



Republic of the Philippines
Department of Education
CARAGA REGION



OCT 15 2025

REGIONAL MEMORANDUM
No. 1099, s. 2025

To: Schools Division Superintendents
School Heads, Public Elementary and Secondary Schools
All Others Concerned

POST-EARTHQUAKE IMPLEMENTATION OF LEARNING AND SERVICE
CONTINUITY PLANS AND PSYCHOLOGICAL FIRST MEASURES

1. In response to the earthquake that struck Caraga Region on Friday, October 10, 2025, all concerned are directed to implement Learning and Service Continuity Plans (LSCPs) and provide Psychological First Aid (PFA) to affected learners and personnel, in accordance with DepEd Order No. 022, s. 2024 (*Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies*).
2. Objectives:
 - a. Ensure learning continuity for learners through modular distance learning, online distance learning, or blended learning as outlined in their LSCPs, in areas where face-to-face classes remain suspended
 - b. Require timely submission of quarterly reports (Annex A) and LSCPs (Annex B) documenting the types of class suspensions, circumstances therein, and Alternative Delivery Modes (ADMs) utilized during class suspensions, as mandated in Section V of DepEd Order No. 022, s. 2024;
 - c. Conduct Psychological First Aid (PFA) for affected teachers, learners, and personnel in areas where face-to-face classes have resumed, in accordance with Section III.11 of DepEd Order No. 022, s. 2024;
 - d. Activate DRRM Teams and implement flexible work arrangements for personnel providing special services and emergency response functions, as outlined in Sections III.9 and III.4 of DepEd Order No. 022, s. 2024; and
 - e. Monitor and document the implementation of LSCPs, ADMs, and PFA interventions across all affected Schools Division Offices (SDOs).
3. Enclosures (Templates from DepEd Order No. 022, s. 2024):
 - a. **Annex A** - Quarterly Reporting Template for Class Suspensions and ADM Implementation, to be submitted by school heads to the Schools Division Offices through the School Governance and Operations Division (SGOD) on a quarterly basis; and
 - b. **Annex B** - Learning and Service Continuity Plan Template, to be prepared by schools alongside their School Improvement Plans (SIP), reviewed and approved annually by the SDS, and submitted to SGOD and Curriculum Implementation Division (CID) for vetting.

4. School heads are directed to access these forms through **<https://tinyurl.com/EQuakeLSCPReports>**. All submissions must include substantial reports detailing:

- Specific ADMs implemented (modular distance learning, online distance learning, or blended learning)
- Learning resources to be utilized, including storage and access points
- Number of learners reached per ADM type
- Effectiveness of LSCPs in ensuring learning competencies are met
- Challenges encountered and recommendations

4. This memorandum applies to all personnel affected by the earthquake:

- a. All Schools Division Offices (SDOs) in Caraga Region, particularly the Schools Division Superintendents (SDS) and Schools Division Office personnel;
- b. All public elementary and secondary schools, including DepEd-operated Community Learning Centers under the Alternative Learning System (ALS),
- c. Teaching and non-teaching school personnel, including ALS teachers;
- d. Learners who miss learning activities due to class suspensions ;
- e. DRRM coordinators and DRRM Team members at the Regional Offices (ROs), Schools Division Offices (SDOs), and school levels;
- f. Trained PFA providers, specialized individuals, and partners designated to conduct Psychological First Aid; and
- g. Personnel required to render security, safety, finance, engineering, sanitation, health, and disaster response duties during the suspension of work.

5. For technical assistance, clarifications, and submission of required reports, please contact **Leowenmar A. Corvera**, Education Program Supervisor of the Curriculum and Learning Management Division (CLMD) at leowenmar.corvera@deped.gov.ph.

6. All Schools Division Superintendents are directed to:

A. FOR AREAS WITH ONGOING SUSPENSION OF FACE-TO-FACE CLASSES AND/OR WORK:

1. Implementation of Alternative Delivery Modes (ADMs)

- a. Ensure that all schools implement modular distance learning, online distance learning, or blended learning as outlined in their Learning and Service Continuity Plans (LSCPs), where feasible, in accordance with Section III.6 of DepEd Order No. 022, s. 2024;

- b. School heads shall immediately notify their respective SDS of the suspension of classes and/or work, including the reason for such suspension;
- c. School heads, in consultation with teachers, may arrange for modular learning by selecting or developing alternative learning materials such as modules, worksheets, or Learner Activity Sheets, and coordinate their distribution to ensure timely access for learners;
- d. Schools shall shift to modular distance learning, performance tasks, projects, or make-up classes based on their Learning and Service Continuity Plan (LSCP) to ensure that learning competencies are met.

2. **Reporting and Documentation Requirements**

- a. Submit the required Annex A (Quarterly Reporting Template for Class Suspensions) within seven (7) days from receipt of this memorandum;
- b. Submit substantial reports detailing:
 - Type of emergency (earthquake)
 - Date and specific situation
 - ADMs implemented per school
 - Type of learning resources required
 - Number of learners per consideration (as defined in Section 7, DepEd Order No. 022, s. 2024)
 - Intervention applied
 - Distribution/access mechanisms
- c. Schools that have not yet prepared their LSCP must develop and submit Annex B (Learning and Service Continuity Plan) to SGOD and CID for review, approval, and endorsement to the SDS within seven (7) days;
- d. LSCPs must be crafted every three (3) years alongside the School Improvement Plan, but must be reviewed and updated annually at the start of the school year.

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

- a. Teaching and non-teaching school personnel, including ALS teachers, shall not be required to report on-site during the suspension of classes and/or work, except those who are mandated to render security, safety, finance, engineering, sanitation, health, and disaster response duties, in accordance with Section III.9 of DepEd Order No. 022, s. 2024;
- b. However, teachers may implement ADMs to support continued learning, subject to the provisions of Section III.6 of DepEd Order No. 022, s. 2024, and may avail of flexible work arrangements as outlined in DepEd Order No. 004, s. 2025 (*Guidelines on the Adoption of the Flexible Work Arrangement in the Department of Education*), particularly Work-From-Home (WFH) arrangements under situational conditions;
- c. Teachers and school-based personnel who render service in the school during work suspensions shall be entitled to equivalent overtime pay, Vacation Service Credits (VSC), or overtime pay subject to existing guidelines, as provided in Section III.9 of DepEd Order No. 022, s. 2024;

- d. Activate DRRM Teams at the SDO and school levels to prepare, monitor, and respond to the situation. DRRM Team members, particularly DRRM coordinators and engineers, shall be required to report to work in the aftermath of the disaster to continue undertaking response, early recovery, and reporting based on established DRRM protocols;
- e. DRRM coordinators and engineers must conduct inspection of school facilities to vet damages as reported by school DRRM coordinators, perform detailed assessment of damaged facilities for purposes of developing the Program of Works for infrastructure costing in rehabilitation and recovery plans, and participate in coordination meetings with Local Disaster Risk Reduction and Management Councils (LDRRMCs).

B. FOR AREAS WHERE FACE-TO-FACE CLASSES HAVE RESUMED:

1. Building Safety Assessment

- a. For schools affected by the earthquake of Intensity VI or higher, school heads shall request from competent authorities (Department of Public Works and Highways [DPWH], local building officials, division engineers, and other competent professionals) to assess the school buildings before allowing students and personnel to return, in accordance with Section III.5.c of DepEd Order No. 022, s. 2024;
- b. School DRRM Team Heads should clear the return of students and personnel in buildings and other structures.

2. Conduct of Psychological First Aid (PFA)

- a. Coordinate with the Schools Division Offices (SDOs), with the support of Regional Offices (ROs), through the expertise of trained and specialized individuals to assess the Mental Health and Psychosocial Support needs and services and lead the conduct of Psychological First Aid (PFA) for all affected teachers, learners, and personnel, in accordance with Section III.11 of DepEd Order No. 022, s. 2024;
- b. This shall include the mobilization of trained PFA providers and partners, and if needed, referral pathways for learners and personnel identified for further specialized psychological support services;
- c. Required health standards shall be always applied in the conduct of PFA;
- d. Document all PFA interventions conducted, including:
 - Number of teachers, learners, and personnel who received PFA
 - Types of PFA interventions provided
 - Individuals referred for specialized psychological support services
 - Challenges encountered and recommendations
- e. Submit summary reports on PFA interventions to the Regional Office within seven (7) days of class resumption.

3. Conduct of Make-Up Classes

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

- b. Make-up classes can be held during extended hours or on Saturdays to maximize learning recovery;
- c. Make-up classes will be required if the number of actual school days, considering class suspensions and holidays, falls short of the 180 mandatory contact days as outlined in the school calendar;
- d. In exceptional circumstances where the school calendar is shortened, make-up classes will be required if the number of actual school days falls below 90% of the days in the school calendar;
- e. Teachers who conduct make-up classes will receive appropriate compensation, such as overtime pay or Vacation Service Credits (VSC), subject to existing policies, as provided in Section III.8 of DepEd Order No. 022, s. 2024.

4. **Due Consideration for Learners**

In adherence to the provision of DepEd Order No. 14, s. 2021 (*Guidelines on the Cancellation or Suspension of Classes and Work in Government Offices Due to Typhoons, Flooding, Other Weather Disturbances, and Calamities*), learners who miss learning activities due to class suspensions caused by disruptions such as disasters and/or emergencies resulting from natural or human-induced hazards, shall be given due consideration regarding their attendance and the completion of their learning tasks, in accordance with Section III.6 of DepEd Order No. 022, s. 2024.

C. **GENERAL COMPLIANCE REQUIREMENTS FOR ALL SDOs:**

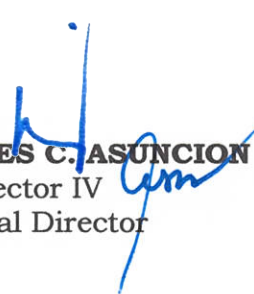
1. **Coordination and Information Management**

- a. Abide by the Coordination and Information Management Protocols relative to DRRM implementation as stated in DepEd Order No. 21, s. 2015 or the Disaster Risk Reduction and Management Coordination and Information Management Protocol;
- b. Review and approve school LSCPs, coordinate with Local Chief Executives (LCEs) for localized school suspensions where applicable, and submit consolidated reports on the use of ADMs in schools to the Regional Office;
- c. The Disaster Risk Reduction and Management Service (DRRMS), in coordination with relevant DepEd CO units and affected regions and divisions, will continue to lead the implementation of existing mechanisms for monitoring, reporting, and responding to the impacts of disasters on DepEd schools.

2. **Monitoring and Evaluation**

- a. The CLMD shall regularly monitor the effectiveness of ADMs during disasters by consolidating, verifying, and analyzing reports from the SDOs. These reports will highlight challenges, learner participation rates, and resource utilization;
- b. The SDOs must establish a structured feedback system to assess the impact of class suspensions on students' learning progress. This feedback can inform necessary adjustments to learning delivery strategies;

- c. SDOs should also collect data on challenges, learner participation, resource utilization, and class suspension/resumption details for Basic Learning Delivery Models (BLDMs) and ADMs.
 3. **Responsibility of Parents or Guardians.** The DepEd still maintains that parents or guardians have the ultimate responsibility for determining whether their children should attend classes in consideration of their physical and/or mental health during disasters and calamities, as stated in Section III.10 of DepEd Order No. 022, s. 2024. This applies even if no order for cancellation or suspension of classes has been issued. Nonetheless, it shall also be the responsibility of the parents or guardians to ensure that their child is able to catch up with the needed competencies that the learners should master.
 4. **Dissemination.** Disseminate this memorandum immediately to all schools within their respective divisions and ensure full compliance with all provisions.
5. This Regional Memorandum shall take effect immediately upon receipt and shall remain in force until all schools in the affected areas have fully resumed normal operations and completed all required reporting and documentation.
6. Immediate and wide dissemination of this memorandum is directed.


MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As stated.
Reference: DepEd Order (No. 22, s. 2024)
To be indicated in the Perpetual Index
under the following subjects:

CALAMITY CLASSES LEARNERS TEACHERS

CLMD/lac
10/13/2025

School:[illegible]NAME OF PRINCIPAL
POSITION

CONTENTS OF THE LEARNING AND SERVICE CONTINUITY PLAN

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

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

Likelihood Matrix:

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

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

Severity Matrix:

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

ANNEX B

- e. For the “Potential Impact in Possible Total Class Days Lost” Column, assess the potential impact of each threat or hazard, and total possible class days lost.
- f. For the “Potential Vulnerabilities” Column, determine the school’s vulnerabilities, such as structural weaknesses, vulnerability of learning materials and equipment, and other factors that may affect the conduct of classes or ADMs given the risks enumerated.

II. For Table 1: Profiling of Learners

- a. Our learners have always been our priority in DepEd. In gearing up for the new school year, Profiling Our Learners ensures that our plans, decisions, activities, especially the learners’ choice of learning delivery modalities are responsive to their context. Disasters and Emergencies: Identify ADMs such as online learning, modular learning, and radio-based instruction tailored to local circumstances. Some key considerations may include the following:
 - i. Grade Level
 - ii. Reading Ability
 - iii. Access to Learning Resources and Materials
 - iv. Availability and capability of Parental/Guardian to assist home-based learning
 - v. Internet accessibility, availability of devices, and community resources
 - vi. Conducive Learning Space
 - vii. Learners with Special Education Needs (LSEN)
 - viii. Belonging to Indigenous Peoples Community (IPS)
- b. For the “Learner Profile Considerations” Column, note down the profile of specific learners in your school that may affect their capacity to undertake specific types of ADMs, or to undertake face-to-face classes given the identified risk. Please ensure to note all types of learners to ensure that interventions for all learners are planned.
- c. For the “Number of Learners per Consideration” Column, note down the number of such learners per learner profile consideration.

III. For Table 1: Intervention Planning

- For the “Intervention” column, please indicate the type of ADM that can be applied to each profile of specific learners.
- You may use the Intervention Matrices and Delivery Modality Matrix to inform the type of interventions that may be provided to learners.

Learning Access

INTERVENTIONS

Access to Learning Resources:

INTERVENTIONS

Group A ✓ Has gadget ✓ Has access	(1) Use: Learner packet Google classroom FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(2) Use: Learner packet Google classroom FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(3) Use: Learner packet Google classroom FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	W/Parent Involvement: - Make sure the child sticks to the schedule - Create a sustainable learning environment T: need to get the parent schedule, conduct kumustahan W/o Parent Involvement: - T meets or talks to student online during class time	1. What tools are most accessible? 2. What schedule works best for him and his parent? 3. What form of assessment suits his learning ability?	1. What tools are most accessible? 2. What schedule works best for him? 3. How do I keep his guardian engaged? 4. What form of assessment suits his learning ability?
Group B ✓ Has gadget X No access	(4) Use: Learner packet FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(5) Use: Learner packet FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(6) Use: Learner packet FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	W/o Parent Involvement: T meets or talks to student in FB during class time	1. What resources can be utilized? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability?	1. What resources can be utilized? 2. What arrangement works best for him? 3. How do I keep his parent engaged? 4. What form of assessment suits his learning ability?
Group C X No gadget X No access	(7) Use: Learner packet Gadget/access loan Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(8) Use: Learner packet Gadget/access loan Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(9) Use: Learner packet Gadget/access loan Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	W/o Parent Involvement: T: Barangay-based T: gadget/access loan T: Nanay ng Barangay – give load, PPE, certificate T: Learning hubs	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?
Learner Types: Frustrated High Independent Minimal Parent Involvement: High Moderate					Frustrated High Independent Moderate Low	Frustrated High Independent Moderate Low

ANNEX B

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

ANNEX B

IV. For Table 1: Resources Required

- a. After profiling your learners and identifying the potential ADMs that your school will adopt, you can now proceed to the next step which is identifying the Learning Resources that will support the learning process of your learners. This is also the part of the planning process where you will ask yourself, what learning resources will your learners need?
- b. For the “Resources Required” Column, indicate the types of resources you’ll need. These can include learning resources, like digital devices, printed materials, etc. Please also include the budget requirements if any. Please also include any resources you will need in the distribution of learning resources.
- c. For the “Distribution/Access” Column, elaborate the following:
 - i. Where are these learning resources stored
 - ii. Who safeguards and is accountable for these resources
 - iii. Detail how learners can access these resources, such as distribution centers or online portals
 - iv. Detail who distributes these resources and through which channels

V. For Table 2: School-Based Services

- a. For the “Intervention” Column, list school-based services and their alternative modes of implementation during specific disasters, considering local conditions.
- b. For the “Service Provider” Column, detail the person in charge, and procedures for mobilizing school heads and personnel to implement school-based services during emergencies.

VI. Other Sections after Table 1&2

- a. Section on Storage and Safekeeping Procedures: Protocols for the safekeeping of school devices and equipment, including secure storage and regular maintenance checks.
- b. Section on Standard Procedures for Mobilization of School Personnel: Outline the steps for mobilizing teachers, school heads, and other personnel during emergencies, including roles and responsibilities.
- c. Section on Technical Assistance Plan: Develop a capability building plan for training teachers on ADMs through Learning Action Cells and other professional development programs.
- d. Section on Make-Up Classes and Learning Recovery: Implementation plan for make-up classes and other recovery modes to ensure that learning gaps are addressed.
- e. Section on Resource Allocation and Community and Stakeholder Engagement
 - i. Funding: Integrate funding for relevant activities and resources into the School Improvement Plan (SIP).
 - ii. Support and Resources: Engage with the community and stakeholders to support ADM implementation and generate resources.
- f. Return Plans: Protocols for the safe return of school personnel and learners, including health and safety measures.
- g. Communication and Contingency Plans: Coordination and communication plans for safe shelter and coordination among LGUs, schools, and parents.
- h. Assessment of Effectiveness
 - i. Define the timeline and process for assessing the effectiveness of the Learning Continuity Plan,
 - ii. Feedback mechanisms and data collection plan, including what data to collect and from whom.

LEARNING AND SERVICE CONTINUITY PLAN

Table 1. Impact to Class Days

Risk	Likelihood ^a	Severity ^b per incidence	Potential Impact in Possible Total Class Days Lost	Potential Vulnerabilities	Learner Profile Considerations	Number of Learners per Consideration	Intervention	Resources Required	Distribution /Access
Tropical Storm	Medium- High	Moderate	4 class days lost	Limited connectivity in school, no learning portal	students who are independent learners with no internet access	40	DLP Implementa tion	40 sets of learning activity sheets	To be picked up by parents/ distributed through distribution points
					students who are not fully independent learners and no internet access	30	Use of SLMs	30 sets of SLMs	Distributed at start of SY
					Students with internet access	100	Online Classes	Google Meet/ Messenger	Protocols communicate d at start of school year

^aLikelihood Matrix:

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

^bSeverity Matrix:

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

ANNEX B

Table 1. Impact to School Based Services

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

^aLikelihood Matrix:

High: 5+ occurrence/year
Medium-high 2-4 occurrences/year
Medium 1 occurrence/year
Medium-low 1 occurrence/3 years
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- I. Storage and Safekeeping Procedures
- II. Standard Procedures for Mobilization of School Personnel
- III. Technical Assistance Plan
- IV. Make-Up Classes and Learning Recovery
- V. Resource Allocation and Community and Stakeholder Engagement
- VI. Return Plans
- VII. Communication and Contingency Plans
- VIII. Assessment of Effectiveness

CONTENTS OF THE LEARNING AND SERVICE CONTINUITY PLAN

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

- a. It is important to undertake a comprehensive risk assessment of
- b. For the “Risk” Column
 - i. Consider data on past incidents of emergency situations that have affected your school
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ANNEX B

- e. For the “Potential Impact in Possible Total Class Days Lost” Column, assess the potential impact of each threat or hazard, and total possible class days lost.
- f. For the “Potential Vulnerabilities” Column, determine the school’s vulnerabilities, such as structural weaknesses, vulnerability of learning materials and equipment, and other factors that may affect the conduct of classes or ADMs given the risks enumerated.

II. For Table 1: Profiling of Learners

- a. Our learners have always been our priority in DepEd. In gearing up for the new school year, Profiling Our Learners ensures that our plans, decisions, activities, especially the learners’ choice of learning delivery modalities are responsive to their context. Disasters and Emergencies: Identify ADMs such as online learning, modular learning, and radio-based instruction tailored to local circumstances. Some key considerations may include the following:
 - i. Grade Level
 - ii. Reading Ability
 - iii. Access to Learning Resources and Materials
 - iv. Availability and capability of Parental/Guardian to assist home-based learning
 - v. Internet accessibility, availability of devices, and community resources
 - vi. Conducive Learning Space
 - vii. Learners with Special Education Needs (LSEN)
 - viii. Belonging to Indigenous Peoples Community (IPS)
- b. For the “Learner Profile Considerations” Column, note down the profile of specific learners in your school that may affect their capacity to undertake specific types of ADMs, or to undertake face-to-face classes given the identified risk. Please ensure to note all types of learners to ensure that interventions for all learners are planned.
- c. For the “Number of Learners per Consideration” Column, note down the number of such learners per learner profile consideration.

III. For Table 1: Intervention Planning

- For the “Intervention” column, please indicate the type of ADM that can be applied to each profile of specific learners.
- You may use the Intervention Matrices and Delivery Modality Matrix to inform the type of interventions that may be provided to learners.

Learning Access

INTERVENTIONS

Access to Learning Resources:

INTERVENTIONS

Group A ✓ Has gadget ✓ Has access	(1) Use: Learner packet Google classroom FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(2) Use: Learner packet Google classroom FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(3) Use: Learner packet Google classroom FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	W/Parent Involvement: - Make sure the child sticks to the schedule - Create a sustainable learning environment T: need to get the parent schedule, conduct kumustahan W/o Parent Involvement: - T meets or talks to student online during class time	1. What tools are most accessible? 2. What schedule works best for him and his parent? 3. What form of assessment suits his learning ability?	1. What tools are most accessible? 2. What schedule works best for him? 3. How do I keep his guardian engaged? 4. What form of assessment suits his learning ability?
	(4) Use: Learner packet FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(5) Use: Learner packet FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(6) Use: Learner packet FB messenger/text Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	W/o Parent Involvement: T meets or talks to student in FB during class time	1. What resources can be utilized? 2. What arrangement works best for him? 3. How do I keep his parent engaged? 4. What form of assessment suit his learning ability?	1. What resources can be utilized? 2. What arrangement works best for him? 3. How do I keep his parent engaged? 4. What form of assessment suit his learning ability?
	(7) Use: Gadget/access loan Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(8) Use: Gadget/access loan Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	(9) Use: Learner packet Gadget/access loan Arrangement: Learner packets to be delivered by barangay or per schedule (like SAP) Assessment: Students send back answered learner packets through barangay or per schedule	W/o Parent Involvement: T: Barangay-based loan T: gadget/access loan T: Nanay ng Barangay – give load, PPE, certificate T: Learning hubs	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?	1. What resources can the school provide? 2. What arrangement works best for him? 3. What form of assessment suits his learning ability? 4. How can the community support him further?
Group C X No gadget X No Access					Group C X No Conducive Learning Space X No Access	
Learner Types: Frustrated High Parent Involvement: Independent Minimal					Frustrated High Instructional Moderate Independent Low	

ANNEX B

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

ANNEX B

IV. For Table 1: Resources Required

- a. After profiling your learners and identifying the potential ADMs that your school will adopt, you can now proceed to the next step which is identifying the Learning Resources that will support the learning process of your learners. This is also the part of the planning process where you will ask yourself, what learning resources will your learners need?
- b. For the “Resources Required” Column, indicate the types of resources you’ll need. These can include learning resources, like digital devices, printed materials, etc. Please also include the budget requirements if any. Please also include any resources you will need in the distribution of learning resources.
- c. For the “Distribution/Access” Column, elaborate the following:
 - i. Where are these learning resources stored
 - ii. Who safeguards and is accountable for these resources
 - iii. Detail how learners can access these resources, such as distribution centers or online portals
 - iv. Detail who distributes these resources and through which channels

V. For Table 2: School-Based Services

- a. For the “Intervention” Column, list school-based services and their alternative modes of implementation during specific disasters, considering local conditions.
- b. For the “Service Provider” Column, detail the person in charge, and procedures for mobilizing school heads and personnel to implement school-based services during emergencies.

VI. Other Sections after Table 1&2

- a. Section on Storage and Safekeeping Procedures: Protocols for the safekeeping of school devices and equipment, including secure storage and regular maintenance checks.
- b. Section on Standard Procedures for Mobilization of School Personnel: Outline the steps for mobilizing teachers, school heads, and other personnel during emergencies, including roles and responsibilities.
- c. Section on Technical Assistance Plan: Develop a capability building plan for training teachers on ADMs through Learning Action Cells and other professional development programs.
- d. Section on Make-Up Classes and Learning Recovery: Implementation plan for make-up classes and other recovery modes to ensure that learning gaps are addressed.
- e. Section on Resource Allocation and Community and Stakeholder Engagement
 - i. Funding: Integrate funding for relevant activities and resources into the School Improvement Plan (SIP).
 - ii. Support and Resources: Engage with the community and stakeholders to support ADM implementation and generate resources.
- f. Return Plans: Protocols for the safe return of school personnel and learners, including health and safety measures.
- g. Communication and Contingency Plans: Coordination and communication plans for safe shelter and coordination among LGUs, schools, and parents.
- h. Assessment of Effectiveness
 - i. Define the timeline and process for assessing the effectiveness of the Learning Continuity Plan,
 - ii. Feedback mechanisms and data collection plan, including what data to collect and from whom.

ANNEX B

LEARNING AND SERVICE CONTINUITY PLAN

Table 1. Impact to Class Days

Risk	Likelihood ^a	Severity ^b per incidence	Potential Impact in Possible Total Class Days Lost	Potential Vulnerabilities	Learner Profile Considerations	Number of Learners per Consideration	Intervention	Resources Required	Distribution / Access
Tropical Storm	Medium-High	Moderate	4 class days lost	Limited connectivity in school, no learning portal	students who are independent learners with no internet access	40	DLP Implementation	40 sets of learning activity sheets	To be picked up by parents/ distributed through distribution points
					students who are not fully independent learners and no internet access	30	Use of SLMs	30 sets of SLMs	Distributed at start of SY
					Students with internet access	100	Online Classes	Google Meet/ Messenger	Protocols communicated at start of school year

^aLikelihood Matrix:

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

^bSeverity Matrix:

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

ANNEX B

Table 1. Impact to School Based Services

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

^aLikelihood Matrix:

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

^bSeverity Matrix:

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

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