



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

MEMORANDUM

No. 311, s. 2026

**DIVISION-WIDE IMPLEMENTATION GUIDELINES FOR THE 4H PROTOCOL TO ENSURE
LEARNING CONTINUITY DURING EMERGENCIES IN ALL PUBLIC ELEMENTARY AND
SECONDARY SCHOOLS OF THE SCHOOLS DIVISION OFFICE OF MUNTINLUPA**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Public Elementary and Secondary School Heads/OICs
All Others Concerned

1. In line with its commitment to ensuring safe, inclusive, and resilient learning environments, this Office issues the Division-Wide Implementation Guidelines to effectively implement the provisions of DepEd Order No. 014, s. 2026, titled "*Guidelines on Learning Continuity in Emergencies*" and also update and the relevant provisions of Division Memorandum No. 110, s. 2025, *Alternative Delivery Mode (ADM) Implementation Guidelines*, to align with the Department's enhanced policy framework on learning continuity during emergencies.
2. Recognizing that emergencies such as natural disasters, extreme heat, and human-induced crises severely impact the physical safety and emotional well-being of learners and teachers, this Memorandum reinforces the core principle that well-being is a critical prerequisite to learning and teaching, ensuring that instructional adjustments remain context-responsive and non-compliance-driven.
3. School Heads are likewise directed to account the distribution and utilization of the **delivered textbooks and learning packets (for grades 1 to 10) to all learners** as the default learning resource material. Likewise, class advisers are required to prepare list of learning materials received by learners. (*See Enclosure #3 of the List of Learning Materials Received*).
4. Similarly, grade levels/ learning areas with no delivered textbooks yet, the teachers and learners shall use the Learning Modules or Learning Activity Sheets for Kinder, Grades 11 and 12 whichever is more applicable/suited to the lesson of the teacher.
5. Furthermore, schools are obliged to print and post the informational advocacy posts (*See enclosure 2A-2C on the sample and GDrive Link is at <https://tinyurl.com/Munti4HGuide>*) in public spaces within the school premises or at the entrance gate on the following:
 - a. Quick Decisions That Keep Everyone Safe and Learning
 - b. Learning Continuity Matrix: Emergencies and Hazards
 - c. Pagtataguyod ng Pagkatuto sa Panahon ng Emergency: Isang Gabay sa Mag-aaral at Magulang
6. This Memorandum shall apply to all public elementary and secondary schools, DepEd-operated Community Learning Centers (CLCs), and DepEd-recognized Alternative Learning System (ALS) providers within SDO Muntinlupa City. 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.

7. Please refer to the enclosures for the operational guidelines on the above-mentioned issuance.

8. Immediate dissemination and compliance with this Memorandum is directed.


VIOLETA M. GONZALES CESO VI
(Schools Division Superintendent)

Encl: none
Reference: As stated
To be indicated in the Perpetual Index
Under the following subjects

EDUCATION IN EMERGENCIES TEACHERS LEARNERS

MELL/ DIVISION-WIDE IMPLEMENTATION GUIDELINES FOR THE 4H PROTOCOL TO ENSURE LEARNING CONTINUITY DURING EMERGENCIES IN ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOLS OF THE SCHOOLS DIVISION OFFICE OF MUNTINLUPA
311/ June 30, 2026



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Enclosure 3: Sample Template for Distribution of Books

BOOKS RECEIVED BY LEARNERS

Name of School:	School Year:
Name of Adviser:	Section:

Name of Learners	Learning Resource Material Received (Indicate a check mark if received by learners, add columns if needed)						Learner's Signature
	Maka- bansa	Math	Reading	GMRC	Language	Learning Packets	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Prepared by:

Noted:

Signature and Printed Name of Adviser
Designation
Date Accomplished:

Signature and Printed Name of SH
Designation
Date Checked:

**DIVISION-WIDE IMPLEMENTATION GUIDELINES FOR THE 4H PROTOCOL TO ENSURE LEARNING CONTINUITY
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SCHOOLS DIVISION OFFICE OF MUNTINLUPA**

- I. The Operational Matrix in the 4H Protocol:** Schools shall dynamically transition across the following four levels based on contextualized capability mapping and localized safety assessments:

LEVEL	STATUS OF WELL-BEING	OPERATIONAL MODE	CONTEXT	ASSESSMENT AND IMMERSION PROTOCOLS
L1: HAYO (Continue)	Stakeholders are physically safe, emotionally regulated, and cognitively prepared for sustained interaction.	Normal face-to-face instruction continues.	Teachers implement full curriculum delivery using standard lesson guides and primary contextualized learning materials sourced via the SDO Muntinlupa LRMS Portal. Structured remediation and foundational literacy/numeracy acceleration are delivered in-person. Senior High School (SHS) work immersion tracks proceed natively under regular partner schedules.	In normal-pace mode as scheduled for the term blocks
L2: HINAY (Ease-In)	Minor to moderate environmental disruptions occur, accompanied by mild learner stress, uneven home support, or temporary routine displacement.	Academic pacing is intentionally slowed down. The daily class duration is shortened, and the number of subjects scheduled per day is reduced to minimize pressure on teachers and families.	Elementary Level: Focuses primarily on low-demand Print Modules or localized Learning Packets. Parents receive Family Kits written in plain, reassuring language to help establish flexible routines without forcing non-professional caregivers to replicate classroom teaching. Kindergarten classes are automatically suspended under Tropical Cyclone Wind Signal (TCWS) 1.	Formative checks are strictly constrained to essential core competencies. Periodical examinations are halted and rescheduled for in-person Hayo days, ensuring ample adjustment time. All active SHS work immersion duties are strictly suspended.

			Secondary Level: Utilizes Online Synchronous Classes or Digital Modules via official Learning Management Systems (LMS). Junior High School (JHS) classes are automatically suspended under TCWS 2	
L3: HINGA (Check-In)	Acute environmental or psychological distress is present. Community recovery is ongoing, safety or basic needs are threatened, and student displacement is highly likely.	Complete freeze on academic progression. Instructional mandates pivot entirely toward safety checks and Mental Health and Psychosocial Support (MHPSS).	Elementary Strategy: Academic demands are dropped. Teachers deploy Check-In Guides utilizing simple, non-evaluative prompts allowing creative or alternative expression (e.g., visual or oral). Independent, simplified Learning Packets focus solely on historical concept review rather than content progression. Secondary Strategy: Standard synchronous and asynchronous class requirements are fully deactivated. Teachers establish contact via low-bandwidth channels (SMS or messaging applications) strictly to track student safety and administer Psychological First Aid (PFA). High school workloads are completely paused, and all levels of ALS and work immersion are suspended under markers such as TCWS 3, Orange Rainfall, or Intensity V earthquakes.	Well-being check-ins conducted by teachers are credited to their official teaching load and remain compensable under existing overtime and rationalization frameworks.
L4: HINTO (Stop)	Extremely unsafe conditions endanger the immediate physical survival	Total suspension of all remote, distance, and academic learning formats.	All forms of education are halted entirely. Public elementary, secondary, and ALS classes are fully suspended division-wide under extreme indicators (e.g., TCWS 4, Red Rainfall, Extreme Heat or Intensity VI+ earthquakes).	

	and security of the community.		School heads focus on activating local crisis management protocols and coordinating community safety and emergency distribution lines with the Local Government Unit (LGU)	
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II. Maximum Emergency Durations & FLP Transition: To prevent prolonged academic stagnation, standard operations must conform to the following hard limits under continuous emergency states:

- **After 3 consecutive class days in HINAY:** School heads must narrow instructional targets exclusively to foundational core competencies and intensify home-school communication loops.
- **After 4 consecutive class days in HINGA:** Operations must dynamically pivot to a formal **Flexible Learning Program (FLP)** to institutionalize an alternative educational normal.
- **After 5 consecutive class days in HINTO:** Operations automatically transition into an alternate FLP pathway the moment basic physical stability and communication capabilities are restored.
- **NOTE:** If a school shifts into *Hinay, Hinga, or Hinto* during ongoing in-person classes without prior material rollouts, a minimum of **one week's worth of printed materials and emergency kits** must be securely distributed to all learners before they are sent home.

III. Anchoring Digital and Printed Division Resources: To maximize equitable access and guarantee zero financial download costs for stakeholders, **all schools** shall coordinate deployment plans with a centralized repository using-

1. SDO Muntinlupa LRMS Portal as the primary source of curriculum-aligned alternative modules that can be accessed asynchronously via: **<https://sites.google.com/depd.gov.ph/depd-lrportal/home>**.
2. The **default learning resource to be used are the distributed textbooks**. For Grade levels/Learning Areas with no delivered textbooks yet, the teachers and learners shall use the learning packets (For Grades 1-10) or the Learning Modules or Learning Activity Sheets for Kinder, Grades 11 and 12 whichever is more applicable/suited to the lesson of the teacher.
3. Learning Packets link : **<https://sites.google.com/depd.gov.ph/depd-lrportal/learning-packets>**
4. Other teacher-made materials based on the last topic in the textbooks discussed prior to suspension of face-to-face classes may also be used by the teachers.
5. The table below (lifted from Annex E.2- Learning Experience Per Learning Continuity Level) shall serve as a guide.

Legend:

- ✓ **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	
Digital Modules/LAS	•	✓	×	×
Online Synchronous Class	•	✓	×	×
Printed	•	/	×	×
Broadcast Materials/Video Lessons	•	•	✓	×
Learning Packets (Printed/Digital)	×	×	✓	×

6. Learning Resource Scannable QR Codes:

Learning Resource Material QR Codes



Kinder



Grades 1 to 3



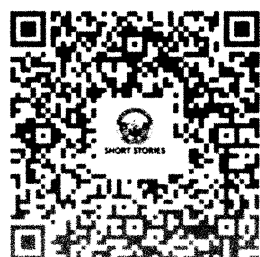
Grades 4 to 6



Grades 7 to 10



Grades 11 - 12



**Short Stories/
Big Books**



DepEd TV



Video Lessons

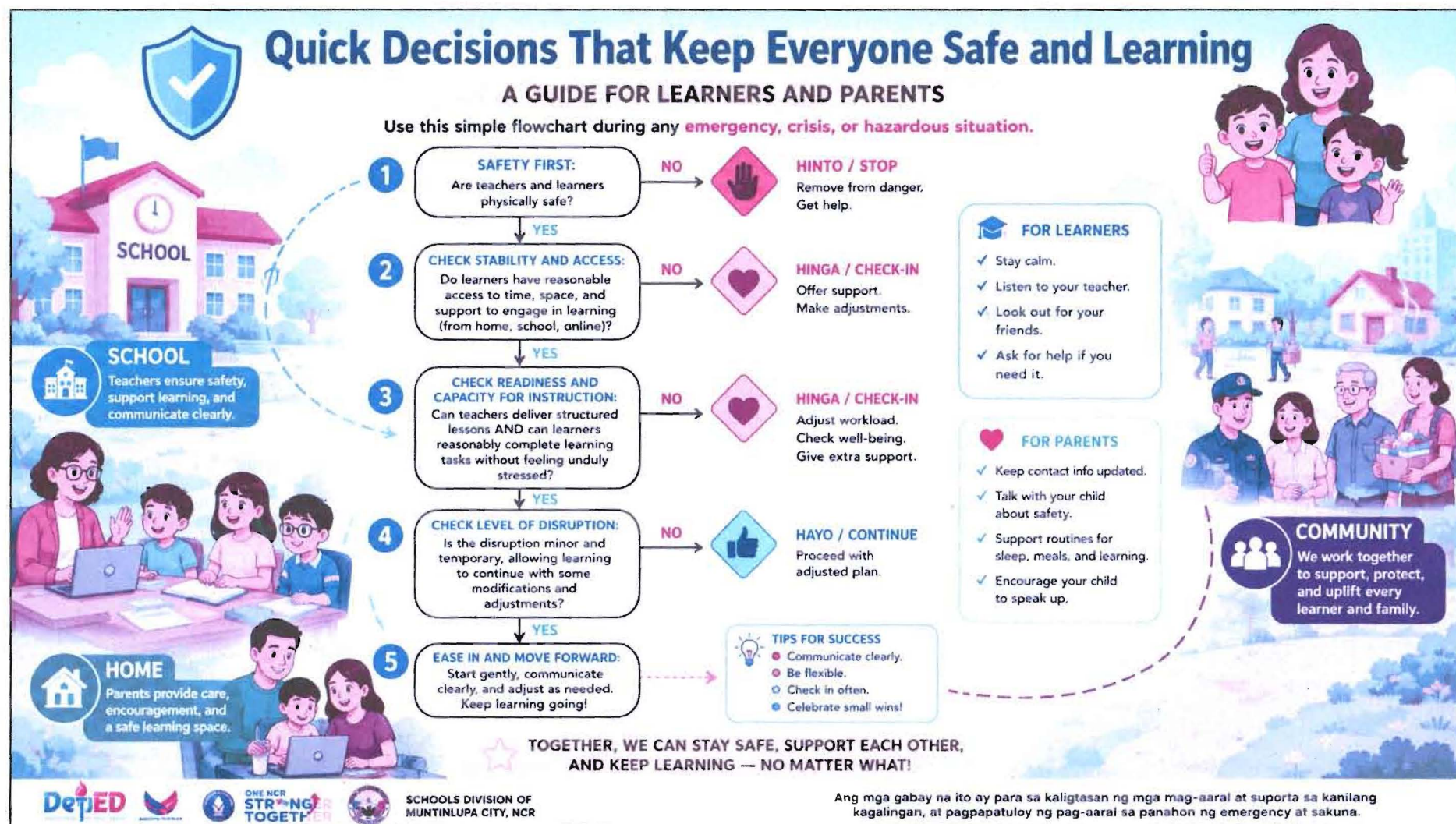
IV. Reporting, Incident Housing, And Reviews

1. **The 12-Hour Window:** School heads must report their school's local learning continuity level via the official **EiE: Learning Continuity Dashboard Mobile Application** within the first 12 hours of any operational disruption.

Note:

- a. If local power grids or telecommunications collapse, reporting must proceed through analog SMS networks or radio lines as pre-arranged in the school's Learning and Service Continuity Plan (LSCP). All public schools are directed to submit their weekly reports through the designated Google Form accessible at: <https://tinyurl.com/EiEWeek1>.
 - b. The said report shall indicate the Learning Continuity Level of the school (Hayo, Hinay, Hinga, or Hinto) during the week. In the absence of a submitted report within the prescribed period, the school shall be assumed to be operating under Hayo or normal conditions.
2. **The Learning Service and Continuity Plan** shall be prepared annually before the opening of classes and updated every academic term to ensure continuous delivery of education during emergencies and hazards. *(Refer to Annex D.1 for the LSCP in Case of Emergency Template on pages 35-41)*
 3. **Incident Management Report:** Following an experienced disruption, the school DRRM Coordinator shall accomplish a reflective incident management report categorizing local actions as *Appropriate*, *Needs Improvement*, or *Misaligned*. Data gathered through this review mechanism shall be utilized solely for evidence-based refinement of the school's annual LSCP. *(Refer to Annex E.3 on p.44 and 45: Learning from the Emergency, Crisis or Hazardous Situation)*
 4. **Infrastructural Clearance:** For natural hazards causing physical facility risks, the resumption of face-to-face *Hayo* classes shall only take place after school infrastructure is declared structurally safe by authorized inspectors.
 5. **Submission of Reports:** School ADM/FLP Focal Person are required to monitor and ensure the compliance of the reports needed to be accomplished.

Enclosure #2A: Quick Decisions That Keep Everyone Safe and Learning





LEARNING CONTINUITY MATRIX: EMERGENCIES AND HAZARDS

In accordance with DepEd Order No. 22, s. 2024

Ensuring Safety. Sustaining Learning. • Building Resilience.



HAYO (CONTINUE)

Ligtas ang lahat. Normal ang situasyon.

Maayos ang panahon at kapaligiran. Ligtas ang mga bata, guro at komunidad. Maaaring Malaaring magpatuloy ng normal ang pag-aaral.

ANO ANG NANGYAYARI?

- Walang bagyo o tropical cyclone.
- Walang brownout.
- Walang malakas na ulan o baha.
- Walang matinding init.
- Walang lindol o panginiging.
- Maganda ang kalidad ng hangin.

ANO ANG MANGYAYARI SA PAG-AARAL?

- Magpapatuloy ang face-to-face classes at lahat ng school activities.
- Sundin ang regular na timetable at aralin.
- Magpapatuloy ang mga school programs.
- Mag-aaral nang normal at ligtas sa paaralan.

HINGA (CHECK-IN)

Huminga muna at mag-alalay.

Malakas na ang epekto ng sakuna kaya kailangang alagaan ang kaligtasan at kalusugan ng lahat.

ANO ANG NANGYAYARI?

- Bagyo Signal No. 1-2 (Malakas hanggang kulanteran)
- Brownout habang may klase.
- Yellow Rainfall Warning (Posibleng malakas na ulan)
- Mainit sa 27°C - 32°C (Mag-ingat sa init)
- Lindol Intensity IV pababa (Mataaring naramdaman)
- Katatimnaan o di-maganda ang hangin.

ANO ANG MANGYAYARI SA PAG-AARAL?

- Maaaring magpatuloy ang klase ngunit may magbabago.
- Maaaring gumamit ng Alternative Delivery Modes (modular, online, TV/radio, o iba pa).
- Makipag-ugnayan ang paaralan sa mga magulang.
- Mag-aaral pa rin, pero mas maingat at flexible ang paaralan.

HINTO (STOP)

Itigil muna. Kaligtasan muna!

Napakataas ng panganib. Delikado para sa lahat. Walang pasok at walang gawain sa paaralan.

ANO ANG NANGYAYARI?

- Bagyo Signal No. 4 (Napakalakas na hangin)
- Brownout ng 4 araw o higit pa.
- Red Warning o Critical Flood (Makibahag baha)
- Mainit sa 42°C - 52°C (Napakadefilakado)
- Lindol Intensity VI pataas (Matinding pinsala)
- Napakadefilakadong hangin (maroon).

ANO ANG MANGYAYARI SA PAG-AARAL?

- Walang face-to-face classes. Walang school activities.
- Mag-aaral sa bahay sa pamamagitan ng modular, online, TV/radio, o iba pang paraan.
- Unang prayoridad ang kaligtasan, pangangailangan, at kagalingan.
- Hinto muna sa pag-aaral sa paaralan. Kaligtasan ng pamilya ang pinakamahalaga.

QUICK DECISION GUIDE PARA SA MAGULANG

Level	Kalagayan	Ano ang Gagawin sa Pag-aaral?	Ano ang Gagawin ng Paaralan?
1 HAYO	Normal at ligtas	Normal na klase sa paaralan	Normal na operasyon
2 HINGA	May kaunting abala	Maaaring may pagbabago o alternative learning	Magpapatuloy ng pag-ingat at mga hakbang
3 HINGA	Malakas na epekto	Malang face-to-face; alternative learning sa bahay	Magbigay ng suporta at tutok sa recovery
4 HINTO	Napakataas ng panganib	Walang pasok; mag-aaral sa bahay sa ligtas na paraan	Emergency response at hakbang para sa ligtas na paraan

RESPONSIBILIDAD NG PAARALAN

- Unahin ang kaligtasan ng mga mag-aaral at kawani.
- I-activate ang Learning and Service Continuity Plan (LSCP).
- Gamitin ang Alternative Delivery Modes (ADM).
- Makipag-ugnayan sa LGUs, DRRM Councils, at mga magulang.
- Siguraduhing may access sa mga kagamitan at materyales.
- Subaybayan ang partisipasyon at kalagayan ng mga mag-aaral.






Ang mga gabay na ito ay para sa kaligtasan ng mga mag-aaral at suporta sa kanilang kagalingan, at pagpapatuloy ng pag-aaral sa panahon ng emergency at sakuna.



PAGTATAGUYOD NG PAGKATUTO SA PANAHON NG EMERGENCY

Isang Gabay para sa mga Mag-aaral at Magulang



Ang 4H Protocol

Ang paraan ng pagkatuto ay maaaring magbago depende sa sitwasyon sa inyong komunidad.

L1: HAYO (MAGPATULUY) LAHAT AY LIGTAS	L2: HINAY (Dahan-dahan Simula) MALIIT NA HANGGANG KATAMTAMANG PAGKAKAGULO	L3: HINGA (Mag-check In) PAGBANGON AT KAPAKANAN NG KALUSUGAN ANG UNAHIN	L4: HINTO (Huminto) MALUBHANG KAPANGANIB
- Ligtas ang paaralan. - Handa ang mga mag-aaral na matuto. - Maaaring ipagpatuloy ang pang-araw-araw na gawain ng pamilya.  PAGKATUTO - Patuloy ang face-to-face na klase. - Regular na aralin, pagsusulat, at mga gawain. - Patuloy ang tutorial at remediation. PARA SA MGA MAG-AARAL - Dumalo sa klase araw-araw. - Kumpletuhin ang mga takdang-aralin. - Makilahok nang aktibo. PARA SA MGA MAGULANG - Ipadala ang inyong anak sa paaralan bilang kaniin. - Hikayatin ang regular na pagpasol. - Bantayan ang kalusugan at kapakanan ng inyong anak.	 PAGKATUTO - Patuloy ang klase na may mas kaunting asignatura. - Mas maikli ang oras ng klase. - Mas magaan ang gawain sa pagkatuto. - Maaaring gumamit ng printed o digital na modules o learning packets. - Pansamantalang nasususpindi ang Work Immersion sa Senior High School. PARA SA MGA MAG-AARAL - Tapusin ang mahalagang gawain sa pagkatuto. - Magpahinga kung kinakailangan. - Ipaalam sa guro kung kailangan ng tulong. PARA SA MGA MAGULANG - Tumulong sa pagbuo ng simpleng rutina sa bahay. - Suportahan ang inyong anak nang hindi iniisip na kailangan maging guro. - Manatiling updated sa mga anunsyo ng paaralan.	 PAGKATUTO - Ipinahihinto ang mga aralin muna. - Makikipag-check ang mga guro sa kaligtasan ng mga mag-aaral. - Mga gawain ay nakatuon sa review at simpleng pagkatuto. - Maaaring makipag-ugnayan sa pamamagitan ng text message o online messaging. PARA SA MGA MAG-AARAL - Mag-reply kapag may check-in ang guro. - Ibahagi kung paano ang nararamdaman. - Gawin lamang ang simpleng review na gawain kung kaya. PARA SA MGA MAGULANG - Ipaalam sa paaralan ang kondisyon ng inyong pamilya. - Hikayatin ang bukas na pag-uusap. - Unahin ang kaligtasan kaysa sa schoolwork.	 PAGKATUTO - Hinigil ang lahat ng gawain sa pagkatuto. - Suspende ang face-to-face at remote na klase. - Nakikipag-ugnayan ang paaralan sa lokal na pamahalaan at mga emergency responders. PARA SA MGA MAG-AARAL - Manatili kasama ang pamilya. - Sundin ang mga tagubilin sa kaligtasan. - Bumalik sa pagkatuto lamang kapag inanunsyo ng paaralan na ligtas na. PARA SA MGA MAGULANG - Sundin ang mga uto sa paglikas at mga tagubilin sa kaligtasan. - Ingatan ang buong pamilya. - Hintayin ang opisyal na anunsyo bago bumalik sa paaralan.
MGA HAZARD NA MAAARING MAGPABAGO NG PARAAN NG PAGKATUTO Bagyo / Cyclones Malakas na Ulan at Pagbaha Lindol at Pagguho ng Lupa Matinding Init Brownout / Power Outage Manuring Hangin / Volcanic Fog MANATILING KONEKTADO Palaging tingnan ang opisyal na updates mula sa: Inyong Paaralan Schools Division Office of Muntinlupa Pahina ng Paaralan sa Facebook Class Adviser Parent Group Chats			
    Ang mga gabay na ito ay para sa kaligtasan ng mga mag-aaral at suporta sa kanilang kagalingan, at pagpapatuloy ng pag-aaral sa panahon ng emergency at sakuna.			