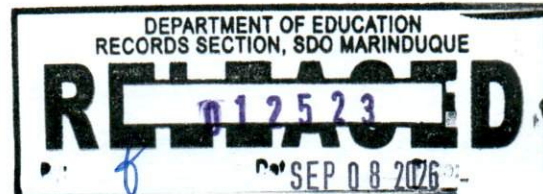




Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

September 5, 2026

DIVISION MEMORANDUM
No. 084, s. 2026

**DISSEMINATION AND ADOPTION OF THE SAMPLE LEARNING AND SERVICE
CONTINUITY PLAN (LSCP) TEMPLATE PURSUANT TO
DEPED ORDER NO. 14, S. 2026**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Public Elementary, Secondary and Integrated School Heads
All Others Concerned

1. For the information and guidance of all concerned and in support to DepEd Order No. 14, s. 2026 titled "Guidelines on Learning Continuity in Emergencies", this Office disseminates the standardized Learning and Service Continuity Plan (LSCP) Template aligned with DepEd Order No. 14, s. 2026 (Guidelines on Learning Continuity in Emergencies).
2. The LSCP template provides a structured operational framework for basic education institutions to ensure uninterrupted learning, clear administrative protocols, and safety mechanisms across the four operational tiers: HAYO (Normal Operations), HINAY (Alert/Adjusted Operations), HINGA (Distance/Asynchronous Modality), and HINTO (Full Suspension).
3. All Public School Heads, in close coordination with their respective School Disaster Risk Reduction and Management (SDRRM) Teams, are directed to contextualize and finalize their School LSCP using the provided template. Private schools are likewise strongly encouraged to adopt or adapt the framework to suit their institutional needs.
4. To ensure division-wide readiness and alignment before the peak of the typhoon season, all public elementary, secondary and integrated schools shall submit their completed and approved School LSCP according to the following guidelines:
 - a. Submission Deadline: On or before September 15, 2026 (Tuesday), 5:00 PM (District Level); September 21, 2026 (Monday), 5:00 PM (Division Level).
 - b. Submission Channel: Electronic copy (Scanned copy) in PDF format uploaded to the official Division LSCP Drive Folder.

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<https://tinyurl.com/DivisionLSCPDrive>, following the file name format: [District]_[School ID]_[School Name]_LSCP2026.

- c. Physical Copy: One (1) hard copy submitted to the Office of the Public Schools District Supervisor (PSDS) for district endorsement to the Curriculum Implementation Division (CID).
5. Enclosed with this Memorandum are the Sample School LSCP Template (Enclosure No. 1) and the Quality Assurance Evaluation Checklist (Enclosure No. 2).
6. Technical assistance regarding the completion of the Learning Continuity Matrix and operational tier triggers may be requested through the CID EPS in-Charge via jennifer.monte@deped.gov.ph / CP Number 09182371012.
7. Immediate dissemination of and strict compliance with this Memorandum is directed.

RONNIE S. MALLARI, PhD, CESO III
Regional Director
Concurrent, Officer-in-Charge
Office of the Schools Division Superintendent

Encls.: As stated
References: DepEd Order No. 14, s. 2026
Division LSCP Template
To be indicated in the Perpetual Index
under the following subjects:

POLICY
REPORTS

CID/JEM/Adoption of Sample LSCP/09/04/2026



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SAMPLE SCHOOL LEARNING AND SERVICE CONTINUITY PLAN (LSCP)

Education in Emergencies (EiE)

Based on DepEd Order No. 014, s. 2026

I. Introduction

This Learning and Service Continuity Plan (LSCP) provides a framework for ensuring the uninterrupted delivery of basic education services during emergencies and disasters in accordance with DepEd Order No. 14, s. 2026. The plan outlines appropriate learning experiences, resources, teacher support mechanisms, safety monitoring procedures, and partner engagement strategies across the HINAY, HINGA, and HINTO levels of disruption. The school shall prioritize learner welfare, teacher safety, and learning recovery while adapting educational delivery modalities to local conditions in Marinduque.

This model LSCP is a school-level reference for implementing Education in Emergencies. It incorporates the Learning Continuity Framework, capability mapping, learning delivery strategies, teacher and parent capacity building, reporting mechanisms, emergency call tree, resource inventories, monitoring tools, recovery planning and accomplished annexes.

II. School Profile

Please indicate name of school, number of learners, number of teachers, hazard exposure to typhoons, flooding, earthquakes, extreme heat, and power outages.

III. LSCP Governance Structure

1. School Head
2. DRRM Coordinator
3. Guidance Coordinator
4. ICT Coordinator
5. Grade Level Chairs
6. PTA President
7. Barangay Partners

IV. Procedures

A. Learning Continuity Framework

Learning Continuity in Emergencies



The school shall implement the following levels of learning continuity as prescribed in DepEd Order No. 14, s. 2026:

Level	Description	Learning Response
HAYO (Continue)	Safe conditions	Regular face-to-face classes and school operations
HINAY (Ease-in)	Minor disruptions	Reduced workload, flexible deadlines, modified learning activities
HINGA (Check-in)	Significant disruptions and stress	Focus on well-being checks, psychosocial support, simplified learning tasks
HINTO (Stop)	Unsafe conditions	Suspension of academic activities; focus on safety, protection, and basic needs

B. Learning Continuity Strategies

Learning Continuity Matrix for Emergencies and Hazards in Accordance with DO 22, s. 2024

Level	Typhoon and Tropical Cyclones	Heavy Rainfall	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 cyclones	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 hazards
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 within a day	Power outages during class hours	Caution 27-32 °C	Unhealthy (Orange, 35.1 to 45.0) to Red (45.1 - 55)	Transportation Strikes Incident as specified by Crisis Management Committee	Potential viral/ bacterial outbreak State of national emergency Official declaration of emergency by the national or local government authorities

HINGA Learners experience heightened stress and academic demands are heavily reduced.	Tropical Cyclone Wind Signal 3	Orange Warning (Rainfall) Critical Water Level (Flooding)	Intensity V, Significant building damage, checks are within 2 days	Power outages for 2-3 days	Extreme Caution 33-41 °C	Acutely Unhealthy (Purple, PM 2.5 between 55.1-90)	Bomb threats Incident as specified by Crisis Management Committee	Actual viral/ bacterial outbreak 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 delayed by 3 or more days	Power outages for 4 or more days	Extreme danger 42-52 °C	Emergency (Maroon), PM 2.5>91	Armed conflict (i.e. Rido Foreign Invasions) Critical incident and crisis emergencies as specified by Crisis Management Committee	Famine, drought, pandemic Official Declaration of emergency by the national or local government authorities

Learning Continuity Matrix for Suspension per Key Stage in Accordance with DO 22, s. 2024

Level	Typhoon and Tropical Cyclones	Heavy Rainfall	Earthquakes and Landslides	Power Outages	Extreme Heat Conditions	Low Air Quality or Volcanic Fog
HAYO All Stakeholders are safe and learning activities continue	No typhoon or tropical cyclones	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)
HINAY Learners experience mild stress and learning intentionally slows down.	Tropical Cyclone Wind Signal 1-2 TWCS 1: Kindergarten classes are automatically suspended. TWCS 2: In-Person classes are automatically suspended from Kindergarten to Junior High School.	Yellow Warning (Rainfall) Alarm Water Level (Flooding) Classes per grade level are suspended at the discretion of the LCE or other relevant national government agencies.	Intensity IV and below, Minimal building damages, checks are within a day Classes per grade level are suspended at the discretion of the LCE or other relevant national government agencies.	Power outages during class hours There is no automatic suspension of classes.	Caution 27-32 °C There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	Unhealthy (Orange, 35.1 to 45.0) to Red (45.1 -55) There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.

HINGA Learners experience heightened stress and academic demands are heavily reduced.	Tropical Cyclone Wind Signal 3 Work, ALS, and in-person classes for all levels are automatically suspended .	Orange Warning (Rainfall) Critical Water Level (Flooding) Work, ALS, and in-person classes for all levels are automatically suspended .	Intensity V, Significant building damages, checks are within 2 days Classes per grade level are suspended at the discretion of the LCE or other relevant national government agencies.	Power outages for 2-3 days There is no automatic suspension of classes.	Extreme Caution 33-41 °C There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	Acutely Unhealthy (Purple, PM 2.5 between 55.1-90) 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.	Tropical Cyclone Wind Signal 4 Work, ALS, and in-person classes for all levels are automatically suspended .	Red Warning and Critical Water Level (Flooding) Work, ALS, and in-person classes for all levels are automatically suspended .	Intensity VI and above, extreme building damage, checks and aid delayed by 3 or more days Work, ALS, and in-person classes for all levels are automatically suspended .	Power outages for 4 or more days There is no automatic suspension of classes.	Extreme danger 42-52 °c There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	Emergency (Maroon), PM 2.5>91 Work, ALS, and in-person classes for all levels are automatically suspended .

C. Learning Design Principles

Annex B. Learning Design Principles and School Applications

Principle	Description	Sample School Application During Emergencies
Clear Goals and Teaching	Describe precise learning goals and model learning clearly.	All learning packets contain MELCs, clear instructions, examples, and success indicators.
Scaffolding	Provide guided support before independent work.	Teachers provide worked examples, answer sheets, and remediation guides.
Checking for Understanding	Use low-stakes formative assessment.	SMS check-ins, short quizzes, reflection sheets, learner feedback forms.
Active Retrieval and Spacing	Review previously learned concepts regularly.	Weekly review activities included in emergency learning packets.
Self-awareness and Metacognition	Encourage reflection and self-monitoring.	Learning journals and self-assessment checklists are included.
Social Learning	Promote discussion and collaboration.	Peer support groups and small online learning circles are organized.
Values and Purpose Integration	Connect learning to values and community needs.	Lessons incorporate resilience, preparedness, volunteerism, and citizenship.
Inclusion	Ensure learning is accessible to all learners.	Materials are adapted for learners with disabilities and marginalized groups.

School Commitments

- Align all learning resources with Annex B Learning Design Principles.
- Integrate Mental Health and Psychosocial Support (MHPSS) activities in learning delivery.
- Ensure inclusive learning opportunities for all learners.
- Provide parent orientation on home learning support.
- Conduct periodic review and improvement of emergency learning resources.
- Track learner participation, safety, and well-being during disruptions.

D. Capability Mapping of Learners

Indicator	Current Status	Gap	Target	Intervention
1. Learners who are grade ready / independent readers	74%	26% grade ready / independent readers	100% access	Offline resources and learning packets
2. Learners who are transitioning and developing / instructional readers	75%	25% transitioning and developing / instructional readers	100% access	Printed modules and device lending
3. Learners who are high and low emerging / frustrational readers	78%	22% high and low emerging / frustrational readers	100% access	Supplementary learning resources
4. Learners who are not / low proficient (emerging) in numeracy	74%	26% grade ready / independent readers	100% access	Offline resources and learning packets
5. Learners who are nearly proficient / proficient (transitioning/developing) in numeracy	75%	25% transitioning and developing / instructional readers	100% access	Printed modules and device lending
6. Learners who are highly proficient (at grade level) in numeracy	78%	22% high and low emerging / frustrational readers	100% access	Supplementary learning resources
7. Learners with digital devices	72%	28% without device	100% access	Printed modules and device lending
8. Learners with internet access	60%	40% limited/no internet	100% access to learning resources	Offline resources and learning packets
9. Learners with active parent support	85%	15% require additional support	100% monitored learners	Parent orientation
10. Learners with updated contact information	94%	6% incomplete records	100% updated records	Enrolment validation

11. Learners with disabilities with accommodations	80%	20% need adaptations	100% supported	Specialized learning resources
12. 4Ps learners monitored during emergencies	90%	10% unverified	100% monitored	Home visitation and coordination
13. Learners with emergency communication access	88%	12% unreachable	100% reachable	Call tree updating
14. Learners preferring modular learning	65%	Limited supply of modules	Adequate supply	Additional printing

Suggested Summary Analysis

Area	Overall Rating
Grade Readiness (Literacy)	
Grade Readiness (Numeracy)	
Learners with digital devices	
Internet Access	
Parent Support	
Updated Contact records	
Active Intervention/Accommodation Plans	
Communication Accessibility	
Modular Learning Support	

E. Capability Mapping of Teachers

Indicator	Current Status	Gap	Target	Intervention
1. Teachers with personal laptop/device for learning delivery	85%	15% require devices	100% readiness	Device procurement, LGU and stakeholder support
2. Teachers with reliable internet connectivity	78%	22% intermittent connectivity	100% connectivity	Internet subsidy and alternative communication channels
3. Teachers trained on Learning Continuity Framework (Hayo, Hinay, Hinga, Hinto)	80%	20% not yet trained	100% trained	School-based LAC Session and INSET

4. Teachers trained in Trauma-Informed Teaching	65%	35% require training	100% trained	NEAP-recognized EiE and Trauma-Informed Teaching Training
5. Teachers trained in Psychological First Aid (PFA)	55%	45% require training	100% trained	Division-led PFA and MHPSS Workshop
6. Teachers capable of facilitating Print Modular Learning	100%	None	Sustain 100%	Continuous quality assurance and mentoring
7. Teachers capable of facilitating Digital Modules	75%	25% require enhancement	100% competency	LMS and Digital Learning Workshop
8. Teachers capable of conducting Online Synchronous Classes	70%	30% require enhancement	100% competency	ICT and Online Teaching Capacity Building
9. Teachers capable of preparing Learning Packets for Emergencies	82%	18% require coaching	100% competency	Learning Resource Development Workshop
10. Teachers knowledgeable in Home Learning Support Strategies	76%	24% require enhancement	100% competency	Parent Engagement and Learning Support Orientation
11. Teachers able to conduct learner well-being check-ins	72%	28% require training	100% competency	MHPSS and Check-in Guide Orientation
12. Teachers familiar with Emergency Call Tree Procedures	88%	12% require orientation	100% awareness	School DRRM Orientation
13. Teachers able to use EiE Dashboard and reporting procedures	60%	40% need capability building	100% competency	Dashboard Reporting Training
14. Teachers knowledgeable on learner protection and child protection protocols	90%	10% refresher needed	100% compliance	Child Protection Policy Orientation
15. Teachers able to support learners with disabilities during emergencies	68%	32% need training	100% inclusive practice	Inclusive Education and SPED orientation

16. Teachers knowledgeable in Learning Recovery and Remediation Programs	73%	27% require mentoring	100% competency	Learning Recovery Program Workshop
17. Teachers participating in Emergency Drills and Simulations	85%	15% participation gap	100% participation	Quarterly simulation exercises
18. Teachers with updated emergency contact information	95%	5% records updating	100% updated profile	Annual validation process
19. Teachers with complete emergency teaching kits	70%	30% require preparation	100% equipped	Teacher Emergency Learning Kit Preparation
20. Teachers capable of implementing LSCP interventions per key stage	78%	22% require coaching	100% readiness	Coaching, mentoring, and classroom observation

Suggested Summary Analysis

Area	Overall Rating
Learning Continuity Framework Readiness	High
Digital Learning Readiness	Moderate
Modular Learning Readiness	High
MHPSS and PFA Readiness	Moderate
Emergency Reporting Readiness	Moderate
Inclusive Education Readiness	Moderate
Overall EiE Teacher Readiness	Moderately Ready

Aligned with the teacher competencies identified in DO 014, s. 2026, particularly:

- Learner Safety and Security (PPST 2.1)
- Learners in Difficult Circumstances (PPST 3.4)
- Establishment of Learning Environments Responsive to Community Contexts (PPST 6.1)
- Engagement of Parents and Community (PPST 6.2)
- School Policies and Procedures (PPST 6.4)

F. Capability Mapping of Parents and Guardians

Indicator	Current Status	Gap	Target	Intervention
1. Parents/Guardians with updated contact information	92%	8% have outdated or incomplete records	100% updated records	Conduct validation during enrolment and quarterly updating
2. Parents/Guardians familiar with the School LSCP	60%	40% have not attended orientation	100% orientation coverage	LSCP orientation during Opening Block and PTA meetings
3. Parents/Guardians knowledgeable about Hayo, Hinay, Hinga, and Hinto Levels	55%	45% require orientation	100% awareness	Learning Continuity Framework orientation
4. Parents/Guardians able to support home-based learning	70%	30% need coaching	100% readiness	Home Learning Support Training
5. Parents/Guardians able to monitor learner progress at home	75%	25% need monitoring tools	100% participation	Distribution of learner monitoring sheets
6. Parents/Guardians with access to mobile phones	95%	5% no personal device	100% reachable	Establish alternative contact persons
7. Parents/Guardians with internet connectivity	68%	32% limited/no connectivity	100% access to learning information	SMS-based communication and printed advisories
8. Parents/Guardians familiar with emergency communication protocols	62%	38% require orientation	100% informed	Emergency Call Tree orientation
9. Parents/Guardians knowledgeable about learner well-being and MHPSS	40%	60% require training	100% awareness	Parent MHPSS and wellness sessions
10. Parents/Guardians able to use Family Kits	58%	42% require demonstration	100% competency	Demonstration and guided orientation

11. Parents/Guardians able to support learners with disabilities	50%	50% need specialized support	100% supported	Inclusive education orientation
12. Parents/Guardians participating in school emergency drills	65%	35% participation gap	100% participation	Community emergency simulations
13. Parents/Guardians knowledgeable about child protection protocols	70%	30% require refresher	100% compliance	Child Protection orientation
14. Parents/Guardians receiving school advisories during emergencies	85%	15% communication gap	100% coverage	Multi-platform communication system
15. Parents/Guardians capable of assisting modular learning	78%	22% need additional support	100% readiness	Modular learning assistance sessions
16. Parents/Guardians willing to volunteer during emergencies	55%	Limited organized volunteer system	Functional volunteer pool	Parent volunteer mobilization program

Summary Assessment

Area	Rating
Communication Readiness	High
Home Learning Support	Moderate
MHPSS Awareness	Low to Moderate
Emergency Preparedness	Moderate
Child Protection Awareness	Moderate
Overall Parent Readiness	Moderately Ready

G. Capability Mapping of School Resources

Indicator	Current Status	Gap	Target	Intervention
1. Printing Capacity (modules/packets per week)	Can print 1,000 learner packets/week	Insufficient during full-school emergency activation	Capacity to print for 100% of learners within 1 week	Procure additional printers, toner, and paper supplies
2. Existing Stock of Print Modules	Available for 80% of learners	20% shortage	100% learner coverage	Reproduction and quarterly replenishment
3. Existing Stock of Learning Packets	Available for 75% of learners	Limited emergency reserve	100% learner coverage	Develop and pre-position learning packets
4. Digital Learning Resources	Moderate availability	Limited offline resources	Complete repository per grade level	Develop offline and downloadable resources
5. Learning Management System (LMS) Access	Functional LMS available	Not all learners can access	100% accessibility	Alternative offline learning options
6. Broadcast Learning Resources (TV/Radio)	Limited utilization	Few localized materials	Expanded use of broadcast resources	Coordinate with local radio stations
7. Internet Connectivity in School	Moderate	Intermittent connection	Reliable connectivity	Upgrade internet service
8. School Communication System	Messenger, SMS, School FB Page	Limited redundancy	Multiple communication channels	Develop communication protocol
9. Emergency Call Tree	Existing but not updated	Incomplete contact details	100% validated contacts	Annual updating and simulation
10. Power Supply and Backup	Commercial power only	No backup source	Emergency backup available	Procure generator or solar backup
11. Emergency Operations Center (School-Based)	Temporary arrangement	No dedicated facility	Functional emergency coordination area	Establish school emergency desk

12. DRRM Equipment	Basic tools available	Limited emergency supplies	Fully equipped DRRM kit	Annual procurement
13. Learner Tracking System	Manual monitoring	Delayed reporting	Real-time monitoring capability	Digital learner monitoring database
14. Teacher Emergency Teaching Kits	70% available	30% incomplete	100% teacher readiness	Issue teacher emergency kits
15. MHPSS Resource Materials	Limited resources	Insufficient materials	Adequate resources for all learners	Develop MHPSS activity packages
16. Inclusive Education Resources	Basic accommodations available	Need more adaptations	Complete LWD support materials	Produce modified learning resources
17. Storage Facilities for Learning Resources	Limited storage space	Risk of damage during disasters	Secured storage facility	Improve stockroom and records management
18. Incident Reporting Capability	Manual reporting procedures	Limited dashboard familiarity	100% reporting compliance	Dashboard and reporting training
19. Partnerships for Resource Mobilization	Existing LGU and PTA support	No formal agreements with some partners	Sustained multi-sector support	Execute MOAs with stakeholders

Summary Assessment of School Resource Readiness

Resource Area	Rating
Learning Resources	Moderately Ready
Printing and Reproduction	Ready
Digital Learning Resources	Moderately Ready
Communication Systems	Ready
Emergency Learning Kits	Moderately Ready
DRRM and Emergency Response Equipment	Moderately Ready
Reporting and Monitoring Systems	Moderately Ready
Overall School Resource Readiness	Moderately Ready

H. Capacity Building

Participant	Proposed Activity/ies	Time Frame	Resources Needed/Source of Fund
1. Teachers	a. Training on the use of trauma-informed teaching approaches, materials, tools, psychological first-aid, facilitation of learning through different learning experiences b. Participation to NEAP training, NEAP-accredited training or relevant asynchronous courses	Atleast one (1) session during INSET	Resource Speaker, provision of foods (2 snacks and lunch) and training materials/ MOOE & other local funds (canteen, PTA fund, etc.)
2. Parents/ Guardians	a. Information dissemination on the LSCP (focusing on the modality and materials used during emergencies at each level of the framework b. Capacity Building on teaching skills and MHPSS methods when remote learning is activated (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"	PTA Meeting (Opening Block or as needed)	

ANNEX D.1 School Capacity and Resource Inventory

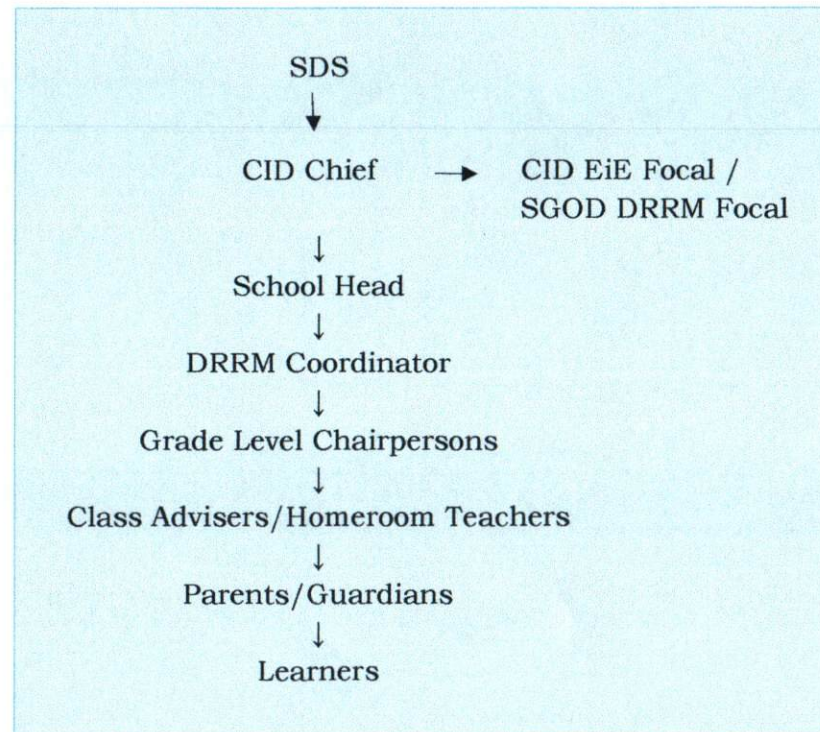
Indicator	Status	Remarks
Printing capacity	Identify % of availability	Ready for emergency deployment
Print modules	Identify % of availability	Ready for emergency deployment
Learning packets	Identify % of availability	Ready for emergency deployment
Digital resources	Identify % of availability	Ready for emergency deployment
LMS access	Identify % of availability	Ready for emergency deployment
Broadcast access	Identify % of availability	Ready for emergency deployment
Communication channels	Identify % of availability	Ready for emergency deployment
Emergency kits	Identify % of availability	Ready for emergency deployment

Part II. Learning Continuity Plan

Level		Learning Experiences	Learning Resources	Teacher Supports	Safety Monitoring	External Partners
HINGA	KS1	Home-based literacy and numeracy activities	Printed activity sheets and learning kits	Parent communication and remediation	Call tree and dashboard Adviser monitoring via SMS/Messenger	Barangay, PTA, LGU
	KS2	Self-directed MELC-aligned activities	LAS, worksheets, storybooks	Regular feedback and consultations	Call tree and dashboard Weekly learner monitoring	Barangay, SDO
	KS3	Modular learning and guided study	Printed/digital modules	Phone or online consultations	Call tree and dashboard Class adviser reports	LGU, SDO CID
	KS4	Independent projects and tasks	Modules and references	Assessment support	Call tree and dashboard School safety reporting	LGU, community groups
	CLC	Community learning support	Learning kits	Learning facilitators	Call tree and dashboard Attendance and safety logs	Barangay, NGOs

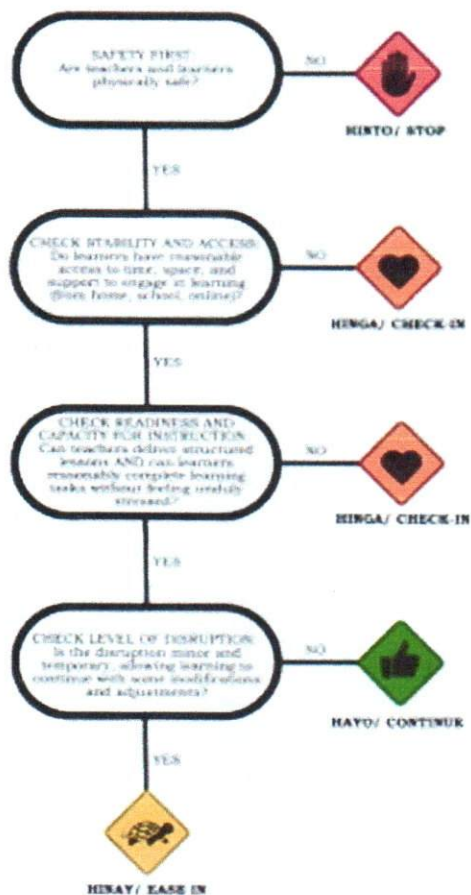
HINAY	KS1	Structured home learning	Weekly learning packets	Learning recovery support	Call tree and dashboard Health and welfare checks	LGU, BHW, PTA
	KS2	Modular/blended learning	Modules and recorded lessons	Monitoring calls	Call tree and dashboard DRRM monitoring	LGU, MDRRMO
	KS3	Independent and collaborative tasks	Printed and digital resources	Virtual consultations	Call tree and dashboard Submission tracking	SDO, NGOs
	KS4	Flexible learning schedule	SLMs and digital content	Remote mentoring	Call tree and dashboard Safety focal person reports	LGU partners
	CLC	Learning hubs where safe	Community learning materials	Facilitator support	Call tree and dashboard Community monitoring	Barangay, CSOs
HINTO	HINTO-All	Temporary suspension and recovery planning	Emergency learning kits	Accounting and psychosocial support	Call tree and dashboard Daily DRRM reporting	LGU, PDRRMO, DSWD, DOH, Red Cross

Emergency Communication Call Tree



ANNEX E.1 – Guide for Quick Decisions During an Emergency, Crisis, or Hazardous Situation

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



ANNEX E.2 – Learning Experience Per Learning Continuity Model

The succeeding table 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.

✓ Best learning experience to apply for the specific Learning Continuity level.

• Applicable or can be used during the specific Learning Continuity level.

X Cannot be used for the specific Learning Continuity level.

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

PART III. MONITORING AND EVALUATION

ANNEX E.3 Learning from Emergency, Crisis or Hazardous Situation (Letter L, pages 19-21, Reporting After Emergencies)

Event of Emergency, Crisis, or Hazard (What happened during this emergency, crisis, or hazard?)	Action Taken (To address the event, what did we do to ensure learning continuity?)	Learning for Future Actions (How would we rate the action taken? What can we do in the future?)
Typhoon	Activated Hinay/Hinga, distributed modules, conducted check-ins	Appropriate and context-responsive; improve communications and stockpiles.
Flood	Activated Hinay/Hinga, distributed modules, conducted check-ins	Appropriate and context-responsive; improve communications and stockpiles.
Earthquake	Activated Hinay/Hinga, distributed modules, conducted check-ins	Appropriate and context-responsive; improve communications and stockpiles.
Extreme Heat	Activated Hinay/Hinga, distributed modules, conducted check-ins	Appropriate and context-responsive; improve communications and stockpiles.
Power Outage	Activated Hinay/Hinga, distributed modules, conducted check-ins	Appropriate and context-responsive; improve communications and stockpiles.

Prepared by:

Checked and Reviewed:

School Head

Public Schools District Supervisor

Noted:

JOHN M. CHAVEZ
Chief ES, CID

MAITA M. LAZARES
Chief ES, SGOD

Recommending Approval:

MABEL F. MUSA, PhD, CESO VI
Assistant Schools Division Superintendent

Approved:

RONNIE S. MALLARI, PhD, CESO III
Regional Director
Concurrent, Officer-in-Charge
Office of the Schools Division Superintendent

Percentage Range	Likert Rating	Descriptive Equivalent
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90% - 100%	5	Very High / Highly Ready
80% - 89%	4	High / Ready
70% - 79%	3	Moderate / Moderately Ready
60% - 69%	2	Low to Moderate / Needs Improvement
Below 60%	1	Low / Requires Immediate Intervention

QUALITY ASSURANCE EVALUATION CHECKLIST FOR SCHOOL LSCP
(For Use by Public Schools District Supervisors in Reviewing School LSCPs
under DO 14, s. 2026)

I. GENERAL INFORMATION

School Name: [Insert School Name]

School ID: [Insert School ID]

Name of School Head: [Insert Name]

Date Evaluated: [Insert Date]

Evaluated by (PSDS): [Insert PSDS Name]

II. EVALUATION CRITERIA

Instructions: Place a check mark (/ checkmark) under Complied if the requirement is fully met or Needs Revision if the section requires enhancement. Add specific notes in the Remarks column.

LSCP Section / Criteria:	Complied	Needs Revision	Remarks / Action Needed
1. School Profile & Risk Context			
• Complete basic information (School ID, enrollment breakdown, staffing).			
• Identifies top localized hazards specific to the school's geographical location.			
2. Operational Tier Alignment (DO 14, s. 2026)			
• HAYO Phase: Clear protocols for 100% in-person setup and regular assessment.			
• HINAY Phase: Defined triggers (TCWS Signal 1, Yellow/Orange Rainfall, High Heat Index) and max 3-day cap.			
• HINGA Phase: Clear shift to ADM/Asynchronous setups and teacher consultation hours (max 4-day cap).			
• HINTO Phase: Total academic freeze policy explicitly stated with zero assigned tasks during emergency pause.			

3. Learning Continuity Matrix by Key Stage			
1. School Profile & Risk Context			
• Specific, age-appropriate learning strategies provided for K to Grade 3.			
• Clear guidelines for Grades 4 to 6 regarding SLMs and core subject priorities.			
• Actionable modalities for Junior High School (JHS) performance tasks and lab work.			
• Defined directives for Senior High School (SHS) Work Immersion and research setups.			
4. Mental Health & Psychosocial Support (MHPSS)			
• Re-entry/transition activities prioritized before formal testing after HINGA/HINTO.			
• Weekly psychosocial teacher check-in mechanisms established.			
• Clear referral pathway for distressed or traumatized learners.			
5. Communication Plan & Contact Details			
• Official Facebook page and Messenger/SMS communication channels listed.			
• SDRRM and local MDRRMO/Barangay emergency contact details included.			
6. Signatures & Approvals			
• Signed by School DRRM Coordinator and School Head.			