



Republic of the Philippines  
**Department of Education**

REGION I  
SCHOOLS DIVISION OFFICE OF ALAMINOS CITY

Office of the Schools Division Superintendent

**DIVISION MEMORANDUM**  
**DM-2023-227**




**TO :** Assistant Schools Division Superintendent  
Chief Education Supervisor-CID  
Chief Education Supervisor-SGOD  
All Division Education Program Supervisors-CID and SGOD  
All Schools Heads of elementary and secondary schools

**SUBJECT :** **COMMENTS ON THE GUIDELINES FOR ADOPTING ALTERNATIVE LEARNING MODALITIES IN RESPONSE TO EXTREME HEAT CONDITIONS**

**FROM :** Office of the Schools Division Superintendent

**DATE :** April 26, 2023

1. This Office requests all Division Education Program Supervisors, including the Chief Education Supervisors, and the heads of elementary and secondary schools in the Division to comment on the herein attached draft Guidelines prepared by the DepEd Regional Office No.1.
2. All comments are due on April 27, 2023 at 12 noon, and shall be submitted or communicated to the Human Resource Development with Planning and Research unit. Soft copy or scanned copy of the comment can be also sent to the HRD group chat.
3. For information, guidance and compliance.

  
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Officer-In-Charge  
Schools Division Superintendent

*With hundred reasons to serve!*



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**GUIDELINES FOR ADOPTING ALTERNATIVE LEARNING MODALITIES IN  
RESPONSE TO EXTREME HEAT CONDITIONS**

1. In view of OASOP's Memorandum No. 077, s. 2023 entitled Reiteration of the Implementation of Modular Distance Learning as Provided DepEd Order No. 037, s. 2022, the Department of Education Regional Office I issues these **Guidelines for Adopting Distance Learning Modalities in Response to Extreme Heat Conditions**.

2. Climate change continues to have a profound impact on global weather patterns, necessitating adjustments in various sectors, including education. Extreme heat conditions pose substantial health risks to learners, teachers, and staff, and can compromise the quality of education. It is emphasized that schools must maintain continuity of learning while prioritizing the health and safety of their communities.

3. These guidelines have been developed with an understanding of the diverse contexts and unique geographical features of schools within the region. Consequently, it is recommended that **school heads take the initiative in determining the most appropriate distance learning modalities for their specific circumstances**, ensuring a tailored and effective approach to maintaining educational continuity during extreme heat conditions

4. When shifting to alternative learning modalities, schools shall strictly observe the following guidelines:

a. Schools should closely monitor through the Disaster Risk Reduction Management the five -day forecast for **heat index** from Philippine Atmospheric and Geophysical Astronomical Services Administration (PAGASA). When the heat index reaches at least 33°C (extreme caution), schools may shift to alternative learning modalities, such as online learning, modular approach, or blended/hybrid learning, to protect the well-being of students and staff.

b. Schools may adopt alternative delivery/distance learning modalities for an extended period, such as more than a day or a week, depending on the weather forecast provided by PAGASA or other reliable sources. To prevent learning gaps, schools may also opt for a hybrid learning approach to reduce the number of students in each classroom.

This can help minimize heat-related health risks while maintaining a conducive learning environment.

c. Learners with respiratory illness or other heat-sensitive health conditions especially those with disabilities and special learning needs may be excused from classes when heat index reaches at least 27°C. Schools should provide appropriate support and resources to ensure these students do not fall behind in their studies.



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d. Schools should avoid organizing activities that require excessive physical exertion or exposure to direct sunlight during this hot season.

e. Schools should maintain open communication with parents, students, and staff regarding heat-related safety measures and any changes to the learning modalities. This will ensure that all stakeholders are informed and prepared to adapt as needed.

f. Schools should continually evaluate the effectiveness of alternative delivery modalities and make adjustments as needed to ensure the quality of education and the safety of students and staff. Feedback from students, parents, and faculty should be considered when making improvements.

g. The school heads shall accomplish this online form when deciding to shift to alternative delivery modalities at least two days before the implementation: [tinyurl.com/R1AlternativeSched](http://tinyurl.com/R1AlternativeSched). This will ensure that the SDO and the RO are aware of the situation and can provide guidance and assistance.

h. During periods when alternative delivery modalities are implemented due to extreme heat, the teaching and non-teaching personnel should follow the guidance provided by the school head and the Schools Division Superintendent. Depending on the specific circumstances and the chosen alternative modality, teachers may be required to report to the school to support remote learning or perform other essential tasks. However, the school head should prioritize the health and safety of the teachers, providing options for remote work or flexible schedules whenever possible. Clear communication about expectations and responsibilities is crucial to ensure smooth operations during these periods.

i. In cases where a teacher has a respiratory illness or another heat-sensitive health condition, they may be allowed to work from home to prioritize their well-being subject to presentation of a medical certificate. To maintain accountability and track their progress, teachers working remotely should submit their Individual Daily Log and Accomplishment Report (IDLAR) detailing the tasks completed, lessons delivered, and any student provided.

5. Schools are instructed to incorporate into their lessons the underlying factors contributing to global warming, as well as potential strategies for addressing and mitigating its impacts. This integration will facilitate a comprehensive understanding of climate change, fostering environmental consciousness and promoting responsible practices among students.