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Department of Education

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GUIDELINES ON THE ENGAGEMENT OF SERVICES OF LEARNING SUPPORT AIDES TO REINFORCE THE IMPLEMENTATION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN IN TIME OF COVID-19 PANDEMIC

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

1. The Department of Education (DepEd) issues the enclosed **Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of COVID-19 Pandemic**.
2. The mechanisms, procedures, and standards stipulated in this policy shall guide all DepEd offices and schools, as well as other stakeholders in the recruitment, selection, and engagement of Learning Support Aides in all public elementary and secondary schools, including senior high schools, in school year (SY) 2020-2021.
3. For more information, please contact the **Bureau of Human Resource and Organizational Development**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bhrod.hrdd@deped.gov.ph or telephone number (02) 8470-6630.
4. This DepEd Order shall take effect immediately after its registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.: As stated
Reference: N o n e

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

APPOINTMENT
POLICY

RECRUITMENT
SCHOOLS

SELECTION
SENIOR HIGH SCHOOL

SMMA/APA/MPC/JBM, DO Guidelines on the Engagement of Services of Learning Support Aides
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GUIDELINES ON THE ENGAGEMENT OF SERVICES OF LEARNING SUPPORT AIDES TO REINFORCE THE IMPLEMENTATION OF THE BASIC EDUCATION-LEARNING CONTINUITY PLAN IN TIME OF THE COVID-19 PANDEMIC

I. Rationale

1. Amidst the public health emergency brought about by the COVID-19 pandemic, the Department of Education (DepEd) is committed to ensure unhampered delivery of basic education services to its learners and the community, in line with the constitutional mandate of the State “to establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large,” pursuant to Section 2 (1), Article XIV of the 1987 Constitution, as reiterated in Republic Act (RA) No. 10533, or the *Enhanced Basic Education Act of 2013*.
2. In accordance with DepEd Order (DO) No. 012, s. 2020, “Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency,” DepEd shall employ multiple learning delivery modalities (LDMs) to ensure the continued provision of learning opportunities to its learners, while protecting the health and safety of both its personnel and learners. This can be done through blended learning, distance learning, and homeschooling.
3. To support the schools in the implementation of the LDMs under the BE-LCP, the “[re]alignment of the unused balance of the DepEd 2020 ‘New School Personnel Positions and ‘Basic Education Facilities’ appropriations to the Maintenance and Other Operating Expenses (MOOE)” has been authorized through the recently enacted RA No. 11494, otherwise known as the *Bayanihan to Recover As One Act*, specifically under Section 4 (aaaa) thereof, to provide funding options “for the hiring of teacher-assistants, and for the production or reproduction of modular learning materials for K-12.”
4. The implementation of the BE-LCP demands for a holistic approach and a stronger partnership among schools, households, and communities. As the teachers and DepEd personnel tackle the additional tasks, challenges, and new expectations in the new normal, the BE-LCP necessitates the complementary and broader roles of parents, guardians and other household partners, and members of the community to support the learning process of the students at home. As such, the need for additional human resource at the school level becomes imperative. This need is foreseen in schools whose majority of learners have any, if not all, of the following conditions or situations:
 - a. Learners who cannot manage independent learning, including learners with disabilities and special needs;
 - b. Learners who do not have a household member or any responsible adult available to provide instructional support and facilitate distance learning delivery modalities (DLDM); and
 - c. Households with parents and/or guardians with full-time jobs who may not be able to monitor and guide the child’s learning at home.



5. In recognition of the need for additional human resource to further support the implementation of the multiple learning delivery modalities under the BE-LCP, this policy is issued to provide for options and guidelines on the engagement of services of Learning Support Aides during the period of national public health emergency, consistent with applicable government rules and regulations. The services of Learning Support Aides shall be engaged to support learning delivery by collaborating and rendering assistance to teachers.

II. Scope of the Policy

6. This DepEd Order provides for the mechanisms, procedures, and standards that shall guide all DepEd offices and schools as well as other stakeholders in the recruitment, selection, and engagement of Learning Support Aides in all public elementary and secondary schools, including senior high schools, in SY 2020-2021.

III. Definition of Terms

7. For purposes of this Order, the following terms shall be defined and understood as follows:
 - a. **Contract of Service** refers to the engagement of services of an individual, private firm, other government agency, non-governmental agency, or international organization as consultant, learning service provider, or technical expert to undertake special project or job within a specific period.
 - b. **Job Order** refers to piece of work “*pakyaw*” or intermittent or emergency jobs such as clearing of debris in the roads, canals, waterways, etc. after natural/man-made disasters/occurrences or other manual/trades and craft services such as carpentry, plumbing, electrical, and the like. These jobs are for short duration and for a specific piece of work.
 - c. **Learning Support Aide (LSA)** refers to a person who works together in collaboration with a teacher and contributes to the provision of learning opportunities that promote achievement and progression of learners.

IV. Policy Statement

8. It is the policy of the Department to ensure continued delivery of basic education services amidst the COVID-19 pandemic through the provision of additional human resource to reinforce and render assistance to learners, teachers, and parents and/or guardians in the implementation of distance learning delivery modalities at home. As such, DepEd issues this DepEd Order on the engagement of services of Learning Support Aides to provide for specific guidelines, mechanisms, procedures, and funding options for schools with identified needs for manpower support.



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V. Procedures

A. Identifying the Need for Learning Support Aides

9. Schools Division Offices (SDOs) and/or schools shall be guided by national, regional, and local issuances in designing the learning continuity plan and deciding the distance learning delivery modalities (DLDMs) to be employed. Further, the learners' and households' profile, access, and readiness, as well as the context and situation of the area where the schools are located shall be taken into consideration. The choice of LDM of the household and/or learner may also be considered.

10. In identifying the need to engage the services of Learning Support Aides, SDOs and/or schools shall observe the following parameters:
 - a. The schools shall analyze the educational landscape by reviewing the information and resources available on the following:

School:

 - i. Enrollment
 - ii. Availability of resources such as learning materials, facilities, equipment, supplies and materials
 - iii. Available workforce
 - iv. Connectivity and accessibility of school and resources for teachers and learners

Community:

 - v. Guidelines on the form of community quarantine in the locality and mobility of community members
 - vi. Prevalence of COVID-19 cases in the locality
 - vii. COVID-19 related issuances by the Local Government Unit (LGU)
 - viii. Stakeholder relations
 - ix. Information Communications Technology (ICT) competencies and distance learning facilitation skills of teachers, school personnel, and other members of the community
 - x. LCP operationalization/contextualization plan of the region or division

National:

 - xi. COVID-19 related issuances such as Executive Orders, IATF Resolutions, DOH and DepEd issuances
 - xii. BE-LCP of DepEd Central Office (CO)
 - b. Schools shall profile the learners and households through the Learner Enrolment and Survey Form (LESF) and other available means to gather learner, household, and community information to include other possible situations that would later demand for additional assistance from school personnel. This shall include data and information such as but not limited to the following:
 - i. Parent/guardian information such as highest educational attainment, employment status, working arrangements, etc.;



- ii. Household capacity and accessibility to distance learning such as but not limited to the following:
 1. Distance and transportation modes from residence to school and vice versa;
 2. Availability of any household member who can provide instructional support to the child's distance learning (e.g. parents/guardians, elder siblings, grandparents, extended members of the family, tutors, helpers, others);
 3. Availability of conducive learning space;
 4. Availability of devices that can be used for distance learning;
 5. Electricity and internet connectivity;
 6. Preferred distance learning modalities;
 7. Learners' specialization, disabilities and special needs, mother tongue, etc.

- c. Upon securing adequate information on the learner, household, and school-community profile, schools shall design a learning continuity plan (LCP), and strategize the implementation of the identified LDMs to be employed. Schools shall account and assess their readiness to implement the school LCP and LDMs as well as determine all available resources including the needed workforce needed to carry out the established strategy. They shall organize, maximize, and mobilize the existing human resources in the school.

- d. Upon determining the existing workforce available, the schools shall identify the number of additional human resources needed to effectively carry out the LCP and LDMs. Based on needed additional manpower, the school head shall adjust the School Annual Implementation Plan (AIP) to explicitly include the additional workforce requirement. The school head shall submit a request for additional workforce to the SDO to include details on the number of learners and households to be covered and key considerations that need to be addressed (e.g., use of the local language, familiarity with the culture, capacity to work with learners with disabilities, can teach Arabic Language and Islamic Values), among others.

- e. The SDOs shall evaluate and approve the requests for additional human resource requirements based on the schools' analysis of the educational landscape following the guidelines set in this Order and the gathered information on the learner and household profiles. The following parameters shall be observed in approving the requests for engaging the services of Learning Support Aides:
 - i. **Teacher-learner ratio.** Schools with limited human resources to carry out the implementation of the chosen DLDM, or schools with higher teacher-learner ratio shall be given priority.
 - ii. **Filling-up of vacant teaching positions (plantilla items).** SDOs shall prioritize the filling-up of existing vacant teaching positions (plantilla items) before approving the engagement of services of additional Learning Support Aides.
 - iii. **Learner and household profile.** Communities/barangays/schools with higher number of learners or households needing learning support shall be prioritized. Learners who cannot



manage independent learning, including learners with disabilities and special needs, and households with no available household member or any responsible adult who can provide instructional support to the child's distance learning (e.g. parents/guardians, elder siblings, grandparents, extended members of the family, tutors, helpers, others) shall be prioritized in the deployment of Learning Support Aides.

- f. The SDOs shall determine the corresponding fund source, as may be applicable, subject to existing and available funds:
 - i. Special Education Fund (SEF), subject to applicable guidelines and issuances on the use of SEF.
 - ii. General Fund of the LGU, subject to the approval of the Local Chief Executive (LCE) and applicable rules and regulations on the use of the General Fund. A Memorandum of Agreement (MOA) may be executed between DepEd SDO and the LGU concerned as may be required/necessary.
 - iii. SDO Maintenance and Other Operating Expenses (MOOE)
 - iv. School MOOE provided that all mandatory expenses per DO Nos. 8 and 29, s. 2019 and DO No. 15, s. 2020 are prioritized.
 - v. Other programs of DepEd and other government and non-government organizations, such as through Adopt-A-School Program, subject to relevant laws and issuances.

B. Job Functions and Nature of Engagement

11. The following job functions, duties, and responsibilities may be performed by Learning Support Aides, depending on the needed support identified by the schools:
 - a. Assist in the production or reproduction of learning modules, activity sheets, and other instructional materials;
 - b. Distribute to and retrieve from learners the supplementary activity sheets, remediation exercises, and enrichment activities prepared by the teacher/s;
 - c. Monitor and track the learners' accomplishment of the tasks indicated in the Weekly Home Learning Plan following the timeframe set by the teacher/s concerned as anchored on the self-learning modules;
 - d. Clarify any difficulty or confusion that learners may encounter in the lesson or learning tasks, and coordinate such concern/s with the subject teacher/s concerned;
 - e. Guide the learners and/or parents/guardians in the observance of the prescribed protocols and requirements for implementing the DLDM employed;
 - f. Guide learners and/or parents/guardians in establishing routines and procedures to manage time properly based on the Weekly Home Learning Plan prepared by the teachers. Remind the learners and/or parents/guardians to follow the allotted time for learning tasks, teacher consultation, exercise, hobbies, play, family bonding, and other activities indicated in the Weekly Home Learning Plan as part of nurturing their socio-emotional well-being;



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- g. Monitor and track the learners' accomplishment and timely submission of all task requirements for the portfolio for the subject area/s;
- h. Document and keep record of the learners' progress based on formative assessments, and submit the same to the teacher/s for instructional decision;
- i. Help the teacher/s in determining the need for intervention strategies based on their observation and tracking of the learner's progress;
- j. Communicate with and explain to the learners the learning tasks or activities indicated in the identified intervention, remediation, or enrichment strategy prepared by the teacher/s concerned; Provide answers and clarify any difficulty or confusion about the intervention strategies, and communicate such concern/s to the teacher/s concerned, especially when the Learning Support Aide cannot address such concern/s;
- k. Coordinate and communicate with the parents and/or guardians the periodic feedback of learner's progress prepared by the teacher/s;
- l. Comply with laws, rules, and policies on the rights of children, their protection and education, including DO No. 40, s. 2012 (DepEd Child Protection Policy), and applicable DepEd issuances to ensure that in the course of engagement, the learner shall at all times be protected against abuse, violence, exploitation, discrimination, and other fomes of abuse; and
- m. Perform other tasks and functions related to the teaching and learning process, as may be deemed necessary and/or assigned by the School Head.

12. Learning Support Aides shall be engaged under Contract of Service or Job Order, subject to Civil Service Commission (CSC), Commission on Audit (COA), and Department of Budget and Management (DBM) Joint Circular No. 1, s. 2017 (Rules and Regulations Governing Contract of Service and Job Order Workers in the Government), as amended by Joint Circular No. 1, s. 2018, and other applicable policies, issuances, rules and regulations. Furthermore, the following guidelines shall be observed:

- a. They shall be engaged for a period of at least six (6) months but not to extend beyond the end of SY 2020-2021.
- b. They shall receive remuneration or compensation for services rendered, amount of which shall not be below the minimum daily wage rates set by the National Wages Productivity Commission per region.
- c. Consistent with Item 7.4 of CSC-COA-DBM Joint Circular No. 1, s. 2017, the services rendered by Learning Support Aides under Contract of Service and Job Order are not covered by Civil Service law and rules, thus do not entail provision of benefits granted to government employees, such as leave, PERA, RATA, and thirteenth month pay.
- d. They shall render eight (8) working hours a day for five (5) days, or a total of 40 hours a week excluding time for lunch.
- e. They shall work together and in collaboration with the teacher/s and may report directly to the teacher/s. Nonetheless, they shall be under the overall supervision of the School Head, regardless of the source of funds for their remuneration. All administrative actions and decisions pertaining to contractual relations shall be exercised by the Schools Division Superintendent (SDS) or the School Head as designated by the SDS.



- f. The work arrangement shall be determined by the School Head, in consultation with the teacher/s and Learning Support Aide. The school shall adopt alternative strategies and remote modalities as may be appropriate to the profile and needs of the learners, and the available resources and modalities to access to the learners and/or households.
- g. Attendance and performance monitoring shall be guided by the guidelines set forth in DO No. 11, s. 2020 on the *Revised Guidelines on Alternative Work Arrangements in the Department of Education During the Period of State of National Emergency due to COVID-19 Pandemic*. The prescribed Individual Daily Log and Accomplishment Report attached as Enclosure No. 3 of the said DO shall be used for this purpose.
- h. Performance appraisal shall be done by the School Head as rater based on the self-assessment and peer evaluation of the subject teacher/s. Using the existing Individual Performance Review and Commitment (IPCR) form for teachers, the School Head (rater) and the Learning Support Aide (ratee) shall discuss and agree on the Individual Key Results Areas (KRAs), objectives, performance indicators based on the prescribed job functions indicated in this Order.
- i. Learning Support Aides shall observe the standards of professional and personal conduct in the discharge and execution of functions/services in accordance with the *Code of Conduct and Ethical Standards for Public Officials and Employees* under RA 6713 and adhere to DepEd Orders, Memoranda, and other issuances pertaining to Learning Support Aides.

C. Application and Selection Process

13. SDOs with identified need to engage Learning Support Aides shall contact, coordinate with, and offer the position to the existing teacher applicants in SY 2020-2021, in order of priority:
 - a. Remaining teacher applicants in the Registry of Qualified Applicants (RQA) in SY 2020-2021 who are not given permanent or provisional appointments due to lack of available plantilla items; and
 - b. Teacher applicants in SY 2020-2021 who did not meet the cut-off score per existing DepEd hiring guidelines.

14. Should there still be available positions for Learning Support Aides after considering the existing teacher applicants enumerated above, the SDOs may consider other applicants such as other LET passers in the locality, private school teachers especially those who were displaced or who became unemployed, underemployed or who have lost their livelihood as a result of the pandemic, among others. The SDO shall issue a Memorandum or Call of Application duly signed by the SDS stipulating the following:
 - a. Vacant Position
 - b. Name of School/s with Vacancy
 - c. Nature of Engagement and Corresponding Remunerations/Salary
 - d. Minimum Qualifications
 - e. Selection Criteria
 - f. Documentary Requirements and Deadline of Submission of Application Documents
 - g. Timeline of Selection Activities



15. Applicants for Learning Support Aide must meet the following minimum qualifications:

- a. Education: At least Senior High School Graduate; or at least two (2) years college
- b. Training: None required
- c. Experience: None required
- d. Eligibility: None required
- e. Age: At least 21 years old but not more than 59 years old
- f. Preferably resident of the community/barangay where the school is located
- g. Other preferred qualifications as may be determined by the SDO and/or school with vacancy relative to the specific considerations of specific school/s concerned

16. Applicants for Learning Support Aide shall submit the following documentary requirements:

- a. Letter of intent addressed to the SDS, or to the highest human resource officer designated by the SDS;
- b. Duly accomplished PDS (CS Form No. 212, Revised 2017);
- c. Certified copy of the Voter's ID and/or any proof of residency as deemed acceptable;
- d. NBI or Barangay Clearance;
- e. Other documents as may be required such as but not limited to the following:
 - i. Photocopy of Certificate of LET Eligibility/Rating/License/ID, if there is any;
 - ii. Photocopy of scholastic/academic record, such as but not limited to Transcript of Records (TOR) and True Copy of Grades;
 - iii. Photocopy of Service Record or Certificate of Employment, if there is any;
 - iv. Photocopy of Certificates of Training, if there is any;
 - v. Photocopy of the latest Performance Rating, if there is any; and
- f. Omnibus certification of authenticity and veracity of all documents submitted, signed by the applicant.

17. The applicant assumes full responsibility and accountability on the validity and authenticity of the documents submitted, as evidenced by the certification signed by the applicant (Item 16.f). Any violation will automatically disqualify the applicant from the selection process.

18. All applications shall be submitted to the existing School Screening Committee (SSC), composition of which shall be as follows:

Elementary	Junior High School	Senior High School
Chair: School Head	Chair: School Head	Chair: School Head



Elementary	Junior High School	Senior High School
<p>Members:</p> <ul style="list-style-type: none"> • Four (4) Teachers • President or authorized representative of the School Governing Council (SGC) or the Parents-Teachers Association (PTA) • Authorized representative of the customary governance structure of the IP community where the school is located (for schools implementing IPEd and/or in IP communities) <p>In case of primary incomplete elementary and multi-grade schools, the committee shall be chaired by the cluster school head with four (4) teachers from the cluster schools as members.</p>	<p>Members:</p> <ul style="list-style-type: none"> • Department Head of the learning area with vacancy • Three (3) teachers from different learning areas as needed based on the school's vacancy • President or authorized representative of the School Governing Council (SGC) or the Parents-Teachers Association (PTA) • Authorized representative of the customary governance structure of the IP community where the school is located (for schools implementing IPEd and/or in IP communities) <p>In case of small JHS with no Department Heads, the composition for the Elementary level shall apply.</p>	<p>Members:</p> <ul style="list-style-type: none"> • Head Teacher of the Core and/or Track subject with vacancy • Three (3) teachers from different learning areas as needed based on the school's vacancy • President or authorized representative of the School Governing Council (SGC) or the Parents-Teachers Association (PTA) • Authorized representative of the customary governance structure of the IP community where the school is located (for schools implementing IPEd and/or in IP communities)

The SSC members shall be identified and organized by the School Head, names of which shall be transmitted to the SDS through the HRMO for the issuance of the corresponding designation order.

19. The SSC shall receive applications and check the completeness, authenticity, and veracity of documents submitted by the applicants.

Insofar as practicable, the SSC shall organize online submission of documents of the applicants to minimize gathering of crowds in the physical offices.

Only when online submission is not feasible, the SSC may receive hard copies of application documents provided that the following protocols are observed:

- a. Clear instructions on the process of submitting application documents are widely disseminated through posting of process flow charts in conspicuous places, social media, and other online portals.
- b. Minimum public health and safety standards and physical distancing in receiving and validating hard copies of applications are strictly observed.



- c. Schools have a designated receiving and validating area.
 - d. Disinfecting supplies (e.g. alcohol, hand sanitizer, etc.) are provided in the designated area where applicants may be accommodated.
20. The SSC shall conduct the initial evaluation of the applicants' qualifications vis-a-vis the minimum qualifications stipulated above, and submit to the SDS a list of applicants along with the result of the initial evaluation using the prescribed form in Enclosure No. 2 as **Annex A: Assessment and Selection Report**.
21. All applicants who meet the minimum qualification shall undergo an assessment and selection process to be conducted by the Division Review Committee (DRC). The DRC shall be composed of the following:
- a. Chair: Administrative Office V
 - b. Members:
 - i. Chief Education Program Supervisor of the Curriculum Implementation Division (CID)
 - ii. Human Resource Management Officer
 - iii. Public Schools District Supervisor of the school with vacancy
 - iv. School Head of the school with vacancy
 - v. Division IPEd Focal Person, for schools implementing IPEd
 - c. Secretariat: Any designated personnel in the human resource (HR) unit

The conduct of the assessment and selection may be delegated, insofar as practicable, to the SSC, results of which shall be subject to the review and validation of the DRC.

22. The DRC shall adopt the following evaluative assessments. They may devise the evaluation and selection criteria, tools, and rubrics for each evaluative assessment based on the workforce requirement of the schools within the division anchored on the identified DLDM to be employed and as determined in accordance with the parameters set in Part V(A) of this Order.
- a. **Document Review.** Applicants with the following qualifications/credentials shall be **preferred** based on the need of the school:
 - i. LET/PBET Eligibility
 - ii. Tertiary units above the minimum Education requirement that is relevant to the learning area/specialization
 - iii. Training relevant to the learning area/specialization
 - iv. Previous experience, such as tutoring, relevant to the learning area/specialization
Note: For applicants with previous experience, performance rating, should there be any, shall be taken into consideration.
 - v. Other qualifications in the applicants' portfolio aligned with the need of the school such as background in Early Childhood Care and Development (ECCD), use of mother-tongue or local language, familiarity with the culture including indigenous groups (if any), capacity to work with learners with disabilities and special needs, ability to teach Arabic Language and Islamic Values, among others
 - b. **Panel Interview.** The interview shall focus on the collection of detailed and complete information about the applicant relative to the job function of a Learning Support Aide. The objective of the interview is to



assess potential, characteristics, traits, and fitness to the position, and to predict how the applicant will perform on the job. The interview shall also be an avenue to validate the qualifications and credentials submitted by the applicant.

- c. **Learning Facilitation (LF) Demonstration (optional).** The DRC shall devise an LF Demonstration tool to assess the applicants' ability to carry out any or a combination of the duties and responsibilities identified in these guidelines. The LF Demonstration tool shall gauge the applicant's ability to assist and facilitate the implementation of the DLDM to be employed. Relevant exercises using the Self-Learning Modules (SLMs), textbooks, activity sheets, and other instructional materials may be administered during the LF Demonstration.
 - d. **Written Examination (optional).** The DRC shall devise a written examination tool that will measure the knowledge, communication skills, language proficiency, ability to present ideas, judgment ability, among others.
23. The DRC or SSC shall implement alternative strategies and remote modalities in the conduct of applicants' interview and LF demonstration/exercise, and committee deliberations, such as online video conferencing and/or phone interviews. To maintain security and confidentiality in the said evaluative activities, it is highly encouraged to use secured platforms such as Microsoft Teams, Workplace by Facebook or Google Meet. The DRC and SSC shall be entitled to communication expenses charged against school MOOE or funds downloaded to the SDOs and/or schools in support to the implementation of the BE-LCP, subject to availability of funds, and subject to the usual accounting and auditing rules and regulations.

Only when necessary, schools under General Community Quarantine (GCQ) areas may proceed with the usual face-to-face process of interview, LF demonstration/exercise, and deliberations, provided that stringent social distancing measures are strictly observed.

24. It is the responsibility of the DRC to finalize the Assessment and Selection Report (Annex A). The DRC shall recommend the final list of applicants based on the following parameters:
- a. **Merit and fitness.** The SDS shall select the candidate deemed most qualified to the position based on the need of the school. The following factors shall be taken into consideration:
 - i. Learning area/specialization
 - ii. Knowledge and background in ECCD, Mother-Tongue Multi-Lingual Education (MTB-MLE), Special Education (SPED) including handling learners with disabilities, Indigenous Peoples (IP) Education, Madrasah Education, among others, depending on the need of the school
 - b. **Location.** To minimize exposure and health risks and insofar as practicable, applicants who reside within the community/barangay where the school and/or households in need are located shall be prioritized.
 - c. **Teacher-Learner Ratio.** Schools with higher teacher-learner ratios shall be prioritized in the deployment of Learning Support Aides.



- d. **Learner and Household Profile.** Communities with higher number of learners with no available household member who can provide instructional support to the child's distance learning (e.g. parents/guardians, elder siblings, grandparents, extended members of the family, tutors, helpers, others) shall be prioritized in the deployment of Learning Support Aides.
25. Guided by the Assessment and Selection Report validated and recommended by the DRC and in the exercise of sound discretion, the SDS shall select from the list of recommended applicants, insofar as practicable, the candidate deemed most qualified for engagement as Learning Support Aide.
26. Upon receipt of the SDS' approval of the list of successful candidates, the HRMO shall facilitate the execution of the contract with the individual candidate.

A prescribed Contract is attached in Annex B.

D. Capacity Building

27. Aligned with Memorandum DM-CI-2020-00162 on the *Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDMs) for School Year 2020-2021* and other DepEd issuances, including those on child rights and child protection, Learning Support Aides shall be capacitated on their roles through a capacity building program organized by the schools through the supervision of the Regional Offices (ROs) and SDOs.
28. Expenses relative to the conduct of orientation and training of Learning Support Aides shall be charged against local funds or funds downloaded to the ROs and SDOs in support to the operationalization of the BE-LCP subject to the usual accounting and auditing rules and regulations.

E. Health and Safety Protocols

29. Consistent with the BE-LCP guidelines and guided by the health and safety standards set forth by the Department of Health (DOH) through Administrative Order (AO) No. 2020-0015 on the *Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation*, and other applicable guidelines by the DOH and the Interagency Task Force for the Management of Emerging Infectious Diseases (IATF), policy directives by the Office of the President, other local issuances by the LGUs, and DO No. 14, s. 2020 on the *Guidelines on the Required Health Standards in Basic Education Offices and Schools*, or its further revisions or amendments, all DepEd offices, schools, and community learning centers (CLCs), in the performance of their respective mandates, shall abide by the required health and safety standards to ensure the protection of the health, safety, and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19.
30. DepEd shall issue amendments or supplementary guidelines to DO No. 14, s. 2020 to cover all personnel who may be required to conduct home visitations, including Learning Support Aides. It shall govern the health and safety protocols and strategies to mitigate and reduce transmission, contact, and duration of infection in DepEd offices, schools, and CLC, including households that may be accommodating DepEd personnel and Learning Support Aides. The amendments



or supplementary guidelines shall likewise cover protocols on the referral process, testing and quarantine, contact tracing and other health and safety standards that shall apply.

F. Other Incentives and Benefits

31. Service rendered as Learning Support Aide of at least six (6) months shall be credited¹ points in relevant experience should the individual opts to apply for a plantilla position in DepEd, subject to applicable Civil Service law and rules, and CSC-approved Merit Selection Plan and hiring guidelines of DepEd.
32. A teacher applicant from the Registry of Qualified Applicants (RQA) in SY 2020-2021 who is engaged as Learning Support Aide shall not be removed from the RQA and shall still be considered in the appointment should a vacancy occur within SY 2020-2021.

VI. Monitoring and Evaluation

33. The Human Resource Development Division (HRDD) and Personnel Division (PD) of the Bureau of Human Resource and Organizational Development (BHROD), together with its Regional and Schools Division counterparts, shall ensure strict adherence to these guidelines and other relevant issuances in the recruitment, selection, and engagement of Learning Support Aides. The Schools Division Superintendents and HRMOs in the SDOs shall regularly monitor and evaluate the implementation of this policy and submit periodic status report to the Regional Director for onward submission to the DepEd CO through the Office of the Undersecretary for Field Operations and DEACO. A consolidated report shall be forwarded to the Undersecretary for Planning, and Human Resource and Organizational Development.
34. For purposes of reporting and in aid of future policy recommendations, SDOs through the Regional Offices (ROs) shall submit a Report on the Engagement of Services of Learning Support Aides by the end of the first quarter and at the end of the school year. The template of the report is enclosed in Annex E which details the following information:
 - a. Number of Learning Support Aides engaged
 - b. Nature of Engagement
 - c. Funding Source
 - d. Amount of remuneration and other compensation and benefits received
 - e. Challenges encountered
 - f. Anticipated future need

VII. References

Republic Act No. 6713, *Code of Conduct and Ethical Standards for Public Officials and Employees*

Republic Act No. 10173, *Data Privacy Act of 2012*

¹ Item 2.0 of CSC, COA and DBM Joint Circular No. 1, s. 2018 dated November 9, 2018 clarified the amended item 11.3 Transitory Provisions that "the existing qualified COS and JO workers shall be considered for appointment by the government agencies to their vacant positions subject to existing Civil Service Law and rules and agency CSC-approved Merit Selection Plan.



Republic Act No. 10533, *Enhanced Basic Education Act of 2013*

COA-DBM Joint Circular (J.C.) No. 1, s. 2020, *Interim Guidelines Contract of Service (COS) and Job Order (JO) Workers in Government for the Duration of the State of Calamity and Community Quarantine Due to the Corona Virus Disease 2019 (Covid-19)*

CSC-COA-DBM J.C. No. 1, s. 2018, *Amendment to the CSC-COA-DBM Joint Circular No. 1, S. 2017*

CSC-COA-DBM JC 1, s. 2017: *Rules and Regulations Governing Contract of Service and Job Order Workers in the Government*

DepEd Order No. 012, s. 2020, *Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency*

DepEd Order No. 21, s. 2019, *Policy Guidelines on the K to 12 Basic Education Program*

DM-CI-2020-00162, *Suggested Strategies in Implementing and Managing Distance Learning Delivery Modalities for School Year 2020-2021*

DepEd Order No. 011, s. 2020, *Revised Guidelines on Alternative Work Arrangement in the Department of Education During the Period of Statement of National Emergency Due to COVID-19 Pandemic) and DepEd Memorandum No. 043, s. 2020 (Guidelines on the Alternative Work Arrangements in the Department of Education in light of the COVID-19 Stringent Social Distancing Measures*

DepEd Order No. 014, s. 2020, *Guidelines on the Required Health Standards in Basic Education Offices and Schools*

Republic Act No. 11494, *Bayanihan to Recover As One Act (An Act Providing for COVID-19 Response and Recovery Interventions and Providing Mechanisms to Accelerate the Recovery and Bolster the Resiliency of the Philippine Economy, Providing Funds Therefor, and For Other Purposes)*

VIII. Effectivity Clause

35. This DepEd Order shall take effect immediately after its registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

36. This DepEd Order shall be effective and in force only in SY 2020-2021. The Department may issue a subsequent DepEd Order to extend the effectivity of this policy in the school years thereafter as deemed necessary.



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DEPED-OSEC-435915

**DEPARTMENT OF EDUCATION
ASSESSMENT AND SELECTION REPORT ON THE ENGAGEMENT OF SERVICES OF LEARNING SUPPORT AIDES**

Name of Schools Division: _____
 Name of School: _____
 Date of Final Deliberation: _____
 Total Number of Applicants: _____

PART A. List of Recommended Applicants and Assessment Results

NAME OF APPLICANT	BASIC INFORMATION		QUALIFICATIONS							ASSESSMENT RESULTS			REMARKS	DRC RECOMMENDATION	FUND SOURCE	APPROVAL
	ADDRESS	SEX (by birth)	LET/ PBET (Indicate Yes or No)	EDUCATION (Indicate highest educational attainment)	TRAINING (Indicate relevant training attended)	EXPERIENCE (Indicate previous relevant experience; at least 6 months)	PERFORMANCE (Indicate performance rating, if any)	OTHERS (Indicate other relevant qualifications)	INTERVIEW (Indicate score)	LEARNING FACILITATION DEMONSTRATION/ EXERCISE (Indicate score)	WRITTEN EXAM (Optional; Indicate score)		(Indicate 'Recommended' if applicant is deemed qualified based on the set parameters)	(To be accomplished by the SDO)	(To be accomplished by the SDS; Affix signature if approved)	
1	JUAN C. DELA CRUZ															
2																
3																

Note: Attach the assessment criteria, tool, and rubrics used in the interview, learning facilitation demonstration/exercise, and written examination.



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PART B. Minutes of Deliberation

**DIVISION REVIEW COMMITTEE
FINAL DELIBERATION**

Per deliberation of the Division Review Committee held at [insert link of online deliberation] on [insert date of deliberation] for the position of **Learning Support Aide**, the following are the results:

APPLICANT	ISSUES	RECOMMENDATIONS	DECISION

The Division Review Committee has decided and finalized the results of the assessment of applicants after conducting the assessment and selection process. The members of the Division Review Committee hereby affix their signature in the Assessment and Selection Report to attest to the objective and judicious conduct of the assessment and selection process.

Prepared by:

[Name and signature of the designated documenter]

Attested:

[Names and signatures of the DRC Chair and Members]

Note: The School Screening Committee (SSC) shall prepare the Minutes of Deliberation template should the Assessment and Selection Process is delegated to the SSC.



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CONTRACT OF SERVICE/JOB ORDER CONTRACT

KNOW ALL MEN BY THESE PRESENTS:

This Contract, made and entered into by and between:

The Department of Education - (Schools Division, DepEd Region ____), a government agency with office address at _____, represented by (Schools Division Superintendent), (Designation, Office), herein referred to as the "First Party",

-and-

_____, of legal age, Filipino and with residence address at _____, hereinafter referred to as the "Second Party".

-WITNESSETH -

1. That the First Party, in the exigency of the service, engages the services of the Second Party who shall perform work in support of the delivery of Basic Education Learning Continuity Plan (BE-LCP) performed by teachers of the First Party;
2. That the Second Party has signified his/her intention, to which the First Party has accepted, to provide the services needed by the latter;
3. That the Second Party hereby possesses the education, experience, training, skills and other qualifications and/or skills required to perform the job as described herein, as represented by the Second Party in his/her Personal Data Sheet, Curriculum Vitae, interview, and other qualification documents submitted to the First Party;
4. That the Second Party hereby attests that he/she has not been previously dismissed from government service by reason of an administrative offense; and that he/she has not already reached the compulsory retirement age of sixty-five (65);
5. That in view hereof, the Second Party is hereby contracted to render service as **Learning Support Aide** for the period _____ to _____, in consideration of the monthly rate of _____ (Php _____) to be paid after every 15th and last day of each month; subject to applicable taxes and liabilities, if any, and corresponding deductions for tardiness, undertime and absence incurred during the month and submission of accomplishment report to justify payment;
6. That the Second Party shall be paid a premium of _____ (___%) percent, amounting to _____ (Php _____) per month, to be paid in tranches, 1) Mid-year (end of



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June) equivalent to one-half of annual premium 2) Year-end (end of December) equivalent to one-half of annual premium; provided that, if this contract ends prior to June or December, the prorated amount of the premium shall be paid upon end of the contract.

7. That the Second Party is expected to perform the following functions:

- a. Assist in the production or reproduction of learning modules, activity sheets, and other instructional materials;
- b. Distribute to and retrieve from learners the supplementary activity sheets, remediation exercises, and enrichment activities prepared by the teacher/s;
- c. Monitor and track the learners' accomplishment of the tasks indicated in the Weekly Home Learning Plan following the timeframe set by the teacher/s concerned as anchored on the self-learning modules;
- d. Clarify any difficulty or confusion that learners may encounter in the lesson or learning tasks, and coordinate such concern/s with the subject teacher/s concerned;
- e. Guide the learners and/or parents/guardians in the observance of the prescribed protocols and requirements for implementing the DLDM employed;
- f. Guide learners and/or parents/guardians in establishing routines and procedures to manage time properly based on the Weekly Home Learning Plan prepared by the teachers. Remind the learners and/or parents/guardians to follow the allotted time for learning tasks, teacher consultation, exercise, hobbies, play, family bonding, and other activities indicated in the Weekly Home Learning Plan as part of nurturing their socio-emotional well-being;
- g. Monitor and track the learners' accomplishment and timely submission of all task requirements for the portfolio for the subject area/s;
- h. Document and keep record of the learners' progress based on formative assessments, and submit the same to the teacher/s for instructional decision;
- i. Help the teacher/s in determining the need for intervention strategies based on their observation and tracking of the learner's progress;
- j. Communicate with and explain to the learners the learning tasks or activities indicated in the identified intervention, remediation, or enrichment strategy prepared by the teacher/s concerned; Provide answers and clarify any difficulty or confusion about the intervention strategies, and communicate such concern/s to the teacher/s concerned, especially when the Learning Support Aide cannot address such concern/s;
- k. Coordinate and communicate with the parents and/or guardians the periodic feedback of learner's progress prepared by the teacher/s;
- l. Comply with laws, rules, and policies on the rights of children, their protection and education, including DO No. 40, s. 2012 (DepEd Child Protection Policy), and applicable DepEd issuances to ensure that in the course of engagement, the learner shall at all times be protected against abuse, violence, exploitation, discrimination, and other forms of abuse; and
- m. Perform other tasks and functions related to the teaching and learning process, as may be deemed necessary and/or assigned by the School Head.

8. That the Second Party shall render full time service to the First Party and observe a work schedule pursuant to DepEd Order No. 23, s. 2018 on the flexible working hours for non-teaching personnel, as approved by the First Party;



9. That it is understood that this contract does not create an employer-employee relationship between the First Party and the Second Party, that the services rendered hereunder are not considered and will not be accredited as government service; and that the Second Party is not entitled to benefits enjoyed by the regular personnel of the First Party, unless otherwise provided by law;

10. That the Second Party shall observe the standards of personal conduct in the discharge and execution of functions/services in accordance with the *Code of Conduct and Ethical Standards for Public Officials and Employees* under RA 6713 and adhere to DepEd Orders, Memoranda, and other issuances pertaining to Learning Support Aides;

11. That the Second Party shall hold and maintain the Confidential Information in strict confidence; and shall carefully restrict access by third parties without clearance from the authorized First Party officer; and shall bind himself to comply with RA 10173 or the “Data Privacy Act of 2012” and relevant rules and regulations;

12. That the Second Party acknowledges and agrees that the Department is the sole owner of any and all outputs prepared, created and/or designed; and that the Second Party shall turn-over to the First Party any and all records, notes, and other written, printed, tangible or intangible materials (soft and hard copies); and

13. That either party may terminate this contract for causes authorized by law and upon written notification to the other party, to be submitted fifteen (15) days prior to the termination of this contract.

IN WITNESS WHEREOF, both parties have hereunto set their hands this ___ day of _____, 20__ at _____, Philippines.

DEPARTMENT OF EDUCATION:

First Party

Second Party

Signed in the presence of:



ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
CITY OF) S.S.

BEFORE ME, a Notary Public, for and in the above jurisdiction, personally appeared the following:

Name	Gov't. Issued ID No.	Date/Place Issued
_____	_____	_____
_____	_____	_____
_____	_____	_____

known to me as the same persons who executed the foregoing instrument and acknowledged to me that the same are their own free will and voluntary act and deed.

This instrument consists of three (3) pages including this page wherein this acknowledgment is written, and is signed by the parties and their instrumental witnesses on each and every page hereof.

WITNESS MY HAND AND SEAL, this _____ day of _____ at _____, Philippines.

Doc. No. : _____

Page No. : _____

Book No. : _____

Series of _____



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DEPED-OSEC-435915

**DEPARTMENT OF EDUCATION
REGIONAL SUMMARY REPORT ON LEARNING SUPPORT AIDES**

Name of Region: _____

Period of: _____

PART A. Learning Support Aide Complement

I. REGION PROPER

NATURE OF ENGAGEMENT	NO. OF LEARNING SUPPORT AIDES IN THE REGION		NO. OF LEARNING SUPPORT AIDES IN THE REGION					NO. OF RECEIVED APPLICATIONS FOR LEARNING SUPPORT AIDES				
	Male	Female	Special Education Fund (SEF)	LGU General Fund	SDO MOOE	School MOOE	Other Fund Source (Adopt-A-School Program subject to relevant DepEd issuances)	Remaining teacher applicants in the RQA in SY 2020-2021	Teacher applicants in SY 2020-2021 who did not meet the cut-off score per existing DepEd hiring guidelines	Other LET Passers in the Locality	Fresh Education Graduates and Other Non-LET Passers in the Locality	Undergraduate Student
Contract-of-Service												
Job Order												
Others (Pro-bono)												
TOTAL												



II. SCHOOL DIVISION OFFICE LEVEL

Name of SDO: _____

NATURE OF ENGAGEMENT	NO. OF LEARNING SUPPORT AIDES IN THE SDO		NO. OF LEARNING SUPPORT AIDES IN THE SDO					NO. OF RECEIVED APPLICATIONS FOR LEARNING SUPPORT AIDES				
	Male	Female	Special Education Fund (SEF)	LGU General Fund	SDO MOOE	School MOOE	Other Fund Source (Adopt-A-School Program subject to relevant DepEd issuances)	Remaining teacher applicants in the RQA in SY 2020-2021	Teacher applicants in SY 2020-2021 who did not meet the cut-off score per existing DepEd hiring guidelines	Other LET Passers in the Locality	Fresh Education Graduates and Other Non-LET Passers in the Locality	Undergraduate Student
Contract-of-Service												
Job Order												
Others (Pro-bono Volunteers)												
TOTAL												

PART B. Challenges encountered and Anticipated Needs in the Region

Challenges encountered in Engaging Learning Support Aides	Anticipated need/s in the future (HR needs, financial, etc.)



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