

Annex “D”

Considerations and Strategies in the Implementation of Learning Delivery Modalities

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
	<p>Upon recommendation by the Schools Division Offices, after consultation with the schools under their respective jurisdictions, the Regional Directors shall decide on the learning delivery modalities deemed appropriate in the context of the local conditions (given the local health situation, situation of the communities being served, options of parents/guardians, available resources including manpower, and learners specific needs, and other considerations) and consistent with the COVID-19 guidelines and regulations.</p>	<p><i>Strategies across all Learning Delivery Modalities and Homeschooling as Alternative Delivery Mode</i></p> <ul style="list-style-type: none"> • Establish the needed health and safety protocols as appropriate • Establish safety nets for learners against violence and abuses at home and in the community. This can include the provision of hotlines and setting-up of help desks in coordination with DSWD. • Provide mental and psychosocial support services to learners • Prepare the following for K to 3 learners: <ul style="list-style-type: none"> ○ ADM learning modules of various formats ○ Leveled reader materials in print and digital format with consideration for mother tongue of learners ○ Primer lessons in 19 languages ○ Primer lessons for Grade 1 to 3 (including bridging materials) in print, digital and audio formats, accompanied by big and small books • Train school personnel for the Learning Delivery Modality/ies opted for • Conduct regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process. • Establish strong home-school- community collaboration

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
A. Face to Face (F2F) Learning		
Purely Face-to-Face Learning	<ul style="list-style-type: none"> Greater risk of COVID-19 exposure 	<p><i>Additional Strategies for all F2F classes</i></p> <ul style="list-style-type: none"> Reduce class size to an allowable number of learners for each class, to a maximum of 15 learners in classes using table and chairs, and 20 learners in classes using armchairs to ensure physical distancing in schools Adjust class and teacher schedules Provide additional school buildings and makeshift classrooms for additional learning space Request for the use of other community spaces close to the school as learning spaces (e.g., LGU covered court, worship halls) Assign Education Program Supervisors/Public Schools District Supervisors to facilitate learning in monograde or multigrade if additional personnel needed in some schools
	<ul style="list-style-type: none"> Primary option for learners with disabilities whose conditions require face to face delivery 	<p><i>Additional Specific Strategies</i></p> <ul style="list-style-type: none"> Ensure needed learning materials are available (e.g., braille books, audio-based materials)
	<ul style="list-style-type: none"> Primary option for geographically isolated, disadvantaged and conflict affected areas (GIDCA) on the following assumptions: <ul style="list-style-type: none"> ✓ Area’s location is under very low infection risk ✓ There is no electricity and internet connectivity 	<p><i>Additional Specific Strategies</i></p> <ul style="list-style-type: none"> In the absence of teachers from the locality, education graduates who are not yet licensed or learning facilitators in the community may be tapped, but with supervision arrangements with a regular teacher of a nearby school or by mobile teachers. If teachers who are from medium risk areas are to be deployed to GIDCA communities, they need to be tested to ensure that they are COVID-negative. They are to stay in the community of deployment for longer durations.

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
	<ul style="list-style-type: none"> ✓ Teacher/s from the locality available 	<ul style="list-style-type: none"> • Ensure quarantine area for teachers who come from outside the community
B. Distance Learning		
	<p>Lesser risk of COVID-19 exposure</p> <p>Area's location is moderate to high risk</p> <p>If some learners opt for this learning delivery modality, class size in schools is reduced so physical distancing is easier to implement on campus</p>	<p><i>Additional Strategies for all Distance Learning Sub-modalities</i></p> <ul style="list-style-type: none"> • Continue developing Self-Learning Modules (SLMs) for Alternative Delivery Mode (ADM) • Map CGs/MELCs, delivery and assessment with materials currently available in LR Portal and DepEd Commons • Provide SLMs to learners in their appropriate format • Check availability of gadgets and equipment for learners and teachers as appropriate • Provide load allowance and travelling expenses for teachers who provide assistance to learners needing assistance and remediation, subject to availability of funds and applicable rules and regulations. • Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners • Ensure the availability of community learning facilitators (e.g., parents, guardians, other adults) to support learners while learning from home • Assign personnel at the school and division level who can respond to queries from families and community learning facilitators regarding the modality opted for

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
a. Modular Distance Learning		<p><i>Additional Specific Strategies</i></p> <ul style="list-style-type: none"> • Train community learning facilitators for this distance learning delivery sub-modality • E-IMPACT can be implemented as appropriate
b. Online Distance Learning	Learners have the needed gadgets and reliable internet connectivity	<p><i>Additional Specific Strategies</i></p> <ul style="list-style-type: none"> • Train school officials, teachers and partners to convert SLMs to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs • Upload PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons. • Maximize LR Portal and DepEd Commons as sources of materials • Maximize MS Teams, Google Meet, ZOOM and other virtual classroom meeting platforms • Schedule online screen time • Train community learning facilitators for this distance learning delivery sub-modality
c. TV and Radio-based Instruction (RBI)		<p><i>Additional Specific Strategies</i></p> <ul style="list-style-type: none"> • Teachers and partners to produce video-taped lessons and radio-scripts from SLMs • Explore institutional partnerships with media partners for radio and TV/based instruction • Train community learning facilitators for this distance learning delivery sub-modality

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
C. Blended Learning		
	<p>Lesser risk of COVID-19 exposure</p> <p>Area's location is low to high risk</p> <p>If schools opt for this learning delivery modality, class size in schools is reduced so physical distancing is easier to implement on campus</p>	<p><i>Additional Strategies for all Blended Learning Sub-modalities</i></p> <ul style="list-style-type: none"> • Train school officials, teachers and partners to convert SLMs to PDF Flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs • Ensure needed learning materials for sub-modalities (e.g., ADM self-learning modules, interactive materials, inclusive e-books, video lessons) are available and accessible for learners • Check availability of gadgets and equipment for learners and teachers as appropriate • Assign Education Program Supervisors/Public Schools District Supervisors to facilitate learning in monograde or multigrade in community organized classes • Require teachers to prepare learning plans, home learning tasks for learners, and individual monitoring plan for learners • Assign personnel at the school and division level who can respond to queries from families and community learning facilitators regarding the modality opted for
<p>a. F2F and Online Distance Learning</p>	<p>Learners have the needed gadgets and reliable internet connectivity</p>	<p><i>Additional Specific Strategies</i></p> <ul style="list-style-type: none"> • Upload PDF Flat SLMs in the LP Portal and SLMs interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons. • Maximize LR Portal and DepEd Commons as sources of materials • Maximize Microsoft Teams, Google Meet, ZOOM and other virtual classroom meeting platforms

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
		<ul style="list-style-type: none"> • Schedule online screen time • Train community learning facilitators for this distance learning delivery sub-modality
b. F2F and Modular Distance Learning (print, e-copy/offline)	<p>Can be an option for learners with disabilities whose conditions allow for blended learning</p> <p>Can be an option for schools in GIDCA communities where physical distancing is needed due to infection risks in the area (e.g., OFWs returning from abroad)</p>	<p><i>Additional Specific Strategies</i></p> <ul style="list-style-type: none"> • Ensure needed learning materials (e.g., ADM self-learning modules in print and e-copy, LMs, textbooks, braille) • Request for the use of other community spaces as learning spaces (e.g., LGU covered court, worship halls) if clustered sessions will be done (e.g., e-IMPACT) • Assign Education Program Supervisors/Public Schools District Supervisors to facilitate learning in monograde or multigrade in community organized classes • E-IMPACT and MISOSA can be implemented as appropriate
c. F2F and TV/Radio-Based Instruction	<p>Can be an option for schools in GIDCA communities where there is no internet connectivity and radio-based instruction has been done through ALS and/or a TV is available</p>	<p><i>Additional Specific Strategies</i></p> <ul style="list-style-type: none"> • Teachers and partners to produce video-taped lessons and radio-scripts from SLMs by teachers and partners • Explore institutional partnerships with media partners for radio and TV/based instruction • Request for the use of other community spaces close to the school as learning spaces (e.g., LGU covered court, worship halls) if clustered sessions will be done (e.g., e-IMPACT) • Schedule on-screen time

LEARNING DELIVERY MODALITIES	CONSIDERATIONS IN THE COVID-19 CONTEXT	STRATEGIES
d. F2F and Modular/Online/TV/Radio-based Instruction	<p>Primary option for learners with disabilities whose conditions and family situation can accommodate a combination of face to face and TV/RBI.</p> <p>Can be an option for schools in GIDCA communities where there is no internet connectivity and radio-based instruction has been done through ALS and/or a TV is available</p>	<ul style="list-style-type: none"> • Ensure that learning materials are converted to other formats needed (e.g., radio scripts, video-taped lessons, braille, inclusive e-books with Filipino sign language interpretation) • Explore institutional partnerships with media partners for radio and TV/based instruction • Request for the use of other community spaces close to the school as learning spaces (e.g., LGU covered court, worship halls) if clustered sessions will be done (e.g., e-IMPACT) • Schedule on-screen time
<ul style="list-style-type: none"> • Homeschooling as Alternative Delivery Mode 		
Homeschooling	<p>Lesser risk of COVID-19 exposure</p> <p>Can reduce class size so physical distancing will be easier to implement in schools</p> <p>Primary option for learners with unique circumstances, such as illness, special education needs, on frequent travel with parents, and other similar contexts which make it difficult for them to come to school on a regular basis.</p>	<p><i>Additional Specific Strategies for this Alternative Delivery Mode (ADM)</i></p> <ul style="list-style-type: none"> • Learners are enrolled in accredited schools • Ensure that learning materials are converted to other formats needed (e.g., radio scripts, video-taped lessons, braille, inclusive e-books with Filipino sign language interpretation) • Ensure that a qualified and trained Learning Facilitator who may be the parent or a tutor is available, subject to supervision by a regular teacher and by school. • Ensure that a Homeschool Coordinator is designated in the school