



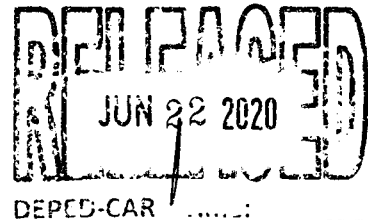
Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

June 22, 2020

REGIONAL MEMORANDUM

NO. 166-2020

To: Assistant Regional Director
Regional Office Division Chiefs
Schools Division Superintendents
All Others Concerned
All Divisions



**WORK ARRANGEMENTS FOR PERSONNEL in SCHOOLS and COMMUNITY
LEARNING CENTERS IN PREPARATION for SY 2020 - 2021**

1. Pursuant to DepEd Order No. 011, s. 2020 or the Revised Guidelines on Alternative Work Arrangements in the Department of Education during the Period of State of National Emergency due to COVID-19 Pandemic, and in the light of priorities anchored on the operationalization of the Learning Continuity Operational Plan and preparations for the SY 2020 – 2021, the DepEd-CAR requests for the mobilization of School personnel to effectively implement essential services, processes, and programs, while observing required health standards.
2. The status quo on work from home arrangements for officials, teaching and nonteaching personnel in the entire DepEd was extended until June 21, 2020 (paragraph 7, page 2).
3. Effective June 22, the adoption of appropriate alternative work arrangements may be allowed, subject to strict observance of COVID-19 health and safety precautions. As stated in paragraph 16, page 7, the work arrangement may be any or a combination of the following as adapted from the CSC MC No. 10, s. 2020:
 - a. Work-From-Home (WFH) – refers to output-oriented work arrangement that authorizes the personnel to produce outputs/results and accomplishments outside of the office or school/CLC. Please refer to DO 11, par. 16.a.iv, page 8 as basis for the authorization of WFH arrangement for DepEd personnel.
 - b. Skeleton Workforce (SWF) – refers to the operational capacity which utilizes the smallest number of people needed for a business or organization to maintain its basic functions. In determining the composition of the skeleton workforce, heads of offices and school/CLC heads shall be guided by the parameters stated in DO 11, page 9.
 - c. Other Alternative Work Arrangements – refers to work arrangements that are applicable/appropriate to DepEd's functions as well as the





Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

place of work other than the above-enumerated arrangements. The following alternative work arrangements may be adopted for DepEd:

- Five-Day Physically Reporting Workweek on Two-week Shifting or Rotation
- Four-Day Physically Reporting Workweek and One-Day WFH on Weekly Shifting or Rotation of Work
- Four-day (compressed) workweek, staggered working hours, or other alternative work arrangements as described in CSC MC No. 10, s. 2020 may also be considered.

4. While school personnel may be allowed to physically report to school following agreed-upon work arrangements guided by those stated above, **Safe Return to Work** measures shall be ensured by the School/CLC Heads at all times. To reiterate paragraph 17 (DO 11), the following shall be observed:
 - a. Disinfection or decontamination of its buildings, facilities, and school vehicles.
 - b. Disinfection should be part of the regular maintenance and upkeep of the school/CLC.
 - c. Conduct of regular health status check of school personnel to ensure that no one is exhibiting any of the symptoms of COVID-19 disease.
 - d. Modification of the workplace layout to ensure observance of physical distancing requirements of those who will be reporting to the school/CLC.
5. School/CLC heads shall conduct meetings utilizing videoconferencing/teleconferencing technologies, whenever applicable, minimizing face-to-face interaction among personnel, and adhering to IATF and DOH restrictions on mass gatherings.
6. Moreover, School/CLC heads shall implement health/psychosocial support interventions to personnel like health and wellness sessions, stress debriefing, among others.
7. To reiterate Enclosure No. 1, paragraph 10 of DO 11, the following work priorities shall be observed by schools and CLCs while on an alternative work arrangement:
 - a. Conduct of enrollment;
 - b. Participation in orientation, training, and capacity building activities in managing multi-modal learning delivery options;
 - c. Preparation of instructional materials;
 - d. Planning the organization of classes consistent with distance learning delivery modalities to be employed;
 - e. Assisting in orienting parents on effective facilitation of home-based learning;
 - f. Facilitation of enrollment for all types of learners for SY 2020-2021;
 - g. Preparation of learners for the formal start of remote classes;





Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

- h. Gathering and analysis of data on the specific contexts of their learners (access to technological gadgets, capacity of learners for independent learning, etc.);
 - i. Participation in the new design of Brigada Eskwela and Oplan Balik Eskwela activities;
 - j. Completion of RPMS requirements for the SY 2019 – 2020 per DM No. 45, s. 2020, and further guidelines that may be issued;
 - k. Preparation for the initial activities of RPMS for SY 2020 – 2021 aligned with the required activities relative to distance teaching-learning modalities;
 - l. Compliance with required health standards;
 - m. Reportorial requirements;
 - n. Other tasks that may be assigned in support of the BE-LCP and COVID-19 pandemic response; and
 - o. Other directives that may be assigned by the Regional Office and Schools Division Offices.
8. Other tasks assigned by the Regional Office pertain to activities to operationalize the Regional and SDO Learning Continuity Plans as summarized in Enclosure No. 1 of this Memorandum.
9. Please refer to DO 11, s. 2020 for other provisions relevant to work arrangements and considerations for School/CLC personnel.
10. Immediate dissemination of and strict compliance with this Memorandum are directed.


MAY B. ECLAR PhD, CESO V
Regional Director





Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

CLMD/cfm/schoolawa

Enclosure No. 1

Significant Activities to Implement the
DepEd-CAR Learning Continuity Operational Plan
(Subject to the Adoption of Alternative Work Arrangement)

ACTIVITIES	STRATEGIES			TIME DURATION
	RO	SDO	SCHOOLS	
I. Pre-Class Activities				
Facilitation of Enrollment for all types of learners for SY 2020-2021	Monitor conduct of enrollment	Monitor conduct of enrollment	Facilitate enrollment; Update Learner Information System (LIS); Analyze results of Learner Enrollment Survey Form (LESF) for planning interventions and provision of appropriate learner and parent support relative to learning delivery	June 1 to 30 (onwards)
Preparation of instructional materials	Guidance through issuance of Regional Memorandum;	Monitoring and Evaluation;	Module Development for Quarters 1 to 4;	April to July
	Quality Assurance	Quality Assurance	Conversion of modules into various print and non-print media: comic strips, video modules, TV and radio scripts	June to July
Participation in orientation, training, and capacity building activities in managing multi-modal learning delivery options	Conduct of webinars on the application of various distance learning modalities	Identify Division and School participants; monitor participants' application of inputs gained from webinars	Participate in the webinars; apply inputs gained	May to July
	Webinar on Module-making	Identify Division and School participants; monitor	Participate in the webinars; apply inputs gained	July



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Department of Education
CORDILLERA ADMINISTRATIVE REGION

		participants' application of inputs gained from webinars		
	Orientation of para-teachers (e.g. PROCOR)	Coordinate with RO re need for para-teachers	Coordinate with SDO re need for para-teachers	July 28 to 31
Participation in the new design of Brigada Eskwela and Oplan Balik Eskwela activities	Forge partnership with external stakeholders (e.g. PROCOR, DILG, DICT, Private entities, business organizations)	Coordinate with external stakeholders for sustained partnerships with schools	Sustain partnerships and build new networks to support needs relative to distance learning delivery	June 26
	Conduct of Stakeholders' Forum	Advocate local initiatives through the Learning Continuity Plan	Participate in the forum	July 2, 3 and 10
Planning the organization of classes consistent with distance learning delivery modalities to be employed	Provide guidance through issuance of a Regional Memorandum	Support organization of classes; Provide TA	School heads to provide assistance to teachers as they prepare class schedules and weekly learning plans based on enrollment	June to August
Completion of RPMS requirements for SY 2019-2020	Provide guidance based on CO directives	Provide Technical Assistance	School heads and teachers to comply with requirements	June to July
Preparation for initial activities of RPMS for SY 2020-2021	Provide guidance based on CO directives	Provide Technical Assistance	School heads and teachers to comply with CO requirements	July to August
Conduct of pilot testing activity	Issuance of Regional Memorandum to provide schedule of activities	Prepare schools for the activity; Submit list of Schools, SH, and teachers	School Head and Teachers to participate in the pilot testing activity	July 13 to 24
II. During Class Activities				
Preparation of learners for the formal	Provide guidance through Regional Memorandum	Monitor conduct of homeroom activities in	Utilize guide modules and prepared learning resources; Assess	August 17 to 21





Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION

start of remote classes; Assisting in orienting parents on effective facilitation of home-based learning	and Guide modules; Capacitate “Resilience Ambassadors”	schools; Gather feedback and submit to RO	parent and learner readiness for learning through guide activities provided; Provide positive assurance to learners and parents; Provide feedback to SDO	
Conduct of Classes	Monitor conduct of classes; Provide TA where needed	Monitor conduct of classes; Provide TA where needed	Conduct classes as planned	August 24 onwards

