Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OFFICE DAGUPAN CITY

RELEASED
SDO-DAGUPAN
BY:
DATE: JUL 26 2022
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Office of the Schools Division Superintendent

Division Memorandum No. 263, s. 2022

To : **Assistant Schools Division Superintendent**
Chief Education Supervisors-CID/SGOD
Education Program Supervisors
Public Schools District Supervisors
Public and Private Elementary School Heads
Other concerned

From : **Office of the Schools Division Superintendent**

Subject : **PREPARATION AND SUBMISSION OF SCHOOL BASIC EDUCATION LEARNING RECOVERY PLAN**

Date : **July 26, 2022**

1. As per stated in RM 664 s. 2022, all public and private elementary and secondary schools are enjoined to design their Basic Education Learning Recovery Plan (BELRP) in light of the COVID19 pandemic, that addresses learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, addressing academic, social and emotional gap filling, extending not only remediation but also enrichment/supplemental activities using differentiated approaches.

2. School BLRPs should address, but should not be limited to, the following key components:
   - Impacted Students: How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
   - Needs Assessment: How will schools and districts identify the needs of those students?
   - Resources and Budget: What resources are available to address those needs? Generally, what is the budget for the plan?

- Approaches: What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- Partnerships: Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools engage in supporting student needs?
- Alignment: How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

3. Attached is a BE-LRP template to facilitate its completion.

4. There will be an orientation on July 27, 2022 (Wednesday) @ 8:30 to 9:30 AM to be conducted via google meet. The link will be sent to the participants 30 minutes before the virtual meeting.

5. Widest dissemination of and adherence to this memorandum is hereby enjoined.

AGUEDO C. FERNANDEZ, CESO V
Schools Division Superintendent

SCHOOL LEARNING RECOVERY PLAN

SCHOOL NAME	
SCHOOL I.D.	
SCHOOL HEAD NAME	
DISTRICT NO./PSDS NAME	

IDENTIFYING ACADEMIC NEED/FILLING GAPS

IMPACTED LEARNERS

Example:

Juan P. Guadiz ES has an enrolment of 201 for SY 2021-2022. Modular Distance Learning was used as learning delivery modality during the first two quarters. On the third quarter, expanded progressive limited face-to-face was reintroduced but only on a voluntary basis.

There were 150 learners who participated in the limited face-to-face and out these 120 passed their current grade level, 29 failed, and 1 got disengaged. And of the 51 who remained in the modular distance learning, there were 28 who passed, 10 who failed, and 12 who got disengaged.

How will schools identify who among the learners have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?

Juan P. Guadiz ES Academic Dashboard for SY 2021-2022

Literacy - FLAT						Numeracy – Basic Facts Test		
MTB-MLE Filipino	Number of Learners within the level/Total Enrolment		**English** Reading Level	Number of Learners within the level		**MTB-MLE**	Number of Learners/Total Enrolment	
Kinder Reading Level	Male	Female				**Kinder** Numeracy Level	Male	Female
Below Letter Level (BLL)						Below Number Level (BNL)		
Letter Level (LL)						Number Level		
Grade 1 Reading Level	Male	Female	**Grade 1** Reading Level	Male	Female	**Grade 1** Numeracy Level	Male	Female
Below Letter Level (BLL)						Addition Numerate (NL)		
Letter Level (LL)						Addition Non-Numerate (NNL)		
Syllable Level (SL)						Subtraction Numerate (NL)		

Word Level (WL)						Subtraction Non-Numerate (NNL)		
Sentence Level (SL)								
Paragraph Level (PL)								
Grade 2 Reading Level	Male	Female	**Grade 2** Reading Level	Male	Female	**Grade 2** Numeracy Level	Male	Female
Below Letter Level (BLL)						Addition NL NNL		
Letter Level (LL)						Subtraction NL NNL		
Syllable Level (SL)						Multiplication NL NNL		
Word Level (WL)						Division NL NNL		
Sentence Level (SL)								
Paragraph Level (PL)								
Grade 3 Reading Level	Male	Female	**Grade 3** Reading Level	Male	Female	**Grade 3** Numeracy Level	Male	Female
Below Letter Level (BLL)						Addition NL NNL		
Letter Level (LL)						Subtraction NL NNL		
Syllable Level (SL)						Multiplication NL NNL		
Word Level (WL)						Division NL NNL		
Sentence Level (SL)								
Paragraph Level (PL)								

Grade 4 Reading Level	Male	Female	**Grade 4** Reading Level	Male	Female	**Grade 4** Numeracy Level	Male	Female
Below Letter Level (BLL)						Addition NL NNL		
Letter Level (LL)						Subtraction NL NNL		
Syllable Level (SL)						Multiplication NL NNL		
Word Level (WL)						Division NL NNL		
Sentence Level (SL)								
Paragraph Level (PL)								
Grade 5 Reading Level	Male	Female	**Grade 5** Reading Level	Male	Female	**Grade 5** Numeracy Level	Male	Female
Below Letter Level (BLL)						Addition NL NNL		
Letter Level (LL)						Subtraction NL NNL		
Syllable Level (SL)						Multiplication NL NNL		
Word Level (WL)						Division NL NNL		
Sentence Level (SL)								
Paragraph Level (PL)								
Grade 6 Reading Level	Male	Female	**Grade 6** Reading Level	Male	Female	**Grade 6** Numeracy Level	Male	Female
Below Letter Level (BLL)						Addition NL NNL		
Letter Level (LL)						Subtraction NL NNL		

Syllable Level (SL)													Multiplication NL NNL							
Word Level (WL)													Division NL NNL							
Sentence Level (SL)																				
Paragraph Level (PL)																				
No. of disengaged learners	**Kinder/ Grade 1**		**Grade 2**		**Grade 3**		**Grade 4**		**Grade 5**		**Grade 6**		**Grade 7**		**Grade 8**		**Grade 9**		**Grade 10**	
Male																				
Female																				
No. of learners who failed in the following learning areas	**Grade 1**		**Grade 2**		**Grade 3**		**Grade 4**		**Grade 5**		**Grade 6**		**Grade 7**		**Grade 8**		**Grade 9**		**Grade 10**	
Total Enrolment	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
MTB -MLE																				
English																				
Filipino																				
Mathematics																				
Science																				
HEKASI																				
MAPEH																				
EPP																				
EsP																				

CONSIDERATIONS:

- RESOURCES – Existing and Needed
- PARTNERSHIPS – International, Local, Groups, individuals, etc.
- ALIGNMENT – BEDP, REDP, DEDP, SIP
- CORE QUESTIONS:
  What is the status of learners' mastery of the MELCs by learning area and key stage?
  What comprise their learning losses/gaps?
  What are the factors causing such learning losses/gaps?
  How do we intervene for those impacted learners who have incurred most learning losses/gaps?

BUDGET/RESOURCES:

How do we extend other enrichment/advancement opportunities for those who have nearly mastered and mastered the MELCs?		
EOSY 2022 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to identify academic needs:	
QUARTER 1 SY 2022-2023 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to identify academic needs:	
QUARTER 2 SY 2022-2023 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to identify academic needs:	
QUARTER 3 SY 2022-2023 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to identify academic needs:	
QUARTER 4 SY 2022-2023 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to identify academic needs:	
APPROACHES TO ADDRESS ACADEMIC GAP FILLING		
APPROACHES & REMOVING/ OVERCOMING BARRIERS	What approaches will school use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?	
EOSY 2022 Remediation	*We'll use the following processes, strategies, and tools to address academic gap filling: • Prepare a 6-week program for the EOSY Remediation Classes (failed students with ratings of 74 and below)	

Enrichment Advancement	• Prepare a 3-week program for EOSY Enrichment Classes (for students with ratings of 75-79) • Still to be prepared for EOSY 2023 since utmost flexibility and	
QUARTER 1 SY 2022-2023 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to address academic gap filling:	
QUARTER 2 SY 2022-2023 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to address academic gap filling:	
QUARTER 3 SY 2022-2023 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to address academic gap filling:	
QUARTER 4 SY 2022-2023 Remediation Enrichment Advancement	We'll use the following processes, strategies, and tools to address academic gap filling:	
APPROACHES TO IDENTIFY SOCIAL & EMOTIONAL NEEDS		
IMPACTED LEARNERS	How will schools/districts identify who among the learners have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable learner populations including but not limited to disengaged students)?	
CONSIDERATIONS: • RESOURCES – Existing and Needed • PARTNERSHIPS – International, Local, Government, Corporate, Groups, individuals, etc. • ALIGNMENT – BEDP, REDP, DEDP, SIP		**BUDGET/RESOURCES:**
EOSY Class 2022	*We'll use the following processes to identify social and emotional needs: • Conduct Pre Learner-Socio-Emotional Survey	

	• Analyze the result of the survey	
Beginning of SY 2022-2023 Q1-Q4	*We'll use the following processes to identify social and emotional needs: • Apply planned initial (Q1) and continuing support (Q2-Q4) and differentiated approaches to address learner socio-emotional needs	
End of SY 2022-2023	*We'll use the following processes to identify social and emotional needs: • Conduct Post Learner Socio-Emotional Survey • Measure the impact of the approaches applied, stop those with no progress, intensify that of which are contributing, and look for other approaches considering the CIGPs at hand	
APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEED		
APPROACHES & REMOVING/ OVERCOMING BARRIERS	What approaches will the school use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?	
CONSIDERATIONS: • RESOURCES – Existing and Needed • PARTNERSHIPS – International, Local, Government, Corporate, Groups, individuals, etc. ALIGNMENT – BEDP, REDP, DEDP, SIP		**BUDGET/RESOURCES:**
School Break 2022	*We'll address social and emotional needs via: • Staff follow-up with students and families after SGC/SPT meetings • Ongoing support from school counselors, and school nurse	

	• Collaborating with local communities and agencies to provide learners with supports outside of the school days when necessary and to ensure graduation/ grade-advancement	
Quarter 1 SY 2022-2023	We'll address social and emotional needs via:	
Quarter 2 SY 2022-2023	We'll address social and emotional needs via:	
Quarter 3 SY 2022-2023	We'll address social and emotional needs via:	
Quarter 4 SY 2022-2023	We'll address social and emotional needs via:	

mlrventenilla07/2022

Helpful Notes:

"Social-emotional learning is a broad term referring to how students regulate their emotions, communicate with others, use compassion and empathy to understand the needs of other people, build relationships and make good decisions," says licensed psychologist Jennifer B. Rhodes.

Five Key Competencies in Social-Emotional Learning:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

The Impacts of SEL:

- ✓ Academic improvement
- ✓ Greater results for learners with early identified problems
- ✓ Better social interactions
- ✓ Improved classroom behavior
- ✓ Ability to care for themselves
- ✓ Less aggressive and disruptive behavior