



Republic of the Philippines
Department of Education
CARAGA REGION
SCHOOLS DIVISION OF SIARGAO



DIVISION MEMORANDUM

No. **10-305**, s. 2026

To: Assistant Schools Division Superintendent
CID and SGOD Chiefs
Education Program Supervisors/Public Schools Dist. Supervisors
Elementary and Secondary School Principals/HTs/
All others concerned

CLARIFICATION OF POLICIES AND PROCEDURES FOR IMPLEMENTING FLP, EiE
and MODULAR/ DISTANCE LEARNING

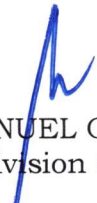
1. To ensure a common understanding and consistent implementation of Flexible Learning Programs (FLP) and Education in Emergencies (EiE), all concerned are hereby guided by the clarifications and procedures in the attached **enclosure**, "Guidance on the Implementation of Flexible Learning Programs and Education in Emergencies."
2. For purposes of implementation, FLP and EiE shall not be treated as interchangeable terms. FLP is a learner-centered schooling program intended to address the circumstances of learners at risk of dropping out or experiencing persistent barriers to regular attendance. While, EiE refers to learning-continuity arrangements activated when emergencies or disruptions affect the safe and regular operation of schools.
3. In-person learning remains the primary learning delivery modality. A flexible arrangement must respond to a documented learner need or an applicable learning-continuity situation; it shall not be used merely as a change of label for routine classroom instruction or as automatic authority to move all learners to online or modular learning.
4. School heads shall ensure that learner needs, access to devices and connectivity, availability of printed or digital learning resources, teacher support, assessment, learner well-being, and monitoring arrangements are considered before selecting a modality. No learner shall be disadvantaged solely because the learner lacks internet access, a suitable device, or an appropriate home learning environment.
5. In the event of an emergency, schools shall follow authorized class-suspension decisions, the school's approved Learning and Service Continuity Plan (LSCP), and the applicable national and local issuances. The selected continuity arrangement must be feasible, safe, inclusive, and proportionate to the actual circumstances.





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6. School Heads shall ensure that local fiestas, Charter Day celebrations, and similar events do not automatically warrant school-wide FLP implementation. When these fall during the Instructional Block, provide asynchronous learning activities or conduct make-up classes during the End-of-Term Block, as necessary. Any shift to distance learning outside FLP or EiE provisions shall be reported to the SDO of Siargao, indicating the reasons, duration, and learning delivery arrangements, consistent with DepEd Order No. 009, s. 2024, and other applicable policies.
7. School heads shall designate responsible personnel, maintain appropriate documentation, monitor learner participation and progress, and submit reports required by DepEd CO-RO and SDO-Siargao.
8. The enclosed guidance shall be disseminated to teachers, non-teaching personnel, parents/guardians, and relevant community stakeholders. Questions on interpretation or implementation shall be referred to the appropriate division unit before action is taken.
9. For further reference, kindly access supplementary materials in this link: <https://tinyurl.com/FLEXBLE>
10. Immediate and wide dissemination of this Memorandum is desired.


MANUEL O. CABERTE
Schools Division Superintendent

References: DepEd Order No. 009, s. 2026, DepEd Order No. 022, s. 2024, DepEd Order No. 054, s. 2012, DepEd Order No. 021, s. 2019, DepEd Order No. 012, s. 2022, DepEd Order No. 014, s. 2026, Republic Act No. 11480

Enclosures: As stated

To be indicated in the Perpetual index under the following subjects

BASIC EDUCATION
LEARNING CONTINUITY
SCHOOLS

CALAMITY CLASSES
LEARNING RESOURCES
TEACHERS

LEARNERS
POLICY

CID/RArudila
10/12/2026



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GUIDANCE ON THE IMPLEMENTATION OF FLEXIBLE LEARNING PROGRAMS (FLP), EDUCATION IN EMERGENCIES (EiE) and PROTOCOLS IN SHIFTING MODULAR/DISTANCE LEARNING

I. Purpose and Scope

This guidance clarifies the distinction between Flexible Learning Programs (FLP) previously known as Alternative Delivery Mode Delivery (ADM) and Education in Emergencies (EiE), outlines the circumstances in which each may be appropriate, and identifies minimum school-level planning, implementation, monitoring, and documentation expectations. It shall be read together with current DepEd issuances. (Please access : <https://tinyurl.com/FLP-Guides-BLR>)

II. Key Definitions and Distinction

A. *Flexible Learning Programs (FLP)*- FLP refers to DepEd general education schooling programs deliberately designed to address the needs of learners at risk of dropping out. It provides accessible, learner-centered education beyond mainstream classroom environments for learners whose circumstances result in irregular participation in the formal school system.

FLP includes : *Home Schooling, Night High School, Open High School, Rural Farm School, and School-Initiated Interventions (SII)*. Schools must confirm the currently authorized program options and their specific requirements through the latest official FLP guide.

B. *Education in Emergencies (EiE)*- EiE concerns learning continuity before, during, and after emergencies that threaten safety or disrupt normal school operations. Examples may include disasters, severe weather, severe heat index, armed conflict, or other human-induced hazards, subject to applicable policies and authorized decisions.

C. *Core distinction*- FLP is primarily learner-specific and addresses barriers that place learners at risk of dropping out while EiE is disruption-specific and addresses continuity of learning when an emergency affects schooling. A learner enrolled in FLP may also be affected by an emergency, but the two concepts serve different policy purposes.

D. *Blended Learning* – is an approach combining face-to-face classroom instruction, the default modality, with remote learning conducted synchronously or asynchronously, with or without digital technology.



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III. Legal and Policy References

1. *DepEd Order No. 009, s. 2026* — Guidelines on the Implementation of the Three-Term School Calendar in Basic Education. The uploaded reference cites provisions on local celebrations/holidays, asynchronous learning activities or make-up classes, and limits on alternative delivery modalities. School heads shall consult the official text and apply the provisions relevant to their school and circumstances.
2. *DepEd Order No. 022, s. 2024* — Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies. Use the official issuance for class-suspension procedures, preparedness, and continuity planning, together with later applicable policies.
3. *DepEd Order No. 054, s. 2012* — Policy Guidelines on the Implementation of Alternative Delivery Modes (ADM). This is a historical ADM reference and should be applied only to the extent that its provisions remain consistent with later issuances.
4. *DepEd Order No. 021, s. 2019* — Policy Guidelines on the K to 12 Basic Education Program. The uploaded reference identifies this as part of the earlier policy context for Flexible Learning Options.
5. *DepEd Order No. 012, s. 2022* — Guidelines on the Release, Utilization, and Liquidation of Flexible Learning Options (FLO) Funds, as identified in the uploaded reference. Confirm current applicability and funding instructions with the SDO before committing funds.
6. *DepEd Order No. 014, s. 2026* — “Guidelines on Learning Continuity in Emergencies,” dated June 4, 2026.
7. *Republic Act No. 7797, as amended by Republic Act No. 11480* — provisions on the length and scheduling of the school calendar, as relevant to compliance with required school days.

IV- When to Implement FLEXIBLE LEARNING PROGRAMS

1. Identify learners who are at risk of dropping out or whose circumstances create persistent barriers to regular attendance. Use attendance, participation, learner progress, and appropriate consultation with the learner and parent/guardian.
2. Determine the barriers and the support needed. Consider location and travel, family or caregiving responsibilities, work-related constraints, health-related limitations, access to devices and connectivity, learning environment, and the learner’s developmental needs. Handle sensitive information confidentially and respectfully.
3. Select an authorized program and feasible learning arrangement. Do not assume every form of online, modular, blended, or asynchronous activity is automatically an



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FLP. Confirm that the selected arrangement fits the applicable FLP policy and the learner's circumstances.

4. Prepare an individual or program-level learning plan, as required by the applicable guide. Specify target competencies, learning materials, schedule, teacher contact, support arrangements, expected outputs, assessment, and review dates.

5. Provide learning resources that the learner can actually access. Make reasonable provision for printed materials or other alternatives where connectivity or devices are unavailable.

6. Monitor engagement and learning progress, document support provided, and adjust the plan when it is ineffective. Review periodically whether the learner should remain in the arrangement or transition to regular classroom participation.

V. How to Implement Education in Emergencies

1. Preparedness: maintain and periodically review the school's Learning and Service Continuity Plan (LSCP), including hazard scenarios, communication trees, learner and personnel safety, learning resources, roles, and recovery arrangements.

2. Activation: follow the authorized suspension or emergency instructions and activate the applicable LSCP procedures. Select a feasible modality—such as printed modular learning, online learning, or blended learning—based on the emergency, learner access, staff capacity, and official guidance.

3. Communication and access: promptly communicate clear instructions to learners and parents/guardians. Provide accessible learning tasks and reasonable timelines. Do not presume that every household has reliable electricity, internet, devices, or a safe place to study.

4. Safety and well-being: prioritize safety and psychosocial well-being. Learning tasks must not require learners or personnel to enter unsafe areas, travel during hazardous conditions, or compromise emergency response instructions.

5. Monitoring and recovery: document the duration and effects of disruption, learning arrangements used, learners unable to participate, and support needed. Plan recovery or make-up learning in accordance with the applicable school calendar and DepEd instructions.

VI. Local Celebrations, Holidays, and Class Suspensions

1. Check if the event is officially declared a holiday or a valid reason for class suspension. A fiesta, Charter Day, or local celebration does not automatically mean classes are suspended. School heads and teachers must check the applicable



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national law, Presidential Proclamation, local ordinance, or official order authorizing the suspension of classes.

2. When local fiestas, Charter Day celebrations, or other local events are not officially declared as holidays or grounds for class suspension under applicable national laws, proclamations, or local ordinances, all Public Schools District Supervisors and School Heads are hereby directed to strictly comply with **DepEd Order No. 009, s. 2026**. When these events affect classes during the Instructional Block, schools shall provide appropriate asynchronous learning activities or, when necessary, conduct make-up classes during the End-of-Term Block to recover lost instructional time.

3. Paragraph 32 of DepEd order No.009, s 2026 permits applicable alternative delivery modalities for a maximum of five days per term, subject to the separate FLP exception.

VII- Practical Situation with Legal References

Practical legal conclusion

Situation

An official fiesta or Charter Day falls on a scheduled instructional day.

A school uses ADM for non - declared local holidays or other class disruptions.

A local celebration is not an authorized holiday or class suspension.

Learners medically unable to attend face-to-face classes due to illness or recovery from major surgery

Legal position

Check whether the date is an authorized suspension or holiday. If classes are not suspended, follow the applicable school-calendar requirements and rules on instructional time. DO No. 009, s. 2026, should be read together with relevant FLP guidance.

Paragraph 32 permits applicable alternative delivery modalities for a maximum of five days per term, subject to the separate FLP exception.

Do not assume classes may be suspended solely for the celebration. Follow the approved school calendar and applicable DepEd instructions.

School Heads are directed to assess and provide appropriate School-Initiated Intervention (SII) under the applicable Flexible Learning Program guidelines, including temporary Modular Distance Learning when warranted, for learners medically unable to attend face-to-face classes due to illness or recovery from major surgery, upon submission of appropriate medical documentation and



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coordination with their parents/guardians, consistent with DepEd Order No. 009, s. 2026, DepEd Order No. 001, s. 2022, and other applicable DepEd policies, to ensure learning continuity without compromising the learner's health and recovery.

A school served as billeting quarters because of local activities /or classes were not possible because of local activities

When a school is used as a billeting quarter or face-to-face classes are disrupted by local activities, the School Head shall ensure learning continuity in accordance with DepEd Order No. 009, s. 2026, particularly Paragraph 32, under Continuity of Learning and Academic Recovery Mechanisms. It states that alternative learning delivery modalities may be implemented during local holidays and other class disruptions for a maximum of five (5) days per term, except for modalities governed by the separate issuance on the Flexible Learning Program (FLP)



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SCHOOLS DIVISION SUPERINTENDENT
FLOW CHART ON THE IMPLEMENTING PROTOCOLS
FOR SHIFTING TO DISTANCE LEARNING

(With the EduKaHON Initiative for the Identified Areas/School)

