



Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OFFICE OF ABRA**

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Office of the Schools Division Superintendent

DIVISION MEMORANDUM  
No. 128 s. 2020

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

**TO: Private School Superintendent  
Private School Supervisor  
All Private School Administrators**

1. As provided in DepEd Order (DO) No.007, s.2020 titled School Calendar and Activities for the School Year 2020-21, private school's shall be allowed to open classes within the period authorized by the Republic Act No. 7797, an Act to lengthen the School, Calendar from Two Hundred( 200) Class Days to Not More Than Two Hundred Twenty ( 220) 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. And in compliance to DepEd Order No.13 s.2020, and 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 therefore are required to submit a Letter of Intent (LOI) to implement a particular learning delivery modality addressed to the Regional Office through School Division Office ( SDO). It must be submitted together with the documentary requirements enumerated in the checklist, (Enclosure to DepEd Order No.13 s.2020). The Quality Assurance Division ( QAD) of the RO shall collaborate with the School Governance Operation ( SGOD) in assessing the readiness of the schools and appropriate Technical Assistance will be provided based form the results of the assessment.
5. The Readiness Assessment Checklist shall only apply 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.
6. Immediate dissemination of the Memorandum is highly appreciated.

**GLORIA B. BUYA-AO**  
Schools Division Superintendent

**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/ 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 LRMS.			
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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