



Republic of the Philippines  
**Department of Education**  
 CURRICULUM AND INSTRUCTION STRAND

JAN 13 2022  
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**MEMORANDUM**  
**DM-CI-2022-009**

**TO :** REGIONAL DIRECTORS  
 SCHOOLS DIVISION SUPERINTENDENTS  
 SCHOOL HEADS/ADMINISTRATORS, PRIVATE SCHOOLS

**FROM :** *jos*  
 DIOSDADO M. SAN ANTONIO  
 Undersecretary

**SUBJECT :** REITERATING THE POLICY ON ACADEMIC EASE AND ALLOWING THE SUSPENSION OF CLASSES AND OTHER TEACHING-RELATED ACTIVITIES IN THE MIDST OF THE SURGE IN COVID-19 CASES

**DATE :** 12 January 2022

- As the country experiences an alarming surge in COVID-19 cases and in consideration of teachers' and learners' health and well-being, the Department of Education (DepEd) urges the Regional Offices (RO) and/or Schools Division Offices (SDO) to exercise discretion in suspending classes and other teaching-related activities.
- Given the varying health situations in different areas, the ROs/SDOs are given the option, based on their reliable assessment of the health status of their teachers and learners and the IATF risk classification, to declare suspension of classes within the month of January 2022. The ROs/SDOs shall decide on the specific dates and number of days for the suspension of classes as long as the period of class suspension does not exceed two (2) weeks in order to avoid a prolonged disruption in the current school calendar.
- In turn, the ROs/SDOs declaring suspension of classes shall make the necessary adjustments in the school calendar to ensure that the number of school days in the current school year remains in accordance with RA 11480 (*An Act Amending Section 3 of RA No. 7797, Otherwise Known As "An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days"*).
- During the suspension of classes, all synchronous and asynchronous classes shall be put on hold while submission of academic requirements and conduct of other teaching-related activities must be moved to a later date. For late submission of requirements, accommodations must be afforded for those with valid reasons.
- Further, the Department requires schools to continuously implement the *Suggested Measures to Foster Academic Ease During the COVID-19 Pandemic* as stated in DM-CI-2020-307 in order to ensure flexibility in the teaching-learning process amid the pandemic by recalibrating the strategy of assigning teaching responsibilities and learning activities in order to safeguard the well-being of both teachers and learners. Enclosed is a copy of DM-CI-2020-307 for ready reference.

DepED Complex, Maralco Avenue, Pasig City, Philippines  
 Direct Line: (632) 8633-7202/8687-4146 Fax: (632) 8631-5057  
 E-mail: [diosdado.sanantonio@deped.gov.ph](mailto:diosdado.sanantonio@deped.gov.ph); [ouci@deped.gov.ph](mailto:ouci@deped.gov.ph) Website: [www.deped.gov.ph](http://www.deped.gov.ph)

DEPARTMENT OF EDUCATION  
 REGIONAL OFFICE - CAR  
 JAN 17 2022  
*[Signature]*

Republic of the Philippines  
**Department of Education**  
 CORDILLERA ADMINISTRATIVE REGION  
 WANGAL LA TRINIDAD, BENGUET

January 14, 2022

**To:** All Schools Division Superintendents  
 All Others Concerned

For information, dissemination, and compliance.

**ESTELA LEON-CARIÑO EdD, CESO III**  
 Director IV/ Regional Director

By Authority of the Regional Director:

*[Signature]*  
**FLORENTE E. VERGARA**  
 OIC-Assistant Regional Director

CLMD/RCA/bmd



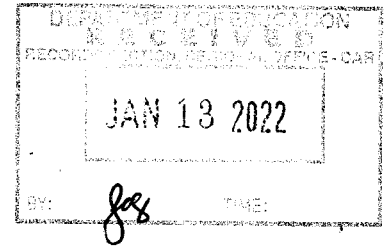
Address: Wangal, La Trinidad, Benguet, 2601  
 Telephone No: (074) 422 - 1318 | Fax No.: (074) 422-4074  
 Website: [www.depedcar.ph](http://www.depedcar.ph) | Email Address: [car@deped.gov.ph](mailto:car@deped.gov.ph)



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**MEMORANDUM**  
**DM-CI-2022-009**

TO : **REGIONAL DIRECTORS**  
**SCHOOLS DIVISION SUPERINTENDENTS**  
**SCHOOL HEADS/ADMINISTRATORS, PRIVATE SCHOOLS**

FROM :   
**DIOSDADO M. SAN ANTONIO**  
Undersecretary

SUBJECT : **REITERATING THE POLICY ON ACADEMIC EASE AND ALLOWING**  
**THE SUSPENSION OF CLASSES AND OTHER TEACHING-RELATED**  
**ACTIVITIES IN THE MIDST OF THE SURGE IN COVID-19 CASES**

DATE : 12 January 2022

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4. During the suspension of classes, all synchronous and asynchronous classes shall be put on hold while submission of academic requirements and conduct of other teaching-related activities must be moved to a later date. For late submission of requirements, accommodations must be afforded for those with valid reasons.
5. Further, the Department requires schools to continuously implement the *Suggested Measures to Foster Academic Ease During the COVID-19 Pandemic* as stated in DM-CI-2020-307 in order to ensure flexibility in the teaching-learning process amid the pandemic by recalibrating the strategy of assigning teaching responsibilities and learning activities in order to safeguard the well-being of both teachers and learners. Enclosed is a copy of DM-CI-2020-307 for ready reference.



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6. Private schools, in consultation with their respective parents' associations, may exercise their own discretion relative to the suspension of classes and K to 12 learning activities when COVID-19 risks in their respective areas are high.
7. All DepEd personnel, teachers, and learners are highly encouraged to remain vigilant, observe health and safety protocols, and follow IATF guidelines. Everyone is also encouraged to pray for the immediate and complete recovery of those who have contracted COVID-19 and other similar illnesses.
8. Immediate dissemination of this memorandum is desired.



Republic of the Philippines  
**Department of Education**  
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

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October 30, 2020

**MEMORANDUM**  
**OUCI-2020-307**

**SUGGESTED MEASURES TO FOSTER "ACADEMIC EASE" DURING THE  
COVID-19 PANDEMIC**

To: **MINISTER, MBTHE-BARMM**  
**REGIONAL DIRECTORS**  
**SCHOOLS DIVISION SUPERINTENDENTS**  
**ALL OTHERS CONCERNED**

1. The provisions of DO 12, s. 2020 on the Basic Education Learning Continuity Plan (BE-LCP) recognize the value of flexibility in the teaching-learning process based on contextualization.

Flexible learning offers learners rich learning choices from multiple dimensions of study, applies learner-centered constructivist approach which is indicated by a shift from the teacher taking learning responsibilities to the learner taking these responsibilities, and requires learners to be more skilled at self-regulation in terms of goal setting, self-monitoring, self-instruction and self-reinforcement. In a flexible learning environment, teachers promote active learning by creating engaging and effective situations (UNESCO 2020).

2. The Secretary, in collaboration with the Executive and Management Committees, has been closely monitoring the delivery of basic education services in the public schools since the start of classes on October 5, 2020.

3. Because of some key challenges noted, there is a need to recalibrate the strategy of assigning teaching responsibilities of teachers and learning activities to the learners with the assistance of their parents.

The need to adjust the assigned tasks for the learners is anchored on the fact that learners have long been disengaged from academic learning since the onset of the pandemic last March 2020.

By ensuring flexibility in teaching and learning, stress and burden of learning through the multiple distance learning modalities offered by DepEd

will be reduced even as the learners are guided to focus on the Most Essential Learning Competencies (MELCs).

4. To help reduce stress and anxiety, the following measures are highly recommended:

- a. Schools may determine activities contained in the Self Learning Modules (SLMs) or Learning Activity Sheets (LAS) for the first quarter which may be declared as optional so that learners are enabled to focus only on the most essential activities while allowing the fast learners to perform additional tasks;

Examples:

- (i) On pretest/post-test with 6 or more items. Learners may answer five (5) items only
- (ii) The additional enrichment activities in the SLM may be for the fast learners

For Key Stage 1

For a grade level with one teacher in a section handling all the subjects like in Grade 1, the teacher may consider interdisciplinary integration to moderate the activities to be accomplished. Such integration will be based on the development of reading and writing skills and numeracy.

For Key Stages 2, 3, 4

For a grade level with several teachers handling the subjects in a section like in Grade 7, the teachers may negotiate for interdisciplinary integration to moderate the activities to be accomplished across the SLM/LAS.

- b. Additional learning activity sheets may be made available for the fast learners who need enrichment activities;
- c. For the succeeding quarters, learning tasks in the SLMs or other learning materials may be streamlined to ensure that learning development is manifested and that activities or exercises sufficiently cover/ develop the learning competencies leading to mastery (e.g. not too many items of the same difficulty level to cover the same MELCs);
- d. Schools should put premium on the instructional management tasks of teachers in their work load or assignments (e.g. teachers should not be burdened on printing and distribution of modules);

- e. Support to the mental-health/socio-emotional wellbeing of teachers, students and their parents or learning facilitators should be expanded by organizing group wellness sessions and the like;
- f. Time allotment for the completion/submission of activities/task of learners may be reconsidered;
- g. Learners and home learning facilitators found to be experiencing difficulties shall be provided additional support by the teachers/learning support aides;

For example, a household may have at least two (2) learners across the different grade levels from K to 12 who are academically challenged and may not be able to do the SLM/LAS activities independently. Such households may be prioritized for visits by Learning Support Aides.


- h. Quarter 1 is extended until December 12, 2020. Quarter 2 shall be from January 4, 2021 to February 27, 2021, Quarter 3 shall be from March 1, 2021 to April 24, 2021, and Quarter 4 shall be from April 26, 2021 to June 11, 2021.
- i. The week of December 14-19, 2020 will be devoted to In-Service Training (INSET) which may include MELCs-based Quarter 2 planning for Distance Learning Delivery Modalities (DLDM). Based on the retrieved modules in Quarter 1, the MELCs actually covered relative to their targeted weeks of implementation may be studied. The results of the study shall be the bases in programming the MELCs and their corresponding modules for Quarter 2 implementation starting on January 4, 2021.

In addition, the week may also be used for other activities at the Regional Office (RO), Schools Division Office (SDO), and school levels to assess the implementation of the contextualized Learning Continuity Plan (LCP) and gather evidence as basis for plan adjustments.

- j. Based on the assessment, external stakeholders and partners (LGUs, CSOs, private organizations and individuals) may be tapped to provide much needed support like materials, equipment, and mechanisms, among others to help teachers, learners and parents in addressing the challenges in distance and home-based learning (e. g., provision of solar lamps to unenergized homes, study tables, electronic gadgets, prepaid internet cards, school supplies, other logistical support, etc).

Coordination with barangay/purok officials on matters related to child safeguarding and child protection shall be strengthened.

5. The Regional Offices (ROs), Schools Division Offices (SDOs), and public schools are fully authorized to implement other measures deemed appropriate for their respective contexts.
6. The measures suggested are expected to enable the learners and learning facilitators to navigate through the challenges of the new normal in the teaching and learning process and make necessary adjustment throughout the school year.
7. Immediate dissemination of this Memorandum is desired.

  
**DIOSDADO M. SAN ANTONIO**  
Undersecretary

*OUCI/UsecDMSA*