



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY



August 4, 2026

DIVISION MEMORANDUM
No. 319, s. 2026

PROJECT PADAYON FOR LEARNING CONTINUITY AND RESILIENCY

To: Assistant Schools Division Superintendent
Chief Education Supervisors//Section Heads
Division Education Program Supervisors
Elementary and Secondary School Principals/School Heads
All others concerned

1. To ensure that learning remains uninterrupted despite environmental or socioeconomic challenges this office implements **Project PADAYON** (a Visayan term meaning "to continue" or "to persevere") which is strategically designed to ensure the quality of learning despite emergencies and sustainable resilience.
2. The project is anchored in the principles of the Basic Education Learning Continuity aligned in **Department Order No. 14, s. 2026, Guidelines on Learning Continuity in Emergencies**. It recognizes that education is a fundamental right that must be protected even during transitions or emergencies.
3. PADAYON (Promoting Adaptability and Dynamic Advancement for Youth through Ongoing Navigation of learning) focuses on access and equity by ensuring that various learning delivery modalities remain flexible and responsive to the specific needs of learners in diverse geographical locations. It likewise prioritizes the well-being of both learners and personnel by institutionalizing protocols that allow for seamless shifts between in-person and distance learning when necessary.
4. This project aims to:
 - a. achieve zero learning loss during localized or national class interruptions;
 - b. utilize a Rapid Response Learning System (RRLS) within 24 hours of a declared suspension; and
 - c. equip learners with a "Padayon Eskwela Kits" (Physical or Digital), especially those residing in remote or hard to reach areas and in disadvantaged situation.
5. Implementing units and schools are advised to follow the implementing guidelines as stipulated in ANNEXES A-B and the program shall be monitored using the template in ANNEXES C-G.
6. For Funding, expenses related to the implementation of Project PADAYON shall be charged against the School/Division MOOE or local funds subject to existing accounting and auditing rules or through partnerships with stakeholders (PTA, LGUs, and Private Partners).
7. Immediate dissemination of this Memorandum is desired.

PETER J. GALIMBA

OIC- Schools Division Superintendent

Reference: DO 14, s. 2026

Enclosure: Annexes A-G

Allotment:

To be indicated in the Perpetual Index under the following subjects

PROGRAMS AND PROJECTS

SCHOOLS

LEARNERS

Torres CID/Capilitan ASDS 08-04-2026



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Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

ANNEX A

PROJECT PADAYON FOR LEARNING CONTINUITY AND RESILIENCY

(Promoting Adaptability and Dynamic Advancement for Youth through Ongoing Navigation of learning)

I. RATIONALE

Project PADAYON (a Visayan term meaning "to continue" or "to persevere") is strategically designed to ensure learning quality and sustainable resilience among learners and personnel. The project serves as a localized mechanism to implement national mandates and regional priorities, ensuring that learning remains uninterrupted despite environmental or socioeconomic challenges.

The project is anchored in the principles of the Basic Education Learning Continuity with reference to **DepEd Order No. 14 s. of 2026, Guidelines on Learning Continuity in Emergencies**. It recognizes that education is a fundamental right that must be protected even during transitions or emergencies.

It focuses on access and equity which ensures that various learning delivery modalities remain flexible and responsive to the specific needs of learners in diverse geographical locations. Likewise it prioritizes the well-being of both learners and personnel by institutionalizing protocols that allow for seamless shifts between in-person and distance learning when necessary.

Project PADAYON directly supports the Department's current strategic focus, particularly in the following areas:

- Revised MATATAG Curriculum by stabilizing the learning environment, the project allows for the effective implementation of the re-calibrated curriculum, focusing on foundational skills.
- Learner Well-being by fostering a supportive environment that looks beyond academic performance, addressing the holistic needs of the Filipino learner.
- Teacher Support by providing educators with the necessary tools and administrative frameworks to manage classroom transitions without compromising instructional quality.

Aligning to the 10 Point Agenda of the Negros Island Region, PADAYON specifically targets Resiliency and Learning Continuity:

- Climate and Disaster Resilience: Recognizing the unique topographical and meteorological profile of Negros, the project incorporates disaster risk reduction into the school calendar and instructional planning.
- Localized Contextualization: It honors the "One Island, One Region" spirit by utilizing local resources and community partnerships to maintain educational momentum.
- Sustainability: PADAYON moves beyond temporary fixes, establishing that schools are centers of resilience, capable of rebounding quickly from any disruption.

Summary Table: Strategic Pillars

Pillar	Focus	Objective
Persistence	Learning Recovery	To eliminate learning gaps through consistent instructional interventions.
Adaptability	Modality Flexibility	To ensure readiness for any shift in the delivery of educational services.
Resilience	NIR 10-Point Agenda	To build school ecosystems that can withstand and recover from calamities.



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

The City of Escalante is prone to typhoons, flooding, and extreme heat indices, leading to frequent class suspensions. Project PADAYON ensures that "the flow of learning remains as resilient as the people of Escalante."

A. Alignment with DepEd 5-Point Agenda

- Raise Education Quality

B. Alignment with NIR 10-Point Agenda

- Resilience and Disaster Preparedness: Building a culture of readiness among schools.
- Quality and Inclusive Education: Ensuring learners in remote areas (hard-to-reach sitios) have offline materials.
- Stakeholder Engagement: Partnering with LGUs and parents as "Learning Guardians."

C. DepEd Order No. 14 s. 2026 4H Framework: Hayo (*Continue*), Hinay (*Ease-in*), Hinga (*Check-in*), and Hinto (*Pause*)

II. OBJECTIVES

This project aims to:

- achieve zero learning loss during localized or national class interruptions;
- utilize a Rapid Response Learning System (RRLS) within 24 hours of a declared suspension; and
- equip learners with a "Padayon Eskwela Kits" (Physical or Digital), especially those residing in remote or hard to reach areas and in disadvantaged situation.

III. PROJECT COMPONENTS (The PADAYON Strategy)

Component	Description	Alignment
1. The Padayon Eskwela Kits	Pre-positioned learning modules/worksheets(printed/digital) covering the Essential Learning Competencies contained on WeelMat	<i>Inclusive Education</i>
2. Learning Guardianship	Training parents/guardians in Brgys as facilitators for home-based learning continuity.	<i>Stakeholder Engagement</i>
3. Digital Vault	An offline repository of lessons via flash drives for areas with low connectivity in Escalante.	<i>Modernization</i>
4. Resilience Audit	Post-disaster assessment to track student progress and mental well-being.	<i>Holistic Wellness</i>

IV. IMPLEMENTATION PLAN

Phase	Activity	Timeline
A. Preparar (Prepare)	Risk mapping of learners and assembly of Padayon Eskwela Kits/Learning Modules & Packets	Quarter 1
	Risk Mapping	May - June of every SY
	Padayon Learning Kits (Learning Packets/Worksheets/Modules/WeeLMat)	April - May before opening



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

B. Paglihok (Activate)	Immediate shift to Alternative Learning Experience (see Annex C) upon LGU suspension.	During Emergency
C. Padayon (Sustain)	Remote monitoring via SMS/Messenger and community check-ins.	During Emergency
D. Pagsusi (Evaluate)	Reporting of participation and mastery via the Digital M&E Tool.	Post-Emergency
E. Pasidungog (Award)	On the-spot Awarding of schools implementation of Best Practices or Notable Practices and through the Contextualized Ready Opportunities and Numeracy Awards (CORONA)	

V. EXPECTED OUTCOMES

- Increased Academic Performance: Learners maintain momentum despite missing physical school days.
- Institutionalized Resilience: SDO Escalante becomes a model for Disaster Risk Reduction Management in Education (DRRM-Ed).
- Empowered Communities: Parents become active co-creators of the learning process.

VI. BUDGETARY REQUIREMENTS

- Printing/Reproduction (MOOE)
- Digital Storage/Drives (SEF/Donations)
- Monitoring/Communication Load

VII. SUSTAINABILITY

Project PADAYON will be integrated into the **Division Education Development Plan (DEDP)**, **School Improvement Plan (SIP)** and the **Annual Implementation Plan (AIP)** of SDO Escalante, ensuring that budget and manpower are allocated annually for the maintenance of learning kits and digital vaults.



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

ANNEX B

Based on DepEd Order No. 14, s. 2026 (Annex E.2 Learning Experience per Learning Continuity level)

Learning Experience	HAYO	HINAY	HINGA	HINTO
Digital Modules	•	/	x	x
Online Synchronous Class	•	/	x	x
Print Modules	•	/	x	x
Broadcast Materials	•	•	/	x
Learning Packets	x	x	/	x
Home Learning Support Check-in Guides	•	/	/	•
Home Learning Support Using Family Kits	•	/	/	•

Legend:

- / Best Learning experience to apply for the specific Learning Continuity level
- Applicable or can be used during the specific Learning Continuity Level
- X Cannot be used for the specific Learning Continuity Level



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

ANNEX C

Monitoring Tool for Project PADAYON

This monitoring tool is designed to track the progress of **Project PADAYON**, focusing on learning continuity, student engagement, and resource distribution. It can be utilized by School Heads and designated Monitoring and Evaluation (M&E) coordinators and must be submitted every end of the term block.

I. General Information

Field	Details
School Name:	
Division:	
Monitoring Date:	
Quarter/Term:	
Monitor/Evaluator:	

II. Implementation Progress Checklist

Indicate the status of core project activities by checking the appropriate box.

Key Activities	Implemented	In Progress	Not Started	Remarks
Distribution of Learning Kits: Are all identified students provided with necessary materials?	☐	☐	☐	
Peer Mentoring/Tutoring: Are the "Manong/Manang" or peer-support sessions active?	☐	☐	☐	
Teacher-Learner Consultations: Are regular check-ins being conducted (physical or digital)?	☐	☐	☐	
Stakeholder Engagement: Are parents/community partners involved in the continuity plan?	☐	☐	☐	

III. Quantitative Indicators

Use this section to track the actual reach of the project within the school.

Performance Indicator	Target	Actual	Achievement %
Number of learners at risk of dropping out (SARDOs) reached			
Number of functional peer-mentoring groups established			
Percentage of modules/learning tasks submitted on time			
Number of home visits or remote follow-ups conducted			



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

IV. Quality of Implementation

Rate the following areas from 1 to 5 (1 = Poor, 5 = Excellent).	
Area	Rating
Are materials and support easily reachable for students in remote areas? Accessibility (1-5)	
Are teacher interventions timely when a student struggles with a task? Responsiveness (1-5)	
Is there visible enthusiasm or participation from the learners? Engagement (1-5)	
Are local community resources being utilized to keep the project running? Sustainability (1-5)	

V. Issues, Challenges, and Recommendations

Observed Issues/Bottlenecks	Action Taken by School	Recommendations for Division Office

VI. Summary and Commitment

Overall Assessment: (Briefly describe if the project is meeting its objective of ensuring learning continuity.)

Monitored By: _____

(Signature over Printed Name)

Conforme (School Head): _____

(Signature over Printed Name)



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

ANNEX D
MONITORING TOOLS ON THE UTILIZATION OF PRINT MODULES

Division: Escalante City / Negros Occidental
School Year: _____ Quarter/Month: _____

PART 1: MONITORING CHECKLIST

School: _____
Grade/Section: _____
Evaluator: _____
Date: _____

Instructions: CHECK ITEM YES / NO / N/A . In the Remarks portion, write your comments/suggestions if not complied and if complied, write the evidence/MOV presented.

CATEGORY	ITEM	YES/ Observed	NO/Not observed	Remarks (if not complied) Evidence/MO V(if complied)
1. ACCESS & READINESS	1.1 School distributed modules that are K to 12 aligned			
	1.2 Complete set distributed to learners/parents on time			
	1.3 Record of distribution (acknowledgement) kept			
	1.4 Extra copies were available			
	1.5 Guidelines for the use and submission explained to parents during orientation			
2. UTILIZATION & INTEGRATION	2.1 Teacher explained module instructions and key lessons			
	2.2 Modules were paced to avoid overload			
	2.3 Learners can use modules independently			
	2.4 Modules were used alongside other learning materials (not standalone only)			
	2.5 Lessons integrate			
	a. literacy			
	b. numeracy			
3. TEACHER SUPPORT & LEARNER COMPLETION	c. values			
	d. others (pls. specify)			
	3.1 Learner progress and completion is tracked, tracker made available & updated			
	3.2 Outputs/assessments from modules are collected, checked & recorded			
	3.3 Feedback was given to learners			
4. QUALITY & RELEVANCE	3.4 Completion rate: ≥85% (target)			
	3.5 Usage applies during normal classes and emergency situations			
	4.1 Modules are DepEd-endorsed or aligned to K to 12 competencies			
	4.2 Content is accurate, up-to-date &			



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

	appropriate for learners			
	4.3 Feedback from teachers & learners documented			
5. MONITORING & SUPPORT BY ADMINISTRATIONS	5.1 School Head monitors usage monthly & provides feedback			
	5.2 Printing supplies and materials were provided			
	5.3 Semi-expendable equipment for printing provided			
	5.4 Plan reviewed & updated based on results & emergency experience			

PART 2: MONITORING REPORT FORM

Submitted by: _____

Designation: _____

School/Cluster: _____

Period Covered: _____

A. QUANTITATIVE DATA SUMMARY INDICATOR

INDICATOR	TARGET	ACTUAL	%ACCOMPLISHMENT
No. of Modules Distributed to Learners	100%		
No. of Teachers with Ready Modules for Distribution	100%		
No. of Learners with complete set	100%		
Average Learner Completion Rate	≥85%		
Complaints received by school on Modular Print Modality implementation	0%		

B. KEY FINDINGS - Strengths:

C. Gaps/Challenges:

D. Technical Assistance Plan

Gap Identified	Action To be taken	Person Responsible	Target Date

Conforme: _____
School Head/OIC/TIC/Coordinator

Signature of Monitor: _____ Date: _____



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

ANNEX E

MONITORING TOOL ON THE UTILIZATION OF LEARNING PACKETS

Division: Escalante City / Negros Occidental

School Year: _____ Quarter/Month: _____

School: _____ Grade: _____ Teacher: _____ Date: _____

Instructions: CHECK ITEM YES / NO / N/A . In the Remarks portion, write your comments/suggestions if not complied and if complied, write the evidence/MOV presented.

CATEGORY	ITEM	YES	NO	Remarks (if not complied) Evidence/MOV (if complied)
1.Preparation & Distribution	1.1Packets complete, aligned to K to 12 competencies & organized per term			
	1.2. Received on time; proper inventory & distribution records kept			
	1.3. Distributed fully to learners/parents with clear instructions			
	1.4. Spare packets ready for replacement or new enrollees			
	1.5 Lessons prepared has integration			
	a.literacy			
	b.numeracy			
	c.values			
2. Proper Use & Guidance	d. others (pls. specify)			
	2.1. Teacher explains packet content, schedule & expectations clearly			
	2.2. Learners work on packets regularly; not rushed or crammed			
	2.3. Teacher guides, clarifies & answers questions as needed			
	2.4. Pacing reasonable; tasks manageable for learners			
3. Progress & Completion	3.1. Submission dates followed; outputs collected completely			
	3.2. All activities/assessments checked, scored & recorded			
	3.3. Learner progress tracked; support given to those lagging behind			
	3.4. Packets accessible & usable during emergencies			



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

4. Review & Enhancement	4.1. Feedback gathered on clarity, difficulty & completeness			
	4.2. Issues (missing parts, unclear tasks) documented & reported			
	4.3. Replenishment & improvements done for next distribution			

II. SCHOOL /CLASS PERFORMANCE SUMMARY

INDICATOR	TARGET	ACTUAL % of ACCOMPLISHMENT
Distribution Rate of Packets	100%	
Learners with Complete Packets	≥95%	
On-Time Submission Rate	≥90%	
Completion & Compliance Rate	≥85%	
Ready/Available for Emergency Use	100%	

A. FINDINGS & ACTION PLAN

Strengths:

B. Gaps/Challenges:

C. Action / TA Needed:

Conforme:

School Head/TIC/OIC/Coordinator

Evaluator: _____ Signature: _____



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

ANNEX F

MONITORING ON THE UTILIZATION OF HOME LEARNING GUIDES AND FAMILY KITS

Division: Escalante City / Negros Occidental

School Year: _____ Quarter/Month: _____

PART 1: MONITORING CHECKLIST

Level: School / SDO

School: _____ Grade/Section: __ Teacher: _____

Evaluator: _____

Date: _____

Purpose: Monitor guidance, parental support, regular follow-up & progress tracking for home-based learning

Instructions: CHECK ITEM YES / NO / N/A. In the Remarks portion, write your comments/suggestions if not complied and if complied, write the evidence/MOV presented.

CATEGORY	ITEM	YES/ Observed	NO/Not observed	Remarks (if not complied) Evidence/MOV (if complied)
1.PREPARE AND ORIENT	1.1. Clear Check-In Guides/parent letters prepared & distributed			
	1.2. Roles & expectations for learners & guardians explained clearly			
	1.3. Communication channels & schedule shared & accessible			
	1.4. Guide aligned to lessons, competencies & emergency setup			
	1.5 Home-based Learning integrates			
	a.literacy			
	b.numeracy			
	c.values			
	d. others (pls. specify)			
2.CHECK AND GUIDE	2.1. Regular check-ins done (weekly/bi-weekly) – not just end-term			
	2.2. Teacher monitored progress; clarifies instructions & difficulties			
	2. 3. Guardians oriented on how to support – not do tasks for child			



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

	2. 4. Progress verified; not just signatures – actual work checked		
3.SUPPORT AND SUSTAIN	3.1. Emotional & learning support given to struggling learners/families		
	3.2. Barriers (work, health, resources) identified & addressed		
	3. 3. Adjustments made: pace, tasks, follow-up frequency as needed		
	3.4. Records kept: attendance, check-in notes, support provided		
4. REVIEW AND STRENGTHEN	4. 1. Feedback collected from parents/learners on guides & support		
	4. 2. Check-in guides updated based on gaps & feedback		
	4. 3. System works effectively during normal & emergency situations		

II. PERFORMANCE SUMMARY

INDICATOR	TARGET	ACTUAL	% ACCOMPLISHMENT
All learners issued Check-In Guides	100%		
Regular Check-In Compliance Rate	≥90%		
Parents/Guardians Oriented	≥95%		
Issues/Concerns Resolved within Week	≥85%		
Support System Functional in Emergencies	100%		

III. FINDINGS & ACTION PLAN

A. Strengths:

B. Gaps/Challenges:

C. Action / TA Needed:

Conforme: _____
School Head/TIC/OIC/Coordinator

Evaluator: _____ Signature: _____



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

ANNEX G

MONITORING TOOL FOR ONLINE SYNCHRONOUS CLASSES

Division: Escalante City / Negros Occidental

School Year: _____ Quarter/Month: _____

PART 1: MONITORING CHECKLIST AND OBSERVATION FORM

School: _____

Grade level/Section _____

Subject: _____

Evaluator: _____

Date of Observation: _____

Platform used

_____ Google Meet

_____ Zoom

_____ Teams

_____ FB Live

_____ Others

Instructions: CHECK ITEM YES / NO / N/A . In the Remarks portion, write your comments/suggestions if not complied and if complied, write the evidence/MOV presented.

CATEGORY	ITEM	YES/ Observed	NO/Not observed	Remarks (if not complied) Evidence/MOV (if complied)
1. PREPAREDNESS & READINESS	1.1 Schedules approved, communicated and consistent with class program			
	1.2 Link, access, details and instructions sent to learners/parents in advance			
	1.3 Sufficient devices (laptops/tablets/phones) were available for teachers & learners			
	1.4 Lesson plan was aligned to the K-12 Revised Curriculum requirements			
	1.5 Learners oriented on rules, netiquette on the use of gadget			
2. CONDUCT AND SAFETY	2.1 Classes starts and ends on time			
	2.2 Attendance are recorded accurately			
	2.3 Identities of participants were verified			
	2.4 Audio/visuals are clear			
	2.5 Instructions easy and simplified			
	2.6 Teacher tone is friendly			
3. TEACHING AND ENGAGEMENT	3.1 Lessons clear, focused and aligned to competencies			
	3.2 All learners encouraged to participate			
	3.3 Teacher checks learner's understanding regularly			
	3.4 Short duration to avoid fatigue (45-60 minutes)			



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

	3.5 Content attainable for the duration, paced to avoid overload			
	3.6 Content is inclusive, integrates visuals and auditory explanations			
	3.7 Integrates well-being, brief check-ins			
	3.8 Integrates literacy			
	3.9 Integrates numeracy			
	3.10 Integrates values			
	3.11 Other integration (pls. specify)			
4. ASSESSMENT and IMPROVEMENT	4.1 Assessment aligned with K to 12 competencies/objectives of the day			
	4.2 Formative assessments present			
	4.3 Feedback from teachers & learners observed			
	4.4 Sessions documented, outputs recorded			
	4.5 Challenges noted, Adjustments made. Instructional decision reached			

PART 2: MONITORING REPORT FORM

Submitted by: _____

Designation: _____

School/Cluster: _____

Period Covered: _____

A. QUANTITATIVE SCHOOL DATA SUMMARY INDICATOR

INDICATOR	TARGET	ACTUAL	% ACCOMPLISHMENT
No. of teachers conducting asynchronous classes online			No. of teachers conducting asynchronous classes/no. of teachers expected to conduct asynchronous classes in the school
No. of teachers conducting live classes			No. of teachers conducting live classes/no. of teachers expected to conduct live classes in the school
Learner Attendance	100%		
Average class duration	45-60 minutes		
Average Learner Completion Rate (able to finish class)	≥85%		
Learner with Access Issues / Connectivity Gaps	0%		

B. KEY FINDINGS - Strengths:

C. Gaps/Challenges:



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
SCHOOLS DIVISION OF ESCALANTE CITY

D. Technical Assistance Plan

Gap Identified	Action To be taken	Person Responsible	Target Date

Conforme: _____
School Head/OIC/TIC/Coordinator

Signature of Monitor: _____ Date: _____