



Republic of the Philippines
Department of Education
 REGION I
 SCHOOLS DIVISION OF VIGAN CITY

DIVISION MEMORANDUM

No. 589, s. 2026

28 JUL 2026

GUIDELINES ON LEARNING CONTINUITY IN EMERGENCIES

TO: Assistant Schools Division Superintendent
 Chief Education Supervisors
 Public Elementary and Secondary School Heads
 All Others Concerned

1. Pursuant to DepEd Order No. 14, s. 2026, titled "Guidelines on Learning Continuity in Emergencies", the Department of Education institutionalizes a comprehensive framework to ensure the uninterrupted delivery of quality, inclusive, and equitable basic education during emergencies, disasters, armed conflicts, public health emergencies, and other crisis situations. The Order strengthens the Department's commitment to disaster resilience by integrating preparedness, response, recovery, and continuity measures into school operations and governance.
2. All school heads are directed to:
 - a. Disseminate the contents of the Order to all teaching and non-teaching personnel;
 - b. Review and update their Learning Service Continuity Plan (LSCP) based on the provisions of the Order; and
 - c. Ensure the implementation of the prescribed learning continuity measures in their respective schools.
3. Attached is the DepEd Order No. 14, s. 2026 for reference.
4. Immediate dissemination and strict compliance of this Memorandum is desired.

[Signature]
VILMA D. EDA, CESO V
 Schools Division Superintendent

SGOD/DRRM/rqq
 July 23, 2026



Address: Mena Crisologo St. corner Rivero St., Brgy. IX, Vigan City, Ilocos Sur
 Telephone No: (077) 722-20-23 / (077) 632-05-33
 Email Address: vigan.city@dep.gov.ph
 Website: www.dep.gov.ph/vigan-city

Your Feedback is important to us. Visit this link bit.ly/SDOViganCityCSM





Republic of the Philippines
Department of Education

JUN 04 2026

DepEd ORDER
No. **014**, s. 2026

GUIDELINES ON LEARNING CONTINUITY IN EMERGENCIES

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

1. The Department of Education (DepEd) issues the enclosed **Guidelines on Learning Continuity in Emergencies**, which emphasize that learning continuity is anchored on the belief that well-being is critical to an individual's capacity to learn and teach.
2. This Order shall provide guidelines for teaching and learning before, during, and after emergencies at the school level. It shall support school heads in making informed decisions for the safety and well-being of DepEd stakeholders across all phases of an emergency. It shall also provide a standard for learning resources to be developed and created for each level of emergency.
3. This Order shall complement policies released by the Department on education in emergencies, including but not limited to DepEd Order No. 022, s. 2024 or the Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies.
4. This Order shall take effect immediately upon its publication and issuance in the Official Gazette or in a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
5. All Orders and other related issuances, rules and regulations, and provisions which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
6. For more information, please contact the **Office of the Undersecretary for Learning Systems**, 16th floor, TechZone Building, Malugay/Gil Puyat Street, Barangay San Antonio, Makati City, through email at ouc@deped.gov.ph.

7. Immediate dissemination of and strict compliance with this Order is directed.


SONNY ANGARA

Secretary 

Encl.:

As stated

Reference:

DepEd Order (No. 022, s. 2024)

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

BASIC EDUCATION
BUREAUS AND OFFICES
CALAMITY
CLASSES
EMPLOYEES
LEARNERS

LEARNING CONTINUITY
LEARNING RESOURCES
POLICY
SCHOOLS
TEACHERS





GUIDELINES ON LEARNING CONTINUITY IN EMERGENCIES

I. RATIONALE

1. The Philippines is naturally prone to extreme weather and geologic events such as typhoons, earthquakes, and volcanic eruptions. These are often made worse by climate change and complex socioeconomic factors, leading to severe flooding and extreme heat. Additionally, human-induced incidents such as health crises, episodes of violence, and armed conflict occur across the country. These situations put the safety of learners, teachers, and non-teaching personnel in danger and make it difficult for schools to function normally. While efforts have been made to address learning loss and disaster risk and reduction— more can be done for learning continuity and learning delivery during emergencies.
2. In response, the Department of Education (DepEd) is committed to prioritizing the safety of its stakeholders while ensuring that learning continues. Through Education in Emergencies (EiE), DepEd balances the need for protection with the goal of preventing learning loss. This is especially important for indigenous peoples, marginalized groups, including young women, refugees, learners from geographically isolated and disadvantaged areas, and learners with disabilities. To maintain a sense of stability and normalcy, DepEd shall have specific strategies and support systems in place. This order provides the necessary measures to ensure that teaching and learning continue safely, even during the most difficult conditions.

II. SCOPE

3. This Order shall provide guidelines for teaching and learning before, during, and after emergencies at the school level. It shall support school heads, Division Alternative Learning System (ALS) Focals, and the Schools Division Superintendent (SDS) in making informed decisions for the safety and well-being of DepEd's stakeholders across all phases of an emergency. It shall also provide a standard for learning resources to be developed and created for each level of emergency.
4. This shall apply to all public elementary and secondary schools and DepEd-operated Community Learning Centers (CLCs), as well as DepEd-recognized ALS Providers. Private elementary and secondary schools, private ALS providers, and basic education units of state or local universities and colleges (SUCs and LUCs) may likewise adopt the guidelines provided herein.

5. This shall complement subsequent and current policies to be released or already released by DepEd on EiE and updates relevant to DepEd Orders (DO) for planning, decision-making for learning delivery during emergencies and makeup classes including, but not limited to: DO No. 022, s. 2024, or “Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies,” Learning and Service Continuity Plan (LSCP), capability mapping of students, and School Improvement Plan (SIP). All DOs and other related issuances, rules and regulations and provisions which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.

III. DEFINITION OF TERMS

6. The following terms are operationally defined and are guided by relevant laws, policies, and frameworks:
- a. **Education in Emergencies (EiE)** - Quality learning opportunities for all ages in situations of crisis. It ensures learning continuity in the event of a declaration of suspension or cancellation of in-person classes.
 - b. **Emergency Call Tree** - A structured communication chain that assigns responsibility and sequence for relaying urgent information during crises and emergencies.
 - c. **Emergency Learning Kits** - Pre-positioned sets of safety items, sanitary items, and basic learning resources designed to keep learners engaged and supported during emergencies when normal schooling is disrupted. This may include manipulative learning resources for Key Stage 1.
 - d. **Flexible Learning Programs (FLP)** - These are DepEd general education schooling programs deliberately designed to address the needs of learners at risk of dropping out. FLP provides accessible, learner-centered education beyond mainstream classroom environments, ensuring that learners with irregular attendance in the formal school system can continue learning. This definition effectively repeals the definitions of ADMs¹ and Flexible Learning Options (FLOs)² in previous DepEd Orders, updating them to reflect the distinction between FLPs and EiE.
 - e. **Hazard** - Refers to a dangerous phenomenon, substance, human activity, or condition that may cause loss of life, injury, or other health impacts,

¹ DO No. 022, s. 2024.

² DO No. 018, s. 2020.

property damage, loss of livelihood and services, social and economic disruption, or environmental damage.³

- f. **Human-Induced Incident** - An event primarily caused by human actions—intentional or unintentional—such as violence, terrorism, armed intrusion, bomb threats, abductions, civil unrest, or other acts that endanger the school community.⁴
- g. **Learning and Service Continuity Plan (LSCP)** - A documented action plan created by each school to prepare and operationalize learning during and after emergencies. This plan emphasizes the safety of all stakeholders and ensures learning continuity. This plan is to be developed annually before the opening block and updated every term.
- h. **Learning Design Principles** - These are prioritized instructional principles that guide lesson planning and delivery. These describe the ideal experience for learners and enable coherent, responsive, and non-compliance-driven teaching.
- i. **Learning Experience** - Refers to the interaction of learners with teachers, peers, and/or learning resources enabling them to acquire knowledge, skills, and receive feedback to deepen learning. These may be delivered through different modalities. In lieu of reporting ADMs, schools shall report the learning experiences implemented during periods of in-person class disruption.
 - **Broadcast Materials** - Instructional materials delivered through mass media platforms, including but not limited to radio- or television-based instruction (e.g., DepEd TV), designed for one-to-many dissemination. These materials do not require internet connectivity or direct learner interactivity and are typically used to reinforce routine, familiarity, and continuity of learning during disruptions.
 - **Digital Modules** - Structured learning experiences delivered through a learning management system (LMS) or other digital platforms, combining reference materials, guided activities, and assessments that learners access online or offline. These modules may integrate multimedia and interactive elements – such as but not limited to, videos, simulations, and interactive exercises – and require access to a digital device, with or without connectivity.

³ Republic Act (RA) No. 10121, “Philippine Disaster Risk Reduction and Management Act of 2010”

⁴ RA No. 10121; DO No. 21, s. 2015.

- **Home Learning Support** - Strategies, resources, and guidance provided to learners by teachers and their parents/guardians to ensure continuity of learning when schools are disrupted during an emergency, hazard and crisis. It emphasizes flexible, context-responsive approaches that allow learning outside of the formal classroom.
- **Check-in Guides** - Tools designed for teachers to maintain communication with learners during disruptions, with a primary focus on monitoring safety, well-being, and access to learning. These guides carry no academic demand and may include brief reflective or expressive prompts to support psychosocial connection and reassurance.
- **Family Kits** - Thoughtfully designed support resources that equip parents and guardians to facilitate learning at home while recognizing the family's unique needs and constraints. They aim to strengthen parents and guardians' ability to make intentional, context-appropriate decisions that sustain children's learning and well-being.
- **Learning Packets** - Flexible, low-demand collections of short, self-contained learning tasks designed to sustain learner engagement during class disruptions. Learning packets are not necessarily aligned to the current lesson sequence and are designed for independent or minimally supervised use, prioritizing continuity and engagement over content progression. These may include worksheets, guided activity cards, simple reading materials, or manipulative activities.
- **Online Synchronous Classes** - Real-time instructional sessions conducted through video or audio-conferencing platforms that enable direct interaction between teachers and learners for guided instruction, clarification of new or complex concepts, collaborative discussion, and timely feedback. These sessions complement independent learning resources and require stable access to devices and connectivity.
- **Print Modules** - Structured learning experiences delivered in printed format, combining reference materials, guided activities, and assessments that learners accomplish independently and at their own pace. These modules are designed for sequential use and do not require digital devices or internet connectivity.

- j. **Learning Loss** - Refers to any loss of knowledge, or reversals in academic progress and abilities, most commonly due to gaps or discontinuities in learning experiences.
- k. **Learning Resource Management System (LRMS)** - Any centralized repository system that holds and stores quality-assured and vetted learning resources and/or materials. Both the LRMS and the materials stored in the system shall be officially approved and recognized by DepEd.
- l. **Levels (of Learning Continuity)** - A classification of learning circumstances under the Learning Continuity Framework, based on the degree of safety and disruption experienced by DepEd stakeholders. These levels guide appropriate responses by linking well-being and circumstances with recommended learning experiences.
- m. **Mental Health and Psychosocial Support (MHPSS)** - A composite term used to describe any type of local or outside support that aims to protect or promote psychosocial well-being or prevent or treat mental health conditions.
- n. **Psychological First Aid (PFA)** - A component of MHPSS. This is immediate, supportive care provided to individuals in distress during or after a crisis to reduce stress and promote recovery. PFA shall be administered only by trained personnel to ensure appropriate and effective support.⁵
- o. **Trauma-informed Teaching** - This refers to instructional practices that prioritize learner well-being and continuity of learning during disruptions by establishing safe and supportive learning environments. It involves the use of flexible, developmentally appropriate, and trauma-informed strategies that respond to learners' needs across varying learning conditions.

IV. POLICY STATEMENT

- 7. This DO focuses on learning continuity through the delivery of quality teaching and learning in times of emergencies, crises, and other disruptions to prevent learning loss. Learning continuity is anchored on the belief that well-being is critical to an individual's capacity to teach and learn.
- 8. At the pedagogical level, these guidelines shall help schools make better decisions for learning continuity and select appropriate learning experiences before, during, and after emergencies.

⁵ DO No. 21, s. 2015

V. PROCEDURES

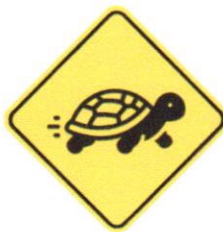
A. Learning Continuity Framework

9. The Learning Continuity Framework shall institutionalize a levels-based decision-making system that guides schools and CLCs in determining appropriate learning priorities, responses, and supports based on the circumstances experienced by teachers and learners. The learning continuity levels shall be based on the automatic or localized suspension of classes consistent with previously issued and upcoming policies.

Learning Continuity in Emergencies



Hayo / Continue
in-person classroom
learning



Hinay / Ease-in
structured distance
learning experiences



Hinga / Check-in
check-ins and light
distance learning



Hinto / Stop
all forms of learning
are suspended

10. **The framework is anchored on the principle that teacher and learner well-being is foundational to education.** The primary goal of any learning continuity decision is to maintain or restore a sense of safety, stability, and connection, while preventing harm and minimizing learning loss, to achieve the state of normalcy (i.e. *Hayo*).
11. Each level of the framework is based on teachers and learners' circumstance and the status of their well-being. The different levels serve as guides for the school heads, Division ALS Focal Persons, and/or SDS to determine the learning delivery, learning experiences, and minimum standards for learning during an emergency or crisis. (See Annex A for the emergencies and severity per level).
12. The policy shall be enacted once the school head, Local Chief Executive (LCE), or other relevant government agencies declare suspension. School heads shall exercise sound professional judgment in determining level of learning continuity during class suspensions. Parents or legal guardians retain 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 the learner should master. Actions taken in good faith and in compliance with this policy shall not subject school heads or teachers to personal liability.

13. The framework shall not be used to automatically suspend classes, reduce academic expectations, or substitute lighter learning resources when learners are demonstrably safe and cognitively ready to engage in the regular curriculum.
14. In making such determinations, school heads, Division ALS Focal Persons, and/or SDS shall ensure that decision-making is inclusive of local community views, including cultural considerations and local knowledge on the environment and hazards. Indigenous Cultural Communities and other culturally distinct communities may interpret or respond to emergencies in ways shaped by their histories, belief systems, and communal practices. Professional judgment shall therefore integrate objective safety considerations and culturally grounded understandings of risk and recovery.
15. While the framework is generally applied to school-wide or community-wide emergencies and disasters, schools and teachers may also use this framework to provide targeted supports for individuals or classes affected by small-scale learning disruptions such as, but not limited to, fire damages to classrooms, illness or death in the family, displacement, or other psychosocial circumstances that significantly affect their capacity to participate in regular learning activities.
16. In cases wherein a state of national emergency or equivalent circumstances is declared by the relevant government authorities, the schools shall determine their learning continuity level after consultation with their school stakeholders and their Schools Division Office (SDO) officials.
17. Taking into consideration the unpredictability of climate change and its impact, as well as other unforeseeable national emergencies, the levels may be updated in the future. These updates shall be grounded on evidence taken from the monitoring and evaluation of this Order.

Level	Learner Circumstance and Status of Well-Being	Learning Priorities	Minimum Standards for Learning Resources and Learning Experiences
HAYO (Continue)	Ideal circumstances where learners and teachers are physically safe, emotionally regulated, and cognitively ready to engage in sustained learning. Families and communities function normally.	Schools continue regular in-person teaching and learning activities. Teachers use full lesson guides, ensuring full curriculum delivery and engagement.	All learning experiences can be used by all learners. Remediation programs are delivered.
HINAY (Ease in)	Minor to moderate disruptions to in-person classes where learners experience mild stress or uncertainty. Routines are disrupted and access to learning spaces or support at home is uneven.	Learning continues but is intentionally slowed down to lessen pressure on teachers and learners. There is flexibility and adjustments to pacing to manage stress from changes experienced by stakeholders. Teachers use the identified learning experience(s) as per the school LSCP. Parents/Guardians receive Family Kits to facilitate learning at home.	Teachers may engage learners in any of the following: online synchronous class, digital modules, broadcast materials, print modules, or learning packets. Formative assessments shall be limited to essential core competencies. The number of subjects, including remediation sessions, scheduled per day shall be reduced, and the duration of learning activities shall be appropriately shortened.

Level	Learner Circumstance and Status of Well-Being	Learning Priorities	Minimum Standards for Learning Resources and Learning Experiences
HINGA (Check-in)	Learners experience heightened stress due to the impact of emergencies, crises, or disasters. Community recovery is ongoing.	Academic demands are heavily reduced and well-being is prioritized. Instructional activities focus on physical, psychological, and social-emotional well-being checks and recovery. Check-ins done at this level are considered part of the teaching load. Teachers use check-in guides. Parents/Guardians receive Family Kits for home-based support.	Teachers invite learners to use broadcast materials, learning packets, check-in guides, and other trauma-informed, simplified learning resources. Learning Resources shall focus on reviewing concepts from the previous lessons. Formative assessments are optional and low-stakes. Offline resources are prioritized.
HINTO (Stop)	Learners' safety and basic needs are at risk; distress or displacement is highly likely. Extremely unsafe conditions within the community or family.	Academic learning is halted completely. Full attention is given to the protection, emergency response, and basic needs of learners and personnel. School heads activate crisis management protocols and coordinate relief initiatives with Local Government Units (LGU) and SDO. Provision of MHPSS to affected teachers and learners shall be ensured.	Teachers may engage learners in check-ins or other forms of MHPSS as needed. Learning Resources are focused on psychological safety and check-ins on well-being.

B. Learning Delivery During Emergencies

18. The DepEd Learning Design Principles (See Annex B) articulate the core foundation of how learners learn best and what effective instructions should embody. These principles define quality teaching and learning across subjects, grade levels, and modalities. They ensure that curriculum delivery remains meaningful and context-responsive.
19. Learning experiences shall be selected not only based on availability, but on their intended instructional purpose and alignment with the learner's level of safety and readiness as defined in the Learning Continuity Framework. Learning experiences shall be selected and contextualized to align with Individualized Education Plans,⁶ home environments, and available supports at home of learners with disabilities.
20. The development or adaptation of learning experiences and resources for EiE, especially for *Hinga* and *Hinto* levels, shall be done in collaboration with the Bureau of Learner Support Services (BLSS) and the Bureau of Curriculum Development (BCD) to ensure principles of MHPSS and the Homeroom Guidance Program, respectively, are properly integrated and communicated. The adaptation of learning experiences and resources during emergencies shall follow the specifications under the Development and Design Considerations for Learning Experiences and Learning Resources during Emergencies (See Annex C).
21. To maintain the appropriateness and responsiveness of learning supports during *Hinga* and *Hinto* levels, all modified learning materials or Emergency Learning Kits specifically designed for ALS shall undergo a quality assurance review by the Bureau of Alternative Education-Policy and Quality Assurance Division (BAE-PQAD) or the Regional/Division ALS Focal Persons. This shall ensure that these are thoughtfully designed for adult learners and aligned with the ALS K-12 basic Education Curriculum.

C. EiE as a Whole

22. In recognizing EiE as a collective action to be taken by DepEd, the Learning Continuity Framework serves to complement the ongoing and future programs of different offices rather than hinder or complicate their operations.
23. The Central Office (CO), through its designated Technical Working Group (TWG), shall consolidate guidance from relevant bureaus and services, while Regional Offices (ROs) and SDOs shall operationalize the implementation of EiE. Schools and CLCs shall activate their LSCPs, report their emergency level

⁶ DO No. 044, s. 2021.

within the prescribed timeline, and ensure the timely distribution of emergency learning kits such as but not limited to learning packets, print modules, and the Edukahon emergency education response packages consistent with DepEd Memorandum (DM) No. 086, s. 2025 or the “Adoption and Deployment of Edukahon: DepEd’s Standardized School Recovery Kit For Learning Continuity in Times of Emergencies and Disasters.”

24. This framework shall likewise operate in conjunction with the policies, activities, and principles of the Disaster Risk Reduction and Management Service (DRRMS), the Bureau of Learning Delivery (BLD), and other offices concerned with emergencies and disasters. These include, but are not limited to, the Comprehensive School Safety Framework of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, the Inter-Agency Network for Education in Emergencies (INEE) minimum standards, and the Crisis Management Committees.

D. Updates to the Learning and Service Continuity Plan (LSCP)

25. Advanced planning is vital to protect learners and teachers, and sustain learning during emergencies. The LSCP ensures safety and outlines the interventions for uninterrupted education, requiring all schools to establish safety measures and procedures for all stakeholders. This plan is to be developed annually before the beginning of each school year, and shall be updated every term within the school year.
26. Through the leadership of the school head, Division ALS Focals, and/or the SDS, the LSCP shall be developed in collaboration with teaching and non-teaching personnel, learners, and their parents/guardians. Community representatives who can provide relevant inputs regarding disaster management (e.g., IP community elders with local knowledge about the pattern of disasters in the area and safe areas for evacuation) shall be crucial for the LSCP to be responsive to local context.
27. Schools shall be responsible for ensuring all teaching and non-teaching personnel, as well as all learners and parents/guardians, are informed of the LSCP. The participation of all stakeholders in LSCP development will be key in orchestrating an effective and coordinated response when dealing with the disaster itself.
28. Schools shall conduct capability mapping to understand the teachers’ and learners’ capacity to engage in different learning experiences. SDOs shall be tasked to do this for non-school-based CLCs. This shall be done as part of the early registration process before each school year. Data from the capability mapping shall inform the school’s chosen learning experiences per learning continuity level, and shall be indicated in their LSCP (See Annex D).

29. Schools and SDOs shall prepare learning experiences and resources that are aligned with their LSCP. Schools and SDOs shall determine the learning experiences to be utilized at each learning continuity level for each key stage. These resources may be sourced from the learning resource management system or their regional and division counterparts, using standards set by this policy.
30. Schools and CLCs shall maintain a supply of their identified learning resources and emergency learning kits as indicated in their LSCP such as but not limited to DepEd's Edukahan⁷, proportional to the number of learners enrolled. These may be distributed to learners at the beginning of the school year or at designated periods throughout the school year.
31. The instruction on the safekeeping of devices as procured by DepEd, as well as those donated by external partners, shall be incorporated in the LSCP under Learning Experiences, consistent with the DO No. 022, s. 2024 or the "Revised Guidelines on Class and Work Suspensions in Schools During Disasters and Emergencies." Schools and CLCs shall ensure the proper inventory, secure storage, and accountability measures for all devices, alongside distribution and access notes.
32. School-based CLCs shall be reflected in the school LSCP and Annual Implementation Plan (AIP). Community-based ALS programs shall be reflected in Schools Division LSCP and AIP. RO and SDO LSCPs shall indicate strategies for teacher MHPSS and temporary relief during recovery periods.
33. Every school year, an emergency call tree shall be included in the LSCP and should be automatically followed in the event of an emergency. Provisions for a reasonable communication allowance may be indicated in the AIP to support communication protocols in the LSCP.

E. Teacher Capacity Building

34. School heads shall ensure all teachers are made aware of the learning experiences to be used during each learning continuity level, as indicated in the school's LSCP. Teachers and Community-based ALS Implementors shall be guided and capacitated on the teacher competencies for learning delivery per level.
35. All teachers, including those in ALS, shall be equipped with trauma-informed teaching approaches, materials, tools, and competencies in psychological first aid. Schools shall conduct at least one session during the annual In-Service Training for Teachers (INSET) related to learning continuity, such as training on the use of trauma-informed teaching approaches, materials, tools,

⁷ DM No. 086, s. 2025.

psychological first aid, as well as the facilitation of learning through different learning experiences reflected in the current LSCP. In addition to the professional development activities on learning continuity offered through the INSET, teachers may also participate in either a National Educators' Academy of the Philippines (NEAP) training, NEAP-accredited training, or relevant asynchronous courses.

36. SDOs and ROs shall be equipped to offer mental health support and emergency assistance to teachers, such as, but not limited to, relief work, especially for those serving in high-risk or under-resourced environments.
37. School counselors, school counselor associates, and guidance advocates shall be trained and equipped with competencies in MHPSS. Such capacity-building may be provided through initiatives or programs led by the BLSS or other recognized, accredited, or duly qualified institutions and partners, provided that the training content is aligned with DepEd policies, standards, and child protection principles.
38. Capacity building opportunities related to learning continuity, such as, but not limited to, trauma-informed teaching, and psychological first aid shall be made accessible to private school or private CLC personnel. Where feasible, training providers are encouraged to adopt cost-efficient delivery modalities and reasonable registration arrangements to promote broader participation, without compromising the quality and standards of the training programs.

Level	Critical teacher competencies for Good Learning Delivery during Emergencies
HAYO All stakeholders are safe and schools continue in-person learning activities.	All competencies in the <i>Philippine Professional Standards for Teachers (PPST)</i>
HINAY Learners experience mild stress and learning is intentionally adjusted and slowed down.	• Learner Safety and Security (PPST 2.1) • Learners in Difficult Circumstances (PPST 3.4) • Establishment of Learning Environments that are responsive to community contexts (PPST 6.1)
HINGA Learners experience heightened stress and academic demands are heavily reduced.	• Learner Safety and Security (PPST 2.1) • Learners in Difficult Circumstances (PPST 3.4) • Establishment of Learning Environments that are responsive to community contexts (PPST 6.1) • Engagement of Parents/Guardians and the Wider School Community in the Educative Process (PPST 6.2)

Level	Critical teacher competencies for Good Learning Delivery during Emergencies
HINTO Learners' safety and basic needs are at risk and academic learning is halted completely.	• Learner Safety and Security (PPST 2.1) • Learners in Difficult Circumstances (PPST 3.4) • School Policies and Procedures (PPST 6.4)

F. Parent or Guardian Capacity Building

39. Schools shall orient or schedule a training session with the parents and guardians to inform them of the LSCP. Emphasis shall be given to the modalities and materials used during emergencies at each level of the framework. This orientation shall be conducted during the Opening Block, following the DO No. 009, s. 2026 or the "Guidelines on the Implementation of the Three Term School Calendar in Basic Education." Follow-up activities for learning continuity with parents and guardians may be conducted throughout the school year.
40. Schools and SDOs shall strive to capacitate parents and guardians with teaching skills and MHPSS methods when remote learning is activated. The DM No. 002, s. 2026 or the "Implementing Guidelines of the Kaagapay Program: Empowering the School Community for Values Formation, Learning Support, and Bully Prevention" details further guidance on the role of parents and guardians in learning continuity.
41. Schools shall collaborate with external partners to provide such capacity-building opportunities for parents and guardians. Such assistance shall include MHPSS, basic home teaching methods, and other relevant interventions that support learner well-being.
42. SDOs shall support schools, parents, and guardians in raising awareness of the LSCP and conduct capacity-building sessions. In doing so, they may collaborate with LGUs and other relevant partners.

G. Class Suspensions and Materials Distribution

43. The EiE: Learning Continuity dashboard, integrated within the Emergency Operations Center's (EOC) incident management reporting system, serves as the primary source of data on school disruptions, learning continuity response strategies, and affected learner and teaching personnel in times of emergency or crisis.
44. School heads shall report the learning continuity level of their school and school-based CLC through the EiE: Learning Continuity dashboard mobile

application within the first 12 hours of any disruption, consistent with the Learning Continuity Framework. The SDO shall likewise report for the non-school-based CLCs. In the event of total infrastructure collapse such as but not limited to a loss of electricity or cellular network, school heads and SDOs shall report through other forms of communication that do not require data connection (e.g. sms-based reporting, two-way radios, etc). These provisions shall be taken into account by the school LSCP.

45. In addition to the learning continuity level, the mobile application interface shall allow granular, learner-level, or classroom-level data entry. This shall ensure accurate and aggregated data is available for reporting and evidence-based decision making.
46. If they are in the level of *Hinay*, *Hinga*, or *Hinto*, they shall also report the learning experience and materials used. (See Annex E.1)
47. If the school or CLC shifts to *Hinay*, *Hinga*, or *Hinto* during in-person classes without prior distribution of learning resources, a week's worth of printed materials and emergency learning kits shall be provided before learners are sent home. This ensures continuity should the level of *Hinay* be prolonged or escalated, especially during the rainy season.
48. Material distribution for emergencies should take into consideration storage and security capacity per school and based on CLC type. In-person ALS classes shall be suspended if formal junior high school classes in the division are suspended.
49. Guidelines on the use of the EiE dashboard shall be released through a separate issuance by the relevant offices in CO.

H. Reporting During Emergencies

50. Schools shall use the emergency call tree outlined in their LSCP. Teachers are requested to first report their safety status to their school head. Homeroom teachers shall get in touch with the parent or legal guardian of their learners to check on the status of all learners in their class. In the event that the homeroom teacher is unable to do checks because of their safety conditions, the school head shall assign a co-teacher to perform the routine checks on their learners.
51. The BLD, DRRMS, and Information and Communications Technology Service (ICTS) at the CO shall ensure the continuous availability and accessibility of the EiE: Learning Continuity dashboard and its mobile application, especially during times of emergencies. The reporting mechanism shall enable schools to submit information on their state of emergency at any time, especially within

the first 12 hours of occurrence and at 24-hour intervals until the school has transitioned back to *Hayo*.

52. Disruption status updates and incident reporting required under this issuance shall be submitted through the official mechanism anchored in the DRRMS incident management reporting system, including the EiE: Learning Continuity dashboard as applicable. Offices shall not require parallel templates or additional submissions covering the same reporting requirement outside the official mechanism identified in this issuance.
53. If schools and CLCs are unable to report within the prescribed timeframe, SDOs shall immediately monitor the situation and report for the school or CLC.
54. For human-induced incidents, communication protocols follow the measures outlined by the crisis management committee or the organized body at the different governance levels responsible for managing crisis preparedness, response, and recovery.

I. Shifting Between Levels

55. Transitions between levels shall be guided by the principles of safety and learner well-being. Movement from one level to another shall be based on clear evidence of the school's community conditions reported by the school heads.
56. Escalation to higher levels (*Hinay, Hinga, Hinto*) shall be initiated when the disruptions compromise the ability to sustain regular learning. De-escalation to lower levels shall only occur when learners, teaching, and non-teaching personnel are demonstrably fit to resume, appropriate resources are available, and psychosocial readiness has been established. Decisions of school heads shall also be guided by the advisories of existing government agencies (e.g., PAGASA for typhoon advisories) specialized in disaster forecasting.
57. In the event where multiple hazards occur simultaneously, school heads shall consider applying modalities and interventions for the higher level of learning continuity.

J. Transition Back to *Hayo* or Normalcy

58. The primary goal of any learning continuity decision is to maintain or restore a sense of safety, stability, and connection, while preventing harm and minimizing learning loss. *Hayo* is the ideal situation for teaching and learning, and the well-being of learners shall be the basis for determining if learners and teachers are ready to de-escalate from the higher emergency levels.

59. At any time that a school experiences an emergency (i.e., *Hinay*, *Hinga*, or *Hinto*), the school head, with the assistance of the SDO, shall prioritize a safe and gradual transition back to the *Hayo* level (See Annex E.1). This includes ensuring teachers are fit to go back to their posts.
60. In their LSCP, the SDO and RO shall allot resources to provide appropriate support to teachers, especially for MPHSS concerns. In the event that some teachers are unable to return to work immediately, the SDO and RO shall employ a context-responsive relief work strategy to ensure the balanced teacher-learner ratio is maintained.
61. MPHSS shall be embedded in classroom routines. In accordance with DO No. 006, s. 2026 or the "Guidelines on Ensuring a Safe and Motivating Learning Environment," counseling and referral services shall be utilized by the school heads and teachers to identify learners who exhibit signs of distress or ongoing adjustment difficulties even when the school or CLC has transitioned back to *Hayo*. Schools shall ensure appropriate referral to qualified mental health professionals.
62. Schools and CLCs shall implement structured remediation and foundational skill recovery measures upon return to the *Hayo* level, especially after prolonged disruptions. The return to regular pacing shall be gradual, ensuring that academic acceleration does not compromise foundational understanding or learner well-being.
63. Should the schools remain under a continuous state of emergency, interventions from the SDO and RO shall be made for learners and teachers to return to a state of normalcy and well-being. SDOs may collaborate with LGUs especially in cases of prolonged disruption.
64. If emergencies are prolonged due to hazards or impacts at the *Hinga* or *Hinto* level, schools are advised to shift their operations to a flexible learning program to establish a new or alternative normal.
65. For emergencies that risk damage to school facilities and infrastructure, resumption of in-person classes shall only occur after these are declared safe by authorized inspectors in accordance with DO No. 022, s. 2024.
66. Resource limitations or capacity constraints that affect a school or CLC's ability to transition to or sustain the *Hayo* level shall not be used as grounds for sanctions, penalties, or adverse administrative action, provided that good faith efforts toward learning continuity are demonstrated.

Learning Continuity Level	Maximum days under emergency	Actions to be taken during prolonged disaster impacts
HAYO All stakeholders are safe and schools continue in-person learning activities.	N/A	N/A
HINAY Learners experience mild stress and learning is intentionally adjusted and slowed down.	3 consecutive class days	If disruptions persist, gradually narrow learning goals to essentials and strengthen home-school communication. Frequent check-ins to ensure learner well-being is back to the <i>Hayo</i> level.
HINGA Learners experience heightened stress and academic demands are heavily reduced.	4 consecutive class days	Shift to FLP as an alternative normal, with adjusted expectations and supports.
HINTO Learners' safety and basic needs are at risk and academic learning is halted completely.	5 consecutive class days	Shift to FLP as an alternative normal once minimum safety and stability are restored

K. Makeup Class Days and Activities

67. In accordance with DO No. 022, s. 2024, learners who miss learning activities due to disruptions shall be given due consideration in attendance, assessment, and completion of learning tasks, consistent with the level and learning circumstances identified.
68. Makeup classes shall be required if the number of actual class days, considering class suspensions and holidays, falls below 90% of the mandatory contact days outlined in the school calendar. Under the Learning Continuity Framework, class suspensions at one level shall have an equivalent number of class days missed. Scheduling of makeup classes shall be left to the discretion of the school heads.
69. *Hinga* check-ins shall be considered as part of teaching load and teachers shall receive appropriate compensation subject to existing guidelines specified by DO No. 005, s. 2024 or the "Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload." Teachers who conduct makeup

classes shall also receive appropriate compensation subject to existing guidelines under DO No. 005, s. 2024 and DO No. 026 s. 2025 or the “Guidelines on the Payment of Overtime Services of Teachers.”

70. Periodical exams shall only be delivered during in-person classes or *Hayo* level days. If a periodical exam is affected by a class suspension, the school shall reschedule the exam. Before giving the periodical exam, teachers shall give their learners enough time to adjust to in-person classes.
71. Learners in work immersion (Senior High School learners) shall be covered by these levels of suspension. Work immersion days under the *Hinay*, *Hinga*, and *Hinto* days shall not be permitted. These measures shall be included in the memorandum of agreement between the school and partner institutions in line with DO No. 40, s. 2012 or the “DepEd Child Protection Policy.”

Level	Impact on Class Days	Guidance on Periodical Exams	Guidance on Work Immersion
HAYO All stakeholders are safe and schools continue in-person learning activities.	No class day missed	Resume	Resume
HINAY Learners experience mild stress and learning is intentionally adjusted and slowed down.	Half class day missed	Reschedule	No work may be allowed
HINGA Learners experience heightened stress and academic demands are heavily reduced.	Half class day missed	Reschedule	No work may be allowed
HINTO Learners' safety and basic needs are at risk and academic learning is halted completely.	Full class day missed	Reschedule	No work may be allowed

L. Reporting After Emergencies

72. The EiE: Learning Continuity dashboard shall be able to produce a report for each school on the total number of class days lost, the modalities and materials utilized during the class suspensions, damages done to resources and infrastructure, and the status of teaching and learning operations.
73. After every experienced emergency, school DRRM Coordinators or their alternate focal shall accomplish a quick incident management report outlining

the events, the key actions taken to ensure learning continuity, challenges encountered in implementation, practices or strategies that were effective and should be sustained, practices that were ineffective or inappropriate and should be revised or discontinued (See Annex D).

74. School personnel shall participate in evaluating how learning continuity was implemented. Evaluation shall focus on the appropriateness of decisions and actions given the context, rather than on outcomes alone. Key actions may be assessed using the following descriptors:

a) **Appropriate and Context-Responsive**

The actions taken were appropriate to the level of disruption and the conditions experienced by teachers and learners. Learning priorities were aligned with the activated learning continuity level, and the selected learning experiences and resources were suitable to the teachers and learners. Considerations for teacher and learner safety, well-being, and continuity of learning were sufficiently integrated into planning and implementation.

b) **Generally Appropriate but Needing Improvement**

The actions taken were generally appropriate to the situation but indicated areas for improvement in implementation. Learning continuity was sustained; however, challenges were observed in aspects such as the availability or suitability of learning experiences, pacing and workload expectations, or communication with learners and parents or guardians. While the overall approach remains aligned with the learning continuity level, refinements are necessary to strengthen effectiveness in future disruptions.

c) **Misaligned or Requiring Significant Improvement**

The actions taken were not adequately aligned with the situation or the activated learning continuity level. Learning continuity was difficult to implement or resulted in unintended strain on learners or teachers. Measures to address teacher and learner safety or psychosocial well-being were insufficient or inconsistently applied. These findings indicate the need for substantial revision of strategies and strengthened advance planning to ensure more appropriate and responsive implementation in future emergencies or crises.

75. To conclude the incident management report, an evaluation of the overall emergency or crisis management experience shall be done by identifying information gaps that affected decision-making, and outlining adjustments for similar conditions in the future, including practices that may be replicated or scaled. This reflective process shall inform evidence-based revisions of the LSCP and strengthen school preparedness for future disruptions.

76. At the end of each term, schools, through its designated DRRM Focal Person, shall consolidate and submit their incident management reports to SDO.
77. The SDOs shall prepare a report containing synthesized school-level findings to support monitoring and evaluation of learning continuity implementation, identification of common capacity gaps, and refinement of policies, tools, and resource support. A copy of the synthesis report shall be transmitted to RO and CO to improve strategic planning and implementation strategies around learning continuity.
78. Both dashboard-generated reports and school-level incident management reports shall serve as key references in revising the LSCP for the succeeding school year.

M. Technical Working Group (TWG)

79. Permanent members of DepEd's EiE TWG shall include the following offices: BLD, BLR, the Bureau of Alternative Education (BAE) of the Learning Systems Strand (LSS), BLSS, along with DRRMS of the Operations and Governance Strand (OPS), and ICTS.
80. The TWG for learning continuity shall not function as an operational command or reporting authority and shall serve to coordinate, harmonize related policies, and technical guidance from other offices to support learning continuity in emergencies. Representatives shall carry out the functions of their office's respective mandates in relation to learning continuity.
81. The TWG shall ensure the alignment of learning continuity components with its principles, communication strategy kits, development of teaching and learning materials, and dashboard updating and monitoring, in the formulation of both short-term and long-term solutions, while supporting the transition back to normalcy.
82. The TWG shall annually study the LSCPs, analyze data submitted through the EiE: Learning Continuity dashboard, and formulate policies, alongside allocating funding to programs and projects that progressively diversify viable learning experiences, learning resources, and capacity building opportunities to address emerging needs for learning continuity.

VI. ROLES AND RESPONSIBILITIES

A. CO / TWG

83. The BLD and BAE shall be responsible for developing and reporting on learning delivery standards and guidance on learning continuity in emergencies. The DRRMS shall be responsible for providing guidance and

reports on incident management, disruption statuses of schools, and operational coordination during disruptions through the DepEd's incident management and EOC processes.

84. The DepEd, through the ICTS, shall coordinate with telecommunication partners and communication technology developers to ensure that learners and teachers incur no financial costs when downloading and accessing DepEd-hosted and DepEd-accredited platforms, learning resources, communication services (such as free SMS-based or internet-based messaging apps) during times of emergency or crisis including but not limited to DepEd LMS, DepEd LRMDs, and the EiE: Learning Continuity dashboard.
85. The School Health Division under BLSS shall issue guidelines and provide support to enable the safe and context-responsive delivery of the School-Based Feeding Program or alternative nutrition support mechanisms, as well as equipping RO and SDOs to offer mental health support, during *Hinga* and *Hinto* levels. Implementation shall be subject to safety conditions, operational feasibility, and resource availability in affected areas.

B. RO

86. The ROs, through the Curriculum and Learning Management Division, shall coordinate with the EiE TWG while independently assessing the status of its stakeholders, including infrastructure conditions, learner capacities, and the ability of schools to return to the *Hayo* level.
87. The ROs shall offer mental health support and emergency assistance to their SDOs, as well as capacity building opportunities for parents or guardians, through CO and external partners.
88. Strict compliance with data collection and reporting protocols shall be observed to continuously improve dashboard utilization and inform targeted interventions.

C. SDO

89. The SDOs, through the Curriculum Implementation Division, shall coordinate and communicate with their LGUs and LCEs to plan and implement strategies to address learner access to education and learning resources, vulnerabilities in the state of calamity, and readiness. They shall also collaborate with the LGU and LCE when evaluating incident management experiences.
90. The SDOs shall offer mental health support and emergency assistance to teachers, as well as capacity building opportunities for parents or guardians, through collaboration with CO, RO, and external partners.

91. The Division ALS Focal or the DRRM Focal Person shall conduct a post-emergency Facility Safety Validation before classes resume to ensure the safety of both teachers and learners. The BAE and the DRRMS shall co-develop the Facility Safety Validation tool for CLCs.

D. Schools and Community Learning Centers

92. During emergencies, schools and CLCs shall report their status level to the EiE: Learning Continuity dashboard. In cases where schools and CLCs are unable to do so, the SDO shall report on their behalf. Any status level changes, including transition back to normalcy, shall also be reported to the EiE: Learning Continuity dashboard.
93. At the school level and for their school-based CLC, the school head shall implement the responsibilities relating to learning continuity stated in this policy.
94. For Community-based CLCs, the Division ALS Focals, or the SDS shall implement the responsibilities relating to learning continuity stated in this policy.

VII. MONITORING AND EVALUATION

95. A comprehensive M&E framework for Learning Continuity shall be developed by the LSS in coordination with the OPS and the Strategic Management Strand, and in consultation with relevant stakeholders.
96. The BLD together with the EiE TWG and other relevant offices shall lead in the monitoring and evaluation of the implementation of the guidelines. The conduct of an annual review of this policy shall be done to enhance its provision and effectiveness on learning continuity in times of emergencies.
97. Data from the EiE: Learning Continuity dashboard shall be extracted and analyzed by the LS and OPS Strand at regular and consistent intervals, no less than once per term.
98. All data collected shall be housed within the DepEd's secure cloud infrastructure, managed by ICTS. This centralized system ensures that resources allotted to the management and maintenance of the system shall be adjusted as needed, while maintaining data integrity and accessibility.
99. In order to collect accurate and reliable data, implementation projects and activities for monitoring and evaluation shall be conducted in collaboration with other national government agencies.

100. The Monitoring and Evaluation Office (MEO) shall provide technical assistance in analyzing data gathered as a basis for updating and adjustment of levels.

VIII. FUNDING

101. Funds for activities related to Learning Continuity in Emergencies, including the preparation of materials, shall be primarily charged against FLO Funds; however, may be funded from other applicable fund sources subject to the existing budgeting and procurement laws and regulations. A separate guidelines on the release and utilization of funds for this purpose shall be issued accordingly.

IX. EFFECTIVITY AND TRANSITION PERIOD

102. This Order shall take effect immediately upon its publication and issuance in the Official Gazette or in a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC), UP Diliman, Quezon City..
103. This Order effectively updates the provisions on choosing learning experiences during emergencies, particularly from Annex B (The Contents of the Learning and Service Continuity Plan) of DO No. 022, s. 2024.

X. SEPARABILITY CLAUSE

104. If any provision or part thereof is held invalid or unconstitutional by a competent court, the remaining provision of the Order not otherwise affected shall remain valid and subsisting.

XI. REPEALING CLAUSE

105. All other DepEd Orders and other issuances or any of the provisions thereof that are inconsistent with this Order, are repealed, rescinded, or modified accordingly.

XII. REFERENCES

- RA No. 10121 (Philippine Disaster Risk Reduction and Management Act of 2010)
- RA No. 12080 (Basic Education Mental Health and Well-Being Promotion Act)
- Executive Order No. 66, s. 2012 (Prescribing Rules on the Cancellation or Suspension of Classes and Work in Government Offices due to Typhoons, Flooding, Other Weather Disturbances, and Calamities)
- DO No. 009, s. 2026 (Guidelines on the Implementation of the Tree-Term School Calendar in Basic Education)
- DO No. 006, s. 2026 (Guidelines on Ensuring a Safe and Motivating Learning Environment)

- DO No. 012, s. 2025 (Multi-Year Implementing Guidelines on the School Calendar and Activities)
- DO No. 022, s. 2024 (Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies)
- DO No. 005, s. 2024 (Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload)
- DO No. 002, s. 2024 (Immediate Removal of Administrative Tasks of Public School Teachers)
- DO No. 037, s. 2022 (Guidelines on the Cancellation or Suspension of Classes and Work in Schools in the Event of Natural Disasters, Power Outages/Power Interruptions, and Other Calamities, which expands on specific conditions for class suspension)
- DO No. 044, s. 2021 (Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program)
- 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)
- DO No. 032, s. 2019 (National Policy Framework on Learners and Schools as Zones of Peace)
- DO No. 021, s. 2019 (Policy Guidelines on the K to 12 Basic Education Program)
- DO No. 042, s. 2017 (National Adoption and Implementation of Philippine Professional Standards for Teachers)
- DO No. 030, s. 2017 (Guidelines for Work Immersion)
- DO No. 021, s. 2015 (Disaster Risk Reduction and Management Coordination and Information Management Protocol)
- DO No. 042, s. 2012 (Revised Guidelines on the Grant of the Philippines' Response to Indigenous Peoples and Muslim Education (PRIME) Program)
- DO No. 040, s. 2012 (Child Protection Policy)
- DM No. 002, s. 2026 (Implementing Guidelines of the Kaagapay Program: Empowering the School Community for Values Formation, Learning Support, and Bullying Prevention)
- DM No. 086, s. 2025 (Adoption and Deployment of Edukahon: Department of Education's Standardized School Recovery Kit for Learning Continuity in Times of Emergencies and Disasters)

ANNEX A.1: Learning Continuity Matrix for Emergencies and Hazards in accordance with DO 22, s. 2024

Level	Typhoons and Tropical Cyclones	Heavy Rainfall and Flood	Earthquakes and Landslides	Power Outages	Extreme Heat Conditions	Low Air Quality or Volcanic Fog	Human-induced Incidents	Other Emergencies and Hazards
HAYO All stakeholders are safe and learning activities continue.	No typhoon or tropical cyclone	No heavy rainfall or flood	No earthquake or slight earthquake tremors	No power outage	No extreme heat	Good (Green) (0-25) to Fair (Yellow) (25.1-35.0)	No human induced disasters	No emergency and hazard
HINAY Learners experience mild stress and learning intentionally slows down.	Tropical Cyclone Wind Signal 1-2	Yellow Warning (Rainfall) Alarm Water Level (Flooding)	Intensity IV and below Minimal building damages; checks are made within a day	Power outages during class hours	Caution 27-32°C	Unhealthy (Orange) (35.1-45.0) to (Red) (45.1-55)	Transportation Strikes; Incidents as specified by the Crisis Management Committee	Potential viral / bacterial outbreak; State of National Energy Emergency Official declaration of emergency by the national or local government authorities

Level	Typhoons and Tropical Cyclones	Heavy Rainfall and Flood	Earthquakes and Landslides	Power Outages	Extreme Heat Conditions	Low Air Quality or Volcanic Fog	Human-induced Incidents	Other Emergencies and Hazards
HINGA Learners experience heightened stress and academic demands are heavily reduced.	Tropical Cyclone Wind Signal 3	Orange Warning (Rainfall) and Critical Water Level (Flooding)	Intensity V Significant building damages; checks are made within 2 days	Power outage for 2-3 days	Extreme Caution 33-41°C	Acutely Unhealthy (Purple) PM 2.5 between 55.1-90	Bomb threats; Incidents as specified by the Crisis Management Committee	Actual viral / bacterial outbreaks; Official declaration of emergency by the national or local government authorities
HINTO Learners' safety and basic needs are at risk and academic learning is halted completely.	Tropical Cyclone Wind Signal 4	Red Warning and Critical Water Level (Flooding)	Intensity VI and above Extreme building damages; checks and aid are delayed by 3 or more days	Power outage for 4 or more days	Extreme Danger 42-52°C	Emergency (Maroon) PM 2.5>91	Armed conflict (i.e. <i>Rido</i> , Foreign Invasion); Critical Incidents and Crisis Emergencies as specified by the Crisis Management Committee	Famine; Drought; Pandemic; Official declaration of emergency by the national or local government authorities

As outlined in DO 22, s. 2024 and incidents of human-induced disaster

**ANNEX A.2: Learning Continuity Matrix for suspension per Key Stage
in accordance with DO 22, s. 2024**

Level	Typhoons and Tropical Cyclones	Heavy Rainfall and Flood	Earthquakes and Landslides	Power Outages	Extreme Heat Conditions	Low Air Quality or Volcanic Fog
HAYO All stakeholders are safe and learning activities continue.	<i>No typhoon or tropical cyclone</i>	<i>No heavy rainfall or flood</i>	<i>No earthquake or slight earthquake tremors</i>	<i>No power outage</i>	<i>No extreme heat</i>	<i>Good (Green) (0-25) to Fair (Yellow) (25.1-35.0)</i>
HINAY Learners experience mild stress and learning intentionally slows down.	<i>Tropical Cyclone Wind Signal 1-2</i> TCWS 1: Kindergarten Classes are automatically suspended. TCWS 2: In-person classes are automatically suspended from Kindergarten to Junior High School.	<i>Yellow Warning (Rainfall) Alarm Water Level (Flooding)</i> Classes per grade level are suspended at the discretion of the LCE or other relevant national government agencies.	<i>Intensity IV and below</i> <i>Minimal building damages; checks are made within a day</i> Classes per grade level are suspended at the discretion of the LCE or other relevant national government agencies.	<i>Power outages during class hours</i> There is no automatic suspension of classes.	<i>Caution 27-32°C</i> There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	<i>Unhealthy (Orange) (35.1-45.0) to (Red) (45.1-55)</i> There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.

Level	Typhoons and Tropical Cyclones	Heavy Rainfall and Flood	Earthquakes and Landslides	Power Outages	Extreme Heat Conditions	Low Air Quality or Volcanic Fog
HINGA Learners experience heightened stress and academic demands are heavily reduced.	<i>Tropical Cyclone Wind Signal 3</i> Work, ALS, and in-person classes for all levels are automatically suspended.	<i>Orange Warning (Rainfall) and Critical Water Level (Flooding)</i> Work, ALS, and in-person classes for all levels are automatically suspended.	<i>Intensity V</i> <i>Significant building damages; checks are made within 2 days</i> Classes per grade level are suspended at the discretion of the LCE or other relevant national government agencies.	<i>Power outage for 2-3 days</i> There is no automatic suspension of classes.	<i>Extreme Caution 33-41°C</i> There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	<i>Acutely Unhealthy (Purple) PM 2.5 between 55.1-90</i> There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.
HINTO Learners' safety and basic needs are at risk and academic learning is halted completely.	<i>Tropical Cyclone Wind Signal 4</i> Work, ALS, and in-person classes for all levels are automatically suspended.	<i>Red Warning and Critical Water Level (Flooding)</i> Work, ALS, and in-person classes for all levels are automatically suspended.	<i>Intensity VI and above</i> <i>Extreme building damages; checks and aid are delayed by 3 or more days</i> Work, ALS, and in-person classes for all levels are automatically suspended.	<i>Power outage for 4 or more days</i> There is no automatic suspension of classes.	<i>Extreme Danger 42-52°C</i> There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	<i>Emergency (Maroon) PM 2.5>91</i> Work, ALS, and in-person classes for all levels are automatically suspended.

ANNEX B: LEARNING DESIGN PRINCIPLES

The DepEd Learning Design Principles will guide teachers, learning resource developers, and leaders in translating curriculum into daily learning experiences. These principles describe the ideal learners' experience and unify concepts from learning science and classroom pedagogy, as well as Sikolohiyang Pilipino and Filipino values such as *kapwa*, *pakikiramdam*, *kagandahang-loob*.



Principle	Description
Clear Goals and Teaching	Describe precise learning goals, make the key idea explicit, model the process clearly, and use accessible language and concrete examples.
Scaffolding	Provide guides and worked examples, encourage practice of skills, then gradually release responsibility so learners can try, improve, and grow developmentally.
Checking for Understanding	Conduct low-stakes and quick formative checks so learners and teachers can act on insights immediately. This offers teachers opportunities to rephrase, provide more concrete examples or meaningful feedback.
Active Retrieval and Spacing	Plan purposeful reviews of past competencies that connect lessons across days/weeks/units and build mastery and appreciation over time
Self-awareness and Metacognition	Embed goal-setting, planning, monitoring, and reflection so learners recognize how they learn and increase self-regulation and independent learning.
Social Learning	Use structured discussions and group work to expand their perspectives <i>aside from their own</i> , deepen understanding, language, and belonging.
Values and Purpose Integration	Make learning experiences personally meaningful, connected to values, community goals, good habits, citizenship, socio-emotional learning skills, and cultural values.
Inclusion	Ensure materials and learning experiences are universally-designed (multiple means of representation, action, and expression), balance desirable difficulties with necessary supports that remove barriers.

**ANNEX C: DEVELOPMENT AND DESIGN CONSIDERATIONS FOR LEARNING
EXPERIENCES AND RESOURCES DURING EMERGENCIES**

Learning Experience	Development and Design Considerations	Primary Use per Learning Continuity Level
Broadcast Materials	Designed for one-to-many dissemination through mass media platforms. Designers shall consider localized or regional broadcasts to accommodate local dialects, mother-tongue requirements for early grades, and community-specific hazard information. Content shall be clear, self-contained, and understandable without teacher facilitation or learner interaction. Language, examples, and activities should be culturally responsive and inclusive of diverse learner backgrounds. Where feasible, materials should incorporate accessibility features such as captions, sign language interpretation, clear audio, or simplified language. Activities should not require internet connectivity or additional materials beyond what is commonly available at home.	Primarily used during <i>Hinga</i> when learners have limited time, space, or learning resources. May supplement instruction during <i>Hayo</i> or <i>Hinay</i>. Not applicable during <i>Hinto</i>.
Home Learning Support (Guided by Teacher Check-in Guides)	Designed as structured communication tools focused on monitoring safety, well-being, and access. Language shall be supportive, non-evaluative, culturally responsive, and sensitive to learners with disabilities or specific psychosocial needs. Prompts should allow flexible expression (oral, written, visual, or alternative formats) and should not always assume literacy proficiency. Activities do not carry academic demand and should allow flexible delivery (in-person, phone, SMS, or digital platforms). Prompts should be brief and suitable for emotionally sensitive contexts.	Primarily used during <i>Hinga</i> and <i>Hinay</i>. Used only for essential monitoring during <i>Hinto</i>. May be used for individuals or groups affected by small-scale disruptions during <i>Hayo</i>.

Learning Experience	Development and Design Considerations	Primary Use per Learning Continuity Level
Digital Modules	Designed as structured, curriculum-aligned learning experiences delivered through digital platforms. Content should integrate guided instruction, practice, and assessment, while adopting universal design principles. Multimedia and interactive elements shall be purposeful, aligned with the lesson, and accessible to learners with diverse abilities (e.g., alternative text, captions, adjustable pacing, screen-reader compatibility), and shall not add unnecessary difficulty or distraction. Designers shall account for variable connectivity, device access, learner independence, and differing levels of digital literacy. Activities should allow asynchronous completion where necessary.	Primarily used during <i>Hinay</i>. May be used as a supplementary experience during <i>Hayo</i>. Not applicable during <i>Hinga</i> or <i>Hinto</i>.
Learning Packets	Designed as flexible, low-demand collections of short, self-contained tasks suitable for independent or minimally supervised use. Language and instructions shall be simple, clear, and adaptable for learners with varying literacy levels. Tasks should require minimal materials and may include hands-on or manipulative activities, particularly for early grade learners or learners who benefit from tactile engagement. Content should reflect diverse cultural contexts and prioritize engagement, accessibility, and continuity rather than full curricular progression.	Only used during <i>Hinga</i>.

Learning Experience	Development and Design Considerations	Primary Use per Learning Continuity Level
Home Learning Support (Guided by Family Kit)	Designed for non-professional caregivers using plain, reassuring, and culturally responsive language. Content shall provide realistic, flexible routines and strategies suited to limited time, space, household resources, and diverse family structures. Guidance should emphasize supporting learning and well-being rather than replicating classroom teaching. Instructions should guide caregivers in observing progress in inclusive ways, providing encouraging feedback, identifying when additional support may be needed, and communicating effectively with teachers.	Primarily used during <i>Hinay</i> and <i>Hinga</i>. May be used during <i>Hayo</i> to strengthen home-school partnership, particularly for learners experiencing localized disruptions or those who may benefit from additional structured guidance to sustain learning at home. Used only for essential guidance during <i>Hinto</i>.
Print Modules	Designed as structured, curriculum-aligned learning experiences delivered in printed format. Content should include clear instructions, guided practice, and assessments that allow independent completion without teacher facilitation. Materials should incorporate inclusive design principles, such as clear formatting, readable font size, simple language where appropriate, culturally responsive examples, and adaptability for learners with disabilities. Modules shall be sequential, coherent, and suitable for learners working in home or alternative learning spaces without digital access.	Primarily used during <i>Hinay</i>. May be used as a supplementary experience during <i>Hayo</i>. Not applicable during <i>Hinga</i> or <i>Hinto</i>.

Learning Experience	Development and Design Considerations	Primary Use per Learning Continuity Level
Online Synchronous Classes	Designed as curriculum-aligned classes delivered through accessible video or audio conferencing platforms, enabling real-time interaction between teachers and learners. Content should be paced to avoid overload, and supported by clear instructions that guide preparation and follow-up practice. Sessions should emphasize inclusivity by integrating visual aids, auditory explanations, and closed captions where possible, while maintaining low bandwidth requirements to ensure participation across diverse contexts. Activities should be interactive, foster a safe and supportive environment, encourage peer collaboration, and reinforce key concepts that complement independent learning.	Primarily used during <i>Hinay</i>. May be used as a supplementary experience during <i>Hayo</i>. Not applicable during <i>Hinga</i> or <i>Hinto</i>.

ANNEX D.1: LEARNING AND SERVICE CONTINUITY PLAN IN CASE OF EMERGENCY

This preparedness tool ensures that schools and school-based learning centers (SBLCs) do not plan only for continuity under ideal conditions, but are equipped to respond appropriately across all levels of anticipated and unanticipated learning disruptions.

A. School Capacity and Resource Inventory

Indicator	Status	Notes/ Remarks
Printing capacity (volume per week)		
Existing stock of print modules		
Existing stock of learning packets		
Existing downloadable digital resources		
Emergency learning kits available		
Access to LMS or digital platforms		
Access to broadcast learning (radio/TV)		
Communication channels with teachers and parents/guardians (SMS, chat groups, etc.)		

PART II. LEARNING CONTINUITY PLAN

Level		What LEARNING EXPERIENCE/S are we using?	What LEARNING RESOURCES are we ready to provide all learners?	What TEACHER SUPPORTS are present to fulfill the learning priorities?	How will LEARNER AND TEACHER SAFETY be monitored and reported?	What EXTERNAL PARTNERS (LGU, SDO, NGOs) will be engaged for support?
HINAY	KS 1					
	KS 2					
	KS 3					
	KS 4					
	CLC					

Level		What LEARNING EXPERIENCE/S are we using?	What LEARNING RESOURCES are we ready to provide all learners?	What TEACHER SUPPORTS are present to fulfill the learning priorities?	How will LEARNER AND TEACHER SAFETY be monitored and reported?	What EXTERNAL PARTNERS (LGU, SDO, NGOs) will be engaged for support?
HINGA	KS 1					
	KS 2					
	KS 3					
	KS 4					
	CLC					
HINTO						

**ANNEX D.2: LEARNING AND SERVICE CONTINUITY PLAN IN CASE OF EMERGENCY
IN COMMUNITY-BASED LEARNING CENTERS (CBLCs)**

This preparedness tool ensures that community-based Community Learning Centers do not plan only for continuity under ideal conditions, but are equipped to respond appropriately across all levels of anticipated and unanticipated learning disruptions.

PART I. CAPABILITY SUMMARY

A. ALS Learner Access and Home Support Profile

Indicator	Summary of CBLCs in Districts				
	District 1	District 2	District 3	District 4	TOTAL
Total number of learners					
% with reliable internet access					
% with intermittent/limited internet					
% with no internet access					
% with access to a digital device (phone/tablet/laptop)					
% with NO digital device					
% with an adult who can support learning at home					
% requiring high supervision/support					
% independent learners					
% learners with disabilities					

B. ALS Teacher Capacity and Readiness

Indicator	CBLC Data				Remarks
	District 1	District 2	District 3	District 4	
Total number of ALS teachers in CBLCs					
% with personal teaching devices					
% with reliable internet access					
% trained in modular instruction					
% trained in online/digital teaching					
% trained in Mental Health and Psychosocial Support/ learner check-ins					

C. SDO Capacity and ALS Resource Inventory

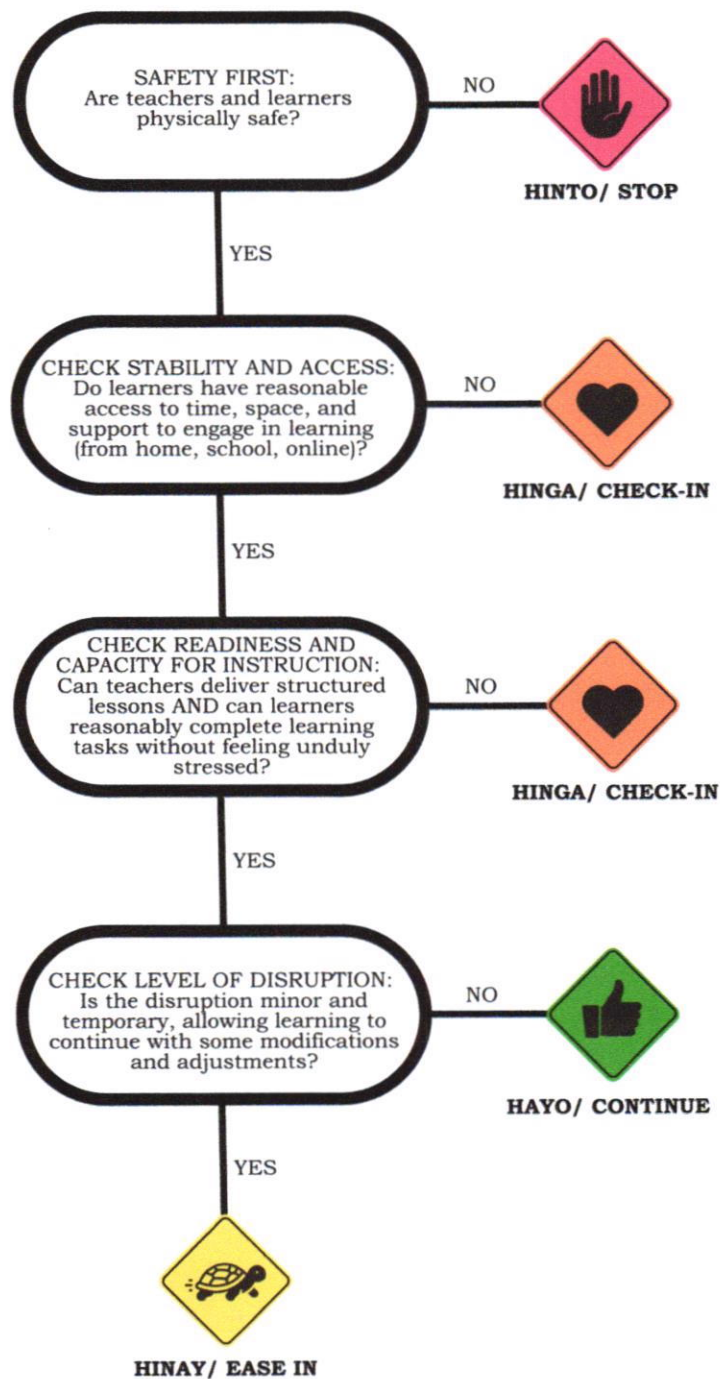
Indicator	Status	Remarks
Printing capacity (volume per week)		
Existing stock of print modules		
Existing stock of learning packets		
Emergency learning kits available		
Access to LMS or digital platforms		
Access to broadcast learning (radio/TV)		
Communication channels with teachers and learners (SMS, chat groups, etc.)		

PART II. LEARNING CONTINUITY PLAN

Level		What LEARNING EXPERIENCE/S are we using?	What LEARNING RESOURCES are we ready to provide all learners?	What TEACHER SUPPORTS are present to fulfill the learning priorities?	How will LEARNER AND TEACHER SAFETY be monitored and reported?	What EXTERNAL PARTNERS (LGU, SDO, NGOs) will be engaged for support?
HINAY	CBLC ID:					
	CBLC ID:					
	CBLC ID:					
	CBLC ID:					

Level		What LEARNING EXPERIENCE/S are we using?	What LEARNING RESOURCES are we ready to provide all learners?	What TEACHER SUPPORTS are present to fulfill the learning priorities?	How will LEARNER AND TEACHER SAFETY be monitored and reported?	What EXTERNAL PARTNERS (LGU, SDO, NGOs) will be engaged for support?
HINGA	CBLC ID:					
	CBLC ID:					
	CBLC ID:					
	CBLC ID:					
HINTO						

**ANNEX E.1 - GUIDE FOR QUICK DECISIONS DURING AN EMERGENCY, CRISIS, OR
HAZARDOUS SITUATION**



ANNEX E.2 - LEARNING EXPERIENCE PER LEARNING CONTINUITY LEVEL

The table below is provided as a guide for developers of the Learning and Service Continuity Plan. Based on Section 5.B of the *Policy Guidelines on Learning Continuity in Emergencies*, the table may help schools and CLCs select learning experiences that are most appropriate per level of Learning Continuity.

To read the table below:

- ✓ **Best** learning experience to apply for the specific Learning Continuity level.
- **Applicable** or can be used during the specific Learning Continuity level.
- ✗ **Cannot** be used for the specific Learning Continuity level.

LEARNING EXPERIENCE	HAYO	HINAY	HINGA	HINTO
Digital Modules	●	✓	✗	✗
Online Synchronous Class	●	✓	✗	✗
Print Modules	●	✓	✗	✗
Broadcast Materials	●	●	✓	✗
Learning Packets	✗	✗	✓	✗
Home Learning Support using Check-in Guides	●	✓	✓	●
Home Learning Support using Family Kit	●	✓	✓	●

ANNEX E.3: LEARNING FROM THE EMERGENCY, CRISIS, OR HAZARDOUS SITUATION

The table below will serve as a template for the incident management report. Following an emergency or crisis, it is meant to help schools and CLCs document what happened, reflect on what was done, and identify lessons for learning continuity in case of future emergencies or crises.

Teaching personnel are encouraged to answer collaboratively, drawing from shared experiences during the event of an emergency, crisis, or hazard.

Column 1: Event of Emergency, Crisis, or Hazard

In this column, briefly describe the experienced emergency, crisis, or hazard. It may include the (1) type of emergency, (2) duration of the disruption, (3) the main effects on learners, teachers, facilities, or access to learning, and (4) any resulting significant constraints such as, but not limited to, evacuation, connectivity loss, or damaged materials.

Column 2: Action Taken

Write here the key actions taken in response to the event, specifically the learning continuity interventions applied. It may include the (1) learning continuity level applied – HAYO, HINAY, HINGA, or HINTO, (2) learning experiences used, (3) adjustments to teaching, pacing, assessments, or schedules, (4) actions taken to support learner and teacher safety and well-being, and (5) coordination made with parents/guardians, LGUs, SDOs, or external partners if applicable.

Column 3: Learning for Future Actions

As a reflection on the events of emergency and actions taken to manage it:

1. Individually rate the action taken as either:
 - a. Appropriate and Context-Responsive
 - b. Generally Appropriate but Needing Improvement
 - c. Misaligned or Requiring Significant Improvement
2. Consolidate the ratings – explain why the rating was chosen.
3. Explain what worked well, what could be improved, and/or what can be done differently in future emergencies.

Every term, schools are expected to collate all written reports and submit them to the SDO, which will be sent to the Central Office as part of monitoring and evaluation.

Information documented in this report shall not be used for punitive or disciplinary purposes. Rather, the data generated through this reporting process shall support informed, evidence-based decision-making at all levels of the Department, enabling the provision of timely, appropriate, and meaningful support to schools and learners and strengthening system-wide preparedness for future disruptions.

EVENT OF EMERGENCY, CRISIS, OR HAZARD	ACTION TAKEN	LEARNING FOR FUTURE ACTIONS
<i>What happened during this emergency, crisis, or hazard?</i>	<i>To address the event, what did we do to ensure learning continuity?</i>	<i>How would we rate the action taken? What can we do in the future?</i>