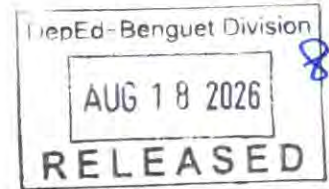




Republic of the Philippines
Department of Education
Schools Division of Benguet



18 August 2026

DIVISION MEMORANDUM

No. 315

**GUIDANCE TO SCHOOLS ON THE RESUMPTION OF CLASSES AND
FIRST-TERM CATCH-UP AND ASSESSMENT PLAN FOLLOWING
TYPHOON-RELATED CLASS SUSPENSIONS**

To: Office of the OIC – Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
All Others Concerned

1. In view of the recent typhoon-related class suspensions and the scheduled resumption of classes on **August 19, 2026**, this Office issues the following guidance to ensure a **safe, calm, and learner-centered** return to school. This memorandum is consistent with DepEd's Learning Continuity in Emergencies guidelines and related issuances on mental health and psychosocial support for learners and personnel affected by disasters.
2. The objectives are to:
 - *provide a clear, manageable plan for the first week of classes after the typhoon;*
 - *support teachers in addressing learning gaps without causing undue stress to themselves or learners;*
 - *prioritize well-being, safety, and recovery before academic pressure; and*
 - *ensure that critical competencies for the first term are addressed and assessed in a fair and developmentally appropriate manner.*
3. All activities from **August 19 to September 1, 2026** shall be guided by the following principles:
 - **Safety and well-being first** – Recognize that many learners and teachers may have been affected by the typhoon (*e.g., displacement, damage to homes, loss of materials*). Emotional and physical safety take precedence over academic demands.
 - **Reasonable pacing** – Focus on essential competencies rather than trying to “**cover everything**” quickly after the disruption.
 - **Formative and supportive** – Use check-ins and assessments primarily to inform teaching and provide support, not to penalize learners for gaps caused by the suspension.
 - **Collaborative support** – School heads and master teachers shall coach and support teachers, not merely monitor compliance, especially in this recovery period.



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4. The schedule found in **Enclosure 1** provides minimum expectations. Schools may adjust specific activities per grade level and learning area, provided the spirit and intent of this guidance are maintained.

5. Recognizing that some teachers may feel overwhelmed by the need to **“catch up”** after the typhoon, the following support mechanisms shall be implemented:

A. School Level Coaching

- School heads and master teachers shall conduct brief pre-lesson and post-lesson coaching sessions, focusing on:
 - *prioritization of competencies;*
 - *classroom management during catch-up activities;*
 - *strategies for differentiated instruction and trauma-informed teaching.*

B. Peer Support and Collaboration

- Encourage grade level or subject area planning to:
 - *share lesson plans, materials, and assessment tools;*
 - *co-facilitate remedial or enrichment sessions where feasible.*

6. Teachers are not required to produce extensive new documents for this period. Existing lesson plans, learning activity sheets, and assessments may be adapted rather than recreated.

- Documentation should focus on essential records (*e.g., attendance, key formative results, notes on learners needing intervention*).

7. School heads are encouraged to hold short well-being check-ins with teachers during the week to:

- *identify stress points;*
- *provide immediate support or adjustments (e.g., sharing of load, pairing with a mentor teacher)*

8. Education Program Supervisors from the Curriculum Implementation Division, Youth Formation Officer, Social Mobility Officer and Health personnel shall conduct light monitoring visits focused on support and coaching, not compliance checking to schools from **August 24 to September 1, 2026.**

9. For inquiries, please coordinate with the Curriculum Implementation Division (CID) of this Office through 074 422 2001 or email at bengueta@deped.gov.ph.

10. Wide dissemination and strict compliance with this memorandum are desired.

sgd

CARMEL F. MERIS

OIC – Schools Division Superintendent

LIST OF SUGGESTED ACTIVITIES

Date	Focus	Suggested Activities	Guidance to teachers
August 19, 2026 (Wednesday) “Kumustahan” Day: Checking in on Learners After the Typhoon	- How are the learners? - How have they coped during the suspension? - What learning tasks were accomplished (if any)? - What went well? What did not?	Suggested activities: Classroom “kumustahan” session (15–30 minutes, depending on level): Use gentle, open-ended questions such as: “How are you feeling about coming back to school after the typhoon?” “Were you and your family safe during the storm? Do you need any help?” “What learning tasks, if any, were you able to do during the suspension?” “What support do you need from your teacher and classmates to catch up?” For younger learners, use drawing, storytelling, or simple sharing circles. Quick, non graded review of prior outputs (if applicable): - Check completion of any bridging tasks, modules, or online activities assigned before or during the suspension. - Note common gaps or misconceptions without grading harshly; consider home and community circumstances. Teacher reflection (end of day): - Brief notes on: ☐ What went well in class today; ☐ What did not go as planned; ☐ Initial list of learners who may need extra academic or psychosocial support.	- Do not rush into heavy new content on this day. - The goal is to re-establish routines, rebuild relationships, and gather initial data on learner status after the typhoon. - Be sensitive to learners who may show signs of stress, anxiety, or trauma; refer them to the school's MHPSS focal person as needed.
August 20, 2026 (Thursday) – Catch-Up on Competencies	Address competencies that were not learned well or need more	Short, low-stakes diagnostic check (10–20 minutes) aligned with the most essential prior competencies (e.g., reading comprehension, basic operations, key concepts from previous term).	Limit the focus to a few critical gaps; it is not necessary to reteach everything.

Needing Emphasis	guidance, considering the disruption caused by the typhoon.	• Targeted re-teaching in small groups or whole class, focusing on: ○ 1–2 high-priority competencies per learning area; ○ Common errors observed in prior assessments or outputs. • Differentiated tasks: ○ Provide varied activities (e.g., guided practice, peer tutoring, simplified tasks) based on learner needs identified on August 19–20. ○ Allow flexibility for learners who may have lost modules, devices, or other materials due to the typhoon.	• Emphasize understanding and confidence, not speed or volume of work. • Avoid framing this as “making up for lost time” in a way that increases stress; instead, present it as “strengthening our foundation” after the disruption.
August 24–27, 2026 (Monday–Thursday) Intensive Catch-Up on Critical First-Term Competencies	Mastery of critical competencies needed for the first term, in light of the shortened or disrupted instructional days.	• Identification of critical competencies: ○ School heads and learning area coordinators, in consultation with teachers, shall identify 3–5 critical competencies per subject that are foundational for the first term. • Focused instructional time: ○ Design daily lessons that explicitly target these competencies using varied strategies (direct instruction, guided practice, collaborative tasks, contextualized examples). • Formative checks: ○ Use short quizzes, exit tickets, or performance tasks to monitor progress daily. ○ Adjust pacing and grouping based on results.	• Do not try to cover all competencies in these four days. Focus on the most essential ones that will enable learners to succeed in the rest of the term. • Coordinate with grade-level or subject-area colleagues to share materials and strategies, reducing individual workload. • Where possible, integrate disaster resilience and safety themes into lessons (e.g., reading texts about community help, math problems on relief goods, science lessons on weather).

August 28 and September 1, 2026 (Friday and Monday) First-Term Assessment	Conduct first-term assessments in a supportive, low-stress manner, recognizing the impact of typhoon-related disruptions.	• Assessment windows: ○ Schools may schedule subject-specific assessments on August 28 and/or September 1, depending on the curriculum map and readiness of learners. • Assessment types: ○ A balanced mix of: ▪ Written tests (aligned with critical competencies); ▪ Performance tasks or projects; ▪ Oral or practical assessments where appropriate. • Accommodations: ○ Provide reasonable accommodations for learners who need more time, simplified instructions, or alternative formats, consistent with inclusive education policies. ○ Consider flexible options for learners who lost modules or devices due to the typhoon (e.g., oral assessments, retakes, alternative tasks).	• Frame assessments as checkpoints for learning, not as high-stakes events. • Avoid “cramming” new content immediately before the assessment; use the day before for light review and clarification only. • Do not penalize learners heavily for gaps directly attributable to the typhoon and class suspensions; focus on growth and mastery of priority competencies.
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