09 Nov 2026

DIVISION MEMORANDUM
No. 430, s. 2026

GUIDELINES ON THE IMPLEMENTATION OF THE HINAY LEARNING ARRANGEMENT IN RESPONSE TO EXTREME HEAT CONDITIONS AND OTHER WEATHER-RELATED RISKS

To: Assistant Schools Division Superintendent
Chief, CID and Chief, SGOD
Education Program Supervisors
Public Schools District Supervisors
Public and Private Elementary and Secondary School Heads
All Teaching and Non-Teaching Personnel
All Others Concerned

1. In view of Executive Order No. 130, dated October 28, 2026, entitled *Establishing a Framework for the Suspension and Resumption of Classes and Activities, and Onsite Work in Educational Institutions and Learning Centers*, and DepEd Memorandum No. 064, s. 2026, entitled *Anticipatory Action, Preparedness, and Protective Measures for the 2026–2027 Super El Niño*, all public schools are directed to adopt appropriate and responsive learning arrangements to ensure the safety and welfare of learners and school personnel while sustaining learning continuity.
Consistent with the provisions of Executive Order No. 130, particularly the adoption of site-specific assessments, localized and granular suspension mechanisms, and appropriate learning continuity measures, schools shall implement the HINAY Learning Arrangement based on their actual classroom conditions, available facilities, prevailing weather conditions, and the projected heat index forecasts issued by the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA).

2. School heads shall assess their respective school conditions and determine the most appropriate learning arrangement under the following situations:

Situation 1: Schools with Conducive Classrooms Due to the Availability of Air-Conditioning Units
Schools with functional air-conditioning units and classrooms that provide a safe and comfortable learning environment may maintain their regular face-to-face class schedules, provided that classroom conditions remain conducive and safe for learners and teachers.
However, school heads shall ensure the following:

a. Regular monitoring of classroom temperature and ventilation;

b. Availability of safe drinking water and provision of appropriate hydration breaks;
c. Regular inspection and maintenance of air-conditioning units;
d. Monitoring of PAGASA heat index forecasts and immediate adjustment of class arrangements whenever necessary; and
e. Strict observance of health and safety protocols to prevent heat-related illnesses.

Situation 2: Schools Implementing Regular Class Schedules (One Classroom to One Class/Section)

Schools with a one-classroom-to-one-class/section arrangement may continue their regular class schedules, provided that classroom conditions are assessed to be safe and conducive to learning.

School heads shall ensure that:

a. Classrooms have adequate ventilation and sufficient provisions for hydration and rest periods;
b. Learners and teachers are protected from prolonged exposure to excessive heat;
c. Outdoor activities and other strenuous physical activities are minimized or conducted during cooler hours;
d. PAGASA heat index forecasts are regularly monitored; and
e. Adjustments to class schedules and learning modalities are immediately implemented when classroom conditions or heat index forecasts warrant such action.

Situation 3: Schools Implementing Shifting of Classes

Schools implementing shifting arrangements due to limited classroom facilities or other school-based considerations shall adopt appropriate adjustments to their class schedules to minimize the exposure of learners and teachers to excessive heat.

School heads shall consider the following:

a. Adjustment or shortening of face-to-face class hours, as necessary;
b. Adoption of staggered or granular class schedules, as necessary, to mitigate the effects of extreme heat, reducing overcrowding, and ensure the safety and well-being of learners and school personnel.
c. Integration of Alternative Delivery Modes (ADM), including printed learning materials, home-based learning activities, and other appropriate learning resources;
d. Scheduling of classes during cooler periods of the day, whenever practicable; and
e. Continuous monitoring of learners' participation and progress to ensure learning continuity.

3. **Preparation of Weekly School Memorandum**

All school heads are directed to issue a School Memorandum and ensure the preparation and submission of **weekly reports on the implementation of the** HINAY Learning Arrangement, taking into consideration the latest PAGASA heat index forecasts and the prevailing conditions in their respective schools.

The weekly reports shall clearly indicate:

a. The projected heat index conditions for the succeeding week;
b. The identified school situation and corresponding learning arrangement;
c. The adjusted class schedules and learning delivery modalities, when applicable;
d. The health and safety measures to be undertaken for learners and personnel; and
e. The corresponding alternative work arrangements for teaching personnel, when necessary.

The memorandum shall be disseminated to all concerned teaching and non-teaching personnel, parents, and learners to ensure proper coordination and implementation.

4. **Weekly Submission of Report to the Office of the Schools Division Superintendent**

All school heads shall submit a weekly report addressed to the Schools Division Superintendent (SDS), through the appropriate office, detailing the prevailing school conditions, the latest PAGASA heat index advisories considered, and the corresponding implementation of the HINAY Learning Arrangement.

The weekly submission shall include:

a. The prevailing school situation (Situation 1, 2, or 3);
b. The learning arrangement and class schedule being implemented;
c. The basis for adopting the identified arrangement, including the PAGASA heat index forecast and actual classroom conditions;
d. The health and safety measures implemented for learners and school personnel;
e. The alternative work arrangements provided to teachers, when applicable; and
f. Other concerns requiring technical assistance or appropriate intervention from the Schools Division Office.

The weekly report shall serve as a basis for division-level monitoring, technical assistance, and appropriate policy adjustments.

5. **Protection and Alternative Work Arrangements for Teaching Personnel**

In ensuring that the health and safety of learners are protected, the welfare of teachers and other school personnel shall likewise be given utmost consideration. Accordingly, school heads may allow teaching personnel to adopt a **Work-from-Home (WFH) arrangement**, whenever warranted by prevailing conditions and practicable under applicable DepEd and government guidelines.

Teachers authorized to work from home shall:

a. Prepare and provide appropriate learning materials and instructional activities aligned with the prescribed learning competencies;
b. Facilitate and monitor learners' participation in assigned learning activities;
c. Remain accessible through established communication channels for instructional coordination and other school-related responsibilities;
d. Coordinate regularly with their respective school heads regarding assigned tasks and deliverables; and

e. Accomplish and submit an **Individual Daily Log Accomplishment Report (IDLAR)** reflecting the specific tasks, instructional activities, outputs, and other work-related accomplishments for the day.

School heads shall establish a monitoring and reporting mechanism to ensure accountability, productivity, and the continuity of instructional and administrative services during the implementation of alternative work arrangements.

The granting of WFH arrangements shall be guided by the prevailing government policies on alternative work arrangements and shall not automatically apply to personnel whose physical presence is necessary to perform essential school functions.

6. **Monitoring and Technical Assistance**

Public Schools District Supervisors (PSDSs), Education Program Supervisors (EPSs), and other concerned division personnel shall provide appropriate technical assistance and monitor the implementation of the HINAY Learning Arrangement in their respective areas of responsibility.

School heads shall ensure that all learning arrangements are properly documented, regularly evaluated, and adjusted according to the changing weather conditions and actual school-based assessments. School heads shall immediately address and report to the appropriate authorities any concern involving the health and safety of learners and personnel.

7. The implementation of the HINAY Learning Arrangement shall be guided by the principle that the safety, protection, and well-being of learners and personnel shall not be compromised in the pursuit of learning continuity.

School heads are reminded that the selection of the appropriate learning arrangement shall be based on documented school conditions, official weather advisories, and applicable directives from the national and local authorities.

8. This Memorandum shall take effect immediately and shall remain in force unless superseded by subsequent issuances or directives.

9. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.

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Digitally signed by Ma. Irelyn P. Tamayo
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MA. IRELYN P. TAMAYO PhD, CESO V
Schools Division Superintendent

Encl.: Executive Order No. 130, s. 2026 (5 pages)
Reference:
To be indicated in the Perpetual Index
under the following subjects:

CLASSES SUSPENSION

ACY/CID-CES/November 9, 2026