



Republic of the Philippines  
**Department of Education**  
REGION V - BICOL



**Office of the Regional Director**

August 24, 2023

**REGIONAL MEMORANDUM**

No. 393 s. 2023

**ADDITIONAL GUIDELINES IN THE YEAR 2 IMPLEMENTATION OF THE 8-WEEK  
LEARNING RECOVERY CURRICULUM IN REGION V**

To: Schools Division Superintendents

1. As DepEd Region V intensifies efforts to continue its Learning Recovery Plan through the Year 2 implementation of the 8-Week Learning Recovery Curriculum to early-grade learners this School Year 2023-2024, this Office issues additional guidelines that are considered critical to ensure the efficient operation of the Region's continuing initiative.

**a. On Teachers' Assignment**

Elementary school heads are directed to refrain from moving Grades 1 to 3 teachers to other intermediate grade levels, at least until the completion of the implementation of R5 Learning Recovery Plan. These early-grade teachers have been trained on the mechanism of CRLA, ALNAT and other assessment tools; and they have rich experience in the implementation of the 8-Week Learning Recovery Curriculum. Teachers' depth of knowledge and skill in teaching literacy and numeracy in the early grades are closely associated with the eventual success of the intervention.

Should there be circumstances when early-grade teachers will have to be transferred to another school, they should still be assigned to Grades 1 to 3 classes to maximize the skills that they have learned in implementing the 8-Week LRC.

**b. On Giving Support to Early-Grade Teachers**

This Office reminds all school heads about their significant role in the efficient implementation of the 8-Week LRC in their respective schools. Teachers should be given full support by the entire school community so that they can focus on their regular task as classroom teachers.

As previously stated in Regional Memorandum No. 104, s. 2022, re: Policy Guidelines on the Implementation of the 8-Week Learning Recovery Curriculum in Region V issued last August 4, 2022, "Under no circumstance should they be given extra assignment or tasks, or made to take part in activities such as trainings, workshops, conferences, competitions or orientations that will take them away from the classroom, at least until the completion of the 8-Week Learning Recovery Curriculum (Item 48, page 13)."

Extra assignment or tasks could mean chairmanship or membership in committees, preparing reports that are not related to the 8-Week LRC implementation, and other ancillary chores that will take up much of their time and



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deprive them of the opportunity to focus on their classroom duties.

Early-grade teachers should also be provided access to learning resource materials, school supplies and facilities that they need during structured and unstructured activities. They should not be made to spend their own money in the reproduction of lesson maps, worksheets and additional materials, and in the preparation of materials for the Learning Centers. Funds for these purposes should be generated from the division or school MOOE, downloaded NLC funds, or other available funds.

**c. On the Use of Lesson Maps**

During the implementation of the 8-Week Learning Recovery Curriculum, teachers should not be required to write lesson plans. They will utilize the lesson map as a guide in the conduct of the daily lessons, and this should be available for reference during monitoring of classes.

**d. On the Conduct of Intensive Monitoring and Provision of Technical Assistance**

Schools Division Offices, through the Division LRP Team; learning area supervisors; public schools district supervisors, and other curriculum specialists are instructed to conduct regular and intensive school monitoring to determine areas for technical assistance and resolution of issues that may arise within the early-grade classrooms given their unique contexts.

All monitors should be appropriately oriented about the 8-Week LRC mechanism so that they can give inputs and provide clear direction to the school implementers during their school visit. School monitoring should not, in any way, disrupt the regular flow of instruction, and focus group discussion or technical assistance should be given after class hours.

2. All Schools Division Superintendents are enjoined to ensure that this year's implementation of the 8-Week Learning Recovery Curriculum to all Grade 1 learners and those Needing Full and Moderate Intervention (Group A) in Grades 2 and 3, including the trainings/orientation for school heads and teachers; reproduction of learning resource materials; conduct of the pre-test (Week 1), post test (Week 10), and BOSY-CRLA and ALNAT (after Week 10); actual implementation of the 8-week Learning Recovery Curriculum(Weeks 2 to 9); analysis of pre-and post-test results and BOSY-CRLA and ALNAT results, are given utmost priority and attention.

3. Comprehensive report of the 8-Week Learning Recovery Curriculum implementation should be submitted to this Office, Attention: Curriculum and Learning Management Division, a month after the program implementation. The template for this report will be given to the SDOs on a later date.

4. For wide dissemination and strict compliance.

  
**GILBERT A. SADSAD**  
Regional Director



Republic of the Philippines  
**Department of Education**  
REGION V - BICOL  
**SCHOOLS DIVISION OFFICE OF CATANDUANES**

August 30, 2023

TO: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors/In-Charge of Districts  
Elementary and Secondary School Heads  
All Other Concerned

