



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

**Office of the Schools Division Superintendent**

October 7, 2020

**DIVISION MEMORANDUM**

**No. 47L, s. 2020**

**REITERATION OF DEPED ORDER NO. 11, s. 2020 ON ALTERNATIVE WORK ARRANGEMENT (AWA)**

**TO:** *Assistant Schools Division Superintendents*  
*Chiefs of SGOD and CID*  
*Education Program Supervisors/ Education Program Specialists*  
*Public Schools District Supervisors/ Acting PSDSs*  
*School Heads/Principals/Head Teachers of Public Elementary and Secondary Schools*  
*All Others Concerned*

1. In view of the numerous queries on whether teaching and non-teaching personnel will report to schools and offices daily, this Office hereby reiterates DepEd Order # 11, s. 2020 entitled: **"Revised Guidelines on the Alternative Work Arrangements in the Department of Education During the Period of State of National Emergency Due to COVID-19 Pandemic"**, which is self-explanatory.
2. Attached herewith is a Guide on the Implementation of DepEd Order No. 11, s. 2020 for your reference regarding the Alternative Work Arrangements in schools, offices and learning centers.
3. Public Schools District Supervisors, Principals/School Heads of elementary and secondary schools are hereby directed to read, interpret and implement the guidelines as stated.
4. Widest dissemination of and strict compliance with this Memorandum is desired.

**BIANITO A. DAGATAN, Ed.D., CESO V**  
Schools Division Superintendent

**SGOD/dvd**



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**INDIVIDUAL DAILY LOG AND ACCOMPLISHMENT REPORT**

Name of Personnel: Juan del Mundo

Division:

Bureau/Service:

Date/s Covered:

<b>Alternative Work Arrangement</b> <i>(*Indicate if 2-week shift)</i>	<b>Date and Actual Time</b> <b>logs</b>	<b>Actual Accomplishments</b>
<i>Skeleton Workforce</i>	<i>5/16/2020</i> <i>Time-in: 7:30AM</i> <i>Time out: 5:00 PM</i>	<i>Process Liquidation Report for Workshop AA</i> <i>Submit to Acctg. Division Pending TEVs</i> <i>Receive incoming documents</i>
<i>Work-from-Home</i>	<i>5/17/2020</i> <i>Time-in: 7:00AM</i> <i>Time out: 6:00 PM</i>	<i>Facilitate meeting with Office AA via MS Teams</i> <i>Submit report on xxxxxx</i>
<i>Skeleton Workforce</i>	<i>5/18/2020</i> <i>Time-in: 7:50AM</i> <i>Time out: 5:00 PM</i>	<i>Receive incoming documents</i>
<i>Work-from-Home</i>	<i>5/19/2020</i> <i>Time-in: 7:30AM</i> <i>Time out: 7:00 PM</i>	<i>Draft Memo re: xxxxxx</i>
<i>Skeleton Workforce</i>	<i>5/20/2020</i> <i>Time-in: 8:00AM</i> <i>Time out: 5:00 PM</i>	<i>Submit report on xxxxxx</i>

Submitted by:

Approved by:

(Name & Signature of Personnel)

Date:

(Name & Signature of Head of Office)


Date:

## DepEd Alternative Work Arrangement Frequently Asked Questions



### DepEd Order No. 11, s. 2020

Revised Guidelines on Alternative Work Arrangements in the Department of Education during the Period of State of National Emergency due to COVID-19 Pandemic

- Effectivity: **June 22, 2020 - September 12, 2021** (per Proclamation No. 1021)
- Covers **all DepEd offices, schools, and community learning centers (CLCs)**
- Covers **ALL PERSONNEL**, including Contract of Service (CoS) and Job Orders (JO) personnel



### Purpose of DO11 (AWA)



- Provides options for alternative work arrangements
- Guide to school heads in determining appropriate AWA based on:
  - ☐ type of community quarantine
  - ☐ types of LDMs employed based on learner and household profile
  - ☐ types of essential services that may be required per LDM
  - ☐ available resources in school
  - ☐ health conditions of personnel
- It does not prescribe certain type of AWA per type of learning modalities
- It is not a one-size-fits-all policy





# General Assumptions and Parameters

Proposed alternative work arrangements anchored on:

Form of Community Quarantine

Stringent physical distancing measures and minimum public health standards

Basic Education Learning Continuity Plan (BE-LCP) and School calendar/activities

## Other AWA Parameters

\*Personnel-at-risk and with health conditions:

- 60 years old and above (21 years below)
- With immunodeficiency, comorbidities, or other health risks
- Pregnant women
- COVID-19 Suspect and Probable Cases

\*\*Personnel with transport and border limitations

Heads of Offices, in consultation with the personnel, shall strategize the adoption the most appropriate work arrangement based on:

Mandate

Health Conditions (personnel-at-risk\*)

Exigency of service

Services that can only be rendered on-site

Services that can be rendered through alternative/remote modes

Other critical services as may be assigned

## TYPES OF WORK ARRANGEMENTS:

DepEd offices and schools/CLCs shall generally adopt any —or combinations of the following alternative work arrangements.

DEPARTMENT OF EDUCATION  
DIVISION OF BOHOL



Skeleton Workforce



Work-From-Home



2-Week Shifting/  
Rotation of Work



4-Day Physical Reporting  
Workweek and 1-Day WFH on  
Weekly Shifting/ Rotation



Other forms of AWA prescribed in  
CSC MC 10



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# 1. Skeleton Workforce

– the *operational capacity* which utilizes the smallest number of people needed for a government agency to perform its *basic functions*.



Minimum number of personnel physically reporting to the office/school/CLC



Health and safety conditions and travel limitations of personnel; Provision of transportation (e.g., office shuttles, transportation allowance) and accommodation (e.g., dormitories) support



Issuance of a travel/office order and IATF certification/pass, in addition to the DepEd ID



6-hour work day onsite (2-hour WFH)\*\*

\*\* DO 11, s. 2020, Item 16.b.iv.1 – This schedule is followed to allow sufficient time for travel given imposition of curfew hours, limited access to transportation, and other regulatory limitations on inter-zonal or cross-board travel  
TOTAL of 8 WORKING HOURS

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to the office

\*Operational capacity – number of employees who can be permitted or required to physically report onsite in an agency, generally expressed as a

# 2. Work-from-Home



Targeted/planned workweek



Availability and accessibility during working hours through agreed modes of communication



Access to adequate and appropriate communication equipment or facilities



Work schedule

- 8-hour workday
- Flexible working hours apply (e.g. 7:00 a.m. to 9:30 a.m. until 4:00 p.m. to 6:30 p.m.)
- Recorded time/attendance and performance
- No record of accomplishment means no work performed; thus, absent



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### 3. Two-Week Shifting/Rotation

#### PARAMETERS:

- Personnel are in contact and exposed only to a specific person or group of persons
- No switching of batches/shifts
- After reporting to work as a skeleton WF, personnel is required to self-quarantine for 14 days or 2 workweeks under WFH
- Personnel are allowed to resume reporting on-site as skeleton WF **only when** there is no manifestation of any COVID-related or COVID-like symptoms.

	Batch	Week 1	Week 2	Week 3	Week 4
1	Personnel A, C, E	On-Site	On-Site	WFH	WFH
2	Personnel B, D, F	WFH	WFH	On-Site	On-Site



minimal person-to-person contact and exposure



observance of the 14-day quarantine period in case of possible exposure



easier contact tracing if a personnel is infected or suspected to be infected.

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### 4. Four-Day Physically Reporting Workweek and One-Day WFH on Weekly Shifting or Rotation of Work

#### PARAMETERS:

- Personnel are in contact and exposed only to a specific person or group of persons
- No switching of batches/shifts
- After reporting to work as a skeleton WF, personnel is required to self-quarantine for 10 calendar days under WFH
- Personnel are allowed to resume reporting on-site as skeleton WF **only when** there is no manifestation of any COVID-related or COVID-like symptoms.

	Batch	Week 1	Week 2	Week 3	Week 4
1	Personnel A	M-Th: On-Site F: WFH	M-F: WFH	M-Th: On-Site F: WFH	M-F: WFH
	Personnel B	M: WFH T-F: On-Site	M-F: WFH	M: WFH T-F: On-Site	M-F: WFH
2	Personnel C	M-Th: On-Site F: WFH	M-F: WFH	M-Th: On-Site F: WFH	M-F: WFH
	Personnel D	M-F: WFH	M-F: WFH	M-F: WFH	M-F: WFH



minimal person-to-person contact and exposure



observance of the 10-day quarantine period in case of possible exposure



easier contact tracing if a personnel is infected or suspected to be infected.

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## Safe Return to Work

Heads of Offices need to ensure that the workplace is compliant with the Safe Return to Work protocols per Item 17 of DO 11 s.2020, DO 14 s.2020 and other precautionary measures as required by the IATF and DOH.

*For schools that were used as quarantine or isolation facilities, **physical reporting to the workplace/onsite shall be prohibited until such time that a certification from the proper health authorities** is issued declaring the school as safe and fit for education purposes subsequent to clean up and fumigation protocols, in accordance with pertinent DOH guidelines and other applicable rules and issuances.*

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## Work Hours, Leaves of Absence

- ❖ **8-hour workday**, 5 days a week, total of 40 hours excluding lunch break
- ❖ **Flexible working hours apply** (e.g. 7:00 a.m. to 9:30 a.m. until 4:00 p.m. to 6:30 p.m.)
- ❖ Actual time-in/time-out and performance shall be recorded through:
  - **Office/School/CLC Workweek Plan**
  - **Individual Daily Log and Accomplishment Report (IDLAR)**
- ❖ **No record of accomplishment** means **no work performed**; thus, **absent**
- ❖ **Personnel must be available and accessible** during working hours
- ❖ DepEd shall **adopt the CSC MC No. 08, s. 2020** provisions or the *Interim Guidelines on the Use of Leave Credits for Absences Due to Quarantine and/or Treatment Relative to COVID19*
- ❖ For teachers, COVID-19 related leave and/or absences beyond those that fall under excused absences pursuant to CSC MC No. 08, s. 2020 shall be **charged against their accumulated service credits**

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If your absence falls under the following categories, it shall be treated as follows:		Mandatory 14-day quarantine period/ COVID-19 treatment	Succeeding absences for (Handang Bisp. / Hands Bukas) treat
1	1.a Foreign travel in official capacity, 1.b Foreign travel in personal capacity, with approved travel authority	Excused absence with pay – not deducted to accrued Leave / Service credits	1.a. Excused absence with pay – not deducted to accrued Leave / Service credits 1.b. Chargeable to SL / Service credits, except for days declared as work suspended*
2	2.a Local travel in official capacity and the employee was categorized as PUM & PUI 2.b Local travel in personal capacity and the employee was categorized as PUM & PUI		2.a. Excused absence with pay – not deducted to accrued Leave / Service credits 2.b. Chargeable to SL / Service credits, except for days declared as work suspended*
3	Foreign travel in personal capacity, without approved travel authority	Chargeable to SL / Service credits, except for days declared as work suspended	
4	Localized transmission and/or exposure to COVID-19 in the performance of official function: a. Authorized frontline personnel physically reporting onsite, including Health Care Workers (HCW) b. Personnel under AWA (WFH, SKW, combination of both, etc.) c. Personnel exposed to COVID-19 positive co-employees	Excused absence with pay – not deducted to accrued Leave / Service credits  For HCW - excused absence shall be allowed for every instance of required quarantine and/or treatment due to repeated exposure to the disease	Excused absence with pay – not be deducted to accrued Leave / Service credits
	Localized transmission due to non-work/personal activities provided that: 1. Underwent quarantine in a Public Health Facility; and/or 2. Went to a hospital and was advised to go on home quarantine Includes those living with family members considered as PUM/PUI	Excused absence with pay – not deducted to accrued Leave / Service credits	Chargeable to SL / Service credits, except for days declared as work suspended
<p><b>Use of Leave Credits due to COVID:</b></p> <p>General Provisions: When Sick Leave (SL) credits are exhausted, use of vacation leave credits is allowed in lieu of SL credits. Those who fall under categories 1, 2 &amp; 4 whose quarantine period/treatment were deducted from his/her accrued leave credits prior the release of</p>			

## Reporting Mechanisms: Attendance and Performance

DOCUMENT	PREPARED BY	APPROVED BY	SUBMITTED TO	SCHEDULE
1. Office/School/CLC Workweek Plan	Head of Functional Office	Head of Office	Personnel Div./Section/ Unit	Start of the Week
2. Individual Daily Log and Accomplishment Report	Individual staff	Head of Office	Head of Office  Also as supporting documents to monthly DTR submitted to Personnel Div./Section/Unit	End of the Week

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Head of Office – highest official in governance level (CO – Secretary or designated Usec/Asec/Director; RO – RD; SDO – SDS)  
Head of Functional Office – head of division/office/unit (offices - chiefs; schools – school head)



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## Compensation and Benefits

- ❖ Corresponding remuneration for overtime services (grant of service credits and/or compensatory time-off) and other benefits shall be in accordance with relevant and applicable rules and regulations, subject to availability of funds and the applicable accounting and auditing procedures

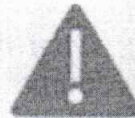


### Overtime Services with Pay

- Service Credits
- CTO

### Holidays

- Weekends
- Work Suspensions



### COVID-19 Hazard Pay (ECQ/MECQ)

### Additional Allowances



## Other Support Interventions in the Pipeline

- ▶ **Clarify existing HR policies with CSC**
  - Grant of Overtime Pay, CTO, and Service Credits in view of COVID 19 situation and existing AWA for both teaching and non-teaching personnel
- ▶ **Revisit the DO 53, s. 2003 on the grant of service credits**
  - Possibility of increasing the maximum number of service credits to be granted to teachers (from 15 to 30)
- ▶ **Revisit hiring of substitute teachers (or reliever) to cover COVID-19 cases**



Coordinate with Finance, COA and DBM on other allowable benefits for communication and transportation expenses



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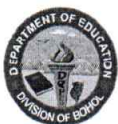
## In SUMMARY, DO 11 is:

- NOT a one size fits all policy (one AWA applies to everyone)
- NOT to prescribe AWA for each type of learning modalities

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## In SUMMARY, DO 11 serves as:

- Menu of options for alternative work arrangements
- Guide to school heads in determining appropriate AWA based on:
  - ✓ type of community quarantine
  - ✓ types of LDMs employed based on learner and household profile
  - ✓ types of essential services that may be required per LDM
  - ✓ available resources in school
  - ✓ health conditions of personnel
  - ✓ travel & inter-border limitation of personnel



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## **TIPS FOR SCHOOL HEADS: CONSIDERATIONS in OPERATIONALIZING AWA**

- 1 Identify essential processes and deliverables with the chosen LDMs based on BE-LCP principles
- 2 Profile Teachers and Staff
- 3 Prepare school weekly work plan\*\* based on processes and deliverables identified in item 1
- 4 Identify appropriate alternative work arrangements for your school (based on steps 1-3)

## **TIPS FOR SCHOOL HEADS: CONSIDERATIONS in OPERATIONALIZING AWA**

- 1 Identify the Essential Services

### **Three Categories:**

1. Those that are related to the learning delivery;
2. Those that are related to the usual school operations; and
3. Those that are related to crisis management and emergency response



## TIPS FOR SCHOOL HEADS:

- 1 Identify essential processes and deliverables with the chosen LDMs based on BE-LCP principles

LEARNING MODALITIES	POSSIBLE DELIVERABLES	SAMPLE PROCESSES INVOLVED	AWA Considerations
Modular Distance Learning	<ul style="list-style-type: none"> <li>Printed/Offline Digital Self-Learning Modules (SLMs)</li> <li>Activity Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction of modules, activity sheets, and other supplementary materials</li> <li>Distribution/Delivery and retrieval</li> <li>Monitoring of learners' progress</li> </ul>	Can it be done remotely?
Online Distance Learning	<ul style="list-style-type: none"> <li>Self-learning modules in applicable content format/s (e.g. digital, educational video)</li> <li>Online learning resources (e.g. activity sheets, learner mngt. system)</li> </ul>	<ul style="list-style-type: none"> <li>Conversion of SLMs to applicable content format/s (e.g. digital, educational video)</li> <li>Monitoring of learners' progress</li> </ul>	
TV-Video/Radio-based Instruction	<ul style="list-style-type: none"> <li>Self-Learning Modules</li> <li>Learning Activity Sheets</li> <li>Other teacher-made materials (e.g. videos, audio lessons)</li> </ul>	<ul style="list-style-type: none"> <li>Preparation/Recording of video and/or audio lessons</li> <li>Monitoring of learners' progress</li> </ul>	Does it require physical/ onsite reporting?
Blended Distance Learning	Deliverables of the chosen combination of modalities	Processes of the chosen combination of modalities	
Homeschooling	<ul style="list-style-type: none"> <li>Printed/Offline Digital Self-Learning Modules (SLMs)</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction/ Conversion of modules, activity sheets, and other supplementary materials</li> </ul>	

## Guide Questions:

LEARNING MODALITIES	POSSIBLE DELIVERABLES	SAMPLE PROCESSES INVOLVED
Modular Distance Learning	<ul style="list-style-type: none"> <li>Printed/Offline Digital Self-Learning Modules (SLMs)</li> <li>Activity Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction of modules, activity sheets, and other supplementary materials</li> <li>Distribution/Delivery and retrieval</li> <li>Monitoring of learners' progress</li> </ul>

What are the deliverables that need to be done?



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## Guide Questions:

LEARNING MODALITIES	POSSIBLE DELIVERABLES	SAMPLE PROCESSES INVOLVED
Modular Distance Learning	<ul style="list-style-type: none"> <li>Printed/Offline Digital Self-Learning Modules (SLMs)</li> <li>Activity Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction of modules, activity sheets, and other supplementary materials</li> <li>Distribution/Delivery and retrieval</li> <li>Monitoring of learners' progress</li> </ul>

What are the specific processes and tasks involved to ensure that we carry out the task?

## TIPS FOR SCHOOL HEADS

- 1 Identify essential processes and deliverables with the chosen LDMs based on BE-LCP principles

ESSENTIAL SERVICES, PROCESSES, AND PROGRAMS IN SCHOOLS/CLCS	ESSENTIAL SERVICES, PROCESSES, AND PROGRAMS IN SCHOOLS/CLCS DURING EMERGENCIES
Parameters to ensure public service continuity:	Parameters to ensure responsiveness to crisis and emergencies:
<ul style="list-style-type: none"> <li>School/CLC Planning process (e.g. AIP preparation, adjustment, and reporting)</li> <li>School/CLC reportorial processes (e.g. BEIS, LIS, Health Finance, School Forms, etc.)</li> <li>Financial reporting and transactions (e.g. disbursement, liquidation, etc.)</li> <li>Brigada Eskwela and Oplan Balik Eskwela</li> <li>Those pertaining to School/CLC Security and Safety</li> <li>Inventory process and activities of School/CLC Plant, Properties and Equipment (PPE)</li> <li>Household and community partnership (e.g. parents' orientation, brgy level mobilization)</li> <li>All analogous services to those mentioned above that shall be determined by the school/CLC.</li> </ul>	<ul style="list-style-type: none"> <li>Health and emergency response services (Oplan Kalusugan, Feeding Program, Dental Care, Water, Sanitation, and Hygiene (WaSH), etc.)</li> <li>Flexible Learning Options (Online Education and Alternative Delivery Modes)</li> <li>Testing and contact tracing</li> <li>Provision of hygiene and sanitary supplies</li> <li>Transparency of processes and mechanisms</li> <li>School/CLC disinfection</li> <li>Guidance, psychosocial, and mental health services for learners and school/CLC personnel (teaching and nonteaching)</li> <li>Online child protection processes and mechanisms</li> <li>All analogous services to those mentioned above that shall be determined by the school/CLC.</li> </ul>



## Guide Question:

**Can it be done remotely?**  
**Does it require physical/onsite reporting?**

## TIPS FOR SCHOOL HEADS:

### 2 Profile your Teachers and Staff

☐ **Personnel-at-risk and with health conditions:**

- ✓ 60 years old and above (21 years below)
- ✓ With immunodeficiency, comorbidities, or other health risks
- ✓ Pregnant women
- ✓ COVID-19 Suspect and Probable Cases

☐ **Personnel with transport and border limitations**

☐ **Essential Services**

(listed in item 7 and 10 of DO 11, s. 2020)



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## TIPS FOR SCHOOL HEADS:

- 3 Prepare school weekly work plan\*\* based on processes and deliverables identified in Tip #1**

*Sample WWP:*

Date	Task to be Accomplished	Person/s Involved	Time Frame	Expected Output/ Outcome

*\*\* working template for SH reference only to have a clear scenario of entire school situation in determining AWA*

## TIPS FOR SCHOOL HEADS:

- 4 Identify appropriate alternative work arrangements for your school (teachers and staff)**

### WORK ARRANGEMENTS:

Schools & CLCs may adopt any or combinations of the following:



**Skeleton Workforce**



**Work-From-Home**



**2-Week Shifting/ Rotation of Work**



**4-Day Physical Reporting Workweek and 1-Day WFH on Weekly Shifting/ Rotation**



**Other alternative work arrangements prescribed in CSC MC 10**



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# TIPS FOR SCHOOL HEADS:

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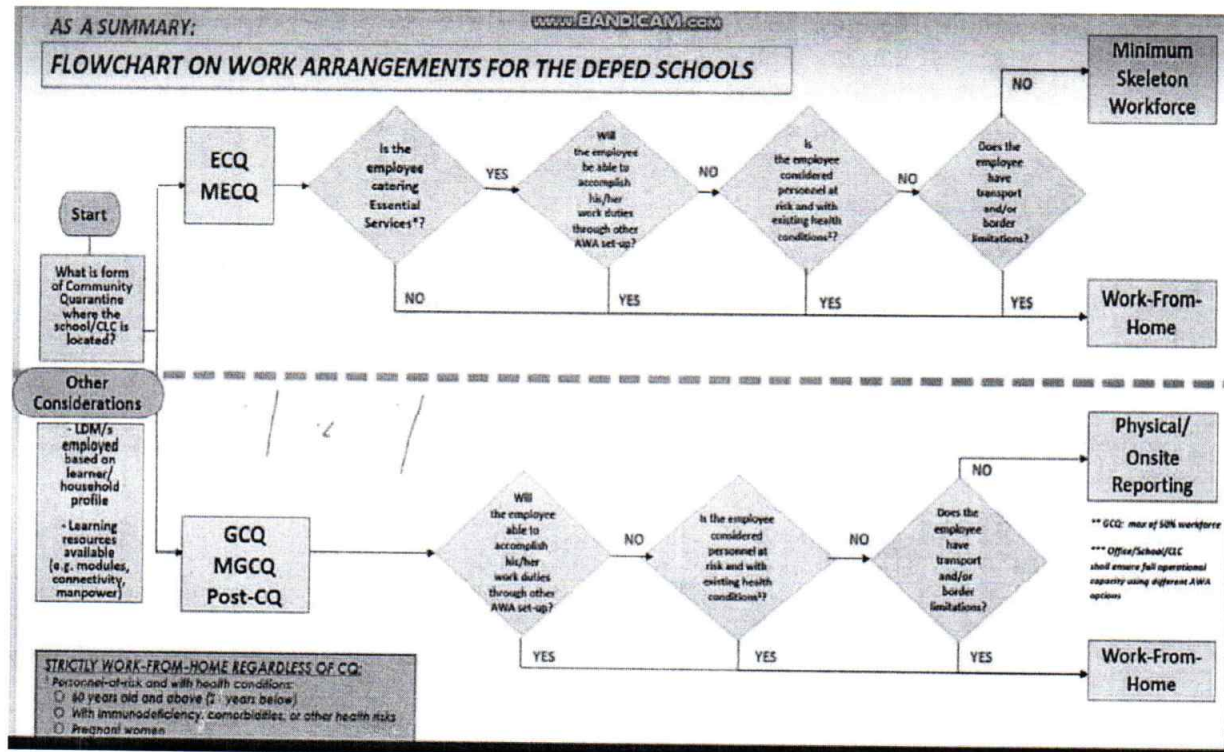
## Identify appropriate alternative work arrangements for your school (teachers and staff)

WHAT SHOULD BE IN PLACE	SKELETON WORKFORCE / ON-SITE	WORK-FROM HOME
DEPLOYMENT / LOCATION	<ul style="list-style-type: none"> <li>School / Community / SDO</li> <li>Drop-off/pick-up points for the modules</li> </ul>	<ul style="list-style-type: none"> <li>Residence</li> </ul>
ATTENDANCE MONITORING:	<ul style="list-style-type: none"> <li>Record actual time log using the logbook or other contactless mechanisms</li> <li>Reflect actual time log in the IDLAR</li> <li>Monitor attendance using the Office/School/CLC Workweek Plan</li> </ul>	<ul style="list-style-type: none"> <li>Time-in/Time-out through agreed mode of communication</li> <li>Reflect actual time log in the IDLAR</li> <li>Monitor attendance using the Office/School/CLC Workweek Plan</li> </ul>
PERFORMANCE MONITORING:	<ul style="list-style-type: none"> <li>Submit Office/School/CLC Workweek Plan and IDLAR to the Personnel Unit/Section</li> <li>Conduct regular alignment meetings (health check, regular monitoring and consultation w/ teachers and staff)</li> </ul>	
SAFETY AND HEALTH PRECAUTIONS	<ul style="list-style-type: none"> <li>Observe health standards based existing guidelines (DO 14, s. 2020)</li> <li>Establish response protocols to COVID-19 cases</li> <li>Ensure availability of hand soaps/sanitizer/ alcohol-based solutions and disinfectants in restrooms and common areas</li> <li>Routine cleaning/disinfection of frequently touched surfaces/objects</li> </ul>	<ul style="list-style-type: none"> <li>Observe health standards based existing guidelines (DO 14, s. 2020)</li> <li>Establish response protocols to COVID-19 cases</li> </ul>
TECHNOLOGY AND EQUIPMENT	<ul style="list-style-type: none"> <li>Ensure availability of communication equipment / facilities (computer, telephone, internet access)</li> <li>Use of DepEd Official accounts</li> <li>Capacitate/orient teachers and staff on online platforms</li> </ul>	<ul style="list-style-type: none"> <li>Ensure teachers and staff have access and to or provided with adequate communication equipment / facilities (laptop, mobile phone, internet access)</li> </ul>

AS A SUMMARY:

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### FLOWCHART ON WORK ARRANGEMENTS FOR THE DEPED SCHOOLS



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