



PEAC

**SCHOOL RECOVERY AND READINESS PLAN
FOR
SCHOOL YEAR 2020-2021**

**SRR
Assessment**



SRR Plan



PEAC SRRP



Recovery

Readiness



PEAC SRRP



Recovery

capacity of a school to return to a functional level of operation in all aspects of school life.

Readiness

conceptualized as the school's capacity in the new school year to effectively respond to new operational challenges and concerns emerging from or demanded by the current pandemic health crisis and post-ECQ conditions.



PEAC SRRP



Recovery



Readiness

- **Instructional recovery** refers to the efforts schools will need to exert to make-up for time lost by teachers in covering end-of-year curriculum competencies or in ensuring student mastery.
- **Financial recovery**, it pertains to the ability of schools to do business continuity and generate the revenues that it needs to optimally operate after incurring delays or losses in tuition and fees collection and payments from other income sources.



PEAC SRRP

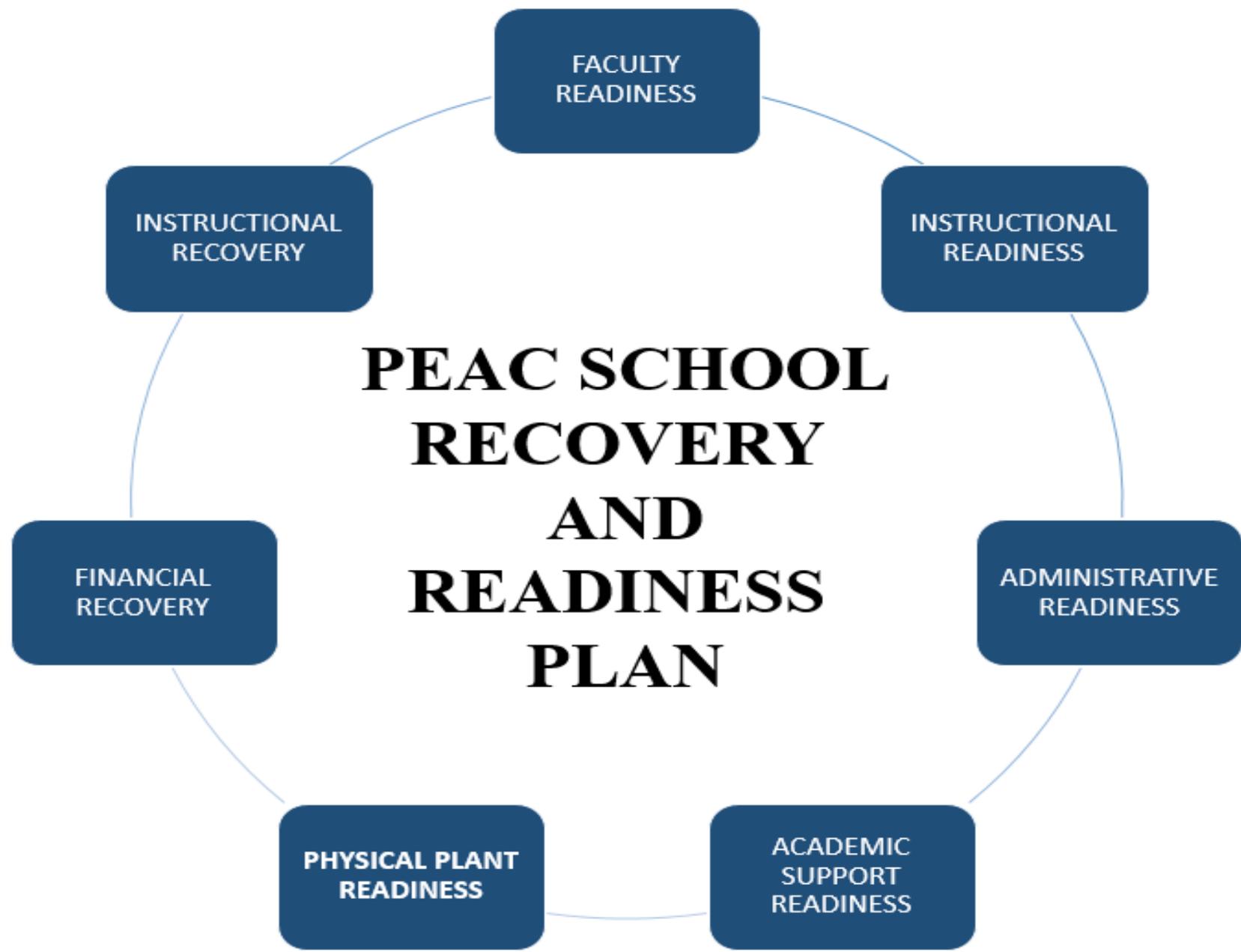


Recovery



Readiness

- **Instructional readiness** involves coverage of required student competencies and delivery of teaching and learning experiences in different modalities.
- **Faculty readiness** looks at the skills and dispositions teachers possess in designing and delivering learning plans in various modalities.
- **Administrative readiness** covers school enrolment, revenue from enrolment, the availability of funds and other resources and institutional planning of business operations to support school operations.
- **Academic support readiness** in this survey is specifically characterized in this survey in terms of ensuring mental health and well-being so that student learning and faculty instruction is secure and productive.
- **Physical plant readiness** examines the school's capacity to do the necessary changes in facilities and adopt protocols and measures in response to physical distancing and the threat of outbreaks.



FACULTY
READINESS

INSTRUCTIONAL
READINESS

ADMINISTRATIVE
READINESS

ACADEMIC
SUPPORT
READINESS

PHYSICAL PLANT
READINESS

FINANCIAL
RECOVERY

INSTRUCTIONAL
RECOVERY

**PEAC SCHOOL
RECOVERY
AND
READINESS
PLAN**

<p align="center">PEAC Area of Certification</p>	<p align="center">School Area of Concern Due To COVID-19 And Quarantine</p>	<p align="center">Type of Recovery/ Readiness Intervention</p>
<p align="center">Curriculum, Assessment and Instruction</p>	<p>A. Continuity of student learning outcomes in the different subject area and grade levels</p>	<p align="center">Instructional Recovery</p>
		<p align="center">Instructional Readiness</p>
	<p>B. Alternative Learning Modes (ALMs) and/or Flexible Learning Options (FLOs)</p>	<p align="center">Instructional Readiness</p>

PEAC Area of Certification	School Area of Concern Due To COVID-19 And Quarantine	Type of Recovery/ Readiness Intervention
Faculty	C. Teacher Readiness for Alternative Learning Modes (ALMs) and/or Flexible Learning Options (FLOs)	Faculty Readiness

PEAC Area of Certification	School Area of Concern Due To COVID-19 And Quarantine	Type of Recovery/ Readiness Intervention
Administration and Governance School Budget and Finance	D. School Enrolment and Management of Finance and Business Operations	Financial Recovery
		Administrative Readiness

PEAC Area of Certification	School Area of Concern Due To COVID-19 And Quarantine	Type of Recovery/ Readiness Intervention
Administration and Governance Institutional Planning and Development	E. School Emergency Preparedness and Response Planning	Administrative Readiness

PEAC Area of Certification	School Area of Concern Due To COVID-19 And Quarantine	Type of Recovery/ Readiness Intervention
Academic Support and Student Development Services	F. Mental Health of the School Community	Academic Support Readiness

PEAC Area of Certification	School Area of Concern Due To COVID-19 And Quarantine	Type of Recovery/ Readiness Intervention
Physical Plant and Instructional Support Facilities	G. Elimination of Health Risks, Hazards and Threats from COVID19 and Other Infectious Diseases in the Campus, Classrooms, Offices, Facilities and Environment	Physical Plant Readiness

III. A. Plan Template

ESC-GASTPE School Recovery and Readiness Plan S.Y. 2020 – 2021

Name of School _____ Region _____ City/Town/Province _____

PEAC AREA OF CERTIFICATION	AREA OF CONCERN *	GOAL	INTERVENTIONS	ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
Curriculum, Assessment and Instruction	A. Continuity of Student Learning Outcomes in the Different Subject Areas and Grade Levels							
	B. Alternative Learning Modes (ALMs)/Flexible Learning Options (FLOs)							
Faculty	C. Teacher Readiness for Alternative Learning Modes (ALMs)/ Flexible Learning Options (FLOs)							

PEAC AREA OF CERTIFICATION	AREA OF CONCERN *	GOAL	INTERVENTIONS	ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
Administration and Governance School Budget and Finance	D. School Enrolment and Management of Finance and Business Operations							
Administration and Governance Institutional Planning and Development	E. School Emergency Preparedness and Response Planning							

PEAC AREA OF CERTIFICATION	AREA OF CONCERN *	GOAL	INTERVENTIONS	ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
Academic Support and Student Development Services	F. Mental Health of School Community							
Physical Plant and Instructional Support Facilities	G. Elimination of Health Risks, Hazards and Threats from COVID19 and Other Infectious Diseases in the Campus, Classrooms, Offices, Facilities and Environment							

IV. Guide to Planning Template

The following table provides the meaning of each column in the template:

Column Heading	Description
1 PEAC AREA OF CERTIFICATION	This is the PEAC 2018 CAI Area of reference.
2 AREA OF CONCERN	This is an enumeration of Areas from the PEAC Survey on School Recovery and Readiness of School Operations for School Year 2020-2021.
3 GOALS	Goals are written as specific, measurable, attainable, realistic and time bound.
4 INTERVENTIONS	These refer to the different forms of Recovery and Readiness interventions as described above. Appendix A contains sections for the different interventions and corresponding actions which schools may select from. Schools are also encouraged to add other interventions and actions that are relevant to their context.
5 ACTION STEPS	Action steps show a detailed and logical process of achieving the SMART Goals and fully implementing the proposed interventions. Actions steps expand on the suggested actions given for each intervention in Appendix A. More discussion about the suggested actions may be found in Appendix B containing relevant references and resources.

Column Heading	Description
6 TIME PERIOD or Dates	Dates of expected accomplishment of the interventions are stated and achievable.
7 MONITORING SYSTEM	A system of reviewing and evaluating the accomplishment of the different action steps and achieving the intervention is described in detail.
8 PERSON IN CHARGE	Key point persons responsible for the accomplishment of the SMART Goals are clearly identified and stated. The person has sufficient competence and experience to achieve the goals. Partner agencies and associations are also identified
9 BUDGET AND BUDGET SOURCE	Amount is stated along with the source from the school budget. Amount is sufficient to achieve the intervention
10 ALIGNMENT (no Column provided)	All above parts are aligned with each other and the Area of Concern

III. A. Plan Template

ESC-GASTPE School Recovery and Readiness Plan S.Y. 2020 – 2021

Name of School _____ Region _____ City/Town/Province _____

PEAC AREA OF CERTIFICATION	AREA OF CONCERN *	GOAL	INTERVENTIONS	ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
Curriculum, Assessment and Instruction	A. Continuity of Student Learning Outcomes in the Different Subject Areas and Grade Levels	(Focus Question: What may the school undertake to ensure continuity of learning, address impact on disruption of class schedules and accomplish curriculum standards and competencies?)						
	B. Alternative Learning Modes (ALMs)/Flexible Learning Options (FLOs)	(Focus Question: What ALMs/FLOs/ Learning Technology platforms may the school adopt as an alternative to structured and face-to-face classroom encounters?)						

PEAC AREA OF CERTIFICATION	AREA OF CONCERN *	GOAL	INTERVENTIONS	ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
Faculty	C. Teacher Readiness for Alternative Learning Modes (ALMs)/ Flexible Learning Options (FLOs)	(Focus Question: What professional development activities should the school provide to improve teachers' competence and confidence in the chosen ALMs/FLOs?)						
Administration and Governance School Budget and Finance	D. School Enrolment and Management of Finance and Business Operations	(What may the school need to undertake to ensure stable school enrollment and financial viability ?)						

PEAC AREA OF CERTIFICATION	AREA OF CONCERN *	GOAL	INTERVENTIONS	ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
Administration and Governance Institutional Planning and Development	E. School Emergency Preparedness and Response Planning	(Focus Question: What emergency response protocols must the school establish to ensure safety against COVID19? What administrative rearrangements must the school put in place against the spread of COVID19?)						
Academic Support and Student Development Services	F. Mental Health of School Community	(Focus Question: As a result of the stress brought about by the COVID19 pandemic, what may the school provide for the mental health and well-being of the school community?)						

PEAC AREA OF CERTIFICATION	AREA OF CONCERN *	GOAL	INTERVENTIONS	ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
Physical Plant and Instructional Support Facilities	G. Elimination of Health Risks, Hazards and Threats from COVID19 and Other Infectious Diseases in the Campus, Classrooms, Offices, Facilities and Environment	(Focus Question: What does the school the school need, in terms of specialists, equipment, supplies, etc, to improve its capability to eliminate risks, hazards and threats from COVID19 and other infectious diseases? What physical rearrangements must the school undertake to eliminate the risks, hazards and threats from COVID19?)						

Appendix A

I. A. INTERVENTION: INSTRUCTIONAL RECOVERY:

AREA A. Possible Actions for Continuity of Student Learning Outcomes in the Different Subject Areas and Grade Levels

- a. **Prepare the school's learning continuity plan** which describes as a policy document the school's plan for teaching and learning in the event of school closures, quarantine, and emergencies. Establish for the school community's guidance various scenarios of and protocols for how learning will be done in different settings (e.g., learning at home, learning at school). **Include in the plan the learning modalities that will be used**, strategies to be employed, materials and resources to be developed and its **means of access or distribution for remote teaching and learning or in offline/online activities**, the method of assessment, and training and technical assistance given to students and parents, particularly with the use of technology and submission of student work. **(N.B. for submission to DepEd)**
- b. Publish and disseminate the document to the school community. Orient all sectors of the school community on protocols to be observed during each scenario. Show in the communication of the plan how school policy of and protocols for continuity of learning connect with school vision, mission, philosophy, goals and objectives.
- c. Review student performance data and curriculum accomplishment reports from the previous school year to determine gaps in student mastery of competencies. In response to student performance gaps, **design review and bridging programs** or sessions to enable students to review and achieve the desired competencies.
- d. Set a free day during the week for general cleaning and disinfecting, for students to catch up on their work and for teachers to assess students' performance and plan adjustments or prepare new instructional materials.

AREA B. Possible Actions for Alternative Learning Modes (ALMs)/Flexible Learning Options (FLOs)

GENERAL PROCEDURES:

- a. In line with curriculum, grade level and subject unit content and performance standards, **identify priority competencies** that must be taught. Prepare a curriculum map that lists these competencies that are enduring, contribute to the attainment of the standards and the development of 21st century skills and lifelong learning. Set the budget of time for teaching the priority competencies keeping in mind that disruptions may occur due to outbreaks, quarantine orders or school closure. **Prepare the school calendar** with these considerations in mind.
(N.B. for submission to DepEd)
- b. Prepare templates for designing learning plans, worksheets, packets or kits for consistency in school delivery across different subjects and grade levels. Make checklists for teachers to ensure their compliance with the templates.
- c. Establish a system for scheduling and coordinating the prompt uploading or distribution of learning materials, kits or plans to students in the different learning settings. Identify the day and time during the week when students may download or pick up the learning materials.
- d. Design meaningful learning experiences that incorporate and address real world and foster problem-solving skills on issues and concerns that impact on the well-being of individuals and communities.

- e. Develop a learning analytics system that provides real time information on students' performance based on data obtained from formative and summative assessments in different learning tasks done in the various learning settings (i.e., home and/or school).
- f. State school policies regarding students' practice of intellectual honesty and integrity when submitting school work done in any type of learning setting. Publish school policies in Student Handbook.
- g. Develop a system of archiving students' work and showcasing evidences of student learning in portfolios** to support reports of students' achievement of the desired competencies.
- h. Adopt flexible assessment methods and schedules** and grading policies to better reflect students' performance in different learning settings and the difficulties they have to hurdle
- i. Provide timely interventions and/or action plans to improve student performance affected by disruptions
- j. Establish and implement a system of supervision of instruction** done in both home-based distance learning and modified face-to-face learning.
- k. Conduct action research on best teaching practices and on the effectiveness of school practices in home-based distance learning and modified face-to-face learning in school.

FOR HOME-BASED DISTANCE OR REMOTE LEARNING:

- a. Establish and inform students of possible class schedules of different subjects. Place breaks in schedule for rest and meals between subjects.
- b. Indicate in class schedules recommended study or work time periods and types of learning activities as either synchronous or asynchronous. Set limits to the students' screen time when working online.
- c. If conducting synchronous online learning sessions, establish and disseminate guidelines for students' class attendance.
- d. **Provide multiple forms of learning materials** and information on the means of accessing these in response to students' situation and location. Identify and utilize learning resources that provide students with immediate and automated feedback on their answers or performance.
- e. Prepare self-check assessments (e.g., checklists, rubrics) that enable students to improve or correct their work prior to submission.
- f. Set guidelines for the accomplishment and submission of student work done in home-based distance learning.
- g. **Identify system of and venues for consultation by students and parents with teachers** regarding learning task requirements or assessment results.
- h. Select a common school platform for the announcement, distribution and submission of learning tasks and materials.
- i. Provide guidelines for setting up in one's home a study area that is conducive to learning.
- j. **Make available offline learning resources** that do not require Internet connectivity.
- k. Enjoin parents and students to **adopt and practice an "honor code"** that says students submitted or produced work resulting from their own thinking and efforts.

FOR SCHOOL-BASED LEARNING:

- a. **Establish modified or staggered school schedules for different departments or grade levels** to allow for reduced class sizes and increase physical distancing in classrooms.
- b. **Prepare a seating plan that observes physical distancing** among students. Install visible markers to indicate students' seats.
- c. Identify and disseminate in and out of classroom routines in line with physical distancing (e.g., class assembly, line-up, distribution of materials, interactions, break time, going to the toilet).
- d. Provide opportunities for clarifying, reinforcing or checking on students' performance in home-based learning tasks.

FOR TECH SUPPORT:

- a. **Survey students' access to technology and identify ways of addressing the difficulties of those without access.**
- b. Inform the school community of who to contact for tech assistance and how to reach such staff. Set the response time people can expect the tech support group will do for any request. Provide contact information in multiple forms (e.g., voice, SMS, print, email).
- c. Provide manuals or tutorial materials (hard and electronic copies) for troubleshooting problems with equipment, software, applications or platforms.
- d. Establish partnerships with technology connectivity providers to provide or facilitate school and students' connectivity.
- e. Propose to a local educational association or consortium mechanisms for shared access to connectivity and technology platforms.

FOR PARENTAL SUPPORT:

- a. **Provide protocols and information materials for parental assistance to students during home-based or remote learning.**
- b. Elicit information and feedback regarding home situation, the family's health situation and students' abilities and difficulties in doing home-based distance or remote learning.
- c. Provide periodic reports to parents of their child's performance so that parents are informed of students' progress or difficulties.

II. INTERVENTION: FACULTY READINESS:

AREA C. Possible Actions for Teacher Readiness for Alternative Learning Modes (ALMs)/ Flexible Learning Options (FLOs)

- a. Establish and suggest home-based/online learning class schedules and timetables. Coordinate with other faculty on the schedule of these classes.
- b. Accomplish curriculum coverage, instructional and assessment templates for both home-based offline and online distance learning using varied media in non-electronic, electronic and digital forms.**
- c. Prepare and promptly distribute or upload learning plans, modules, activity sheets or kits in different modalities and in line with curriculum requirements and student performance data.
- d. Identify the students' expected hours of study or work in modules and calendar tasks accordingly. Disseminate to parents and students the suggested study or work time for completion of tasks and requirements.
- e. Design learning paths and scaffolding to address differences in students' interests, connectivity and home-based/remote learning situations.**
- f. Monitor with a learning analytics system the performance of students and their development of 21st century lifelong learning skills.

g. Embed in the instructional design and assessment a system of feedback that provides students with timely information on their progress in accomplishing assigned tasks and achieving the standards and competencies.

h. Survey students and parents' comments regarding the design and load of home-based learning activities.

i. Conduct evaluation of module or learning plans design for better teaching and learning.

j. Organize faculty tutorial or peer coaching sessions regarding the preparation of instructional materials and the integration of technology.

k. Attend webinars or other similar online modes of professional development to update and enhance one's materials preparation, teaching skills, and manner of using and integrating technology.

l. Prepare self-improvement or professional development plan based on feedback given by supervisors, peers, parents or students regarding one's manner of conducting learning in the different settings.

m. Produce teaching portfolios that showcase best teaching practices and interventions and evidences of student learning.

III. INTERVENTION: FINANCIAL RECOVERY AND ADMINISTRATIVE READINESS:

AREA D. Possible Actions for School Enrolment and Management of Finance and Business Operations

- a. Develop a business continuity plan that provides essential services in cases of school disruption or closure.
- b. Provide for various modes of tuition and fees payment.
- c. Trace students who have not returned to school and obtain information regarding their situation for appropriate assistance.
- d. Prepare enrolment recovery plan.**
- e. Install shields, screens or dividers in business office areas accessible to parents, students, suppliers and guests.
- f. Migrate business processes to digital systems for contactless transactions.**
- g. Determine the school's extent of risk and legal obligations on issues of school liability with respect to potential cases of infection.
- h. Issue clear guidance on attendance, submission of requirements, sick leave, compensation and related policies during prolonged school disruptions or closure.
- i. Mandate a cleandesk policy in all offices.

- j. Stagger work shifts among staff and identify the corresponding work-at-home duties and responsibilities and tasks that staff have to do.
- k. Limit large face-to-face staff meetings.
- l. Set new workplace policies and safety processes consistent with health safety standards issued by the Department of Health and other guidelines given by the local government.**
- m. Establish opportunities and mechanisms for feedback regarding business and workplace practices.
- n. Provide retraining or retooling sessions for personnel reassigned to do different tasks.**
- o. Devise protocols for staff substitution when office personnel are absent due to illness.
- p. Program for school administrators levels of access to confidential records or accounts or school funds in case assigned personnel become ill.
- q. Set guidelines/policies for school governance, appointments and succession of authority if high level staff are incapacitated by pandemic illness.
- r. Allocate budget for implementation of requirements of continuity of learning, business continuity and emergency preparedness and response plans.**

AREA E. Possible Actions for School Emergency Preparedness and Response Planning

- a. Monitor and report students, faculty and staff's health conditions (e.g. temperature checks).
- b. Develop emergency preparedness and response plans and protocols during outbreak (e.g., test, track and treatment; quarantine and isolation areas).**
- c. Secure the approval of the emergency preparedness and response plan from health authorities and medical experts.
- d. Create a task force and appoint personnel to implement the emergency preparedness and response plan.
- e. Check on and update inventory and condition of medical supplies, equipment and facilities for the management of emergencies.
- f. Identify community partners and networks (i.e., agencies and organizations) to activate and help in providing assistance during outbreaks and identify protocols for support.**

- g. Formulate communication protocols in varied media regarding school outbreak incidents to ensure clear and timely information about the incident to concerned individuals or the community at large.
- h. Identify personal, community and environmental non-pharmaceutical interventions (NPI) that the school community can practice or use.
- i. Disseminate school emergency preparedness and response plans to various stakeholders.**
- j. Acquire personal protective equipment for personnel that may need it.
- k. Get copies of the community and city emergency preparedness and response plans and compare with and update school emergency preparedness and response plan.
- l. Schedule dates for annual review and updating of the school emergency preparedness and response plan.
- m. Conduct drills or exercises that practice the protocols related to outbreaks.

IV. INTERVENTION: ACADEMIC SUPPORT READINESS:

AREA F. Possible Actions for Mental Health of School Community

- a. Develop program that will enable students to do debriefing, stress management, and coping strategies for various mental health concerns.**
- b. Assist parents/guardians with concerns or difficulties in home-based schooling (e.g., set-up, work schedules, tech support, use of materials).**
- c. Develop a plan for reintegrating students or out-of-school youth marginalized, displaced or traumatized by pandemic health crisis.
- d. Conduct threats assessment for students in vulnerable families or neighborhoods most affected by the crisis and identify mechanisms to address their personal difficulties and problems.
- e. Make a directory of counselling professionals or groups that are available 24/7 for various mental health concerns**

f. Provide teachers and parents with simple calming or stress management techniques they can have students do as part of their study.

g. Conduct reflection or meditation activities or prayer services that emphasize individual and community resilience in the face of a crisis.

h. Recommend protocols for addressing anxieties or trauma students experience in social media or as a result of exposure to news about the pandemic health crisis.

i. Prepare and submit periodic reports on the school community's mental health to inform planning, teaching and decision-making.

V. INTERVENTION: PHYSICAL PLANT READINESS:

AREA G. Possible Actions for Elimination of Health Risks, Hazards and Threats from COVID19 and Other Infectious Diseases in the Campus, Classrooms, Offices, Facilities and Environment

- a. Lay-out seating plan in classrooms for physical distancing and install visible marks, shields or dividers according to plan.**
- b. Lay-out seating plan in faculty room and staff work areas for social distancing and install visible marks, shields or dividers according to plan.**
- c. Provide around campus pedal-operated handwashing and/or hands-free sanitizing stations.
- d. Post around campus signs and reminders related to handwashing and social distancing protocols.
- e. Establish sanitizing and disinfection routines during school time (e.g., on doorknobs, surfaces of tables and chairs in canteens and comfort rooms) and school breaks.**
- f. Designate large common rooms as holding areas in case of emergencies. Mark floor for physical distancing.

g. Post signs about movement of people on campus (e.g., canteen, toilets, auditorium, corridors, lobbies, stairs, elevators) and traffic flow of vehicles to and from campus.

h. Check on ventilation, air filters and airflow in work areas.

i. Set protocols and schedules for disposing toxic and waste materials.

j. Check water flow and flushing in toilets, showers, washing and drinking areas to prevent outbreak of Legionnaire's disease.

k. Set protocols on the entry and exit of people on campus at the different gates and in restricted areas.

I. Provide cleaning and disinfecting equipment in strategic places accessible to the different offices.

m. Identify high health risk areas on campus and plan interventions.

n. Remove or replace/substitute high touch communal equipment, materials or resources (e.g., water coolers, vending machines).

o. Minimize use of handles and physical interfaces.

p. Mandate a clean desk policy in all offices.

q. Identify a main entrance and an indoor holding area where students, staff and visitors will be screened prior to moving to classrooms, offices or other areas of the building in each department

r. For school transportation services, establish with providers procedures for disinfection and physical distancing in vehicles.

Sample Plan

PEAC AREA OF CERTIFICATION	AREA OF CONCERN *	GOAL	INTERVENTIONS
Administration and Governance	E. School Emergency Preparedness and Response Planning	1. To establish school emergency response protocols and rearrangements to ensure school entry safety against COVID19 before SY 2020-2021 opens.	<u>General:</u> Administrative Readiness <u>Specific:</u> 1.School Emergency Preparedness and Response Protocol
Institutional Planning and Development		2. To craft a School Emergency Preparedness and Response Plan before SY 2020-2021 and incorporate in the SSIP	2.School Emergency Preparedness and Response Plan

ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
1.Organize a School Emergency Preparedness and Response Team	June 1,2020	Principal’s Memo; Team Membership	Principal	-0-
2.Set scope of work and calendar work specifics such as:	June 3,2020	Minutes of the meeting/ Calendar of Activities	Team Chair	-0-
2.1. Review of DepEd Minimum Health Standards and BE-LCP	June 4,2020	Review Annotations	Team Chair/Local DepEd	-0-
2.2. Assess the School provisions vis-à-vis the DepEd standards	June 8,2020	Assessment Results	Team Chair/Local DOH	-0-

ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
2.3. List “What-must-be acquired”, “What-must-be-done”, and “What-must-be-restructured/changed?”	June 8,2020	1.“-To-Have List” 2.”-To-Do-List” 3.”-To- Restructure/ Rearrange-List’.	-Team Chair	-0-
2.4. Survey Costs	June 10,2020	Cost of Work/ Budget	Procurement Officer	-0-
2.5. Write the SEP&R plan and discuss with School Principal	June 13,2020	Minutes of meeting; Suggestions for Revisions SEP&RP	Team Chair	-0-
3.Finalize Plan and Present to School Admin for Approval	June 16,2020	Approved SEP&R Plan	Team Chair/ Principal	-0-

ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
<p>4.Implement approved SEP&R Plan, specifically:</p> <p>4.1."To-Have-List" (Ref: Appendix)</p> <ul style="list-style-type: none"> - School Emergency Response Task Force - Community Partners and Networks - Survey on educational Qualifications of Parents/Directory of Parents - PPE for school Health personnel - Medical supplies, Equipment and Facilities - Other DepEd Health Requirements 	<p>June 22- July 31,2020</p>	<ul style="list-style-type: none"> - Task Force Membership - Directory of Partner Agencies and Contact Persons - Directory of Parents - Health Care and Quarantine Provisions (c/o Health Unit) - PPE, medicals, etc. (c/o Health Unit) 	<p>Task Force Chair</p>	<p>P50,000 Gen. Fund and Health</p>

ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
4.2."To-Rearrange/ Restructure -List" <ul style="list-style-type: none"> - Remote and Distance Delivery Mode - Infrastructure - IT and IT capability - School Calendar - Class Program/Class Schedule/ Classroom Use - Faculty Assignments and Loads - Learning Spaces and Office Needs according to Health standards/COVID19 - Capacity-Building sessions for Parents - Parents Consultation Meetings - Parents Help Desk 	June 22- July 31,2020	"New Normal" School Structure	Principal; Physical Plant Supervisor	P30,000 Gen. Fund and Repair Maintenance

ACTION STEPS	TARGET DATES	MONITORING SCHEME	PERSON IN-CHARGE/ PARTNER AGENCY	BUDGET/ BUDGET SOURCE
4.3."To-Do-List" 4.3.1.Craft the COVID19 Emergency Protocols (Ref: Appendix) a. Learner Enrolment Screening and Data b. Entrance and Exit Practice c. Mandatory Face Mask Use at All Times d. Social Distancing Policies e. Sanitation and Disinfection Procedures f. Health Status Reporting g. Monitoring and Review Schemes h. Information-Dissemination	June 22-July 31,2020	- COVID19 Emergency Protocols	Task Force Chair	-0-
4.3.2.Implement Emergency Preparedness and Response Plan	July 22,2020 onwards until April 30,2021	-Weekly Monitoring & Evaluation Reports	Principal/ Task Force Chair	P50,000 SRRP Fund