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

Records

DIVISION MEMORANDUMNo. 748 s. 2026

08 SEP 2026

**GUIDELINES FOR MONITORING THE IMPLEMENTATION
OF ALTERNATIVE LEARNING DELIVERY MODALITIES
DURING CLASS SUSPENSIONS**

To: Assistant Schools Division Superintendent
Chief Education Supervisors (CID and SGOD)
Public Elementary and Secondary School Heads
All Others Concerned

1. DepEd Order No. 9, s. 2026, or the Guidelines on the Three-Term School Calendar for School Year 2026–2027, provides that in-person learning shall remain the primary delivery modality and that alternative learning delivery modalities may be implemented during local holidays and other class disruptions for a maximum of five (5) days per term. Similarly, DepEd Order No. 14, s. 2026, or the Guidelines on the Implementation of Learning Continuity in Emergencies, provides the framework for ensuring learning continuity and addressing the learning needs of learners affected by emergencies and other disruptions.
2. During class suspensions, schools may implement appropriate Alternative Delivery Modalities (ADMs), such as modular, online, or other context-appropriate modalities, to ensure continued access to learning.
3. In view of the foregoing, the Schools Division Office of Vigan City hereby issues the Guidelines on the Monitoring of the Implementation of Alternative Learning Delivery Modalities During Class Suspensions, which shall be observed by all public elementary and secondary schools in the Division.
4. The Guidelines establish the mechanisms for the real-time monitoring, reporting, validation, consolidation, analysis, technical assistance, and follow-up monitoring of ADM implementation during class suspensions. They likewise define the responsibilities of schools and concerned offices of the Schools Division Office in ensuring timely and appropriate action based on monitoring results.
5. The Guidelines on the Monitoring of the Implementation of Alternative Learning Delivery Modalities During Class Suspensions and the Process Flow for ADM Implementation and Monitoring During Class Suspensions are attached as enclosures and shall form an integral part of this Memorandum.
6. The accomplishment and submission of the ADM Implementation During Class Suspension Monitoring Tool shall be undertaken only by the authorized personnel identified herein, namely: public elementary and secondary school heads, assistant school principals, academic department heads, ISNHS SHS Subject Group Heads,



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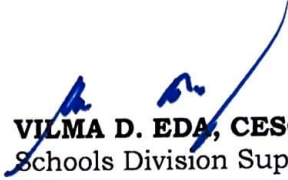


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and identified ISNHS SHS Master Teachers. Teachers shall not be assigned to accomplish or submit the monitoring tool. They shall only provide the necessary information, records, and supporting data to the authorized personnel for consolidation and submission.

7. For queries, clarifications, or feedback regarding the utilization of the ADM Implementation During Class Suspension Monitoring Tool, concerned personnel may coordinate with the Information Technology Officer (ITO) of the Schools Division Office.

8. Immediate dissemination of and strict compliance with this Memorandum and its enclosures are desired.


VILMA D. EDA, CESO V

Schools Division Superintendent

Encl: As stated

Reference: DepEd Order Nos. 9 & 14, s. 2026

CID_mcln/DM/ Interim Guidelines for Monitoring the Implementation of Alternative Learning Delivery Modalities During Class Suspensions August 24, 2026



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Enclosure No. 1 to Division Memorandum No. _____, s. 2026

**GUIDELINES FOR THE MONITORING OF THE IMPLEMENTATION
OF ALTERNATIVE LEARNING DELIVERY MODALITIES
DURING CLASS SUSPENSIONS**

1. Upon the official announcement of a class suspension, the School Head shall direct the implementation of appropriate Alternative Learning Delivery Modalities (ADMs), while teachers shall implement the modality appropriate to their learners and the school's context.
2. The School Head, through the teachers, shall ensure the provision of appropriate ADM learning resources (ADM LRs) to learners based on the modality adopted, learning competencies to be addressed, and the context and available resources of the school. ADM LRs may include printed, digital, online, or other appropriate learning materials. As a proactive learning continuity measure, School Heads shall, whenever practicable, ensure that appropriate ADM LRs are already provided or made accessible to learners before any class suspension is announced, so that learning may continue without delay during the suspension.
3. Real-time monitoring of ADM implementation shall commence upon the announcement of the class suspension. The School Head shall oversee and monitor ADM implementation at the school level. For Ilocos Sur National High School (ISNHS), the Junior High School (JHS) Academic Department Heads, Senior High School (SHS) Subject Group Heads, and identified SHS Master Teachers shall monitor their respective areas under the supervision of the School Head. The Curriculum Implementation Division (CID), through the Education Program Supervisors (EPSs), shall conduct Division-level monitoring and provide immediate technical assistance, as necessary.
4. The authorized personnel shall accomplish and update the ADM Implementation During Class Suspension Monitoring Tool in accordance with the prescribed schedule below:

Time	Task
7:00 a.m. to 8:00 a.m.	Accomplish the fields marked "upon announcement of class suspension"
8:00 a.m. to 5:00 p.m.	Accomplish or update the fields marked "during ADM implementation" (e.g. Column for Issues and Concerns)
Upon resumption of in-person classes	Accomplish or update the fields marked "After ADM Implementation," including, as applicable, the number of learners with complete submitted outputs and levels of proficiency attained.



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The monitoring tool shall be accessed through either of the following links:

<https://tinyurl.com/SDOVC-CSMT>
<https://bit.ly/SDOVC-CSMT>

5. The accomplishment and submission of the monitoring tool shall be limited to the School Heads, Assistant School Principals, Department Heads, ISNHS SHS Subject Group Heads, and identified ISNHS SHS Master Teachers, as authorized under these guidelines. **Teachers shall not be assigned to accomplish or submit the monitoring tool.** They shall provide the necessary information, records, and supporting data to the authorized personnel for consolidation and submission. The School Head shall remain accountable for the completeness, accuracy, and timely submission of the consolidated school report.
6. The monitoring tool shall capture information on (a) basic information, including grade level, teacher, and subject/domain; (b) learning competencies to be covered; (c) total enrollment; (d) ADM implemented; (e) learner access and participation, including online attendance and learners provided with modules, as applicable; (f) type of LRs provided; (g) complete learning outputs submitted; (h) learner proficiency levels, indicating the number of learners who are Highly Proficient, Proficient, Nearly Proficient, Low Proficient, and Not Proficient; (i) issues, concerns, and challenges; (j) effective practices; and (k) remarks, including changes in enrollment, if any. **The respective fields shall be accomplished or updated according to the prescribed schedule in Item 4.**
7. Following the implementation of ADMs, the School Head shall consolidate and analyze the available monitoring data to determine the extent of ADM implementation, learner participation, learning outputs, proficiency levels, learning gaps, implementation concerns, and interventions or support required. The school shall submit the required school-level analysis report within the prescribed period.
8. Upon receipt of the available school-level data, the CID, through the EPSs, shall conduct the initial Division-level review, validation, consolidation, and analysis to determine emerging trends, common implementation concerns, learner needs, and areas requiring technical assistance or other appropriate support.
9. At the same time, following the completion of ADM implementation and upon resumption of in-person classes, the authorized personnel shall accomplish or update the remaining fields of the monitoring tool, particularly data on learning outputs submitted and proficiency levels attained. The School Head, Assistant School Principals, Department Heads, ISNHS SHS Subject Group Heads, and identified ISNHS SHS Master Teachers shall ensure the completeness and accuracy of the post-implementation data for their respective areas.



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10. The CID, through the EPSs, shall undertake the final Division-level review, validation, consolidation, and analysis incorporating the post-implementation data submitted by schools. The results shall be used to determine the extent to which learning competencies were attained, identify persistent learning gaps and implementation concerns, and determine the appropriate interventions and support required.

11. The CID shall report the results of the Division-level monitoring and analysis to top management to inform decision-making and the provision of appropriate interventions, technical assistance, and other necessary support.

12. Based on the results of the Division-level monitoring and analysis, the CID, SGOD, and OSDS shall provide appropriate technical assistance and support according to the nature of the identified needs and within their respective mandates.

13. The School Head and teachers, with support from the Schools Division Office, shall implement appropriate interventions based on identified learning gaps and other concerns. These may include learning recovery, catch-up interventions, and make-up classes, when warranted and consistent with existing DepEd policies and issuances.

14. The CID, through the EPSs, shall conduct follow-up monitoring to determine whether the identified concerns have been adequately addressed and whether the recommended interventions have been implemented.

15. If the identified concerns have been adequately addressed, the monitoring cycle shall end. If the concerns have not been adequately addressed, the results of the follow-up monitoring shall be referred back to the Division-level review, validation, consolidation, and analysis for further assessment and determination of appropriate technical assistance, support, or intervention. The cycle shall continue as necessary until the identified concerns have been adequately addressed.



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Enclosure No. 2 to Division Memorandum No. _____, s. 2026

