DEPED. DIV. OF ESCALANTE CITY
R E L E A S E D
DATE: MAR 0 4 2025
INITIAL:

March 3, 2025

DIVISION MEMORANDUM
No. ___134___, s. 2025

GUIDELINES ON RISK MANAGEMENT PLAN – TECHNICAL RUN AND SIMULATION

To: OIC Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors/Specialists
Public Elementary and Secondary School Heads/TIC's
All others concerned

1.   Attached is Regional Memorandum QAD – 2005 - 007 issued on February 26, 2025, entitled **Guidelines on Risk Management Plan – Technical Run and Simulation.**

2.   All focal persons concerned are requested to take action.

Annex A:
a. Tech Run - Engr. Clint S. Cinco

Annex B:
a. Scenario 1: Power Outage – Engr. Analie R. Mahilum
b. Scenario 2: Network Disruptions/Webpage Not Loading – Engr. Clint S. Cinco
c. Scenario 3: Sudden Device Shutdown – Engr. Clint S. Cinco
d. Scenario 4: Student Health/Wellness Complaint – Dr. Charlotte B. Macasling
e. Scenario 5: Natural Disasters (Earthquake, Volcanic Eruption, etc.) – Gil C. Castro

3.   For more information, contact **Mr. Gil C, Castro**, *Project Development Officer II (DRRM)* through mobile number 09688511557 or email, gil.castro@deped.gov.ph.

4.   Immediate dissemination of the Memorandum to all concerned is earnestly desired.

PETER J. GALIMBA
Assistant Schools Division Superintendent
OIC-Schools Division Superintendent

For the SDS:

BREN B. DOLAR
Administrative Officer V
In-charge of the Division

Encl.: As stated,
Reference: RM QAD-2025-007
To be indicated in the Perpetual Index
under the following subjects:

PREPAREDNESS	ACTIVITIES	SAFETY

SGOD - DRRM

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FEB 2 6 2025

REGIONAL MEMORANDUM
QAD – 2025 - 0 0 7

GUIDELINES ON RISK MANAGEMENT PLAN –
TECHNICAL RUN AND SIMULATION

TO: OIC-Assistant Regional Director
     Schools Division Superintendents of Antique, Bago City, Cadiz City, Capiz,
     Escalante City, Iloilo, Negros Occidental, and Victorias City
     All Others Concerned

1.   Attached is DepEd Unnumbered Memorandum s. 2025 titled Guidelines on
Risk Management – Technical Run and Simulation. The said activity is scheduled
starting February 24, 2025, or at least two weeks before the date of the assessment.

2.   Immediate dissemination of this Memorandum is desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl: As stated
Reference: DepEd Unnumbered Memorandum s. 2025
To be indicated in the Perpetual Index
       under the following subjects

       ASSESSMENT
       LEARNERS
       SCHOOL

LMS/QAD/RM/ Guidelines on Risk Management Plan...
005/February 24, 2025

DepEd MEMORANDUM
No _____, s. 2025

FOR   REGIONAL DIRECTORS
          SCHOOLS DIVISION SUPERINTENDENTS
          PUBLIC AND PRIVATE SECONDARY SCHOOL HEADS
          ALL OTHERS CONCERNED

FROM   **ATTY. FATIMA LIPP D. PANONTONGAN**
          Undersecretary and Chief of Staff

          MALCOLM S. GARMA
          Assistant Secretary, Officer-in-Charge, Office of the Undersecretary for
          Operations

SUBJECT : **GUIDELINES ON RISK MANAGEMENT PLAN – TECHNICAL RUN AND
          SIMULATION**

DATE   : **February 19, 2025**

1. As part of the Department of Education's readiness plan for the fast-approaching assessment day, schools must be prepared to implement a structured risk management plan. This memorandum provides guidelines on enhancing preparedness to mitigate potential disruptions and ensure the safety and well-being of students and staff. A key component of the preparedness initiatives is the conduct of a thorough technical run and an assessment-day simulation to identify and address possible issues before the actual assessment day.

2. **Schools are required to conduct a technical run and assessment-day simulation starting February 24, 2025 (Monday) or at least two weeks before their scheduled testing date** to identify and address potential issues. This will ensure adequate preparation and allow time to report their readiness status.

3. For the *technical* run, please refer to **Annex A – Tech Run** for guidelines on administering it. **Schools** must report their technical status—including devices, internet, and power—along with any issues through the *Weekly Readiness Monitoring Form*.

4. For the *assessment-day simulation*, please refer to **Annex B – Simulation** for the checklist to be used in conducting it. This form may be printed and used to record manually (optional). **School Division Offices (SDOs)** will observe and evaluate school readiness through simulated scenarios. The evaluation will focus on the

response, disposition, and decision-making processes of School Heads and the school PISA Team in managing diverse situations. Following the simulations, SDOs will facilitate debriefing sessions and submit a comprehensive report using the designated Assessment-day Simulation Report Form https://tinyurl.com/assessment-day-simulation. **Schools** are advised to use the Simulation checklist as guide.

5. Any additional announcements and instructions regarding this process will be coursed through the regional focal persons. For further inquiries, you may contact the regional focals or contact the Technical Working Group (TWG) Secretariat through the Office of the Undersecretary for Operations at (02) 8633-7242 or via email at asec.ops@deped.gov.ph.
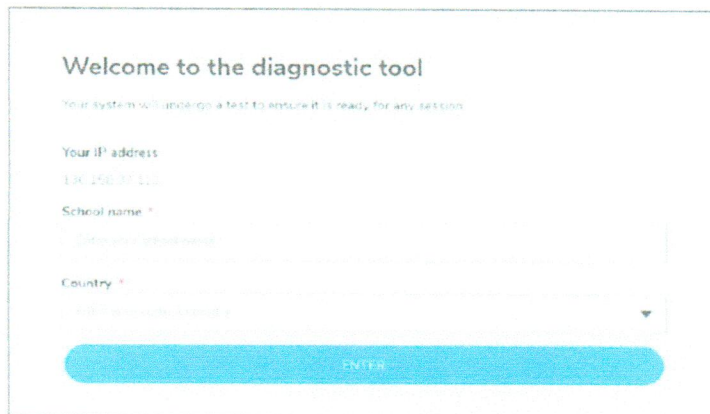
Tech Run

Step 1: Device Specifications & Internet Connectivity Test

1.1 Conduct the Readiness Test

- Ensure all devices (laptops, desktops) that will be used for the PISA exam are set up and powered on.
- Use a browser to access the **Tao Diagnostic Tool** via its web link: https://schoolreadiness-qa.pisa.acer.org/
- Enter the school name and select the country when prompted.

Welcome to the diagnostic tool

Your system will undergo a test to ensure it is ready for any session
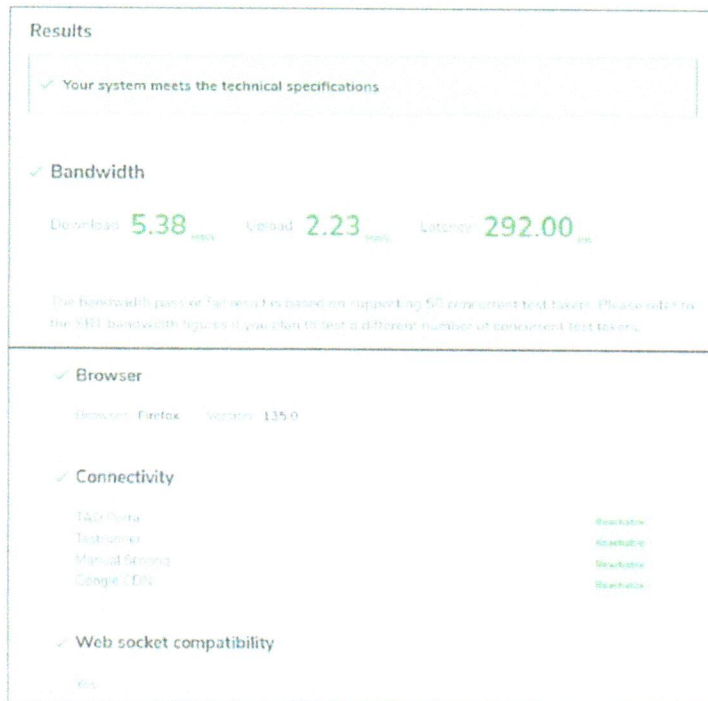
Your IP address

School name *

Country *

ENTER

- If the tool asks, **"Is your school taking the Foreign Language Assessment (FLA)?"**, click **No**.
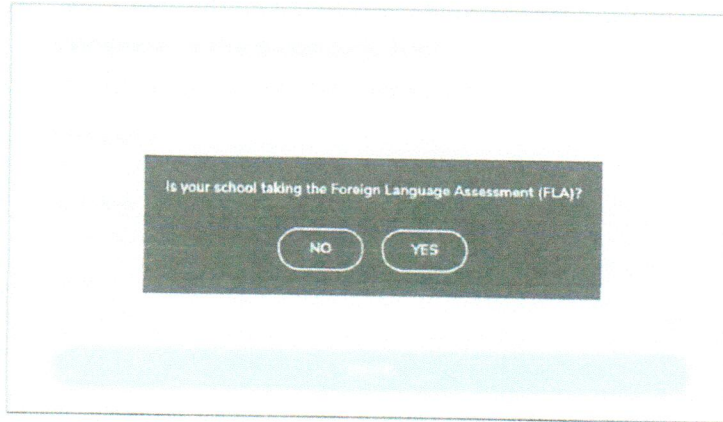
- Wait for the **diagnostics to complete**, allowing the tool to assess system performance.
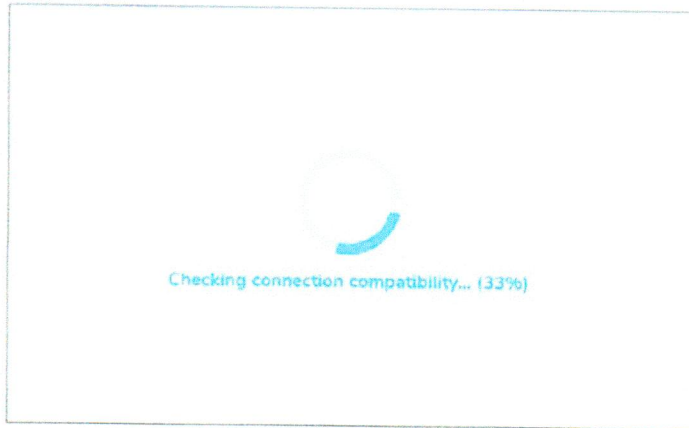
- Monitor system performance, including:
  - o Overall Result
  - o Network bandwidth and latency
  - o Browser compatibility
  - o Internet connectivity
  - o Web socket compatibility

Results

✓ Your system meets the technical specifications

✓ Bandwidth

Download **5.38** mb/s   Upload **2.23** mb/s   Latency **292.00** ms

The bandwidth pass or fail result is based on supporting 50 concurrent test takers. Please refer to the SRE bandwidth figures if you plan to test a different number of concurrent test takers.

✓ Browser

Browser: Firefox   Version: 135.0

✓ Connectivity

TAO Portal	Reachable
Testrunner	Reachable
Manual Scoring	Reachable
Google DNS	Reachable

✓ Web socket compatibility

Yes

1.2 Record and Analyze Results

- Identify devices that fail the test due to insufficient specifications, note the number of devices that failed the test for reporting through the Weekly Readiness Monitoring Form.
- Note the reasons the devices did not meet technical specifications and address these.
- For your easy reference, you may take a screenshot of the results.

Step 2: Simulated Power Outage Test

2.1 Prepare for the Test

- Inform all participants about the upcoming power outage simulation.
- Ensure that all devices are fully charged before starting.
- Identify backup power sources (e.g., UPS, generators).
- Ensure backup power is functioning and can support the devices needed. Inform all participants about the upcoming power outage simulation.

2.2 Simulate Power Outage

- **Turn off the main power switch** to simulate a real-world outage.
- Observe the **battery life of laptops** and **backup power performance** for other devices.
- Check whether network connectivity remains stable (e.g., if routers and modems are on UPS).

2.3 Assess System Response

- Note if any laptops shut down unexpectedly.
- Check if external backup power sources activate correctly.
- Verify how long devices and internet connectivity last without power.

Step 3: Report Findings & Address Issues

- **Document all observations**, including:
  - Device failures
  - Network disruptions
  - Power backup performance
- If issues are found, **troubleshoot and retest** if necessary.
- Ensure all critical devices have **sufficient battery life or backup power** for the exam duration.
- **Fill out the weekly monitoring audit** with test results and identified issues.
- Recommend necessary **actions or improvements** to address any identified problems.

Simulation

General Simulation Procedure:

1. **Scenario Selection:** Choose a scenario to simulate. Announce the chosen scenario to the simulation participants (school staff and designated students).
2. **Problem Trigger:** Simulate the problem occurring. This could involve a pre-arranged power outage, a simulated network disruption (e.g., disconnecting a network cable), a student acting out, a device malfunction, etc.
3. **Response Execution:** Staff members follow the outlined procedures for the chosen scenario. Designated students act as affected students, following instructions and providing feedback on the process.
4. **Debriefing:** After the simulated resolution, Facilitators conduct a debriefing session. Discuss what went well, what could be improved, and any necessary adjustments to the plan.

Scenario 1: Power Outage

Problem: Sudden power loss during an online assessment.

Things to check	Issues and Challenges
☑ **Pre-Assessment Preparations:** ☐ Ensure backup power sources (UPS, generator) are functional and fully charged. Conduct **a load test** to determine how long the backup power lasts. ☐ Brief proctors and technical support on what to do if the power goes out. Assign a **technical lead** per room to handle power-related issues. ☐ Inform students about contingency measures in case of a power outage. ☐ Confirm emergency communication channels (e.g., radios, mobile phones). ☐ Identify alternative venues with power availability (if applicable).	
☑ **During the Power Outage:**	Interventions
☐ **Immediate Action:** Announce the power outage to maintain order and prevent panic.	

| Activate Backup Power: Switch to backup power supply via UPS or generator. |
| ❑ Assess Duration: Determine if the outage is temporary or prolonged. |

- ❑ **Activate Backup Power:** Switch to backup power supply via UPS or generator.
- ❑ **Assess Duration:** Determine if the outage is temporary or prolonged.
  - ○ If temporary, instruct students to remain seated.
  - ○ If prolonged, proceed to contingency steps.
- ❑ **Communication Protocols:**
- ❑ Notify the school administration and technical support teams.
- ❑ Update students on the next steps.

✅ **If Power Remains Out:**

- ❑ Suspend the assessment and follow contingency plans.
- ❑ Reschedule or relocate students to a venue with power (if applicable)
- ❑ Document the incident for future improvements. Submit a **power outage report** to DTCs and School Division Office for review.

Scenario 2: Network Disruptions/Webpage Not Loading

Problem: Internet connectivity issues or website crashes.

Things to check	Issues and Challenges
✅ **Pre-Assessment Preparations:** ❑ Ensure network stability and test primary and backup connections. ❑ Identify alternative network options (backup Wi-Fi, mobile hotspot). Test **network speed and stability** before the test begins. ❑ Assign technical support personnel to monitor connectivity.	
❑ Inform students about contingency plans for network disruptions.	Interventions
❑ If possible, use **a locally hosted server** as a secondary testing platform. Ensure **auto-save functions** are enabled for cloud-based tests. ❑ Train staff in **reconnecting devices to backup networks**. Ensure technical personnel are	

stationed in testing areas for immediate
support.

☑ **During the Network Disruption:**

- ☐ **Identify the Issue:** Check if the issue is affecting
  one device or the entire room.
- ☐ **Restart Network Equipment:**
  - ○ Restart the router/modem.
  - ○ Switch to an alternative network if needed.
- ☐ **Notify Technical Support:** Inform school
  administration and IT support for troubleshooting.
- ☐ **Keep track of affected learners** for possible
  retesting.

☑ **If the Issue Persists:**

- ☐ Explore alternative solutions (e.g., extending
  assessment time).
- ☐ Document the incident for future improvements.

Scenario 3: Sudden Device Shutdown

Problem: A student's device suddenly malfunctions.

Things to check	Issues and Challenges
☑ **Pre-Assessment Preparations:** ☐ Ensure spare devices are fully charged and readily available in the testing room. ☐ Enable **automatic response saving** to prevent data loss. ☐ Train proctors on proper procedures for handling device failures. ☐ Verify that assessments support cloud-based saving for data recovery. ☐ Assign IT personnel for immediate troubleshooting and post-assessment checks. ☑ **During the Assessment:**	
☐ **Immediate Action:** Student raises their hand to report the issue to the proctor. ☐ **Device Replacement:**	**Interventions**

○ Provide a fully charged backup device. ○ Ensure the new device is ready for immediate use. ❏ **Data Recovery:** ○ Restore the student's progress via cloud-based features (if applicable). ☑ **Post-Assessment Follow-Up:** ❏ IT personnel assess and troubleshoot the faulty device. ❏ Document the issue to improve future readiness. ❏ Report findings to administration for potential policy or resource adjustments.	

Scenario 4: Student Health/Wellness Complaint

Problem: A student experiences a health issue (e.g., dizziness, headache, anxiety).

Things to check	Issues and Challenges
☑ **Pre-Assessment Preparations:** ❏ Ensure first aid kits are stocked and accessible. ❏ Designate a **quiet, well-ventilated wellness area** where students can rest if they feel unwell. ❏ Coordinate with parents to identify students with **pre-existing medical conditions** (e.g., asthma, seizures, diabetes). ❏ Ensure the school nurse/medical personnel are on standby. ❏ Brief proctors on health protocols and wellness support measures.	
❏ Train proctors to recognize signs of **test anxiety, stress, and emotional distress**. ❏ Have emergency contact information for all students readily available. ❏ Brief learners on the availability of **short breaks and wellness support** before the test starts. ☑ **During the Incident:** ❏ **Immediate Action:** Assess the student's condition. If a student reports feeling dizzy, weak,	**Interventions**

or has trouble breathing, a proctor must **immediately assess the situation**.
- ❏ **Remove the student** from the testing area if necessary to prevent disruption. If the student is unconscious or has severe symptoms (e.g., difficulty breathing, seizures), call for **immediate medical assistance**.
- ❏ **First Aid Response:**
  - ○ Administer basic first aid if needed.
  - ○ Provide a quiet area for rest inside or outside the testing room.
  - ○ Call the school nurse/medical personnel if symptoms persist.
- ❏ **Communication Protocols:**
  - ○ Inform the student's parent/guardian.
  - ○ Decide if the student can resume the assessment later.
- ❏ **Wellness Support:**
  - ○ Offer water or a short break.
  - ○ Provide counseling or emotional support for students experiencing anxiety or stress.

✅ **After the Incident:**
- ❏ Record **the nature of the health issue**, interventions provided, and whether the student resumed or postponed the assessment.
- ❏ Report patterns of **repeated health concerns** (e.g., frequent cases of dizziness or fainting) for further investigation.
- ❏ If the incident involved **mental health concerns**, refer the student for **counseling or psychosocial support**.
- ❏ Evaluate **if changes are needed in the school's health protocols** (e.g., improved ventilation, hydration reminders, additional medical personnel).

Scenario 5: Natural Disasters (Earthquake, Volcanic Eruption, etc.)

Problem: A natural disaster occurs during the assessment.

Things to check	Issues and Challenges

	Interventions

✅ **Pre-Assessment Preparation:**

- ❏ Conduct **disaster preparedness** drills before the assessment day.
- ❏ Clearly communicate evacuation routes and designated safe areas.
- ❏ Assign **emergency response roles** to school personnel (e.g., evacuation leads, medical responders, security coordinators).
- ❏ Ensure emergency supplies (first aid kits, flashlights, whistles, emergency contact list) are available.
- ❏ Brief proctors and staff on their emergency response roles.
- ❏ Prepare an **emergency checklist** for proctors, including what to do before, during, and after a disaster.
- ❏ Establish a **communication protocol** with **LGUs, disaster response teams, and parents** for emergency alerts and evacuation orders.
- ❏ Ensure that **testing rooms and school buildings are structurally sound** and not prone to immediate damage in case of an earthquake or other hazards.

✅ **During the Disaster:**

- ❏ **Safety Protocols:**
  - ○ Earthquake-Instruct students to follow safety procedures (e.g., Drop, Cover, and Hold for earthquakes).
  - ○ **Typhoon/Flood**-Move students **away from windows and low-lying areas** to higher ground.
  - ○ **Volcanic Eruption-** If ashfall occurs, keep students **indoors with windows closed** and distribute face masks if available.
  - ○ Guide students to designated evacuation areas in an orderly manner.
  - ○ Proctors must **account for all students** before leaving the test area.
  - ○ Ensure that **students with disabilities or injuries receive priority assistance** during evacuation.
- ❏ **Emergency Response:**
  - ○ Ensure no one is left behind in assessment rooms.
  - ○ Conduct **a headcount** to ensure all learners and school personnel are safe.

- Provide **first aid** to any injured individuals.
- Monitor student and staff well-being during evacuation.

☑ **Post-Disaster Actions:**

- ❏ **Accountability:**
    - Conduct a roll call to ensure all students and staff are present.
    - Check for injuries and administer first aid as needed.
- ❏ **Assessment Feasibility:**
    - Determine if the exam can continue or needs rescheduling.
    - Inspect assessment facilities for structural safety.
- ❏ Some students may experience anxiety or trauma following a disaster. Schools should **offer counseling services** or a debriefing session.

☑ **Communication Plan:**

- ❏ Inform parents/guardians about the situation and next steps.
- ❏ Coordinate with school officials and local authorities for guidance.
- ❏ Document the incident for future preparedness improvements.