



Republic of the Philippines  
**Department of Education**  
REGION III – CENTRAL LUZON  
SCHOOLS DIVISION OFFICE OF NUEVA ECIJA

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# **AGREEMENTS**

## **DIVISION MANAGEMENT COMMITTEE MEETING**

April 12, 2021  
Via Google Meet  
Board Room, SDO – Nueva Ecija  
Google Meet Link: [meet.google.com/zys-mwfm-gwj](https://meet.google.com/zys-mwfm-gwj)



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Issues/Concerns	Agreement	Districts Involved	Timeline
<b>OSDS UPDATES</b>			
1. Liaison officers are not allowed to transact every Monday. Thus, submission of teacher applicants' folders is requested to be extended on April 13, 2021, Tuesday.	<ul style="list-style-type: none"> <li>AO IV – HRMO, Sir Roxer Erwin B. Garcia granted the request of the field offices to extend the submission of teacher applicants' folders until April 13, 2021, due to the prior agreed schedule of Liaison Officers of the different Districts and Schools.</li> </ul>	All Congressional Districts	April 13, 2021
2. Request that the Demo Teaching of teacher applicants to be sent through video presentation in light of the escalating pandemic situation	<ul style="list-style-type: none"> <li>ASDS Ma'am Mina Gracia L. Acosta, announced that the HRMPSB is still consolidating the list of Teacher Applicants and will release a new Division Memorandum/Advisory as a Corrigendum stating the conduct of Virtual on-the-spot Demo and Interview of Teacher I Applicants and not through submission of a pre-recorded video</li> </ul>	HRMPSB/ Teacher I Applicants	Immediately



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	lesson/demonstration teaching.		
3. Some schools have decided to print their modules in case there will be a delay in the delivery of modules.	<ul style="list-style-type: none"> <li>SGOD Chief, Sir Luis M. Calison announced that it is the discretion of the School Heads to decide on the means of the printing of modules for the students in case there will be a delay in the delivery.</li> </ul>	All Congressional Districts	On-going
4. Updates on the Regional Memorandum no. 099 s. 2021 dated April 5, 2021 regarding the “Lifting up of Moratorium on the Submission of request on Upgrading of Position through Reclassification”	<ul style="list-style-type: none"> <li>AO V – Administrative Office, Sir Orlando C. De Leon announced that the Regional Office is now accepting applications for upgrading of position through Reclassification. However, in order to meet the ARTA as to timely processing of requests and transactions, RO shall still observe the number of requests submitted on a</li> </ul>	All Congressional Districts	On-going



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	monthly basis and on a first come first serve basis.		
<b>SGOD UPDATES</b>			
<p>1. Suspension of the distribution of modules to some schools.</p> <p>Reminders:</p> <p>1.1 Sir Calison reminded all the PSDS and school heads about the strict implementation of Alternative Work Arrangement (AWA).</p> <p>1.2 Strictly follow safety protocols and if there are instances that works of some teachers could be done at home, let them and have work from home.</p>	<ul style="list-style-type: none"> <li>There is no instruction from the division office about the suspension of the distribution of modules; it is the discretion of the school head to suspend the distribution and the retrieval of modules.</li> </ul>	<p>For schools in Elementary and Secondary wherein cases of COVID 19 positive is increasing.</p>	<p>On-going</p>



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<p>Reminded all personnel to be vigilant and responsive to whatever will happen especially on the spread of the virus.</p> <p>1.3 Also reminded all school heads about the submission of the school site development plan to Engr. Fuertez the division education facilities unit head.</p>			
<p>2. Fear of teachers in the distribution of modules due to the increasing number of COVID 19 cases in some barangays within the locality.</p>	<ul style="list-style-type: none"> <li>• Ma'am Ma. Luisa Gamino and Nurse Grace Bernales reported the COVID-19 active cases in the province.</li> <li>• Regarding the distribution of modules, kindly coordinate with the RHU and make sure</li> </ul>	<p>All Congressional Districts</p>	<p>On-going</p>



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	to properly report the suspension of the distribution and retrieval of modules to the division office task force.		
<b>CID UPDATES</b>			
1. Finalization of the CID 1 <sup>st</sup> Quarter DMEPA Report	<ul style="list-style-type: none"> <li>Accomplishments of Public Schools District Supervisors, Education Program Supervisors, LRMS and ALS from January to March 2021</li> </ul>	All Congressional Districts	On-going
2. Preparation of the write up/report on the different learning modalities	<ul style="list-style-type: none"> <li>Memo differentiating the learning modalities as to time, clientele and purpose</li> <li>Monthly Schedule</li> <li>Technical Working Group Monitoring of Programs and Evaluation</li> </ul>	All Congressional Districts	On-going



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	<ul style="list-style-type: none"> <li>• Accomplishment Report per team per month (based on monitoring tools)</li> </ul> <p><b>LEARNING MODALITIES IN SDO NUEVA ECIJA</b></p> <ul style="list-style-type: none"> <li>• SLMs (Printed/Digital)</li> <li>• TV Based Instruction -NE TV, Virtual Classroom,</li> <li>• Radio Based Instruction- DepEd Hour, Two Way Radio</li> </ul> <p>(We should have a date on which schools are using purely printed SLMs, purely digital. Or blended Modular and RBI, blended printed modular and tv based instruction learning modalities for the 3<sup>rd</sup> quarter)</p>		
<p>3. Regional Memorandum No. 098, s. 2021 (Submission of Division Consolidated Data</p>	<ul style="list-style-type: none"> <li>• The division deadline for the first quarter is on April 12, 5pm</li> <li>• The regional deadline for the first quarter is on April 16</li> </ul>	<p>All Congressional Districts</p>	<p>On-going</p>



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on Learners' Grade per Quarter, per Learning Area and per Grade Level)	<ul style="list-style-type: none"> <li>• Deadline for the 2<sup>nd</sup> quarter grade is on April 30</li> </ul>		
4. School level interventions for learners who are at risk of dropping out (PARDO/SARDO)	<ul style="list-style-type: none"> <li>• K to 6 (ELEM)</li> <li>• Grades 7 to 10 (JHS)</li> <li>• Grades 11 and 12 (SHS)</li> </ul>	All Congressional Districts	On-going
5. This could be our focus of monitoring for April 12 to 16	<ul style="list-style-type: none"> <li>• Data on which schools are using purely SLMs, purely digital. Or blended learning modalities for the 3<sup>rd</sup> quarter</li> <li>• Data on Learners' Grade per Quarter, per Learning Area and per Grade Level)</li> <li>• Data on school level interventions for learners who are at risk of dropping out (PARDO/SARDO) K to 6 (ELEM)</li> </ul>	All Congressional Districts	On-going





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	<p style="text-align: center;">Grades 7 to 10 (JHS) Grades 11 and 12 (SHS)</p> <ul style="list-style-type: none"> <li>Data gathered should be analyzed for possible technical assistance and intervention.</li> </ul>		
<p>6. Concerns on the fundamental reading, writing and arithmetic skills of some kindergarten and grades 1 and 2 learners with learning difficulties.</p>	<ul style="list-style-type: none"> <li>Strengthen the conduct Parents' Tutorial (Mastery of Letter Sounds)</li> <li>Conduct Online Q &amp; A on Kindergarten Learning Status</li> <li>Use of varied LRs as Songs, Instructional Video Lessons, and others</li> <li>Use of Parents' Toolkit</li> <li>Determine the Reading level of individual learner.</li> </ul>	All Congressional Districts	On-going



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	<ul style="list-style-type: none"><li>• Preparation of Reading Materials according to level</li><li>• Parent's Tutorial</li><li>• Making Things Happen Through gadgets, community-radio-based instruction and 2-way radio</li></ul> <p>Dr. Florentino O. Ramos added the following:</p> <ul style="list-style-type: none"><li>• As regards the concerns on the fundamental mathematical skills from K to 12 with learning difficulties.</li><li>• All mathematics teachers were advised to administer the assessment tools for all Grades 1-7 learners in mathematics in SDO Nueva Ecija. This is relative to the Division Memorandum</li></ul>		
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	<p>number 51, s. 2021. The administration of Pre-and Post-Tests of Project all numerates for Grades 1-7 determine the numeracy level of Grades 1-7 learners.</p> <ul style="list-style-type: none"><li>• Use the results as a springboard for instruction, research, and policy recommendation for the improvement of instructions and performance of Grades 1-7 learners in mathematics.</li></ul> <p>Some of the interventions after giving pre-test on February 26, 2021, are the following:</p> <ul style="list-style-type: none"><li>• Provide supplementary materials like window cards that will develop numeracy skills.</li></ul>		
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	<ul style="list-style-type: none"><li>• Monitor pupils through group messenger, texts, and calls.</li><li>• Parents send videos regarding the abilities of their children.</li><li>• Revival of the use of strategic intervention materials in teaching mathematics.</li><li>• Send downloaded video lessons through group chat.</li><li>• Peer teaching, MathTulungan, daily speed test, remedial teaching, super math, integrated warm-up activities.</li><li>• Regular drill four fundamental operations, daily reciting and skip counting and multiplication table, and other interventions to improve the</li></ul>		
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	numeracy skills of all learners.		
7. Classrooms are not given much attention by reason of pandemic	<ul style="list-style-type: none"> <li>• No F2F and home serves as the learning venue in the New normal. Teachers must perform teaching -learning related activities in classroom during their AWA schedule.</li> <li>• Perform science experiments/activities in the laboratory room or create a virtual laboratory at home using the available science apparatus in the school.</li> <li>• The School Principal must include monitoring of safe and clean environment to engage parents and other stakeholders to support our programs.</li> </ul>	All Congressional Districts	On-going



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	<ul style="list-style-type: none"> <li>• COT must be conducted virtually using the classroom set-up.</li> </ul>		
8. Backlogs on the budgeted learning competencies.	<p>Legal Basis:</p> <p><b>DM-CI 2020-000-</b> Clarification on the Use of Most Essential Learning Competencies (MELCs) states that: The MELCs shall serve as the primary reference of all Schools, Schools Division Offices (SDOs) and Regional Offices (ROs) in determining and implementing learning delivery approaches that are suited to the local context and diversity of learners, while adapting to the challenges posed by COVID 19.</p> <p><b>Some Causes of Learning Backlogs:</b></p> <ul style="list-style-type: none"> <li>• Inadequate and untimely provision of SLMs delays learners access to education</li> </ul>	All Congressional Districts	On-going



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	<p>and direly affects their quality of learning</p> <ul style="list-style-type: none"><li>• Inability to print learning materials due to lack of needed materials such as bond papers, ink and working printers</li><li>• Master copies from either the Central Office, Regional or local DepEd Offices are yet to be received/accessed by the schools</li><li>• Delay in distribution of learning materials in schools which experience lockdown/quarantined personnel due to rising number of COVID 19 cases</li></ul> <p><b>Possible solutions to avoid learning backlogs:</b></p>		
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	<ul style="list-style-type: none"> <li>• Use of available textbooks (Mapped Activities Aligned to MELCs)</li> <li>• Alternative learning delivery modalities such as Television and Radio-Based Instructions, Two-Way Radio</li> <li>• Sending of digital/e-Modules instead of printed ones</li> <li>• Intensification of the internet connectivity program of the division in partnership with stakeholders</li> <li>• Provision of remedial activities or intervention for learners who experience learning difficulties</li> </ul>		
9. Giving remedial works/intervention	<b>Intervention</b> Case -to - Case Basis and		





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<p>to students who have backlogs for them to obtain passing marks (Will it be a case-to-case basis or with a standard policy?)</p>	<p>Application of Standard Policy (DO 31, s. 2020, DMCI-2020-00085)</p> <ul style="list-style-type: none"> <li>• On the second week / 2 LCs summative assessment were employed - remediation/instructional intervention must be given to the learners focusing on non-mastered competencies only.</li> <li>• Individual Monitoring Learning Progress as feedback mechanisms for parents must be strengthened and properly monitored. The intervention/remediation must be indicated in the WHLP.</li> <li>• Learners who have lacking subjects in SHS must allow to enroll the lacking subject which does not have pre-</li> </ul>		
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	<p>requisite during the vacant period as replacement for the advance subject.</p> <ul style="list-style-type: none"> <li>• Learners who are engaged in work/job and earn a living – provide enough time to answer the summative test and submit their outputs/performance task</li> <li>• Provide contextualized activities, performance tasks and remediation which are aligned to the context of learners. Consider the profile of the learners and other factors that make learners leave and did not meet expectations.</li> </ul>		
<p>10. There are some teachers who are seemingly bored and exhausted with</p>	<ul style="list-style-type: none"> <li>• Maybe, these teachers are not really bored but rather, exhausted in their daily tasks. if Teachers are already exhausted doing</li> </ul>	<p>All Congressional Districts</p>	<p>On-going</p>



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<p>their monotonous routine.</p>	<p>their routine, school heads shall advise them to practice the academic ease. school heads may also give them time to rest for a while because work will never be finished. They are coming day by day so, make sure that teachers and even the non-teaching personnel shall take time to rest. Health is still the priority of everyone.</p> <ul style="list-style-type: none"> <li>• School-based Psychosocial activities may also be conducted through their DRRM Coordinator, with the assistance and guidance of our division DRRM coordinator.</li> </ul>		
<p>11.No SLMs for STE special program.</p>	<ul style="list-style-type: none"> <li>• Self –Learning modules of SSE/STE subjects including Add-ons for Quarter 3 Weeks 1-4 were uploaded in</li> </ul>	<p>All Congressional Districts</p>	<p>On-going</p>



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	<p>the Division LR Portal and sent to email of Department Heads/School Principals. The school will identify the number of learners who will use the digitized SLMs but the hardcopy of outputs will be submitted to the teacher during the retrieval of other materials. Learners who do not have gadgets and internet access shall be given printed SLMs. Research 1 (Grade 9) is not available.</p>		
<p>12. Some schools are decided to postpone the distribution and retrieval of the SLMs due to increasing COVID-19 positive cases.</p>	<ul style="list-style-type: none"> <li>• Any postponement in the distribution / retrieval of SLMs must be coordinated/ reported to the SDO.</li> <li>• The schools should have a mechanism to cope up with the backlog on the distribution and retrieval of SLMs to ensure that all the</li> </ul>	<p>All Congressional Districts</p>	<p>On-going</p>



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	targeted competencies in different learning areas for the week must be facilitated		
13. Some parents are still answering their children's summative tests and performance tasks.	<ul style="list-style-type: none"> <li>This pandemic, Parents are the knowledge providers of our learners. We cannot blame them for practicing “shared learning” because they do not want their children to fail. schools may orient the parents to let their children do the activities to see if they really learn using the SLMs and other supplementary IMs with the assistance of their teachers.</li> <li>have the parents practice honesty and integrity to be the role model to their children.</li> </ul>	All Congressional Districts	On-going
14. Mapedya ES issues and concerns	<ul style="list-style-type: none"> <li>Schools may conduct parents’ tutorials. Since Mapedya ES is located in a</li> </ul>	Mapedya ES and General Tinio District	On-going



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<ul style="list-style-type: none"> <li>• Some parents are not cooperating anymore; they blame teachers for such inconvenience being experienced by their kids in answering SLMs due to lack of knowledge</li> <li>• Some parents left the school area to look for a living</li> <li>• Some learners returned un-answered SLMs</li> <li>• Parents blame school of late issuance and incomplete Modules</li> <li>• Distant location of the learners' houses from the school</li> </ul>	<p>far-flung area, Teachers may also send clear instructions to the learners attached to the SLMs per subject to help them in answering the given activities. Also, just choose the activities in modules that they think learners would enjoy while answering.</p> <ul style="list-style-type: none"> <li>• Learners returned un-answered SLMs maybe because they do not understand what to do or how to do the activities. Teachers may ask feedbacks from the knowledge provider. Teachers may give exert extra effort to assist, instruct, guide, and encourage the learners to answer the SLMs so that they can process their learnings from there which they can use in answering</li> </ul>		
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<p>makes it more challenging for the teachers that need to pass the heavily vegetated terrains that are very risky especially for the lady teachers just to reach their learners.</p>	<p>the summative assessments and performance tasks.</p> <ul style="list-style-type: none"> <li>• Explain to parents (in a subtle way) that the late issuance and incomplete delivery of modules are not the fault of the school.</li> <li>• Schools may strategize using the set a/set b scheme to augment the SLMs needed per class/section. It's beyond the control of SDO Nueva Ecija</li> </ul> <p>Dr. Windsor B. Flores added the following:</p> <ul style="list-style-type: none"> <li>• All schools in the SDO Annex of General Tinio have pledge some supplies (office/school) to cater the shortage of supplies for the</li> </ul>		
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	<p>reproduction of SLMs and other learning materials.</p> <ul style="list-style-type: none"><li>• The school head religiously monitor the implementation of new alternative work arrangements (AWA) of teachers to make sure that there is/are teacher/s in the school every day to cater the needs/questions of the parents regarding the modules.</li><li>• The School Head is strengthening partnership to the parents and conducted parents' tutorial/ seminar to enable them to guide and teach their children in their SLMs.</li><li>• There were also 2 LSA Learner Support Aid teachers whose monthly salary is provided by IPED.</li></ul>		
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	They are residents of Mapedya.		
<b>PSDS</b>			
Updates/Issues/Concerns in all Districts of Congressional Districts 1-4	All Public Schools District Supervisors from different districts shared their updates and issues or concerns that they encountered. Some of the updates, issues and concerns are; health and safety protocols, number of COVID-19 positive cases, early registration, instructional materials, distribution and retrieval of SLMs, teacher-applicants in ranking.		

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