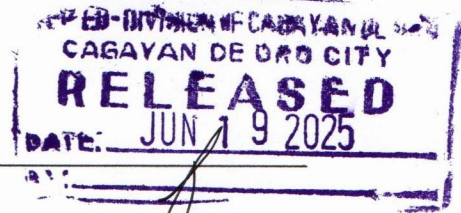




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

June 18, 2025

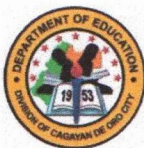
DIVISION MEMORANDUM
No. 473, s.2025

TO:

Asst. School Division Superintendent
Chiefs, CID and SGOD
Public School District Supervisors
All Elementary and Secondary School Heads
All School Health and Nutrition Personnel
All Others Concerned
This Division

**MULTI-YEAR IMPLEMENTING GUIDELINES ON THE CONDUCT OF
MANDATORY LEARNERS' HEALTH ASSESSMENT AND SCREENING (LHAS)**

1. In reference to DepEd Order No. 012, s. 2025, titled Multiyear Implementing Guidelines on the School Calendar and Activities which ensure the effective and efficient implementation of the basic education curriculum aligned with the goals and objectives of the 5-Point Reform Agenda of DepEd emphasizing the promotion of healthy learning environment through mandatory conduct of Learners' Health Assessment and Screening (LHAS) along with other various health-related School Health and Nutrition Services, prioritizing the protection of physical and mental well-being of learners.
2. The whole year round activity shall be composed of the Technical Working Group that will include all School Health and Nutrition Personnel, Non-Teaching staff, school-based designated trained teachers and identified community stakeholders.
3. To ensure the submission of timely, accurate and responsive inputs, all performing service facilitators shall refer to this link <https://bit.ly/DepEdLHASSY2526Forms>.
4. Attached herewith are official communication duly signed by the Secretary of Education, Sec. Sonny Angara and enclosure of schedule



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Telephone: (088) 855-0044, (088) 855-0047, (088) 328-2142
Email Address: cagayandeoro.city@deped.gov.ph
Website: <https://depedcdo.net/>

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Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

for required submission of reports with list of monitoring OKD-MDN committee for your guidance and reference.

5. Immediate compliance and wide dissemination of this memorandum is desired.

ROY ANGELO E. GAZO
Schools Division Superintendent

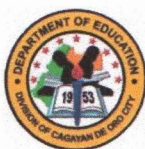
Encl.: As stated

Ref.: As stated

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

Conduct of Mandatory Learners' Health Assessment & Screening LHAS-OKD-SHNS

DM-042-SGOD-SHN-ELS/ June 18, 2025



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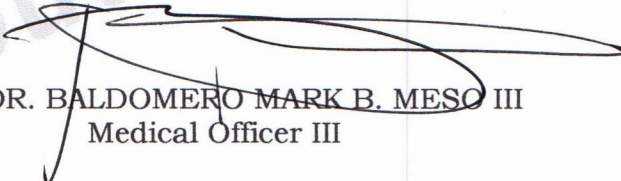
Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

Enclosure I List of Schedule for Submission of Reports and TWG In-Charge

Date of Submission	Name of Activity/ Reports / Documentation	Monitoring OKD-MDN Committee per districts
June 30, 2025	School Health & Nutrition Assessment Outputs -Medical-Dental Check-Up -Master Listing of LHAS -Vision/Hearing screening -Baseline Nutritional Status	○ Central, South, North 1- Francis Leo C. Tagadiad ○ East I & East II- Lina G. Ludeña ○ West II, Southwest I, North II- Yvonne L. Gironella ○ West I and Southwest II- Edselyn L. Salido ○ Concerned OKD-Flagship Programs Coordinators/ Focals
August 29, 2025	Psychosocial Screening of Learners Consolidated reports	
September 30, 2025	School Health & Nutrition Assessment Outputs -Medical-Dental Check-Up	
November 30, 2025	-Master Listing of LHAS -Vision/Hearing screening	
December 18, 2025	Psychosocial Screening of Learners Consolidated reports	
February 20, 2026	School Health & Nutrition Assessment Outputs -Medical-Dental Check-Up -Master Listing of LHAS -Vision/Hearing screening -Endline Nutritional Status	

Noted:


DR. BALDOMERO MARK B. MESO III
Medical Officer III



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
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Republic of the Philippines
Department of Education

APR 15 2025

DepEd ORDER
No. **012**, s. 2025

**MULTI-YEAR IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR
AND ACTIVITIES**

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

1. The Department of Education (DepEd) issues the enclosed **Multiyear Implementing Guidelines on the School Calendar and Activities** to enable schools and community learning centers (CLCs) to effectively and efficiently implement school activities and maximize instructional time, cognizant of the goals and objectives of the **Eight-Point Socioeconomic Agenda** of President Ferdinand R. Marcos, Jr., and the **Five-Point Reform Agenda** of DepEd.
2. In accordance with Republic Act (RA) No. 7797, titled An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days, as amended by RA 11480, titled An Act Amending Section 3 of RA 7797, the school year (SY) shall consist of not more than 220 class days and shall start on the first Monday of June but not later than the last day of August.
3. Private schools, Philippine Schools Overseas (PSOs), and state/local universities and colleges (SUCs/LUCs) may adopt these multi-year implementing guidelines on the school calendar but shall follow the provisions stipulated under RA 7797, as amended by RA 11480, concerning the required number of class days and the opening of the SY. The schools shall report any inevitable deviation from these guidelines in advance to their respective regional offices.
4. The SY 2025–2026 shall formally open on Monday, **June 16, 2025**, and shall end on Tuesday, **March 31, 2026**. It shall consist of 197 class days inclusive of the End-of-School-Year (EOSY) Rites, or as may be determined by subsequent issuances in case of changes in the school calendar due to unforeseen circumstances. For the succeeding school years, DepEd shall issue a memorandum before the start of every SY, providing the specific schedule of school activities and other celebrations/observances.

5. All Orders and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

6. This Order shall take effect immediately upon its approval, issuance, and publication on the DepEd website. This shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

7. For more information and inquiries, all concerned may contact the **Bureau of Learning Delivery-Office of the Director**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bld.od@deped.gov.ph or at telephone numbers (02) 8536-6540 or 8537-4347.

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



SONNY ANGARA

Secretary

Encl.:

As stated

References:

DepEd Order No. (009, s. 2024)

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

BUREAUS AND OFFICES
CALENDAR
CLASSES
LEARNERS
POLICY
SCHOOLS
TEACHERS





MULTIYEAR IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES

I. RATIONALE

1. The Department of Education (DepEd) ensures the effective and efficient implementation of the basic education curriculum aligned with the goals and objectives of the 5-Point Reform Agenda of DepEd and the Eight-Point Socioeconomic Agenda of President Ferdinand R. Marcos Jr., in accordance with RA No. 7797, **as amended by RA 11480**.
2. This Order shall empower schools and community learning centers (CLCs), schools division offices (SDOs), and regional offices (ROs) to continuously improve management and operations in facilitating school activities and enriching the teaching-learning experience. Additionally, this order shall enable the SDOs and ROs to provide technical assistance (TA) to schools, particularly in areas of teaching and learning, progress monitoring and evaluation (M&E), and planning their respective activities related to curricular operations and other national and local celebrations/observances within the required number of class days.

II. SCOPE OF THE POLICY

3. The **Multiyear Implementing Guidelines on the School Calendar and Activities** shall apply to all public elementary and secondary schools, including CLCs. However, they shall comply with the provisions stipulated under RA 11480, particularly the requirement of 180-day mandatory contact days for teachers and learners, as stipulated in DO 22, s. 2024.
4. These guidelines shall take effect starting SY 2025-2026 and shall be implemented in subsequent years. DepEd shall issue a memorandum before the start of every school year, providing the specific schedule of school activities and other celebrations/observances.

III. DEFINITION OF TERMS

5. For this policy, the following terms are operationally defined as follows:
 - a. *Alternative Delivery Mode (ADM)* refers to flexible learning delivery programs designed to provide adaptable and inclusive learning experiences, particularly for learners in the formal system who face challenges in accessing traditional schooling. These programs allow learners to pursue their education in ways that suit their circumstances.
 - b. *Blended Learning* refers to the thoughtful integration of classroom face-to-face or in-person learning experiences with online learning experiences (Garrison and Kanuka, 2004).

- c. *Brigada Eskwela Week* refers to the week dedicated to the Brigada Eskwela activities to prepare the school for the opening of classes (DO 24, s. 2008, *Institutionalization of the Brigada Eskwela Program or the National Schools Maintenance Week*).
- d. *Career Guidance Program* refers to a program designed to help learners explore their choices and make responsible decisions relevant to their career pathing. This includes planning for their track in Senior High School, choosing their curriculum exits (Higher Education, Employment, Entrepreneurship, and Middle-Level Skills Development), and planning for their future.
- e. *Class Days* refer to the days when curricular and co-curricular activities are conducted within or outside school premises, including the home, devoted to attaining learning objectives and ensuring effective curriculum delivery.
- f. *Co-curricular Activities* refer to voluntary and non-graded in-or-off-campus activities organized by DepEd to reinforce curriculum delivery. They are considered extensions of formal learning experiences as they are anchored on curriculum content and standards and enrich the diverse intelligences and skills of learners.
- g. *Community Learning Center (CLC)* refers to a physical space to house learning resources and facilities of a learning program for out-of-school children in special cases and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and the improvement of people's quality of life (RA 11510, *Alternative Learning System Act*).
- h. *Curricular Activities* refer to opportunities and experiences undertaken by the learners in the classrooms, laboratories, workshops, homes, and out-of-school activities conducted to ensure learners' acquisition of the K to 12 learning standards and 21st-century skills.
- i. *Distance Learning Delivery Modality (DLDM)* refers to a learning delivery modality where learning takes place while the teacher and the learners are geographically remote from each other, e.g., Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Based Instruction (TVI), and Radio-Based Instruction (RBI).
- j. *Education in Emergencies (EiE)* refers to quality learning opportunities for all ages in situations of crisis (*International Network for Education in Emergencies*). It is an intervention that ensures learning continuity in the event of a declaration of suspension or cancellation of in-person classes by authorized offices (National or Local Government Units - LGUs) due to natural or human-induced disasters or calamities and other emergencies.
- k. *Exit Assessment* refers to a standardized set of tests to determine if Grades 4, 6, 10, and 12 learners are meeting the learning standards in the K to 12 Basic Education Program (DepEd Order No. 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*).

- l. *Hazard* refers to a dangerous phenomenon, substance, human activity, or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihood and services, social and economic disruption, or environmental damage (RA 10121, *An Act Strengthening the Philippine Disaster Risk Reduction and Management System Providing for the National Disaster Risk Reduction and Management Framework and Institutionalizing the National Disaster Risk Reduction and Management Plan Appropriating Funds Therefor and for other Purposes*).
- m. *Learner Government Elections* refers to the democratic process of electing learner leaders for Supreme Elementary Learner Government and Supreme Secondary Learner Government positions, conducted annually as part of the school calendar.
- n. *Modular Distance Learning (MDL)* refers to self-directed learning where learners are provided with self-learning modules (SLMs) and other learning resources to aid them in the completion of learning tasks within a given time frame.
- o. *Online Distance Learning (ODL)* refers to a learning delivery modality that allows the teacher to facilitate learning, synchronously or asynchronously, and to engage learners' active participation using various technologies accessed on the internet while they are geographically remote from each other.
- p. *Oplan Kalusugan sa DepEd (OK sa DepEd)* refers to the convergence of DepEd's health and nutrition initiatives for effective and efficient implementation at the school level, in partnership with various stakeholders. Programs under the *OK sa DepEd* include Medical, Dental, and Nursing Services (MDNS), National Drug Education Program (NDEP) and Comprehensive Tobacco Control Program, Adolescent Reproductive Health Program (ARHP), School Mental Health Program (SMHP), School-Based Feeding Program (SBFP), Nutrition-Sensitive Programs, and the Water, Sanitation, and Hygiene (WASH) in Schools (WinS) Program.
- q. *Supreme Elementary Learner Government (SELG)* refers to the recognized learner government body in elementary schools, tasked with representing learners and promoting leadership and civic engagement.
- r. *Supreme Secondary Learner Government (SSLG)* refers to the official learner government body in secondary schools, responsible for fostering leadership, governance, and active participation in school initiatives.

IV. POLICY STATEMENT

6. The DepEd issues the **Multiyear Implementing Guidelines on the School Calendar and Activities** to support schools and CLCs in planning and continuously improving their management and operations, ensuring compliance with the required number of class days. The guidelines aim to enhance the teaching-learning process and effectively implement school activities. Furthermore, these guidelines empower SDOs and ROs to provide

technical assistance to schools, focusing on curriculum implementation and related programs and projects that improve learning outcomes.

V. GENERAL GUIDELINES

7. Pursuant to RA 7797, as amended by RA 11480, the School Year (SY) shall consist of **not** more than two hundred twenty (220) class days and shall start on the first Monday of June but **not** later than the last day of August.
8. For the Alternative Learning System (ALS), learning intervention shall formally commence on the same date as public formal basic education. However, enrollment shall remain open throughout the school year. The duration and completion of the ALS program intervention shall depend on the learner's entry-level assessment results, Individual Learning Agreement (ILA), and Recognition of Prior Learning (RPL).

A. Learning Delivery Modalities

9. The in-person learning delivery modality shall remain the primary learning delivery modality in all schools.
10. In the event of a declaration of suspension or cancellation of in-person classes by authorized offices due to emergencies and hazards, as stipulated in DO 22, s. 2024, *Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies*, schools and CLCs shall automatically implement EiE-ADM, following their respective Learning and Service Continuity Plan (LSCP) through Distance Learning Delivery Modalities (DLDMs), whether Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Based Instruction (TVI), Radio-Based Instruction (RBI), or blended learning.
11. A separate omnibus policy on flexible learning delivery will be issued to provide standards for using DLDMs for learners: (a) enrolled in schools with classroom shortages, (b) engaged in co-curricular activities for a specific period, (c) with disabilities, and (d) in other difficult circumstances.

B. National and Local Celebrations and Holidays

12. Schools and CLCs shall observe national and authorized local holidays declared by law and local ordinances. To optimize instructional time, the significance of these observances may be integrated into relevant learning areas. Schools and CLCs shall adhere to DO 9, s. 2005, *Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*.

C. Preparations for the Opening of Classes

13. In preparation for the opening of classes, public schools shall conduct the following activities:

- a. **Early Registration of Learners.** Early registration of incoming Kindergarten learners, learners entering basic education for the first time (such as out-of-school youth and adults [OSYA]), transferees into public schools, incoming Grades 1, 7, and 11, and potential ALS learners shall be conducted from the last Saturday of January to the last Friday of February of every year or on a schedule determined by the Department. In cases of activities or unforeseen circumstances that may affect the preferential period, the SDO may extend early registration. Incoming learners for Grades 2 to 6, 8 to 10, and 12 are considered pre-registered.
- b. **Enrollment.** The enrollment period shall be conducted one week before the official start and opening of classes. DepEd shall issue supporting memoranda providing specific activities and schedules related to enrollment.
- c. **Brigada Eskwela.** DepEd, through the External Partnerships Service (EPS), shall implement the Brigada Eskwela Program a week before classes begin. All regions shall hold a simultaneous nationwide kickoff on their agreed date. The SDOs may hold their own kickoff ceremonies and advocacy activities during the same week to launch and promote Brigada Eskwela in their respective areas.
- d. **Conduct of Mandatory Learners' Health Assessment.** All learners shall undergo a mandatory health assessment during Brigada Eskwela and up to three weeks after the start of classes, to be conducted by the designated health personnel of the school in coordination with class advisers. The assessments include a general physical examination, as well as evaluations of all systems, vision and hearing screening, oral health examination, immunization status, and review of medical and family history. Schools may also perform catch-up activities during *OK sa DepEd*, a designated Health Week in July, for any missed assessments during this period.
- e. **Oplan Balik Eskwela (OBE).** DepEd, through the Public Affairs Service, shall spearhead the OBE a week before and after the opening of classes. This effort ensures the proper enrollment of learners in public and private schools and addresses common problems and concerns through the OBE Task Force. The ROs will conduct an OBE Conference on any day during the enrollment week to engage agencies, organizations, and other stakeholders in providing support for a seamless and orderly opening of classes.

D. System and Classroom Assessment

14. System assessment shall be administered nationally on class days. The Bureau of Education Assessment (BEA) shall manage the test implementation process and the dissemination and utilization of assessment data, pursuant to DepEd Order No. 27, s. 2022, DepEd Order No. 29, s. 2017, DepEd Order

No. 55, s. 2016, and other future policies. The administration of system assessments shall be considered class days.

15. Classroom assessment allows teachers to identify learners' progress, adjust their teaching, and keep learners and their parents/guardians informed. To monitor learners' progress toward learning competencies and provide targeted instructional support, teachers shall regularly conduct formative and summative assessments throughout the school year.

E. Co-Curricular Activities

16. Co-curricular activities shall be conducted on class days, preferably after school hours. However, schools have the flexibility to reduce the standard time allotment for each learning area by up to ten (10) minutes once every two weeks to conduct co-curricular activities.
17. DepEd, through the Bureau of Learner Support Services (BLSS), offers various career guidance activities, which schools and community learning centers (CLCs) implement to help students make informed decisions about their future. These activities, conducted throughout the school year, include career assessments, counseling, and fairs to support junior high school (JHS) learners in choosing their senior high school (SHS) track and to guide SHS learners in their curriculum exits.
18. Celebrations and observances indicated in Enclosure No. 3 may be integrated into curricular activities, provided they are deemed reasonable and appropriate, reinforce the attainment of target learning competencies, and do not compromise the total number of class days.

F. School Health and Nutrition Activities and Services

19. Schools shall provide learners with access to health and nutrition services throughout the school year, following established guidelines and in coordination with local partners. These services include medical, dental, nursing, and immunization services; nutrition services such as school-based feeding, nutritional assessments, and micronutrient supplementation; and mental health services, including psychosocial assessments, mental health first aid, psychological first aid, and guidance and counseling.
20. The schedule for these services is outlined in Enclosure 2 and will be announced in annual supporting memoranda.

G. Learner Government Elections

21. The school-based elections for the Supreme Elementary Learner Government and Supreme Secondary Learner Government shall take place immediately after the 3rd Quarter Examination, with a two-week period allocated for preparation, campaigning, and voting. Following these elections, another two weeks shall be designated for planning and conducting the District, Division,

and Regional Federation Elections. The schedule for the National Federation of Supreme Secondary Learner Government (NFSSLG) elections shall be issued separately.

22. After the SELG and SSLG elections, the school's Commission on Elections and Appointments (COMEAA) shall oversee the elections of other recognized clubs and organizations.

H. General Assembly and Parent-Teacher Conferences

23. Schools shall hold a general assembly with stakeholders at the beginning of the school year to orient them on DepEd's vision, mission, core values, curriculum, and ancillary services that support learners' development.
24. Parent-Teacher Conferences (PTCs) shall be conducted to distribute report cards, inform parents/legal guardians about their children's learning progress and performance, and encourage parental involvement in school activities. PTCs shall be scheduled on a Saturday, one to two weeks after quarterly examinations, except for the last quarter, which may be held on a weekday as determined by the school.

I. Mid-School Year Break

25. The mid-school year break, scheduled for the last week of October or as determined, provides learners with an opportunity to recharge and engage in non-academic activities. This break allows them to bond with their families, participate in sports and hobbies, and foster creativity and well-being.
26. For teachers, the mid-school year break serves as a period for performance review, refinement of professional development plans, and participation in targeted activities to enhance their practice. Teachers shall reflect on their progress, adjust their plans as needed, and engage in professional development sessions.

J. Professional Development of Teachers

27. The results of the midyear performance review and evaluation shall inform and refine teachers' professional development plans, addressing areas for improvement and supporting the achievement of individual and school goals.
28. Teachers shall engage in targeted professional development activities, including collaborative expertise sessions, learning action cells, and school-based in-service training (INSET) activities, aligned with their individual development plans to enhance their practice, address challenges, and improve learning outcomes.

K. Holiday Break and Resumption of Classes

29. The holiday break occurs during the last two weeks of December, with classes resuming within the first week of January of the following year.

L. End-of-School-Year (EOSY) Activities

30. The School Awards Committee shall deliberate on awards and recognitions at least five calendar days before the EOSY rites to determine the learners eligible for recognition and awards.
31. The EOSY rites shall be conducted in accordance with the schedule released by DepEd.
32. Public schools are strictly prohibited from requiring learners to accomplish EOSY financial clearances, in compliance with DepEd Order No. 19, s. 2008, *Implementation of the No Collection Policy in All Public Elementary and Secondary Schools*.
33. The last class day of the school year shall be clearly indicated on all relevant school forms requiring such entry. This includes, but is not limited to, academic reports, and other official school documents. Additionally, this date must be communicated to students, parents, and school personnel in a timely manner to ensure clarity and seamless coordination.

M. National Learning Intervention Program

34. DepEd shall implement the Academic Recovery and Accessible Learning Program (RA 12028), a national learning intervention program, during the regular school year. It may also be implemented during the EOSY break to support learners in Kindergarten to Grade 12 in achieving mastery of essential learning competencies and recovering from learning losses.
35. Additional intervention programs may be implemented throughout the school year, including the EOSY break. Learners who meet the minimum proficiency levels may be allowed to enroll in supplemental classes during the EOSY break.

VI. FUNDING REQUIREMENT

36. The conduct of activities in the School Calendar shall be funded from authorized and available sources, in accordance with existing laws, rules, and regulations on budgeting, accounting, auditing, and procurement.

VII. MONITORING AND EVALUATION

37. The CT Strand, through the Bureau of Learning Delivery (BLD) for formal basic education and the Bureau of Alternative Education (BAE) for Alternative Learning System (ALS), in coordination with the ROs, through the Curriculum and Learning Management Division (CLMD) and Curriculum Implementation

Division (CID) shall lead the M&E of this Order's implementation. Each governance level shall prepare a plan to guide the conduct of M&E.

VIII. EFFECTIVITY AND TRANSITORY PROVISION

38. This Order shall take effect starting SY 2025-2026 and years after upon issuance and publication on the DepEd official website. Certified copies of this DepEd Order shall be registered with the University of the Philippines- Office of the National Administrative Register (UP-ONAR), UP Diliman, Quezon City.

39. All related issuances inconsistent with this Order are hereby repealed, rescinded, and modified accordingly.

IX. REFERENCES

Department of Education. (2005). DepEd Order No. 9, s. 2005, *Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*.

Department of Education. (2008). DepEd Order No. 19 s. 2008, *Implementation of No Collection Policy in all Public Elementary and Secondary Schools*.

Department of Education. (2008). DepEd Order No. 24 s. 2008, *Institutionalization of Brigada Eskwela Program of the National Schools Maintenance Week (NCMW)*.

Department of Education. (2016). DepEd Order No. 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*.

Department of Education. (2022). DepEd Order No. 27, s. 2022, *School Calendar for School Year 2022-2023*.

Department of Education. (2022). DepEd Order No. 29, s. 2017, *Policy Guidelines on System Assessment in the K to 12 Basic Education Program*.

Department of Education. (2022). DepEd Order No. 29, s. 2022, *Adoption of the Basic Education Monitoring and Evaluation Framework*.

Department of Education. (2024). DepEd Order No. 22, s. 2024, *Revised Emergencies Reduction and Management System and Appropriating Funds Therefor*.

Garrison, D.R., & Kanuka, H. (2004). *Blended Learning: Uncovering Its Guidelines on Class and Work Suspension in Schools During Disasters and*

Republic Act No. 10121. (RA 10121, *An Act Strengthening the Philippine Disaster Risk Reduction and Management System Providing for the National Disaster Risk Reduction and Management Framework and Institutionalizing the National Disaster Risk Reduction and Management Plan Appropriating Funds Therefor and for other Purposes*).

Republic Act No. 11480. *An Act Amending Section 3 of Republic Act No. 7797, Otherwise Known As "An Act to Lengthen the School Calendar from Two*

Hundred (200) Days to Not More than Two Hundred Twenty (220) Class Days.

Republic Act No. 11510. *An Act Institutionalizing the Alternative Learning System in Basic Education For Out-Of-School Children in Special Cases and Adults and Appropriating Funds Therefor.*

Republic Act No.12028. *An Act Establishing an Academic Recovery and Accessible Learning (ARAL) Programs and Appropriating Funds Therefor. Transformative Potential in Higher Education.*