate	August-September 2021 (flexible)	ASDS, Chiefs	School portfolios that contain PTA resolution, certification, minutes, attendance, other documents required for the F2F limited classes	



	1.4. Reviewing, validating, and inspecting qualified schools	August-September 2021 (flexible)	ASDS, Chiefs, EPS, SEPS/EPS2, PSDSs	PTA resolution, certification, minutes, attendance, other documents required for the F2F limited classes	
	1. 5. Recommending additional qualified schools to the RO	August-September 2021 (flexible)	SDS, ASDS	Portfolios of qualified schools and endorsement	
2. Orient internal and external stakeholders on the limited F2F classes	2.1. Planning conference on the preparation for the orientation among internal and external stakeholders	August-September 2021 (flexible)	SDS/ASDS, Chiefs, PSDSs, SHs, LGUs, parents, teachers	Agenda, slide decks	Well- oriented internal and external stakeholders
	2.2. Conducting orientation to districts/schools	August-September 2021 (flexible)	SDS/ASDS, Chiefs, PSDSs, SHs, LGUs, parents, teachers	Agenda, slide decks, minutes	



IMPLEMENTATION PHASE					
2. Conduct limited F2F classes with Alternative Distance Learning (printed modules, asynchronous, synchronous)	2.1. Regular limited F2F and alternative modalities	September 2021- April 2022	SH, teachers	Printed modules, digitized materials, other supplementary materials	Well- implemented limited face-to-face
	2.2. Observing classes using classroom observation tool (COT)	September 2021- April 2022	SH, Master Teachers/GL/ Coordinators	COT, DLP, other resource materials	
	2.3. Providing Technical Assistance	September 2021- April 2022	EPS/PSDS, SH, Master Teachers/GL/ Coordinators	CIGPS as basis of the TA	
	2.4. Conducting SLAC based on the needs of teachers	September 2021- April 2022	EPS/PSDS, SH, Master Teachers/GL/ Coordinators	LAC Plan, slide decks	
	2.5. Conducting remedial classes and other interventions	September 2021- April 2022	Master Teachers/GL/ Coordinators	Least learned skills	



	2.6. Conducting quarterly SMEA conference to check the progress of the limited F2F classes for possible adjustments	September 2021- April 2022	SH, MEA Coordinator, internal and external stakeholders	SMEA results	
	2.7. Providing progress reports of learners to parents	September 2021- April 2022	SH, teachers	SF 9	
	2.8. Conducting rewards and recognition/ moving up ceremony/ graduation rites	September 2021- April 2022	SH, teachers	Medals, ribbons, certificates, diplomas	
POSTIMPLEMENTATION					
3. Assess the implementation of the limited F2F classes	1.1. Conducting feedback/ SMEA	October 2021, December 2022, February 2022, April 2022	SH, MEA coordinator, teachers, external stakeholders	MEA results	Well-assessed implementation of the limited F2F classes
	1.2. Analyzing the strengths and weaknesses of the implementation	April 2022	SH, MEA coordinator, teachers	Data, survey, other documents to be used for the analysis, KPI results	



B. Recommended Schools for the Limited Face-to-Face Classes (Initial Recommendees)

District	Public Schools District Supervisor	School	Principal
1. Bindoy District	Dr. Henriquito C. Tepacia	Atotes ES	Anselma R. Intong
		Cabcaban ES	Gerlon P. Abella
		Campulay ES	Myrna Lee C. Renzal
		Danawan ES	Teresita C. Ysulan
		Naula-an ES	Andrew S. Vailoces
		Penahan ES	Junrey A. Jaculbe
		Salong ES	Mereles A. Barotilla
2. Amlan District	Dr. Nida L. Bersabal	Panusu-an ES	Myleen Sedillo
		Cantalina ES	Eufemio Ybasan
3. Dauin District	Dr. Beda Jovencianna	Apo ES	Harold A. Suan
		Apo Island HS	Mervena Lou C. Arranguez
		Malongcay ES	Regie D. Sediego
4. Zamboanguita District	Dr. Jeanny M. Abejero	Nabago ES	Genevieve O. Ventula
5. Jimalalud	Mr. Ernesto C. Paculanang	Aglahug ES	Agnes T. Espinas
		Agutayan PS	Jose Leopoldo T. Zerna
		Apanangon ES	Roy E. Baga-an
		Bae ES	Gloria T. Rabutin
		Bala-as PS	Maria Chasel G. Manipis
		Bangcal ES	Bernard G. Paculanang
		Banog ES	Ninsel P. Fabillar
		Buto ES	Maria Quizel F. Ramirez
		Cabang ES	Rosalie E. Espraguera
		Camandayon ES	Mary Ann E. Mayono
		Cangharay ES	Jusita F. Estrellanes
Irene ES	Marilou B. Villahermosa		

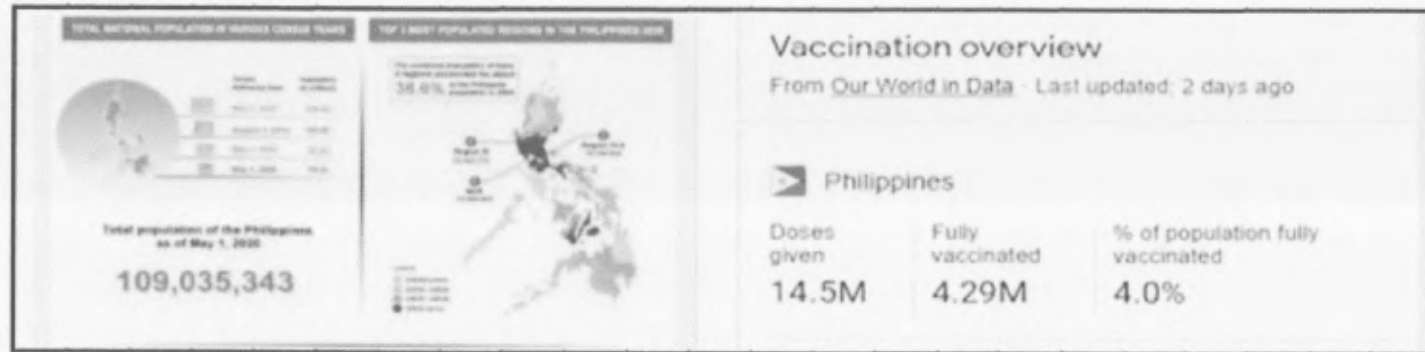


	Jimalalud CS	Alejandro M. Bacane
	Lacaon ES	Oscar G. Apolinario
	Mahanlod ES	Rushil G. Pagador
	Malabago ES	Veronica C. Ymalay
	Mambaid ES	Arlene A. Paculanang
	Mongpong ES	Arlene B. Estoconing
	Owacan ES	Gervie S. Garces
	Pacuan ES	Jimboy P. Garsula
	Sampiniton ES	Mary Joy T. Obanana
	Talamban ES	Marivic B. Garsula
	Tamao ES	Evelyn G. Nillas
	Yli ES	John Reynil G. Castil
	Bangcal HS	Ernewin B. Estoconing
	JNHS Junior HS	Jiji S. Taladua
	JNHS Senior HS	Dante D. Aum
	Owacan PCHS (Junior)	Harry A. Vidal
	Owacan PCHS (Senior)	Rovil P. Abrinica
	OPCHS- Apanangon Ext.	
	Tamao HS	Chengrose C. Lambo



VII. Contingency Plan

The country is still on health emergency due to COVID-19 despite the efforts of the country to achieve herd immunity through vaccination. According to WHO experts that at least 60-70% of the total population must be vaccinated. However, data below show that we are still far from reaching herd immunity aside from the threat of the latest Delta variant. The latest data on the country's vaccination as June 20, 2021 vis-a-vis the total population is as follow: (<https://www.google.com/search?q=how+many+are+vaccinated+in+the+philippine>).



Negros Oriental was under the Modified Enhanced Community Quarantine (MECQ) from June 16-July 15, 2021 due to sudden surge of COVID-19 in the province. While it slowly curved down, the schools and learning centers should not be complacent. It is necessary to prepare a contingency plan in case of emergency where there is transmission within the locality or sudden surge of COVID-19 cases. This is to ensure that the health and safety of our school personnel, and learners shall not be compromised as delivery of basic education continues.



COMPONENTS	RISK DESCRIPTION	LIKELIHOOD TO HAPPEN (HIGH, MEDIUM, LOW)	SEVERITY OF RISKS (HIGH, MEDIUM, LOW)	PREVENTIVE ACTIONS	MITIGATING ACTIONS
1. Learning Management	50%- 75% of the quality, reliability, and validity of the learning might be compromised due to inability of teachers to reach out to children/providing learning support/remedial instruction	High	High	<ul style="list-style-type: none"> • Proper orientation to parents/ guardian • Conducting regular LAC sessions in different modalities • Provision of digitized SLMs 	<ul style="list-style-type: none"> • Constant communication & reminders • Holding feedback sessions • Establishing Community Academic Pantry • Providing instructional support to parents
2. Learning Resources	50%-75% of the LRs might not be accessible, delayed in distribution and retrieval due to sudden surge of COVID-19/local transmission	High	High	<ul style="list-style-type: none"> • Provide soft copies through the distribution of the procured external memory, flash drive or OTG, gadgets with stored digital copies of SLMs 	<ul style="list-style-type: none"> • Tap LGU/ stakeholders in the distribution of modules
3. Governance and Operation	Difficulty in implementing and monitoring special	Medium	Medium	Do online implementation and monitoring of PAPs	Proper scheduling of monitoring and



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	programs				ensure compliance of health protocols
	Difficulty in networking and social mobilization due to restrictions in mobility	Medium	Medium	Utilize online platforms	Observe strict health protocols
4. CPD of School Heads and Teachers	Postpone F2F trainings due to threat of COVID-19 infection	High	High	Prepare a back-up plan for synchronous training in different modalities	Observe strict health protocols for F2F training
	Difficulty in attending synchronous trainings due to unstable or poor internet connection	Medium	Medium	<ul style="list-style-type: none"> • Have alternative backup gadget like smart phones with mobile data • Find a venue with stable internet connection 	Prepare pre-paid portable wifi modem

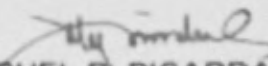


VIII. MONITORING, EVALUATION, AND ADJUSTMENT (MEA)

The Division shall devise a mechanism to track the progress of the implementation of the BE-LCP through monitoring, evaluation, and adjustment (MEA). Regular feedback from the field is essential to track the percentage of accomplishment, identify the concerns, issues, gaps, and problems (CIGPs) to provide technical assistance (TA) and for adjustment on the different activities and provide necessary interventions.

COMPONENTS	Percentage of Accomplishment	CIGPS	Technical Assistance (TA)	Adjustment
1. Learning Management				
2. Learning Resources				
3. Governance and Operation				
4. CPD of School Heads and Teacher				

PREPARED BY:

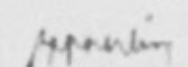

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