



Republic of the Philippines  
**Department of Education**  
 REGION IV-A CALABARZON  
 CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

16 JULY 2020


DIVISION MEMORANDUM  
 No. 155 s. 2020

**OPERATIONALIZATION OF PROGRAM INTERVENTIONS  
 IN SUPPORT TO THE IMPLEMENTATION  
 OF SCHOOL AND DIVISION LEARNING CONTINUITY PLAN**

To: OICs-Assistant Schools Division Superintendent  
 Chief Education Supervisors  
 Heads, Public Elementary and Secondary Schools  
 Heads, Unit/Section  
 All Others Concerned

1. The challenge to respond to the urgent need to protect and promote the collective interests of all Filipinos in this challenging times, as stated in the *Bayanihan to Heal as One Act*, drove the Department of Education to issue **DepEd Order No. 12, s. 2020**, the *Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for SY 2020-2021 in Light of the COVID-19 Public Health Emergency*.
2. The BE-LCP, as a package of education interventions enjoined internal and external stakeholders in designing learning delivery strategy, in compliance with the guidelines of Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF), provides the link to DepEd's pivot to quality under the framework *Sulong Edukalidad*.
3. In the operationalization of the BE-LCP, DepEd, in all governance level, had to create intervention programs, driven by existing data, and in consultation with internal and external stakeholders.
4. Thus, SDO Tayabas lays out different Partnership Programs, including, but not limited to: TINTA at PAPEL (A Drive for LEARNERS' MODULES, a Flight to LEARNERS' DREAMS)-a PTA Federation-initiated program ; PUENTE (Proyeklong Ugnayang Edukasyonal Naglalayong Tawirin Ekstraordinaryong Kalagayan) and BLAC (Barangay Learning Action Cell), which are both SDO-initiated programs. See attachment.
5. All concerned SDO Personnel, specifically the leaders and members of the Division Field Technical Assistance Teams (DFTATs) are directed to lead in the implementation of the above-mentioned programs. School Heads have the prerogative to adopt or not the program/s; their assessment of suitability is much welcome. However, this office directs them to communicate their intervention programs, the mechanisms and strategies, to address the needs of their respective school community in the area of learning delivery, to their respective DFTA Team.



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6. Likewise, school heads and teachers are encouraged to support the same by helping the program implementers in activities such as, but not limited to profiling of learners, teachers, and members of the community, formulating class programs and schedules for the identified learner-beneficiaries of the specific program/s.
7. Immediate and wide dissemination and strict compliance to this memorandum is desired.

**ANIANO M. OGAYON, CESO V**  
Schools Division Superintendent







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CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

**OPERATIONALIZATION OF THE PARTNERSHIP PROGRAMS  
FOR THE IMPLEMENTATION OF SCHOOL AND DIVISION  
LEARNING CONTINUITY PLAN**

**I. RATIONALE**

The essence of continuity in the context of education is open to all contributions – be they are from internal or external stakeholders. - Anonymous

The challenge to respond to the urgent need to protect and promote the collective interests of all Filipinos in this challenging times, as stated in the *Bayanihan to Heal as One Act*, drove the Department of Education to issue DepEd Order No. 12, s. 2020, *the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for SY 2020-2021 in Light of the COVID-19 Public Health Emergency*.

The BE-LCP, as a package of education interventions enjoined internal and external stakeholders in designing learning delivery strategy, in compliance with the guidelines of Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF), provides the link to DepEd's pivot to quality under the framework *Sulong Edukalidad*.

The LCP, derived from the voices of the learners and their parents, the teachers and the school administrators, the community collaborators and stakeholders, is but an evidence that education is real. The adaptation we are all called for amidst this trying time and the transformation we all envision to have, are strong; they are founded on authentic community actions and connections.

When Sec. Leonor Magtolis-Briones announced that the school year will commence August 24 amidst public health emergency situation due to the unseen threat, she promised that DepEd shall remain committed to find ways to provide quality learning opportunities to all Filipino learners. These words are not mere promises but a commitment—an assumption of good faith for the efficacy of the whole system.

The whole system from the Central Office down to the School Level had its own share to fulfil this commitment.

In the Schools Division of Tayabas City, surveys were administered, plans were created. Likewise, there are on-going initiatives on access, quality, and governance.

Learners were profiled, highlighting their capacity and preferences on different learning modalities, enrolment lists are updated, technical assistance is extended to private schools to ensure their continued operations, guidance on SHS Voucher Program and Government Assistance to Students and Teachers in Private Education (GASTPE) is provided, OBEIAC teams are created to address stakeholders' needs, health campaigns are conducted through webinars and actual





demonstrations on video recording on safety protocols, and learning resources are managed by the LRMS.

On Curriculum Implementation, teachers are capacitated for their technical and pedagogical readiness and for their continuous professional development; they are continuously being capacitated on the application of blended learning, on ICLeA Framework, the Most Essential Learning Competencies (MELC) and the Budget of Work (BOW), in the I-D-E-A lesson exemplars preparation, where outputs were required.

The Brigada Eskwela shall be in full swing, bringing together education stakeholders ensuring safe and healthy environment and availability of learning modules, learning sessions on DRRM and youth, support to Gulayan sa Paaralan and Water and Sanitation and Hygiene, Parents Advocacy Programs, strengthening School-Based Management, and conduct of review of budget plans, and realignment of Special Education Fund, and review of inventory of supplies.

In the operationalization of the BE-LCP, DepEd, in all governance level, had to create intervention programs, driven by existing data, and in consultation with internal and external stakeholders.

Thus, SDO Tayabas lays out different Partnership Programs, including, but not limited to: TINTA at PAPEL (A Drive for LEARNERS' MODULES, a Flight to LEARNERS' DREAMS)-a PTA Federation-initiated Program; PUENTE (Proyektong Ugnayang Edukasyonal Naglalayong Tawirin Ekstraordinaryong Kalagayan) and BLAC (Barangay Learning Action Cell), both SDO-initiated programs, with their contextualized mechanisms and strategies.

The situation Tayabas City is in, as manifested in the data generated from the different surveys is exigent – whole community engagement is the key.

## II. VISION and OBJECTIVES

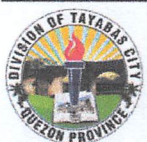
### Vision

Pursuant to Republic Act No. 9155 known as Governance of Basic Education Act of 2001, this policy aims to strengthen School-Based Management (SBM) by further devolving the governance of education to schools, empowering school teams and personnel, expanding community participation and involvement, and making the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process.

### Objectives

Anchored on CALABARZON Pivot 4A SDO Tayabas Partnership Programs aims to:

1. contextualize LCP for Tayabas City learners' needs;
2. help in the attainment of desired learning outcomes; and





3. design mechanisms and strategies, specifically, internal and external stakeholders engagement, to suit prevailing school circumstances.

### III. SCOPE

SDO Tayabas lays out different Partnership Programs, including, but not limited to: TINTA at PAPEL (A Drive for LEARNERS' MODULES, a Flight to LEARNERS' DREAMS)- a PTA Federation-initiated Program; PUENTE (Proyektong Ugnayang Edukasyonal Naglalayong Tawirin Ekstraordinaryong Kalagayan) and BLAC (Barangay Learning Action Cell), both SDO-initiated Programs.

### IV. GUIDING PRINCIPLES

#### General

Article II, Section 13 of the 1987 Constitution, the State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs.

#### Specific

1. Protect the health, safety and well-being of learners, teachers, and personnel, and prevent the further transmission of COVID-19;
2. Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners;
3. Be sensitive to equity considerations and concerns, and endeavor to address them the best SDO Tayabas City can; and
4. Link and bridge the BE-LCP to DepEd's pivot to quality

### V. DEFINITION OF TERMS

For the purposes of this guideline, the following terms shall be defined and understood as:

- a. Alternative Learning Delivery Modalities – refers to one or combination of modular, television-based, radio-based instruction, blended, and online learning that will help DepEd ensure that all learners have access to quality basic education for SY 2020-2021 with face-to-face classes still prohibited due to the public health situation.
- b. Barangay Learning Action Cell (BLAC) – is an SDO-initiated intervention program which aims to establish Brgy. Community Hubs to cater the instructional needs of Tayabasin learners who have no one to teach at home. It shall serve as a HELP DESK where volunteers may stay to address needs of learners and their parents, including but not limited to bridging communication between the teachers and the



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- learners; providing instructional assistance to learners by roaming, strategically, around their community.
- c. Learning Continuity Plan – a plan which seeks to ensure that students’ learning progresses even amidst disasters such as natural calamities, storms, fires, and pandemics. This plan overcomes obstacles created by the disasters through innovative means of teaching and learning, keeping students on track with their courses.
  - d. Learning Delivery Modalities – refer to procedures that schools can adopt; may be one or a combination of the following: traditional face-to-face learning; depending on the COVID-19 restrictions and the particular context of the learners in the school or locality. However, in the context of the above-mentioned intervention programs, the face-to-face modality is the least to be implemented.
  - e. Modules (Self-Learning Modules) - These modules are self-contained unit or package of study materials for use by individual, most useful for adult learners, graduate and undergraduate levels. It provides a learning activity, in printed format, to learners when a group education or individual education session is not possible.
  - f. Proyeklong Ugnayang Edukasyonal Naglalayong Tawirin Ekstraordinaryong Kalagayan (PUENTE) – is an SDO-initiated intervention program which aims to establish a mechanism to deliver learning modules to learners. It is a provision for manpower services. It shall include volunteers from the League of Brgy. Captains, Tricycle Operators and Drivers Associations, Bikers Associations, Joggers Associations, and other groups and individuals. They shall serve as courier assistants to teachers in the delivery and retrieval of self-learning modules.
  - g. Tinta at Papel Para sa Batang Tayabasin – is Tayabas City PTA Federation-initiated Program. It involves business establishment owners, their employees, and their customers in voluntarily donating amount of money to support the reproduction of the self-learning modules of the Tayabas learners to help them reach their dreams.

## VI. PROCESSES and MECHANISMS

### A. TINTA at PAPEL (A Drive for LEARNERS’ MODULES, a Flight to LEARNERS’ DREAMS)

**Initiator:** Tayabas City PTA Federation

**Target Stakeholders:** Business Establishment Owners and their customers and clients

**Target Beneficiaries:** All Tayabas learners who will be provided with printed copies of learning modules and activity sheets

**Expected Outputs:** 100% of the learners profiled in need of printed learning materials are served

#### Activities:

1. Identify business establishments to partner with



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2. Sign MOUs (Between PTA Federation and Business Establishments)
3. Deliver Tinta at Papel Canisters
4. Retrieve canisters
5. Remit donations
6. Account and audit donations
7. Procure materials and services
8. Coordinate with LRMDs Team for the module production
9. Account and audit resources
10. Report outcomes and outputs to partners and other stakeholders
11. Recognize stakeholders

**B. PUENTE (Proyekting Ugnayang Edukasyonal Naglalayong Tawirin Ekstraordinaryong Kalagayan)**

**Initiator: SDO Tayabas**

**Target Stakeholders:** League of Brgy. Captains, Tricycle Operator and Driver Association (TODA), Bikers Association, Joggers, and other individuals

**Target Beneficiaries:** All Tayabas learners who will be provided with printed copies of learning modules and activity sheets

**Expected Outputs:** 100% of the learners profiled in need of printed learning materials are served

1. Map out areas where learners reside per school
2. Identify strategic drop-off and pick-up points per school
3. Identify volunteers, area assignments, and schedule per school
4. Conduct MOU signing between the SDO and the stakeholders
4. Identify school personnel to lead in the delivery and retrieval of learning modules
6. Identify personnel to account learning materials
7. Formulate means to monitor the delivery and retrieval of learning materials
8. Deliver and retrieve the learning materials.
10. Review and adjust mechanism for suitability.



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## 11. Recognize stakeholders

**C. BLAC (Barangay Learning Action Cell)****Initiator:** SDO Tayabas

**Target Stakeholders:** Professional Teachers who are unemployed, BSED and BEED students undergoing Field Study, Other Professionals, Brgy. Health Workers, Sangguniang Kabataan (SK) at the right age as per IATF Guidelines, who will serve as Para-teachers

**Target Beneficiaries:** All Tayabas learners profiled as having without someone to instruct at home; learners at risk of dropping out; learners identified as 'geographically-isolated and depressed areas (GIDA); LSEs

**Expected Outputs:** 100% of the learners profiled needing special instructional needs were served

1. Map out areas for the learning community support per school
2. Profile learners per school, needing support
3. Identify roster of para-teachers/volunteers to deliver instruction
4. Identify roster of volunteers for management and governance of the BLAC
5. Organize composition of the BLAC, with terms of reference
6. Conduct MOU signing between SDO and partner para-teachers
7. Create schedule and class program to implement BLAC
8. Formulate means to monitor the implementation of BLAC
9. Review and adjust mechanism as to suitability
10. Recognize stakeholders

**Composition of BLAC (Barangay Learning Action Cell)**

Persons Involved	Terms of Reference
Chairperson: DFTAT Cluster Leader Co-Chair 1: School Head (who will adopt the program)	<ul style="list-style-type: none"> <li>• Lead in the planning, implementation and monitoring of the BLAC</li> <li>• Lead in the mapping out of learners needing special support (i.e. those without someone to instruct them at home)</li> <li>• Create schedule and class programs</li> <li>• Capacitate volunteers</li> <li>• Provide technical assistance to teachers and para-teachers/volunteers during classes, as needs arise</li> </ul>



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## Office of the School Governance and Operations

Co-Chair 2: Brgy. Captain	<ul style="list-style-type: none"> <li>• Leads in the mapping out of areas</li> <li>• Leads in identifying volunteers</li> </ul>
<p>Homeroom Advisers</p> <p>Volunteers:</p> <ul style="list-style-type: none"> <li>• Para-teachers (Retired Teachers, BSED/BEED Students, Day Care Teachers, Other Professionals</li> </ul> <p>(Volunteers may be stationary in the Brgy. Hall and or roaming around the community)</p> <p>Other Volunteers to support implementation of DepEd Programs and Projects</p> <ul style="list-style-type: none"> <li>• Health-Related professionals</li> <li>• Sangguniang Kabataan (SK)</li> <li>• 4 Ps Volunteers</li> <li>• Brgy. Police/Brgy. Tanods</li> <li>• Brgy. Agriculture Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Teach children their lessons</li> <li>• Assist children with their lessons</li> <li>• Conduct home visits to learners in need of assistance</li> <li>• Serve as a “bridge” to communicate needs of learners to their teachers</li> </ul> <ul style="list-style-type: none"> <li>• Assist in the implementation of health protocols and School-Based Feeding and Milk Program</li> <li>• Assist para-teachers and Brgy. Health workers in facilitating learning</li> <li>• Ensures security, peace, and order in the learning community</li> <li>• Provide guidance and help implement Gulayan sa Paaralan at Gulayan sa Komunidad</li> </ul>
Members of the DFTAT	<ul style="list-style-type: none"> <li>• Assist the Cluster DFTAT Leader and School Head/s in their functions</li> </ul>



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