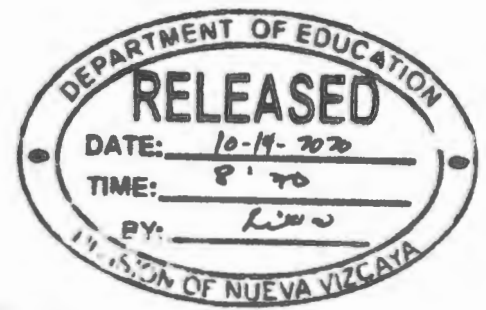




Republic of the Philippines
Department of Education
REGION II - CAGAYAN VALLEY
SCHOOLS DIVISION OF NUEVA VIZCAYA



13 October 2020

DIVISION MEMORANDUM
No. 239 , s. 2020

**SUPPLEMENTARY GUIDELINES FOR THE ADJUSTMENT AND
IMPLEMENTATION OF SCHOOL-BASED BE-LCP**

To: Assistant Schools Division Superintendent
School Governance and Operations Division Chief
Curriculum Implementation Division Chief
Public Schools District Supervisors/District In-Charge
Public Elementary and Secondary School Heads
All others concerned

1. At the onset of the opening of classes last October 5, 2020 and commencement of the implementation of the preferred modalities on how learning would be delivered to our learners, the Schools Division Office has been inundated with feedback, issues and concerns in relation to the operations and actions of teachers, school heads and other DepEd officials conducting monitoring, home visits and the like whose prime intention is to ensure continuity of education amid this pandemic.

2. To further strengthen previous issuances as basis in the implementation of activities in the field and enhancement of school-based BE-LCP, this office provides supplementary guidelines that basically address the feedback, issues and concerns gathered from the field:

- Teachers and school heads who are employing alternative work arrangement are requested, as one of their tasks, to reexamine the modules of the learners and note down errors that need to be corrected. Walking through the modules could also be considered as one activity during LAC sessions in schools. These findings must be indicated in the template provided and to be submitted to the division office through the district to issue a memorandum on the corrections.
- In order to issue modules appropriate to learners' mother tongue in Key Stage I, schools are requested to do profiling of their learners preferred language and such data shall be used as basis in the distribution/allotment. Included in the profiling are learners with assistors, without assistors and independent learners.
- When conducting home visitation as part of Monitoring and Evaluation, these activities must be captured in a plan indicating the purpose, target or focus clientele, and expected output duly approved by the school head.




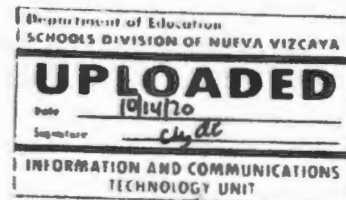
Priority focus are learners without assistors and those that need intervention to be able cope with the requirements of learning in this new situation. Further, when conducting this activity, as a reiteration, social distancing, use of face masks, shields and other health protocols required to be complied with must be strictly observed.

- Posting and/or publication of pictures and videos while doing M&E in the community should be regulated as these pictures might cause misinterpretations and/or misunderstanding of situation. Pictures and videos and use of these later as your means-of-verification (MOVs) to support your monitoring and instructional supervision activities can be submitted to the Division Information Officer (DIO), Dr. Dindo John H. Moreno for consolidation of presentation by the SDO.
- Profiling, familiarization or getting acquainted with the learners by the advisers of their learners should be one of the priority activities and concerns of teacher-advisers.

3. All teachers shall include in the succeeding kits for distribution profiles of the advisers and other personalities if necessary.

4. For your information, guidance and compliance.


RACHEL R. LLANA PhD, CESO VI
Assistant Schools Division Superintendent
Officer In-Charge
Office of the Schools Division Superintendent



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