Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

November 16, 2026

DIVISION MEMORANDUM
No. 720, s. 2026

ANTICIPATORY ACTION, PREPAREDNESS, AND PROTECTIVE MEASURES FOR THE 2026-2027 SUPER EL NIÑO

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors, Principals In-Charge of the District
Senior/Education Program Specialists
Heads of Public and Private Elementary/Integrated/Secondary Schools
All Others Concerned

1. Attached is Regional Memorandum No. 1173, s. 2026 and DepEd Memorandum No. 064, s. 2026 from Atty. Fatima Lipp D. Panontogan, Undersecretary and Chief of Staff, Office of the Secretary dated October 26, 2026 regarding the Anticipatory Action, Preparedness, and Protective Measures for the 2026-2027 Super El Niño, which is self-explanatory.

2. Immediate dissemination of and compliance with this Memorandum are desired.

FELICIANO C. BUENAFE Jr. CESO V
Schools Division Superintendent

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
Under the following subjects:

CALAMITY **PROCEDURES** **SCHOOLS** **REPORTS**

NSATM/

Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

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REGIONAL MEMORANDUM
No. 1173, s. 2026

ANTICIPATORY ACTION, PREPAREDNESS, AND PROTECTIVE MEASURES FOR THE 2026-2027 SUPER EL NIÑO

To: All Schools Division Superintendents
All Others Concerned

1. Attached is DepEd Memorandum No. 064, s. 2026 from **Atty. Fatima Lipp D. Panontogan, Undersecretary and Chief of Staff, Office of the Secretary**, dated October 26, 2026, regarding the **Anticipatory Action, Preparedness, and Protective Measures for the 2026-2027 Super El Niño,** which is self-explanatory.

2. Immediate dissemination of and compliance with this Memorandum are desired.

CRISTITO A. ECO, CESO III
Regional Director

Encl.: As stated
Reference:, DepEd Memorandum 064, s. 2026
To be indicated in the Perpetual Index
under the following subjects:

CALAMITY
PROCEDURES
SCHOOLS
REPORTS

RJL/ESSD-RM/ El Neño
105/October 27, 2026

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Republic of the Philippines
Department of Education

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DepEd MEMORANDUM
No. 064, s. 2026

ANTICIPATORY ACTION, PREPAREDNESS, AND PROTECTIVE MEASURES FOR THE 2026–2027 SUPER EL NIÑO

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
Attached Agencies
All Others Concerned

1. The Department of Science and Technology-Philippine Atmospheric, Geophysical and Astronomical Services Administration (DOST-PAGASA), through El Niño Advisory No. 5, issued on October 7, 2026, reported strong to very strong El Niño conditions in the tropical Pacific, which may reach their peak before the end of 2026 and may persist until the first half of 2027. These conditions increase the likelihood of below-normal rainfall, dry spells, and drought in parts of the Philippines, with varying impacts across regions.

2. Consistent with Republic Act No. 12287, titled Declaration of State of Imminent Disaster Act, Anticipatory Action refers to action taken to reduce the adverse humanitarian and other impacts of a forecasted hazard before it occurs or before its most acute impacts are felt. It is performed by any individual, organization, or concerned government agency to mitigate a disaster's impact on people, animals, and properties that are likely to be affected.

3. The anticipated El Niño poses interconnected risks to the basic education sector, particularly through prolonged heat exposure, water scarcity, disruptions to water, sanitation, and hygiene services, increased fire hazards, potential food and energy supply constraints, and adverse effects on learner and personnel health and well-being. These conditions may compromise the safety and functionality of learning environments, disrupt school operations, and reduce instructional time, particularly in schools with limited resources and existing vulnerabilities.

4. In anticipation of these risks, the Department of Education (DepEd) issues the enclosed **Guidelines on Anticipatory Action, Preparedness, and Protective Measures for the 2026–2027 El Niño** to establish coordinated, risk-informed, and time-bound measures across all governance levels. The Guidelines shall direct DepEd offices, schools, and learning centers to undertake protective actions before anticipated conditions escalate, activate appropriate tactical responses when operating conditions deteriorate, and maintain safe and inclusive education delivery throughout the El Niño period.

5. The Department shall prioritize Curriculum Integration through climate change education and student environmental engagement; Service Continuity Planning through heat-risk monitoring and flexible scheduling; Infrastructure and Health through school water-security plans, adequate hygiene supplies, protected outdoor activities, and School-Based Feeding Program contingency plans; and Resource Prepositioning through the advance preparation and distribution of modular learning resources for learning continuity.

6. The implementation of this Memorandum shall be consistent with DepEd Order (DO) No. 022, s. 2024, titled Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies, and DO 014, s. 2026, titled Guidelines on Learning Continuity in Emergencies. Extreme heat conditions shall not automatically result in class suspension.

7. This Memorandum shall remain in effect until the release of the DOST-PAGASA Final Advisory announcing the end of the 2026–2027 El Niño, or until otherwise revoked or superseded by subsequent DepEd issuances.

8. For more information, please contact the **Office of the Undersecretary for Governance and Operations**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at ouops@deped.gov.ph.

9. Immediate dissemination of this Memorandum is desired.

By the Authority of the Secretary:

ATTY. FATIMA LIPPI D. PANONTONGAN
Undersecretary and Chief of Staff

Encl.:
As stated

References:
DepEd Order (Nos. 014, s. 2026; 022, s. 2024); 008, s. 2019; and 8, s. 2007

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

BASIC EDUCATION	EMPLOYEES
BUREAUS AND OFFICES	LEARNERS
CALAMITY	LEARNING CONTINUITY
CLASS SUSPENSION	SAFETY
EMERGENCY	TEACHERS

(Enclosure to DepEd Memorandum No. 064, s. 2026)

GUIDELINES ON ANTICIPATORY ACTION, PREPAREDNESS, AND PROTECTIVE MEASURES FOR THE 2026–2027 EL NIÑO

I. RATIONALE AND LEGAL BASIS

El Niño is a slow-onset climate hazard that may affect school safety, attendance, learning conditions, water and sanitation, health and nutrition services, facilities, and the availability of food and energy. Its effects will vary according to local conditions, exposure, vulnerabilities, and available capacities. Early action is therefore necessary to reduce foreseeable risks and maintain essential education services.

These Guidelines operationalize relevant responsibilities under Republic Act (RA) No. 10121 (Philippine Disaster Risk Reduction and Management Act of 2010), RA No. 9729 (Climate Change Act of 2009), RA No. 10821 (Children's Emergency Relief and Protection Act), and other applicable laws and issuances by the Department of Education (DepEd). They are aligned with the Comprehensive School Safety Framework 2022–2030.

II. SCOPE AND GUIDING PRINCIPLES

These Guidelines apply to the Central Office (CO), Regional Offices (ROs), Schools Division Offices (SDOs), public schools, integrated schools, community learning centers (CLCs), and other DepEd-managed learning institutions. Private schools are encouraged to adopt these Guidelines as may be applicable, consistent with existing laws and DepEd regulations.

In applying these Guidelines, all covered offices and institutions shall be guided by the following principles:

- Act early using official forecasts, localized risk information, and actual school conditions.
- Protect life, health, dignity, inclusion, and access to education, giving due consideration to learners and personnel who face heightened risks.
- Use existing plans, assessment tools, referral pathways, and reporting systems wherever practicable; do not create parallel plans or reports when existing mechanisms can serve the purpose.
- Take urgent protective action without waiting for routine reporting or administrative consolidation.
- Use public funds and resources only for authorized purposes and in accordance with applicable budgeting, procurement, accounting, auditing, safety, and data privacy requirements.

III. OBJECTIVE

These guidelines aim to operationalize coordinated, risk-informed, and time-bound anticipatory action and preparedness measures to protect learners, personnel, learning environments, and learning continuity from the impacts of El Niño.

Specifically, these Guidelines shall:

- strengthen climate and disaster risk reduction awareness;
- establish risk-based arrangements for learning and essential service continuity;
- protect learners, personnel, and school facilities from heat, water, fire, food-supply, and energy risks;
- ensure timely access to learning resources and establish learning continuity plans in collaboration with partners (e.g., Local Government Units (LGUs), parents, Civil Society Organizations) to help mitigate the potential impact of school closures;
- coordinate risk communication, assistance, and resource mobilization;
- establish clear monitoring, reporting, and corrective-action responsibilities; and
- ensure the continuity and accessibility of essential learner support services during El Niño-related disruptions through early identification, timely intervention, effective referral systems, and coordinated school-community support, prioritizing learners with heightened vulnerabilities.

IV. GOVERNANCE AND INTEGRATED SCHOOL RISK ASSESSMENT

4.1. School-level Assessment and Planning

All schools and CLCs shall conduct an integrated assessment of their exposure and vulnerability, and adaptive capacity in relation to El Niño-related conditions. As applicable, the assessment shall cover:

- heat exposure, classroom ventilation, shade, occupancy, condition of school facilities;
- water supply reliability, safe drinking water, storage, sanitation, handwashing, and other water, sanitation and hygiene (WASH) requirements;
- fire hazards, electrical safety, electricity supply, power interruptions, and energy-dependent essential services;
- availability of food commodities, supplier reliability, delivery lead times, storage capacity, price fluctuations, and continuity of school feeding; and
- potential effects of El Niño on teaching and learning, attendance, learner welfare, and essential school services.

Schools and CLCs shall refer to **Annex A: El Niño Risk Assessment Tool for Schools** in conducting the assessment. The assessment shall commence upon issuance of these Guidelines and shall be completed within five calendar days therefrom.

School heads, through existing school Disaster Risk Reduction and Management (DRRM) teams and appropriate personnel, shall identify learners and personnel who may need additional protective measures. Information on health, disability, nutritional status, or other vulnerabilities shall be collected and used only when necessary for protective action, service

delivery, or lawful reporting, and shall be safeguarded in accordance with RA No. 10173 (Data Privacy Act of 2012) and other applicable rules.

4.2. Plans and Escalation

Pursuant to DepEd Order (DO) No. 014, s. 2026 (Guidelines on Learning Continuity in Emergencies), school heads shall review and update existing Learning and Service Continuity Plans (LSCPs), together with relevant DRRM plans and emergency communication procedures, to address El Niño-related risks. The LSCP, developed annually and updated every term in consultation with teaching and nonteaching personnel, learners, parents/guardians, and relevant community representatives, shall:

- identify priority risks, protective measures, available resources, responsible personnel, and communication and response procedures;
- use capability mapping of teachers and learners to determine their access, readiness, and capacity to participate in different learning experiences; and
- specify the appropriate learning delivery arrangements, experiences, and resources for each key stage under *Hayo*, *Hinay*, *Hinga*, and *Hinto*, including those to be prepared and pre-positioned before disruptions occur.

Schools shall ensure that all personnel, learners, and parents/guardians are informed of these arrangements to enable a clear and coordinated response during emergencies.

Schools shall address gaps using available and legally authorized resources. Requests beyond school capacity shall be submitted to the SDO with the identified risk, required intervention, urgency, available resources, and consequences if the gap remains unresolved. SDOs shall validate and prioritize requests within three working days from receipt; ROs shall coordinate support for needs beyond division capacity and elevate matters requiring DepEd CO or inter-agency action.

V. LEARNING AND ESSENTIAL SERVICE CONTINUITY

5.1. Curriculum Integration

5.1.1. Strengthened Disaster Risk Reduction and Climate Change Adaptation (DRRxCCA) Education

Schools and CLCs shall strengthen the integration of Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) concepts across all educational levels of basic education, ensuring progressive learning from environmental care to water conservation, global warming, mitigation strategies, and climate advocacy across key stages and Alternative Learning System (ALS) programs.

5.1.2. Co-Curricular and Student Engagement

School heads and teachers shall utilize Youth for Environment in School Organization (YES-O) activities, co-curricular platforms, and school-based initiatives to reinforce practical lessons on heat safety, regular hydration, water conservation, and fire prevention during El Niño.

5.2. Learning Strategies for Learning Continuity

5.2.1. Curriculum Priorities and Adaptation

Identification of Essential Priorities, Core Competencies, and Learning Exemplars: DepEd, through the Learning Systems Strand, Curriculum and Learning Management Division, and Curriculum Implementation Division (CID), shall prioritize essential learning standards and core competencies in literacy, numeracy, and key subjects. The concerned divisions shall issue flexible instructional adjustments and learning exemplars to ensure that foundational competencies are retained despite delivery disruptions. The SDOs shall support the contextualization and implementation of the same.

Competency-Based Flexible Pacing and Assessment: Field offices and schools shall authorize flexible lesson pacing, modified task requirements, and formative assessment accommodations tailored to prevailing 4H levels (*Hayo, Hinay, Hinga, Hinto*). Academic expectations shall prioritize core competency mastery over rigid curriculum coverage to prevent learner fatigue during heat stress.

Social and Emotional Learning (SEL) and Well-Being Integration: Teachers shall embed SEL, mental health check-ins, and psychosocial support directly into daily lessons and remote check-in routines. Learner well-being and psychosocial resilience shall be integrated as foundational elements of learning continuity. The integration of SEL and supportive classroom practices shall complement, and not substitute for, specialized mental health and psychosocial services. Learners who need further support shall be referred to registered guidance counselors or mental health professionals consistent with RA No. 12080 (Basic Education Mental Health and Well-Being Promotion Act).

5.2.2. Learning Delivery Approaches and the 4H Scenario Continuum

Pursuant to DO 014, s. 2026, schools and CLCs shall adopt the 4H Scenario Continuum in determining appropriate learning delivery arrangements during class suspensions arising from extreme heat, drought, water shortages, and other El Niño-related disruptions.

In accordance with the said Order, school heads, division ALS focal persons, and/or schools division superintendents (SDSs) shall determine the appropriate learning continuity level based on the actual circumstances of learners, teachers, and schools. School

heads shall exercise sound professional judgment in making localized decisions, with support from SDOs through the CID and School Governance and Operations Division (SGOD).

Schools shall adopt learning delivery arrangements appropriate to the declared learning continuity level, as follows:

EIE Category and Heat Index	Learning Modality Arrangements	Measures and Interventions
HAYO (Manageable Conditions) Below 27°C	Face-to-face classes continue on campus with heat-adapted measures, as needed.	Conduct regular classes; outdoor activities during cooler periods; safe drinking water; hydration breaks; ventilated classrooms.
HINAY (Caution) 27°C–32°C	Reduced face-to-face hours, hybrid or home-based learning.	Modified schedules (e.g., 6–10 a.m.; 2–6 p.m.); other arrangements may include hybrid instruction, structured home-based learning, or any protective strategy the school heads may employ depending on the severity of the situation and the available school learning resources.
HINGA (Extreme Caution) 33°C–41°C	Suspended face-to-face classes, reduced academic demand.	Light learning tasks; learning packets; DepEd TV/radio; well-being check-ins.
HINTO (Danger and Extreme Danger) 42°C and Above	Academic activities (face-to-face and home-based learning) suspended.	Suspend activities; maintain communication; safety checks; referrals for support.

Further, these decisions shall consider the severity of the disruption, the safety and well-being of learners and personnel, access to learning resources, and readiness to engage in learning. Schools shall consider localized school and community conditions, including the Department of Science and Technology-Philippine Atmospheric, Geophysical and Astronomical Services Administration (DOST-PAGASA) heat index forecasts, ventilation, water availability, exposure to heat, and learners' circumstances at home.

In cases of unbearable heat, even when the heat index has not reached the **Danger and Extreme Danger** threshold mentioned above, the school authority may still suspend classes based on the prevailing conditions in their localities. The school head shall coordinate with the SDS for school-level suspension and shift to appropriate distance learning modalities.

5.2.3. Learning Resources Readiness and Accessibility

Resource Inventory and LAS Preparation: Schools and CLCs, with the assistance of the CO, ROs, and SDOs, shall complete a comprehensive inventory of available learning materials and

maintain continuous preparation, printing, and buffer stocking of Learning Activity Sheets (LAS) and learning packets throughout the duration of extreme heat conditions and climate disruptions, subject to the availability of funds and existing procurement laws and regulations.

Digital Learning Resources and LMS Accessibility: To support learning continuity, schools and CLCs shall maximize the use of available and authorized digital learning resources through the designated Learning Management System (LMS), Learning Resource Portal, and other official DepEd learning platforms. Where available and duly authorized for digital distribution, electronic copies of quality-assured textbooks (TXs) and teachers' manuals (TMs), together with other appropriate digital learning resources, shall be made accessible through the designated LMS, subject to applicable copyright, licensing, and access requirements. Schools shall also utilize appropriate digital learning materials from authorized DepEd platforms and provide offline or downloadable resources, where feasible, to support learners with limited or intermittent internet connectivity.

Multi-Modal Accessibility: Schools and CLCs shall ensure equitable access by providing print and digital materials, curating DepEd Commons resources, and deploying low- or no-connectivity solutions (offline packages, DepEd TV, radio broadcasts, USB drives).

No Additional Cost to Learners and Families: The implementation of these Guidelines shall not impose any financial burden on learners or their families. Schools are strictly prohibited from requiring families to purchase devices, connectivity, printed materials, drinking water, cooling equipment, or special attire as a condition for instruction or assessment. Schools shall automatically provide feasible no-cost alternatives whenever necessary.

5.2.4. Teacher Support and Preparation

Capacity Building: SDOs, through the CID and SGOD, shall provide continuous operational guidance, practical facilitation tools, and targeted capacity-building programs to equip teachers to effectively manage and facilitate flexible, hybrid, and home-based learning modalities.

Learning Action Cells (LACs): School heads shall activate LACs and professional learning networks to reorient teachers on scenario-based learning management, flexible instructional delivery, quick learning checks or rapid formative assessment techniques, and teacher mental health and psychosocial well-being.

VI. SCHOOL AND CLC SAFETY AND ESSENTIAL OPERATIONS

6.1. Heat Protection and Thermal Safety

Schools and CLCs shall implement feasible heat-protection measures based on official advisories, observed conditions, and learner and personnel needs. Measures shall include:

- maintaining safe ventilation and air movement and identifying shaded or cooler rest areas;
- ensuring access to safe drinking water and regular opportunities for hydration;
- adjusting, rescheduling, relocating, or temporarily discontinuing strenuous physical activity and outdoor assemblies when unsafe;
- reviewing room occupancy and learning-space assignments to reduce excessive indoor heat;
- monitoring signs of heat-related illness and activating first aid, medical referral, and emergency procedures; and
- communicating protective instructions to learners, personnel, parents, and caregivers.

In accordance with Memorandum No. DM-OUOPS-2025-07727 on the Installation of Thermometers with Hygrometers in Classrooms, school heads shall ensure that classrooms are equipped with calibrated thermometers with hygrometers to monitor actual temperature and humidity levels. Schools and CLCs shall refer to **Annex B: Classroom Heat Index Computation and Monitoring** in determining the actual heat index, which shall be the basis for decisions on school-level suspension and the shift to appropriate distance learning modalities. Available environmental monitoring Internet of Things (IoT) sensors may also be utilized for this purpose. Devices must be placed in areas free from direct sunlight and light-emitting appliances to ensure accurate readings.

School heads shall assess the adequacy of existing protective measures when official heat advisories, observed classroom conditions, or reports of heat-related symptoms indicate increasing risk. Where available measures cannot maintain safe learning conditions, school heads shall immediately implement appropriate protective actions, coordinate with the SDO and LGU on any necessary adjustments to school operations, consistent with existing DepEd policies, and ensure that necessary structural, electrical, and capital improvements are technically assessed and prioritized through appropriate processes.

6.2. Health and Personnel Welfare

Schools and CLCs shall follow Department of Health Department Circular No. 2024-0161 and other applicable DepEd school health protocols. School heads shall verify the availability of basic first-aid supplies, emergency contacts, referral arrangements, and procedures for responding to heat-related illness. Trained personnel shall provide first-line assistance within their competence and arrange medical assessment or emergency referral when necessary. Parents or caregivers shall be notified when a learner requires medical attention.

Reasonable accommodations shall be provided for learners and personnel at heightened risk, including access to rest, cooler spaces, hydration, and modified physically demanding activities. School heads shall consider personnel safety when assigning duties and shall not require activities that pose immediate, unmanaged threats to health or safety.

6.3. Water Security and WASH

Consistent with DO 10, s. 2016 [Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program], schools and CLCs shall assess the reliability, adequacy, and safety of water sources, storage, distribution, drinking water stations, toilets, handwashing facilities, and water needed for sanitation and food preparation.

Conservation shall not compromise safe drinking water, sanitation, menstrual hygiene, handwashing, infection prevention, or school feeding. Water from unsafe or unverified sources shall not be used for drinking or food preparation. Schools and SDOs are authorized to purchase water filtration kits to mitigate the expected shortage of potable water for learners and personnel in accordance with existing procurement laws and regulations.

6.4. Fire and Facility Safety

Schools shall inspect premises for dry vegetation, combustible materials, obstructed access, unsafe storage, overloaded electrical connections, defective equipment, and other fire hazards. They shall maintain fire extinguishers, emergency exits, evacuation routes, assembly areas, and communication equipment. Preventive maintenance, safe vegetation management, proper waste disposal, and removal of combustible materials shall be undertaken in compliance with RA No. 9514 (Revised Fire Code of the Philippines of 2008), and its Implementing Rules and Regulations (IRR).

School heads shall coordinate with the Bureau of Fire Protection, LGUs, and competent authorities for technical assistance and inspections. Open burning and other unsafe practices that increase fire risk shall be prohibited. Learners shall not be assigned hazardous clearing, firefighting, electrical repair, or emergency-response duties.

6.5. Energy Security

Schools and CLCs shall identify electricity-dependent services and establish feasible arrangements for interruptions, prioritizing life safety, drinking water, sanitation, emergency communications, food safety, and other essential operations. Energy conservation shall not compromise ventilation, health, accessibility, sanitation, or essential services. Generators, temporary electrical connections, and other backup arrangements shall comply with applicable electrical, fire, and occupational safety requirements.

ROs, SDOs, and schools may assess the technical and financial feasibility of solar photovoltaic systems, battery storage, or other suitable solutions. Such assessments shall consider site suitability, structural integrity, electrical safety, maintenance capacity, costs, approvals, and available funding. Installations shall be undertaken only by qualified personnel and in

compliance with applicable codes and procurement requirements. These measures shall not create an unfunded immediate obligation for schools.

6.6. Food Supply Security and School-Based Feeding Program (SBFP) Continuity

6.6.1. Risk Assessment and Continuity Planning.

Schools and SDOs implementing the SBFP shall assess risks that may affect food availability, affordability, quality, and delivery during El Niño conditions and incorporate appropriate contingency measures into existing plans to ensure the continued nutritional protection of intended beneficiaries, particularly nutritionally at-risk learners.

6.6.2. Supply, Procurement, and Partnerships.

Concerned offices shall undertake advance procurement planning, monitor potential supply disruptions, and coordinate with LGUs, government agencies, qualified suppliers, farmers, cooperatives, and other partners to support the continuous availability and timely delivery of safe, affordable, and nutritious food commodities in accordance with applicable procurement laws, rules, and SBFP guidelines.

6.6.3. Operational Continuity, Monitoring, and Corrective Action.

Schools and SDOs shall implement contingency arrangements, including alternative food sourcing, menu adjustments, delivery mechanisms, and other appropriate measures, to minimize disruptions to feeding operations while maintaining nutritional adequacy, food safety, and compliance with existing SBFP standards. Actual or anticipated disruptions shall be promptly reported through appropriate channels, and corrective actions shall be undertaken in coordination with relevant stakeholders.

6.7. Resource Readiness

Schools shall identify the resources needed for protective measures and prioritize immediately actionable interventions addressing risks to life, health, essential services, and learning continuity. School heads shall use authorized resources and submit unresolved gaps to the SDO. SDOs shall validate requests, prioritize assistance according to risk and capacity, and refer specialized engineering, health, water-quality, or fire-safety matters to competent authorities.

6.8. Heat-Responsive School and Office Attire Flexibility

Reasonable flexibility in attire may be allowed during periods of excessive heat. Personnel and learners may wear light, breathable, and comfortable clothing, including authorized alternative uniforms and previously issued DepEd collared shirts used in official activities, subject to standards of

decency, professionalism, and decorum. This is consistent with DepEd Memorandum No. 028, s. 2025 (Guidelines on the New Department of Education National Uniform for Classroom and Office-Based Personnel), and other relevant issuances authorizing alternative uniforms during extreme heat and adverse weather conditions.

VII. RISK COMMUNICATION, PARTNERSHIPS, AND RESOURCE MOBILIZATION

The Disaster Risk Reduction and Management Service (DRRMS) shall coordinate with concerned offices in monitoring official DOST-PAGASA advisories and available authorized monitoring platforms, including the Learning Institution Geohazard Tracking and Assessment for Safety (LIGTAS+) Platform, and disseminating verified, timely, and actionable risk information. Any operational advisory shall identify the relevant risk, affected activities or facilities, protective action, applicable period where known, and reporting or contact arrangements. Advisory frequency shall be based on official information and operational need.

School heads shall use accessible communication channels and coordinate with parents, caregivers, barangays, LGUs, health authorities, water service providers, electricity distribution utilities, national government agencies, development partners, civil society, private sector organizations, and other relevant stakeholders, as appropriate. Coordination shall focus on identified needs, including alternative water supply, heat mitigation, energy resilience, food sourcing and delivery, health and protection referrals, and essential infrastructure.

ROs, SDOs, and schools shall use existing coordination and referral mechanisms wherever practicable. Partnership arrangements with the private sector and other stakeholders shall comply with RA No. 8525 (Adopt-a-School Act of 1998). Procurement activities shall comply with applicable procurement laws, rules, and regulations, and government financial management requirements.

VIII. FINANCING AND PROCUREMENT

Protective measures shall be funded from available and legally authorized resources, subject to applicable budgeting, accounting, procurement, and auditing rules. Schools shall prioritize feasible, low-cost, immediately actionable interventions and use school funds only for authorized purposes.

- School Maintenance and Other Operating Expenses (MOOE) may be utilized for allowable and necessary expenditures directly related to the implementation of the prescribed protective measures, consistent with existing guidelines on the utilization of School MOOE and subject to the availability of funds. Expenditures shall be prioritized based on assessed risks and urgency, taking into account the need to sustain essential school operations and existing program commitments.

- Net income from school canteen operations may be utilized only for authorized and applicable school purposes, subject to DO 8, s. 2007

(Revised Implementing Guidelines on the Operation and Management of School Canteens in Public Elementary and Secondary Schools), and other applicable DepEd guidelines, approved allocations, and existing budgeting, accounting, procurement, and auditing rules.

- Schools and SDOs may coordinate with local school boards regarding available Special Education Fund support, consistent with the DepEd-DBM-DILG-DOF Joint Circular No. 1, s. 2025 [Omnibus Guidelines on the Use of the Special Education Fund (SEF)], and other applicable laws.

- ROs and SDOs may use remaining Disaster Preparedness and Response Program (DPRP) funds for eligible El Niño preparedness and response interventions only to the extent permitted by applicable DPRP guidelines and government financial rules. Moreover, Anticipatory Action Funds, if available, may be used upon the declaration of a State of Imminent Disaster covering affected schools.

- Requests for additional DPRP or other funding support shall be supported by validated needs assessments and evaluated by DRRMS in coordination with the concerned finance unit, based on urgency, eligibility, and fund availability.

- In cases where available DPRP funds have been fully utilized or exhausted, the DRRMS, in coordination with the concerned finance and budget units, shall assess the remaining funding requirements and identify possible eligible funding sources for endorsement to the appropriate approving authority, as warranted.

- Subject to the availability of funds, the DepEd CO, through the Finance Strand, may download supplemental MOOE to priority schools with urgent needs beyond their capacity, subject to applicable budgetary rules and approval by the authorized official.

Schools, SDOs, ROs, and concerned CO units may utilize available and valid funds to support approved El Niño-related interventions, subject to applicable funding guidelines, fund validity, and existing budgeting, accounting, auditing, and procurement rules and regulations. Prior approval from the appropriate approving authority shall be secured when required under existing policies before the utilization or realignment of available funds. All expenditures shall be charged to the appropriate expense class and funding source; thus, MOOE funds shall be used only for allowable MOOE expenditures and in accordance with applicable government accounting and budgeting rules. Any modification to the approved fund utilization, work and financial plan, or expenditure classification shall be subject to existing regulations and the approval of the authorized official.

Negotiated procurement for emergency cases under RA No.) 12009 (New Government Procurement Act) and its IRR may be utilized to facilitate the timely acquisition of essential supplies, materials, WASH items, and other resources necessary to support approved El Niño preparedness, anticipatory action, response, and recovery interventions for affected schools and communities. Such resources may include, but are not limited to, drinking water, oral rehydration salts, first-aid supplies, water storage containers,

water filtration kits, hygiene kits, fire extinguishing equipment, and other emergency response necessities.

Partnerships may provide technical, logistical, or financial assistance, subject to applicable laws, safeguards, and government requirements. Nothing in these Guidelines shall be construed as authorizing expenditures outside an approved appropriation or otherwise applicable funding rules.

IX. MONITORING, REPORTING, AND CORRECTIVE ACTION

9.1. Learning Continuity Monitoring and Reporting

ROs and SDOs shall establish and maintain standardized mechanisms, using existing authorized systems and reporting instruments, to monitor learner participation, distribution of learning materials, attendance and absences, and evidence of learning progress during and following operational disruptions. Schools shall promptly report significant risks, incidents, service disruptions, and resource gaps through established channels. SDOs shall validate and consolidate school-level information, identify priority needs, and provide or coordinate appropriate technical assistance, while ROs shall monitor implementation and facilitate the escalation of concerns requiring DepEd CO or inter-agency action.

9.2. Formative Assessment and Learning Recovery

Teachers shall conduct simple, non-graded formative assessments and diagnostic learning checks during and following operational disruptions to determine learner understanding, assess learning retention, and identify learning gaps. Schools and SDOs shall use assessment results and monitoring data to provide targeted remediation, catch-up support, and appropriate learning recovery interventions, prioritizing learners who have fallen behind or are at risk of learning loss.

9.3. Monitoring of Protective Measures and Sustainable Practices

Schools shall monitor the implementation of protective measures under existing authorized plans and systems, including measures addressing environmental risks and disruptions to essential services. Teachers and learners are encouraged to integrate voluntary, age-appropriate environmental sustainability practices into classroom activities and daily routines, including the reuse of materials, use of digital learning resources where appropriate, conservation of water and energy, and student-led environmental initiatives.

9.4. Evaluation and Corrective Action

The DRRMS, in coordination with concerned DepEd offices, shall monitor and evaluate overall implementation, analyze consolidated reports and identified gaps, and recommend timely corrective actions, policy adjustments, and resource mobilization. Urgent protective action shall not be delayed pending routine reporting or data consolidation. A separate El Niño preparedness plan or reporting system shall not be required when relevant information can be incorporated into existing instruments. Any

additional reporting requirement shall be limited to information necessary for timely decision-making and shall clearly specify the responsible office, reporting channel, and frequency.

9.5. Monitoring of Funds Utilization

All El Niño-related expenditures, regardless of funding source, shall be recorded and reported through existing financial management and reporting mechanisms of DepEd.

X. DATA PRIVACY AND CONFIDENTIALITY

The processing, collection, and handling of personal information and sensitive personal information, including health, disability, and vulnerability information, shall be in accordance with RA No. 10173, its IRR, and issuances of the National Privacy Commission. All implementing units shall enforce physical, organizational, and technical security measures, such as strict data minimization, restricted access, and secure storage. Personal information shall not be disclosed to the public.

XI. EFFECTIVITY

These Guidelines shall take effect immediately upon its approval, issuance, and 15 days after its publication in the Official Gazette or a newspaper of general circulation. Certified copies of this Order 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.

These Guidelines shall remain effective until DOST-PAGASA issues its final advisory announcing the end of the 2026–2027 El Niño, unless amended, revoked, or superseded by a subsequent DepEd issuance.

ANNEX A: EL NIÑO RISK ASSESSMENT TOOL FOR SCHOOLS

Name of School DRRM Coordinator/Team Lead: _____ Position/Designation: _____
School ID: _____ Name of School: _____ Municipality/City: _____
Division: _____ Region: _____

Instructions: Rate each parameter using the following scale: 10-8 (Low), 7-4 (Medium), 3-1 (High), with 10 as the perfect score (lowest risk).

Metric	Hazard	Exposure	Vulnerability	Adaptive Capacity *(check ✓ which resources/ systems are in place)*	Assessed Risk Rating
El Niño Risk Governance	Meteorological Drought	School Population, Gulayan sa Paaralan	No specific El Niño Contingency Plan	• Anticipatory Action and Scenario Building • School-Level Hazard Monitoring/ Heat Index Sensors/ThermoHygrometers	
Water Supply Availability	Meteorological Drought	School Population, Gulayan sa Paaralan	Water supply shortages, Health and sanitation issues, Dehydration	• Water Retention Facilities • Alternative Water Sources	
Electricity and Power Redundancy	Meteorological Drought	School Population, School Facilities	Power interruption, No lighting and ventilation	• Redundant Off-Grid Power Sources (Solar/Generators)	
Classroom Thermal Safety and Ventilation	Meteorological Drought	School Population	Extreme heat condition in classrooms	• Active/Passive Cooling/Ventilators • First Aid for Heat Stress	
Fire Hazard Prevention	Meteorological Drought	School Population, School Facilities	Increased risk of fire incidents	• Regular Electrical Inspections and Clean-up/Clearing of Combustible Materials	
Learning Continuity Systems	Meteorological Drought	School Population	Face-to-face class suspensions, Connectivity interruption, Limited Self-Learning Modules (SLM)	• Localized Education in Emergencies (EiE) Learning Continuity Framework (*Hayo, Hinay, Hinga, Hinto*) • Anticipatory production of SLMs	
School-Based Feeding Program (SBFP)	Meteorological Drought	School Population, School Facilities	Limited local food supplies	• Pre-arranged agreements and prepositioning of ready-to-eat/food packs	

ANNEX B: CLASSROOM HEAT INDEX COMPUTATION AND MONITORING

Instructions to **school heads** and **designated school personnel**:
(In accordance with Memorandum No. DM-OUOPS-2025-07727 on the Installation of Thermometers with Hygrometer in Classrooms)

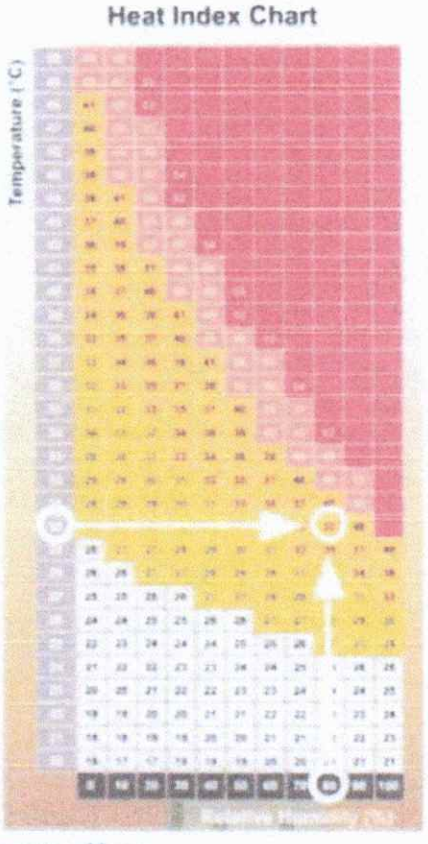


1. Ensure that thermometers with hygrometers (or other devices showing temperature and relative humidity readings) are installed in a representative sample of classrooms per school.

2. Record temperature and humidity levels at least three (3) times daily: at 0800H in the morning (8:00 a.m.), 1200H at noon (12:00 p.m.), and 1400H in the afternoon (2:00 p.m.).

3. Ensure that the recorded temperature is in degrees Celsius (°C). Otherwise, if the device displays temperature in degrees Fahrenheit (°F), an app such as ConvertOnline may be used to convert the temperature to degrees Celsius, available at this link: https://convertonline.org/unit/fahrenheit-celsius

4. Refer to the DOST-PAGASA Heat Index Chart on the next page or on the official DOST-PAGASA website.



5. Round off the room temperature and humidity level values to conform to the values in the DOST-PAGASA Heat Index Chart (e.g., 30.3°C is rounded off to 30°C; 79% relative humidity is rounded off to 80% relative humidity).

6. Given the new approximate values (e.g., 30°C at 80% relative humidity), locate the new room temperature value along the left column (vertical axis) and the new relative humidity value along the bottom row (horizontal axis).

7. Follow the row across and the column upward until they meet. The number in that cell is the heat index (e.g., following the 30°C row across and the 80% relative humidity column upward, the intersection of the values indicates a heat index of 37°C).

8. Data must be submitted daily to the Disaster Risk Reduction and Management Service (DRRMS) through this link: https://bit.ly/PHExtremeHeat

DOST-PAGASA Heat Index Chart

Heat Index Chart

