



Republic of the Philippines  
**Department of Education**  
Region VII – CENTRAL VISAYAS  
**SCHOOLS DIVISION OF BOHOL.**

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

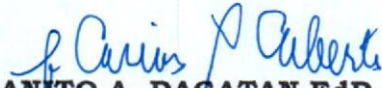
July 3, 2020

**DIVISION MEMORANDUM**  
NO. 249, s. 2020

**READINESS ASSESSMENT CHECKLIST FOR LEARNING DELIVERY  
MODALITIES IN THE LEARNING CONTINUITY PLAN OF PRIVATE SCHOOLS**

**TO : ALL PRIVATE SCHOOL ADMINISTRATORS/PRINCIPALS**

1. Enclosed is DepEd Order No. 013, s. 2020 dated June 19, 2020 entitled **Readiness Assessment Checklist for Learning Delivery Modalities in the Learning Continuity Plan of Private Schools** which is self-explanatory.
2. Attention is invited to **item number 4** which requires Private Schools to submit a **Letter of Intent (LOI)** to implement a particular learning delivery modality addressed to the Regional Office (RO), through the Schools Division (SDO). It must be submitted together with the **documentary requirements** enumerated in the checklist (refer to pages 3 to 7 of DO No. 013, s. 2020).
3. **Item number 6** reminds the Private Schools to comply with the following required documents for submission before the formal start of classes as provided for in DO No. 007, s. 2020:
  - School's plan for compliance with minimum health standards issued by DepEd, consistent with the guidelines of DOH, IATF and OP;
  - School's Learning Continuity Plan showing alternating delivery modalities when face-to-face learning is not allowed; and
  - School's SY 2020-2021 School Calendar
4. The LOI with the documentary requirements of a particular learning delivery modality of choice and the three (3) aforementioned required documents shall be submitted to the Schools Division Office c/o QAD-SGOD not later than July 13, 2020 for endorsement to the Regional Office.
5. For the information, guidance and compliance of all Private Schools with existing recognition or permit to operate.
6. Widest dissemination of this Memorandum is desired.

  
**BIANITO A. DAGATAN EdD, CESO V**  
Schools Division Superintendent



Republic of the Philippines  
**Department of Education**

19 JUN 2020

DepEd ORDER  
No. **013** 2020

**READINESS ASSESSMENT CHECKLIST FOR LEARNING DELIVERY MODALITIES  
IN THE LEARNING CONTINUITY PLAN OF PRIVATE SCHOOLS**

To: Undersecretaries  
Assistant Secretaries  
Minister, Basic, Higher and Technical Education, BARMM  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. As provided in DepEd Order (DO) No. 007, s. 2020 titled **School Calendar and Activities for School Year 2020-2021**, private schools shall be allowed to open classes within the period authorized by Republic Act No. 7797, *An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days*, provided, among others, that they submit their Learning Continuity Plan showing alternative delivery modes of learning when face-to-face learning is not allowed.
2. In choosing the specific learning delivery modalities to use, the schools shall take into consideration the following: availability of learning resources, the health and well-being of learners and DepEd personnel, national and local directives given, and the choice of parents and learners.
3. To ensure that private schools undertake adequate preparations for the learning delivery modality/ies chosen, this Department provides the enclosed **Readiness Assessment Checklist for Implementing Learning Delivery Modalities**, which specifies the minimum requirements and standards needed for each learning modality.
4. Private schools are required to submit a Letter of Intent (LOI) to implement a particular learning delivery modality addressed to the Regional Office (RO), through the Schools Division Office (SDO). It must be submitted together with the documentary requirements enumerated in the checklist. The Quality Assurance Division (QAD) of the RO shall collaborate with School Governance and Operations Division (SGOD) of the SDO in assessing the readiness of the schools.
5. This Readiness Assessment Checklist for Implementing Learning Delivery Modalities shall serve as guide for ROs, through SDOs, to assess the preparedness of private schools to implement the learning delivery modality/ies they have opted for. The QAD and SGOD shall submit to the SDOs feedback reports identifying the requirements that private schools are having difficulty with and what support may be provided. Technical assistance shall be extended to the schools as applicable.

6. Upon submission of the LOI for the implementation of the specific learning delivery modality, schools are already authorized to proceed with enrollment. However, the formal start of classes shall be conditioned on the school's compliance with the required documents for submission as provided for in DO No. 007, s. 2020:

- a. School's plan for compliance with minimum health standards issued by DepEd, consistent with the guidelines of DOH, IATF, and OP;
- b. School's Learning Continuity Plan, showing alternative delivery modalities when face-to-face learning is not allowed; and
- c. School's SY 2020-2021 School Calendar.

7. This Readiness Assessment Checklist shall apply only to private schools with existing recognition or permit to operate. New applicants for a permit to operate shall be guided by DO No. 088, s. 2010 titled **2010 Revised Manual of Regulations for Private Schools in Basic Education**.

8. For more information, please contact the **Bureau of Learning Delivery**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph) or telephone numbers (02) 8637-4346 and (02) 8637-4347.

9. Immediate dissemination of and strict compliance with this Order is directed.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.:  
As stated

References:  
DepEd Order (No. 007, s. 2020 and No. 088, s. 2010)

To be indicated in the Perpetual Index  
under the following subjects:

CALENDAR, SCHOOL  
CLASSES  
LEARNERS  
OFFICIALS  
PERMIT  
POLICY  
REQUIREMENTS  
RULES & REGULATIONS  
SCHOOLS



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DEPED-OSEC-433725

(Enclosure to DepEd Order No. **013** s. 2020)

**READINESS ASSESSMENT CHECKLIST FOR LEARNING DELIVERY MODALITIES  
IN THE LEARNING CONTINUITY PLAN OF PRIVATE SCHOOLS**

**General Instruction**

1. Private schools are required to submit a Letter of Intent to implement a particular learning delivery modality/ies addressed to the Regional Office (RO) through the Schools Division Office (SDO). It must be submitted together with the documentary requirements enumerated in the checklist for each learning delivery modality.
2. The Quality Assurance Division (QAD) of the RO shall collaborate with the School Governance and Operations Division (SGOD) of the SDO in assessing the readiness of the schools.
3. Private schools must administer its own readiness assessment using the checklist. It shall be validated by the RO, through the SDO, during the on-site inspection. Validation of compliance to the checklist can be done during the on-site monitoring of private schools. On-site monitoring can be done in consideration of the general COVID-19 situation of the community, following the minimum safety and health standards and protocols.
4. A private school that chooses to combine two or more learning delivery modalities must meet the non-negotiable minimum requirements for the said learning delivery modalities.

**A. NON-NEGOTIABLE MINIMUM REQUIREMENTS FOR ONLINE DISTANCE LEARNING (ODL)/BLENDED LEARNING (F2F and ODL)**

|   | Stakeholder | Area of Readiness    | Particulars  | Yes | No/<br>None | Narrative |
|---|-------------|----------------------|--|-----|-------------|-----------|
| <i>Requirement that MUST be available</i> |             |                      |  |     |             |           |
| 1   | School      | Platform and Support | The school has an educational platform or Learning Management System (LMS), either subscription-based or locally developed.  |     |             |           |
| 2   | School      | Platform and Support | The school has the technical expertise to run and support the educational platform 24/7. Technical expertise can be in-house OR outsourced OR a combination, depending on the nature of the deployment. The more IN-HOUSE/locally developed is the hosted platform, the higher the degree of the technical support personnel required. |     |             |           |
| 3   | School      | Platform and Support | The school has email facility or domain name for all teachers and users. Note: The school can outsource.   |     |             |           |
| 4   | School      | Platform and Support | The school has helpdesk personnel working under the platform managers whose main task will be to directly answer usage queries of both teachers and students.  |     |             |           |

|  | Stakeholder | Area of Readiness | Particulars  | Yes | No/None | Narrative |
|--|-------------|-------------------|--|-----|---------|-----------|
| 5  | School      | Content           | The school has complete and appropriate content for Quarter 1 in the platform.   |     |         |           |
| 6  | School      | Assessment        | Together with the content, the school has proper assessments (e.g., quiz, exams) available in the platform. The same assessments should be regularly reviewed and updated.                   |     |         |           |
| 7  | School      | Teacher           | The school has institutionalized the training and updating of teachers to be more technologically adept.   |     |         |           |
| 8  | School      | Teacher           | Teachers have access to device/s and connectivity at the school.   |     |         |           |
| 9  | Learners    | Learners          | The learners have access to the necessary resources (device, connectivity) to access the lessons.  |     |         |           |
| 10   | Learners    | Parents           | The parents have expressed willingness for the option of online distance learning for their children.  |     |         |           |
| <i>Requirements that should be addressed by the school as soon as possible</i> |             |                   |  |     |         |           |
| 11   | School      | Governance        | The school orients the teachers, parents and learners about the online learning policies and directions to ensure that everyone is properly informed and guided.                             |     |         |           |
| 12   | School      | Continuance       | The school has a technology knowledge enhancement program wherein regular trainings or seminars are given to teachers, students, and parents to make them embrace the technology.            |     |         |           |
| 13   | School      | Teacher           | The teachers are well oriented on DepEd policies relating to online distance learning and to freely access the needed resources accorded by the Department like the DepEd Commons and LRMDS. |     |         |           |
| 14   | Learners    | Parents           | The parents are willing to co-supervise and co-monitor the progress of their children's online learning.   |     |         |           |

**Documents to be submitted For Online Distance Learning (ODL)/Blended Learning (F2F and ODL):**

1. School's Omnibus Certificate of Compliance to the minimum requirements set by DepEd for Online Distance Learning as contained in the checklist above.
2. Certification from the private school that it has IT infrastructure with technology support for the following:
  - a. internet service provider and its bandwidth;
  - b. web hosting service provider;
  - c. technical support for learners and other users (parents, guardians); and
  - d. its own Learning Management System or outsourced online system to support the learning modality
3. Disclosure of Essential e-learning applications (whether the school will use available applications like MS Office 365, Moodle, Google Suite for Education, and others, which are either outsourced or locally developed).

4. Statement of Undertaking signed by the school head/administrator that courseware for each learning area in different grade levels are available and ready for the school year. Courseware refers to a self-learning package in digital format provided to learners for independent study, and the set of educational materials in digital format for use of teachers in instruction delivery.
5. Statement that ensures accessibility of e-learning platform for Users (admin, teacher, learners, parents).
6. Detailed discussion on Curricula Implementation, including a statement that it complies with the minimum requirement of DepEd in terms of learning competencies, time allotment, and promotion and retention.
7. Certification that the school has a Teacher Professional Development/Training Plan to adequately prepare teachers, and other relevant personnel for the implementation of Online Distance Learning.
8. Certification of the existence of an Orientation-Training Plan for parents for the implementation of Online Distance Learning.
9. Scanned copy of the permit to operate or government recognition.
10. Statement of Undertaking that tuition and other fees are properly consulted with the parents.

**B. NON-NEGOTIABLE MINIMUM REQUIREMENTS FOR MODULAR DISTANCE LEARNING (MDL)/BLENDED LEARNING (F2F and MDL)**

|   | Stakeholder | Area of Readiness | Particulars   | Yes | No/None | Narrative |
|---|-------------|-------------------|---|-----|---------|-----------|
| 1 | School      | Governance        | The school orients the teachers, parents and learners about the modular learning policies and directions to ensure that everyone is properly informed and guided.                       |     |         |           |
| 2 | School      | Content           | The school has complete and appropriate content (Learning Modules/Self-Learning Modules in print and e-copy for those with device) for Quarter 1 available for distribution to learners |     |         |           |
| 3 | School      | Content           | The school has available reference/supplementary materials for distribution to the learners.  |     |         |           |
| 4 | Learners    | Parents           | The parents have expressed willingness for the option of modular distance learning for their children.  |     |         |           |
| 5 | Learners    | Parents           | The parents are willing to co-supervise and co-monitor the progress of their children's modular distance learning.  |     |         |           |

**Documents to be Submitted For Modular Distance Learning (MDL)/Blended Learning (F2F and MDL):**

1. School's Omnibus Certificate of Compliance to the minimum requirements set by DepEd for Modular Distance Learning as contained in the checklist above.
2. Statement of Undertaking signed by the school head/administrator that learning materials in print/e-copy or courseware (for those with computers only) for each learning area in different grade levels are available and ready for the school year.
3. Statement of Undertaking that tuition and other fees are properly consulted with the parents.
4. Detailed discussion on Curricula Implementation, including a statement that it complies with the minimum requirement of DepEd in terms of learning competencies, time allotment, and promotion and retention.
5. Certification that the school has a Teacher Professional Development/Training Plan to adequately prepare teachers and other relevant personnel for the implementation of Modular Distance Learning.
6. Certification of the existence of an Orientation-Training Plan for parents for the implementation of Modular Distance Learning.
7. Scanned copy of the permit to operate or government recognition.
8. Statement of Undertaking that tuition and other fees are properly consulted with the parents.

**C. NON-NEGOTIABLE MINIMUM REQUIREMENTS FOR TV/RADIO-BASED INSTRUCTION/BLENDED LEARNING (F2F and TV-RBI)**

|   | Stakeholder | Area of Readiness | Particulars   | Yes | No/None | Narrative |
|---|-------------|-------------------|---|-----|---------|-----------|
| 1 | School      | Governance        | The school orients the teachers, parents and learners about the TV/Radio-Based Instruction policies and directions to ensure that everyone is properly informed and guided.                   |     |         |           |
| 2 | School      | Governance        | The school has a MOA/MOU with a Television Network or Radio Station for the needed airtime/slot.  |     |         |           |
| 3 | School      | Content           | The school has complete and appropriate content (Learning Modules/Self-Learning Modules in video format and radio-based lesson format/radio script as well as in print/e-copy) for Quarter 1. |     |         |           |
| 4 | School      | Content           | The school has available reference/supplementary materials for distribution to the learners.  |     |         |           |
| 5 | Parents     | Learners          | The parents ensure children's access to television and radio.   |     |         |           |

|   | Stakeholder | Area of Readiness | Particulars   | Yes | No/None | Narrative |
|---|-------------|-------------------|---|-----|---------|-----------|
| 6 | Learners    | Parents           | The parents have expressed willingness for the option of TV/Radio-Based Instruction for their children.   |     |         |           |
| 7 | Learners    | Parents           | The parents are willing to co-supervise and co-monitor the progress of their children's learning as well as provide guidance to their children. |     |         |           |

**Documents to be submitted For TV/Radio-Based Instruction/Blended Learning (F2F and TV-RBI):**

1. School's Omnibus Certificate of Compliance to the minimum requirements set by DepEd for TV/Radio-Based Instruction as contained in the checklist above.
2. Copy of the MOA/MOU between the private school and the television network and/or radio station.
3. Statement of Undertaking signed by the school head/administrator that video-taped/radio-based learning materials for each learning area in different grade levels are available and ready for the school year, as well as print/e-copy or courseware, whichever is applicable to complement TV/Radio-Based Instruction.
4. Detailed Discussion on Curricula Implementation, including a statement that it complies with the minimum requirements of DepEd in terms of learning competencies, time allotment, and promotion and retention.
5. Certification that the school has a Teacher Professional Development/Training Plan to adequately prepare teachers and other relevant personnel for the implementation of TV/Radio-Based Instruction.
6. Certification of the existence of an Orientation-Training Plan for parents for the implementation of TV/Radio-Based Instruction.
7. Scanned copy of the permit to operate or government recognition.
8. Statement of Undertaking that tuition and other fees are properly consulted with the parents.



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