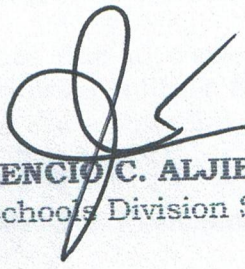January 07, 2025

DIVISION MEMORANDUM
No. **011** , s. 2025

REITERATION OF DEPED ORDER NO. 022, S. 2024 RE "REVISED GUIDELINES ON CLASS AND WORK SUSPENSION IN SCHOOLS DURING DISASTERS AND EMERGENCIES"

To: Education Program Supervisors
        Public School District Supervisors
        Public Elementary & Secondary School Heads
        All Others Concerned

1. This Office reiterates D.O. 022, s. 2024 re "Revised Guidelines on Class and Work Suspension in Schools during Disasters and Emergencies".

2. For guidance see the attached DepEd Order s. 022, s. 2024.

3. Immediate and wide dissemination of this Memorandum is desired.

GAUDENCIO C. ALJIBE JR., PhD., CESO
Schools Division Superintendent

DepEd Northern Samar
RECEIVED

Date: 1-17-25

DepED
MATATAG

BAGONG PILIPINAS

Encl.:
   As stated

References:
   DepEd Order Nos. 037, s. 2022; and 014, s. 2021

To be indicated in the <u>Perpetual Index</u>
   under the following subjects:

   CALAMITY
   CHANGE
   CLASSES
   EMPLOYEES
   LEARNERS
   POLICY
   SCHOOLS
   TEACHERS

JDMC, APA, MPC, <u>DO Revised Guidelines on Class and Work Suspension in Schools</u>
0443 – December 3, 2024

GUIDELINES ON CLASS AND WORK SUSPENSION IN SCHOOLS DURING DISASTERS AND EMERGENCIES

I. RATIONALE

The Department of Education (DepEd) upholds the principle of promoting the welfare, safety, and security of learners and personnel at all times. **At the same time, it recognizes the importance of uninterrupted learning, even in times of disasters and calamities, especially for learners in disaster-prone areas. To balance these priorities, this policy emphasizes both the safety and academic continuity needed by learners and personnel.**

In line with the existing policies of the Department in ensuring the welfare, safety, and security of our learners and school personnel, it also recognizes the need to **adopt flexible measures in case of face-to-face class suspensions. Whenever feasible, schools shall shift to distance learning delivery modalities through online distance learning, modular distance learning, or blended learning to ensure learning continuity, in the event of face-to-face class suspensions.**

Thus, this Order outlines guidelines for suspending face-to-face classes during disasters or emergencies. The goal is to safeguard learners, teachers, and nonteaching personnel from potential harm while ensuring uninterrupted learning.

II. SCOPE

The following guidelines require all public schools, and DepEd-operated Community Learning Centers under the Alternative Learning System (ALS), to strictly comply with the provisions of this Order.

Private schools, private ALS providers, and basic education units of state/local universities and colleges (SUCs/LUCs) may opt to adopt the guidelines provided herein.

III. POLICY STATEMENT

1. The Department upholds the principle of promoting the welfare, safety, and security of learners and personnel at all times, which remains DepEd's paramount consideration, **while also ensuring continuity in learning**.

2. This policy aims to protect the physical, psychosocial, and academic well-being of learners, personnel, and their families by providing guidance on the following:

   a. Suspension of classes and work in schools during times of calamities, **disasters and/or emergencies brought by natural or human-induced hazards,**
   b. **Interventions needed to mitigate the impacts of face-to-face class suspensions caused by disasters and emergencies, ensuring that learners do not fall behind academically,** and
   c. The roles and responsibilities of all concerned, **highlighting the authority and responsibility of the Local Chief Executives (LCEs),**

schools division superintendents (SDS), and school heads in assessing and implementing appropriate suspension measures that best serve the safety and learning needs of their communities.

3. This policy also acknowledges that **affected and vulnerable groups, including persons with disability and those with special needs** are provided tailored support in evacuation, recovery, and educational continuity during emergencies.

4. This policy emphasizes that **personnel required to provide special services during emergencies must be promptly activated to perform necessary tasks** to maintain essential operations. Once these duties are completed, personnel may return home to ensure their own safety. Special services rendered during emergencies shall be properly compensated based on existing guidelines.

5. The following are possible **reasons for the suspension of classes and/or work** in schools:

a. Typhoons and Tropical Cyclones

The suspension of classes due to typhoons and tropical cyclones will follow PAGASA's Tropical Cyclone Wind Signals (TCWS) and Executive Order No. 66, s. 2012.

PAGASA TCWS	Suspension
TCWS 1	Classes for Kindergarten in the affected area shall be automatically suspended
TCWS 2	Face to face Classes for Kindergarten and Elementary to Junior High School (JHS) or Grade 10 in the affected area shall be automatically suspended; provided that Elementary and JHS will shift to modular distance learning, performance tasks, projects, or make-up classes based on their Learning and Service Continuity Plan (LSCP) to ensure that learning competencies are met.
TCWS 3 or above	Classes and work in all levels in the affected area shall be automatically suspended.

If the TCWS is issued at a time when classes have already begun, the school shall immediately suspend the classes and work and send everyone home, if it is safe to do so. However, schools are obligated to keep the students and personnel safe in school if traveling has become unsafe.

b. Heavy Rainfall and Flood

Suspension of classes for heavy rainfall will depend on the Rainfall Warning by the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA).

PAGASA Rainfall or Flooding Warning	Suspension
Yellow Warning (Rainfall) Alarm Water Level (Flooding)	For areas in the province/ city/municipality with torrential rains/ flooding and based on the assessment of the school, the learners and personnel are still exposed to various risks, the SDS shall coordinate with the local government unit (LGU) for localized school suspensions. The LCE shall decide on the suspension of face to face classes, and work in schools, provided that schools will shift to modular distance learning, performance tasks, projects, or make-up classes based on their LSCP to ensure that learning competencies are met.
Orange or Red Warning (Rainfall) and Critical Water Level (Flooding) at a time when classes have already begun for the day	The school head shall immediately suspend classes and work from Kindergarten to Grade 12 and ALS and send everyone home if it is safe to do so. However, schools are obligated to keep the learners and personnel safely in school if traveling has become unsafe.
Orange or Red Warning and Critical Water Level (Flooding) at a time when classes have not yet started for the day	Classes and work from Kindergarten to Grade 12 and ALS are automatically suspended in schools.

c. Earthquakes

Suspension of classes and work due to earthquakes will depend on the earthquake intensity as reported by the Philippine Institute of Volcanology and Seismology (PHIVOLCS).

PHIVOLCS Intensity	Suspension
V and below	The LCE shall decide on the suspension of face to face classes and work. For localized school suspensions, the SDS shall coordinate with the LGUs, provided that schools will shift to modular distance learning, performance tasks, projects, or make-up classes based on their LSCP to ensure that learning competencies are met.
VI and above	Classes and work in all levels are automatically suspended in all public schools, including ALS. In cases where an earthquake happens while learners are in school, safety procedures shall initially be undertaken, before sending everyone home. However, schools are obligated to

	keep the learners and personnel safely in school if traveling has become unsafe.

If an earthquake of Intensity VI or higher occurs, the school head shall request from competent authorities (Department of Public Works and Highways [DPWH], local building officials, division engineers, and other competent professionals) to assess the school buildings before allowing students and personnel to return.

d. Power Outages/Power Interruptions/Brownouts

There will be no automatic suspension of classes in the event that there are power outages, interruptions, or brownouts.

e. Extreme Heat Condition

There will be no automatic suspension of classes due to Extreme Heat Conditions. However, in case of unbearable heat, the LCE may still exercise its authority to facilitate localized class suspension based on the situation in their localities. The SDS shall coordinate with the LGUs for localized school suspensions, provided that schools will shift to modular distance learning, performance tasks, projects, or make-up classes to ensure that learning competencies are met.

f. Low Air Quality / Vog (Volcanic Fog)

Suspension of classes for Low Air Quality and Volcanic Fog will depend on the Particle Matter 2.5 Air Quality Index as reported by the Environment Management Bureau (EMB) of the Department of Environment and Natural Resources (DENR).

Air Quality Index Levels	Suspension
Acutely Unhealthy (Purple) PM 2.5 between 55.1 - 90	The LCE shall decide on the suspension of face to face classes. The SDS shall coordinate with the LGUs for localized school suspensions, provided that schools will shift to modular distance learning, performance tasks, projects, or make-up classes based on their LSCP to ensure that learning competencies are met.
Emergency (Maroon) PM 2.5 >91	Classes and work shall be automatically suspended.

g. Other Emergencies and Hazards

In cases of other calamities, emergencies, and hazards not enumerated above that may threaten the welfare and safety of learners and school personnel, the school heads, or the district or division ALS coordinator may suspend classes, and work as may be appropriate; provided that there is the necessary coordination with the LCE and SDS.

h. Localized/Granular Suspensions

In case there is no automatic suspension of classes and in the absence of a declaration from the LGU, the school heads, or the district or division ALS coordinator, may suspend classes and work in the cases listed below, provided that there is the necessary coordination with the LCE and SDS, and when applicable, schools will shift to modular distance learning, performance tasks, projects, or make-up classes based on their LSCP to ensure that learning competencies are met:

i.   In case of torrential rain, flooding, and risk of landslides and storm surges;

ii. ii. In case of localized and specific flooding in the area of the school premises; or when flooding affects a large part of the student and personnel population of the school;

iii. In case of earthquake, at any intensity if in their assessment, the buildings and other structures within their facilities are deemed to be in danger of collapsing or are found to have major damage. The school head shall request from competent authorities (DPWH, local building officials, division engineers, and other competent professionals) to assess the school buildings before allowing students and personnel to return;

iv. In case power outages or interruptions last more than half a school day, making classrooms uncomfortable or unsafe for students and teachers;

v.   In case the temperature in classrooms or learning spaces is not conducive to learning and affects the health and safety of the learners and teachers;

vi. In case the air quality or vog levels in the area are poor and could harm students' health or hinder learning; and

vii. In case other calamities, emergencies, and hazards not enumerated above threaten the safety of students and school personnel.

School heads shall immediately notify their respective SDS of the suspension of classes and/or work, including the reason for such suspension. They shall also submit a report (Annex A) to the SDS through the School Governance and Operations Division (SGOD) on a quarterly basis.

6. Adjustments to Learning Delivery Due to Suspension of Classes

In the event of suspended face-to-face classes, **schools shall implement modular distance learning, online distance learning, or blended learning**, where feasible.

In case of suspension of face-to-face classes due to calamities and emergencies, and in areas where circumstances and resources permit, school heads have the discretion to choose any of the Alternative Delivery Modes (ADMs) below to support continued learning:

a. **Online Learning:** If face-to-face classes are suspended but online access is available, online classes may continue. School

heads may adjust class schedules to accommodate internet connectivity issues. Schools should also provide guidance on accessing digital resources.

b. **Modular Learning:** In case of suspension of face-to-face person classes or if online learning is not possible, school heads, in consultation with teachers, may arrange for modular learning. They may select or develop alternative learning materials, such as but not limited to, modules, worksheets, or Learner Activity Sheets, and coordinate their distribution to ensure timely access for learners.

School heads must inform their respective SDS if they decide to implement ADMs.

In accordance with DepEd Order (DO) No. 014, s. 2021 (Guidelines on the Cancellation or Suspension of Classes and Work in Government Offices Due to Typhoons, Flooding, Other Weather Disturbances, and Calamities), learners who miss learning activities due to class suspensions caused by disruptions such as disasters or emergencies resulting from natural or human-induced hazards, shall be given due consideration regarding their attendance and the completion of their learning tasks.

7. **Learning and Service Continuity Plan**

Schools must **develop and update their LSCPs to prepare for class suspensions**. LSCPs should include the following:

a. Identification of suitable ADMs for different types of disasters and emergencies, considering local circumstances. This ensures that learning continues even during disruptions;

b. Learning Resources to be utilized, including storage and access points, for necessary devices, equipment, and printed learning materials appropriate to the ADM being implemented, and how learners can gain access to these resources;

c. Storage and safekeeping procedures and protocol for school devices and equipment. In extraordinary circumstances where no space within the school premises is available to safely secure gadgets, devices, tools, and equipment, the school heads and personnel may move these items outside the school for safekeeping. However, they must maintain an inventory of all school property transferred and ensure its return for reporting and record-keeping purposes.

d. Standard procedures for the mobilization of teachers, school heads, and school personnel in implementing ADMs during disasters and other emergency situations;

e. Technical Assistance Plan, for capacitating teachers on implementing ADMs through Learning Action Cells and other capability building interventions;

f. The conduct of make-up classes and other learning recovery modes as necessary;

g. Resource allocation, such as funding for relevant activities and resources, which shall be integrated into the School Improvement Plan (SIP);

h. Community and Stakeholder Engagement to support the implementation of ADMs, and for resource generation;

i. List of school-based services, and the types of alternative modes of implementation during specific types of disasters and other emergency situations, as deemed appropriate in the context of the local conditions.

j. Standard procedures for the mobilization of school heads, and school personnel in implementing school-based services during disasters and other emergency situations;

k. Return Plans which include protocols for the return of school personnel and learners,

l. Communication and contingency plans for safe shelter, and coordination among LGUs, schools, and parents; and

m. Timeline and process for assessment of the effectiveness of the LSCP.

The LSCP aims to ensure that ADMs, including their processes and resources, are pre-planned and ready to be implemented when disasters strike. This will enable schools to respond more quickly and effectively to emergency situations by mobilizing learning resources.

The LSCP must be crafted every three years alongside the School Improvement Plan, but must be reviewed and updated annually at the start of the school year. The process for the development of the LSCP is as follows:

i. Risk analysis of potential disasters and emergency situations, including their historical frequency, probability, and potential effects on the school;

ii. Analysis of potential ADMs that can be implemented, considering the available ADM options;

iii. Analysis of possible alternative modes to provide school-based services;

iv. Analysis of available resources, capacity, and limitations;

v. Crafting of the LSCP, including standard procedures, and allocation of resources to ensure learning and service continuity;

vi. Integration into the SIP;

vii. Submission to the schools division offices (SDOs) through the Curriculum Implementation Division for vetting and approval of the SDS;

viii. Testing and implementing the action plan; and

ix. Annual review, assessment, and updating of the LSCP.

Rehabilitation efforts after the disaster must align with DO 37, s. 2015 (Comprehensive DRRM in the Basic Education Framework) and Republic Act No. 10121 (Philippine Disaster Risk Reduction and Management Act of 2010).

8. **Conduct of Make-up Classes**

When online or modular learning is not feasible, school heads, in consultation with teachers and parents/guardians, may schedule make-up classes for all levels except Kindergarten to address missed

competencies. These classes can be held during extended hours or on Saturdays to maximize learning recovery.

Make-up classes will be required if the number of actual school days, considering class suspensions and holidays, falls short of the 180 mandatory contact days as outlined in the school calendar. In exceptional circumstances where the school calendar is shortened, make-up classes will be required if the number of actual school days falls below 90% of the days in the school calendar. Teachers who conduct make-up classes will receive appropriate compensation, such as overtime pay or Vacation Service Credits (VSC), subject to existing policies.

9. **Maintenance of Workforce and Activation of DRRM Teams**

When classes are suspended, teaching and non-teaching school personnel, including ALS teachers, shall not be required to report on-site, except those who are mandated to render security, safety, finance, engineering, sanitation, health, and disaster response duties. **However, teachers may implement ADMs to support continued learning, subject to the provisions of Section III.6 of this Department Order.**

Schools must always be ready to facilitate remote work arrangements with clear performance measures, ensuring learning and service continuity.

Teachers and school-based personnel who render service in the school during work suspensions will be entitled to equivalent overtime pay, VSC, or overtime pay subject to existing guidelines.

The Central Office (CO), regional offices (ROs), SDOs, and schools shall activate their DRRM Teams to prepare, monitor, and respond to the situation. DRRM Team members, particularly DRRM coordinators and engineers shall be required to report to work in the aftermath of the disaster to continue undertaking response, early recovery, and reopening based on established DRRM protocols (e.g., an inspection of school facilities to vet damages as reported by school DRRM coordinators, detailed assessment of damaged facilities for purposes of developing the Program of Works for infrastructure costing in rehabilitation and recovery plans, and participation in coordination meetings with LDRRMCs). Other DRRM Team members may likewise be required to report to work, as needed.

10. **Use of schools as Evacuation Center or Quarantine and/or Isolation Facility /Vaccination Center**

Schools shall not be used as quarantine and/or isolation facilities or vaccination centers. Mobile vaccinations of not more than two days that do not disrupt classes or school co-curricular activities may be allowed.

In case of other disasters, schools may be used as an immediate evacuation site which should not last for more than **15** days. LGUs cannot use schools as long-term shelters for evacuees.

11. **Conduct of Psychological First Aid**

As the maintenance of a conducive learning environment requires addressing the immediate needs of affected learners and personnel in the aftermath of disasters, all SDOs, with the support of ROs, **through the expertise of trained and specialized individuals** shall assess the Mental Health and Psychosocial Support needs and services and lead the conduct of Psychological First Aid (PFA). This shall include the mobilization of trained PFA providers and partners, and if needed, referral pathways for learners and personnel identified for further specialized psychological support services. Required health standards shall be always applied.

IV.   ROLES AND RESPONSIBILITIES

School heads shall immediately notify their respective SDS of the suspension of classes and/or work, providing the reason for such suspension. They shall then select appropriate ADMs to ensure continued learning, report the implemented ADMs, coordinate with teachers for scheduling make-up classes, and collect and report data on the effectiveness of the ADMs.

The **SDS shall review and approve school LSCPs**, coordinate with LGUs on localized school suspensions, and submit consolidated reports on the use of ADMs in schools to the RO and CO.

The **RO shall consolidate reports from SDOs** on the use of ADMs in schools and submit them to the CO.

The **DRRMS, in coordination with relevant DepEd CO units and affected regions and divisions, will continue to lead the implementation** of existing mechanisms for monitoring, reporting, and responding to the impacts of disasters on DepEd schools. This includes the suspension of classes and work, the activation of DRRM Teams, and the delivery of PFA.

The **Bureau of Learning Delivery (BLD) under the Curriculum and Instruction Strand shall continue leading the monitoring, reporting, and response to needed adjustments** to learning delivery strategies due to suspensions.

The **Bureau of Learning Resources must prioritize and promptly distribute resource allocations for learning resources needed** for BLDMs, ADMs, and education recovery.

Parents or guardians have the ultimate responsibility for determining whether their children should attend classes in consideration of their physical and/or mental health during disasters and calamities. This applies even if no order for suspension of classes has been issued.

Nonetheless, it shall also be the responsibility of the parents or guardians to ensure that their child is able to catch up with the needed competencies that the learners should master.

V.   REPORTING

Schools must, on a quarterly basis, report the types of class suspensions, the circumstances therein, and ADMs utilized during class suspensions. For schools

wherein teachers were not required to report to school during class suspensions; teachers shall report the type of ADM implemented, as part of the quarterly reporting of the school.

Schools must prepare their LSCP alongside their SIP. Draft LSCPs must be submitted to the School Governance and Operations Division (SGOD) and Curriculum Implementation Division (CID) chiefs for review, and then endorsed to the SDS for final approval. The template for the LSCP is attached as **Annex B**. Schools shall also review and update it annually at the start of the school year, to consider changes in context, staffing, physical spaces, and availability of learning resources and equipment. The SGOD and CID chiefs, and the SDS shall be provided with a copy of annual updates to facilitate monitoring and review as necessary.

The schools and governance levels must abide by the Coordination and Information Management Protocols relative to DRRM implementation as stated in DO 21, s. 2015 or the Disaster Risk Reduction and Management Coordination and Information Management Protocol.

VI.   MONITORING AND EVALUATION

As part of the response operations during and in the aftermath of a disaster and/or emergency, the DRRMS monitors the suspension and resumption of classes which is being reported by the affected division offices. The reports on class suspension and resumption form part of the situation report and education cluster updates that the DRRMS submits to the DepEd Executive Committee, Management Committee, affected field offices, National Disaster Risk Reduction and Management Council (NDRRMC), and partners.

The BLD shall regularly monitor the effectiveness of ADMs during disasters by consolidating, verifying, and analyzing reports from the regions. These reports will highlight challenges, learner participation rates, and resource utilization.

The SDOs must establish a structured feedback system to assess the impact of class suspensions on students' learning progress. This feedback can inform necessary adjustments to learning delivery strategies. They should also collect data on challenges, learner participation, resource utilization, and class suspension/resumption details for BLDMs and ADMs. This information will be reported to the RO.

VII.   REPEALING CLAUSE

All DepEd Orders, memoranda, and other related issuances, rules, regulations, and provisions, which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

VIII.   EFFECTIVITY

This Order shall take effect immediately after its publication on the DepEd Website as well as its filing with the Office of the National Administrative Registrar (ONAR) at the University of the Philippines Law Center, UP Diliman, Quezon City.

Republic of the Philippines

Department of Education

School:

Quarter:

No.	Date	Type of Emergency	Specific Situation	ADM Implemented?	Type	Grade Level

_____

NAME OF PRINCIPAL

POSITION

ANNEX B

CONTENTS OF THE LEARNING AND SERVICE CONTINUITY PLAN

I. For Table 1 and Table 2: Risk Assessment of Emergency Situations

a. It is important to undertake a comprehensive risk assessment of
b. For the "Risk" Column
   i. Consider data on past incidents of emergency situations that have affected your school
   ii. Identify risks to the school, such as structural vulnerabilities, technological risks, social risks, and environmental hazards;
   iii. Enumerate the possible emergency situations that can affect the school
c. For the "Likelihood" Column, evaluate the likelihood of each identified threat or hazard occurring., based on the likelihood matrix:

Likelihood Matrix:

High:	5+ occurrence/year
Medium-high:	2-4 occurrences/year
Medium:	1 occurrence/year
Medium-low:	1 occurrence/3 years
Low:	1 occurrence/10 years or more

d. For the "Severity per Instance" Column, evaluate the potential severity of each identified threat or hazard, based on the severity matrix:

Severity Matrix:

Negligible:	disruption to classes and/or school-based services is for a few minutes to an hour
Minor:	disruption to classes and/or school-based services are for a few hours in a school day
Moderate:	disruption to classes and/or school-based services are for a school day
Significant:	disruption to classes and/or school-based services are for 2-5 school days
Severe:	disruption to classes and/or school-based services are for more than a week

ANNEX B

e. For the "Potential Impact in Possible Total Class Days Lost" Column, assess the potential impact of each threat or hazard, and total possible class days lost.

f. For the "Potential Vulnerabilities" Column, determine the school's vulnerabilities, such as structural weaknesses, vulnerability of learning materials and equipment, and other factors that may affect the conduct of classes or ADMs given the risks enumerated.

II. **For Table 1: Profiling of Learners**

a. Our learners have always been our priority in DepEd. In gearing up for the new school year, Profiling Our Learners ensures that our plans, decisions, activities, especially the learners' choice of learning delivery modalities are responsive to their context. Disasters and Emergencies: Identify ADMs such as online learning, modular learning, and radio-based instruction tailored to local circumstances. Some key considerations may include the following:

    i.   Grade Level
    ii. Reading Ability
    iii. Access to Learning Resources and Materials
    iv. Availability and capability of Parental/Guardian to assist home-based learning
    v. Internet accessibility, availability of devices, and community resources
    vi. Conducive Learning Space
    vii. Learners with Special Education Needs (LSEN)
    viii. Belonging to Indigenous Peoples Community (IPS)

b. For the "Learner Profile Considerations" Column, note down the profile of specific learners in your school that may affect their capacity to undertake specific types of ADMs, or to undertake face-to-face classes given the identified risk. Please ensure to note all types of learners to ensure that interventions for all learners are planned.

c. For the "Number of Learners per Consideration" Column, note down the number of such learners per learner profile consideration.

ANNEX B

III. For Table 1: Intervention Planning

a. For the "Intervention" column, please indicate the type of ADM that can be applied to each profile of specific learners.

b. You may use the Intervention Matrices and Delivery Modality Matrix to inform the type of interventions that may be provided to learners.

Learning Access

INTERVENTIONS

	(1)	(2)	(3)
Group A ✓ Has gadget ✓ Has access	**Use:** Learner packet, Google classroom, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**Use:** Learner packet, Google classroom, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**Use:** Learner packet, Google classroom, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule **W/ Parent Involvement:** Make sure the child sticks to the schedule; Create a sustainable learning environment; T:need to get the parent schedule, conduct kumustahan **W/o Parent Involvement:** -T meets or talks to student online during class time
	(4)	(5)	(6)
Group B ✓ Has gadget X No access	**Use:** Learner packet, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**Use:** Learner packet, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**Use:** Learner packet, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule **W/o Parent involvement:** T meets or talks to student in FB during class time
	(7)	(8)	(9)
Group C X No gadget X No Access	**Use:** Learner packet, Gadget/access loan **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**Use:** Learner packet, Gadget/access loan **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**Use:** Learner packet, Gadget/access loan **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule **W/o Parent Involvement:** T: Barangay-based; T: gadget/access loan; T: Nanay ng Barangay – give load, PPE, certificate; T: Learning hubs

Learner Types:	Frustrated	Instructional	Independent
Parent Involvement:	High	Moderate	Minimal

Access to Learning Resources:

INTERVENTIONS

	Frustrated / High	Instructional / Moderate	Independent / Low
Group A ✓ Has conducive learning space ✓ Has Access	1. What tools are most accessible? 2. What schedule works best for him and his parent? 3. What form of assessment suits his learning ability?	1. What tools are most accessible? 2. What schedule works best for him and his parent? 3. What form of assessment suits his learning ability?	1. What tools are most accessible? 2. What schedule works best for him? 3. How do I keep his guardian engaged? 4. What form of assessment suits his learning ability?
Group B ✓ Has conducive learning space X Has Access	1. What resources can be utilized? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability?	1. What resources can be utilized? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability?	1. What resources can be utilized? 2. What arrangement works best for him? 3. How do I keep his parent engaged? 4. What form of assessment suit his learning ability?
Group C X No Conducive Learning Space X No Access	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can community support him further?

Learner Types:	Frustrated	Instructional	Independent
Parent Involvement:	High	Moderate	Low

ANNEX B

Learning Delivery Modality	Sub-Categories	Applicable Grade Level/Learning Area			Learning Resources Required
		Key Stage 1 (K-3)	Key Stage 2 (Grade 4-6)	Key Stage 3 (JHS-SHS)	
Online Distance Learning	ODL (Synchronous + Asynchronous)				Online SLM Online activities and exercises
Modular Distance Learning	Digital Modular				Offline Digital SLM Offline Learning Activity Sheets
	Printed Modular				Printed SLM Learning Activity Sheets
Blended Distance Learning	Any combination of the LDMs and their subcategories				Any of the available resources Activity Sheets

ANNEX B

IV. **For Table 1: Resources Required**

a. After profiling your learners and identifying the potential ADMs that your school will adopt, you can now proceed to the next step which is identifying the Learning Resources that will support the learning process of your learners. This is also the part of the planning process where you will ask yourself, what learning resources will your learners need?

b. For the "Resources Required" Column, indicate the types of resources you'll need. These can include learning resources, like digital devices, printed materials, etc. Please also include the budget requirements if any. Please also include any resources you will need in the distribution of learning resources.

c. For the "Distribution/Access" Column, elaborate the following:
   i. Where are these learning resources stored
   ii. Who safeguards and is accountable for these resources
   iii. Detail how learners can access these resources, such as distribution centers or online portals
   iv. Detail who distributes these resources and through which channels

V. **For Table 2: School-Based Services**

a. For the "Intervention" Column, list school-based services and their alternative modes of implementation during specific disasters, considering local conditions.

b. For the "Service Provider" Column, detail the person in charge, and procedures for mobilizing school heads and personnel to implement school-based services during emergencies.

ANNEX B

VI. Other Sections after Table 1&2

a. Section on Storage and Safekeeping Procedures: Protocols for the safekeeping of school devices and equipment, including secure storage and regular maintenance checks.

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g. Communication and Contingency Plans: Coordination and communication plans for safe shelter and coordination among LGUs, schools, and parents.

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   i. Define the timeline and process for assessing the effectiveness of the Learning Continuity Plan,
   ii. Feedback mechanisms and data collection plan, including what data to collect and from whom.

ANNEX B

LEARNING AND SERVICE CONTINUITY PLAN

Table 1. Impact to Class Days

Risk	Likelihood[a]	Severity[b] per incidence	Potential Impact in Possible Total Class Days Lost	Potential Vulnerabilities	Learner Profile Considerations	Number of Learners per Consideration	Intervention	Resources Required	Distribution /Access
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					students who are not fully independent learners and no internet access	30	Use of SLMs	30 sets of SLMs	Distributed at start of SY
					Students with internet acccess	100	Online Classes	Google Meet/ Messenger	Protocols communicated at start of school year

[a]Likelihood Matrix:
High: 5+ occurrence/year
Medium-high 2-4 occurrences/year
Medium 1 occurrence/year
Medium-low1 occurrence/3 years
Low 1 occurrence/10 years or more

[b]Severity Matrix:
Negligible: disruption to classes and/or school-based services is for a few minutes to an hour
Minor: disruption to classes and/or school-based services are for a few hours in a school day
Moderate: disruption to classes and/or school-based services are for a school day
Significant: disruption to classes and/or school-based services are for 2-5 school days
Severe: disruption to classes and/or school-based services are for more than a week

ANNEX B

Table 1. Impact to School Based Services

Risk	Likelihood[a]	Severity[b] per incidence	Potential Impact to Possible School Based Services Days Lost	Service Affected	Intervention	Service Provider	Resources Required
Tropical Storm	Medium-High	Moderate	4 days without school-based services	Release of school records	Through online request	AAII to coordinate with clients through online requests	School website/FB Page

[a]Likelihood Matrix:

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I. Storage and Safekeeping Procedures
II. Standard Procedures for Mobilization of School Personnel
III. Technical Assistance Plan
IV. Make-Up Classes and Learning Recovery
V. Resource Allocation and Community and Stakeholder Engagement
VI. Return Plans
VII. Communication and Contingency Plans
VIII. Assessment of Effectiveness

CONTENTS OF THE LEARNING AND SERVICE CONTINUITY PLAN

I. **For Table 1 and Table 2: Risk Assessment of Emergency Situations**

a. It is important to undertake a comprehensive risk assessment of
b. For the "Risk" Column
  i. Consider data on past incidents of emergency situations that have affected your school
  ii. Identify risks to the school, such as structural vulnerabilities, technological risks, social risks, and environmental hazards;
  iii. Enumerate the possible emergency situations that can affect the school
c. For the "Likelihood" Column, evaluate the likelihood of each identified threat or hazard occurring., based on the likelihood matrix:

Likelihood Matrix:

High: 5+ occurrence/year
Medium-high: 2-4 occurrences/year
Medium: 1 occurrence/year
Medium-low: 1 occurrence/3 years
Low: 1 occurrence/10 years or more

d. For the "Severity per Instance" Column, evaluate the potential severity of each identified threat or hazard, based on the severity matrix:

Severity Matrix:

Negligible: disruption to classes and/or school-based services is for a few minutes to an hour
Minor: disruption to classes and/or school-based services are for a few hours in a school day
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ANNEX B

e. For the "Potential Impact in Possible Total Class Days Lost" Column, assess the potential impact of each threat or hazard, and total possible class days lost.

f. For the "Potential Vulnerabilities" Column, determine the school's vulnerabilities, such as structural weaknesses, vulnerability of learning materials and equipment, and other factors that may affect the conduct of classes or ADMs given the risks enumerated.

II. **For Table 1: Profiling of Learners**

a. Our learners have always been our priority in DepEd. In gearing up for the new school year, Profiling Our Learners ensures that our plans, decisions, activities, especially the learners' choice of learning delivery modalities are responsive to their context. Disasters and Emergencies: Identify ADMs such as online learning, modular learning, and radio-based instruction tailored to local circumstances. Some key considerations may include the following:

    i. Grade Level
    ii. Reading Ability
    iii. Access to Learning Resources and Materials
    iv. Availability and capability of Parental/Guardian to assist home-based learning
    v. Internet accessibility, availability of devices, and community resources
    vi. Conducive Learning Space
    vii. Learners with Special Education Needs (LSEN)
    viii. Belonging to Indigenous Peoples Community (IPS)

b. For the "Learner Profile Considerations" Column, note down the profile of specific learners in your school that may affect their capacity to undertake specific types of ADMs, or to undertake face-to-face classes given the identified risk. Please ensure to note all types of learners to ensure that interventions for all learners are planned.

c. For the "Number of Learners per Consideration" Column, note down the number of such learners per learner profile consideration.

ANNEX B

III. For Table 1: Intervention Planning

a. For the "Intervention" column, please indicate the type of ADM that can be applied to each profile of specific learners.

b. You may use the Intervention Matrices and Delivery Modality Matrix to inform the type of interventions that may be provided to learners.

Learning Access

INTERVENTIONS

Group	Frustrated / High	Instructional / Moderate	Independent / Minimal	Parent Involvement
Group A ✓ Has gadget ✓ Has access	**(1) Use:** Learner packet, Google classroom, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**(2) Use:** Learner packet, Google classroom, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**(3) Use:** Learner packet, Google classroom, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**W/ Parent Involvement:** -Make sure the child sticks to the schedule -Create a sustainable learning environment T: need to get the parent schedule, conduct kumustahan **W/o Parent Involvement:** - T meets or talks to student online during class time
Group B ✓ Has gadget ✗ No access	**(4) Use:** Learner packet, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**(5) Use:** Learner packet, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**(6) Use:** Learner packet, FB messenger/text **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**W/o Parent involvement:** T meets or talks to student in FB during class time
Group C ✗ No gadget ✗ No Access	**(7) Use:** Learner packet, Gadget/access loan **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**(8) Use:** Learner packet, Gadget/access loan **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**(9) Use:** Learner packet, Gadget/access loan **Arrangement:** Learner packets to be delivered by barangay or per schedule (like SAP) **Assessment:** Students send back answered learner packets through barangay or per schedule	**W/o Parent Involvement:** T: Barangay-based T: gadget/access loan T: Nanay ng Barangay – give load, PPE, certificate T: learning hubs
Learner Types:	Frustrated	Instructional	Independent	
Parent Involvement:	High	Moderate	Minimal	

Access to Learning Resources:

INTERVENTIONS

Group	Frustrated / High	Instructional / Moderate	Independent / Low
Group A ✓ Has conducive learning space ✓ Has Access	1. What tools are most accessible? 2. What schedule works best for him and his parent? 3. What form of assessment suits his learning ability?	1. What tools are most accessible? 2. What schedule works best for him and his parent? 3. What form of assessment suits his learning ability?	1. What tools are most accessible? 2. What schedule works best for him? 3. How do I keep his guardian engaged? 4. What form of assessment suits his learning ability?
Group B ✓ Has conducive learning space ✗ Has Access	1. What resources can be utilized? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability?	1. What resources can be utilized? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability?	1. What resources can be utilized? 2. What arrangement works best for him? 3. How do I keep his parent engaged? 4. What form of assessment suit his learning ability?
Group C ✗ No Conducive Learning Space ✗ No Access	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?
Learner Types:	Frustrated	Instructional	Independent
Parent Involvement:	High	Moderate	Low

ANNEX B

Learning Delivery Modality	Sub-Categories	Applicable Grade Level/Learning Area			Learning Resources Required
		Key Stage 1 (K-3)	Key Stage 2 (Grade 4-6)	Key Stage 3 (JHS-SHS)	
Online Distance Learning	ODL (Synchronous + Asynchronous)				Online SLM Online activities and exercises
Modular Distance Learning	Digital Modular				Offline Digital SLM Offline Learning Activity Sheets
	Printed Modular				Printed SLM Learning Activity Sheets
Blended Distance Learning	Any combination of the LDMs and their subcategories				Any of the available resources Activity Sheets

IV. **For Table 1: Resources Required**

a. After profiling your learners and identifying the potential ADMs that your school will adopt, you can now proceed to the next step which is identifying the Learning Resources that will support the learning process of your learners. This is also the part of the planning process where you will ask yourself, what learning resources will your learners need?

b. For the "Resources Required" Column, indicate the types of resources you'll need. These can include learning resources, like digital devices, printed materials, etc. Please also include the budget requirements if any. Please also include any resources you will need in the distribution of learning resources.

c. For the "Distribution/Access" Column, elaborate the following:
   i. Where are these learning resources stored
   ii. Who safeguards and is accountable for these resources
   iii. Detail how learners can access these resources, such as distribution centers or online portals
   iv. Detail who distributes these resources and through which channels

V. **For Table 2: School-Based Services**

a. For the "Intervention" Column, list school-based services and their alternative modes of implementation during specific disasters, considering local conditions.

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