

UNIVERSITY OF BAGUIO BASIC EDUCATION PRIMER
ON FLEXIBLE LEARNING MODALITY



**BASIC
EDUCATION
PRIMER**

Flexible Learning Modality of
UB High School
UB Laboratory Elem School
UB Science High School

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School Year 2026-2027

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I. INTRODUCTION

The Department of Education is directing all schools to optimize continuous quality improvement on school operations to ensure school excellence in the new learning environment. There is a need for every school to prepare systematic, effective, adaptive, and enhanced learning continuity operations in a safe and secure learning environment. In this regard, the University of Baguio Basic Education needs to enhance the learning process and implement innovative strategies and programs in order to provide a meaningful and productive learning process.

One of the determining successes of any school is the academic performance of the learners. In order to have a good academic performance for the learners, the learning environment must be prepared for this purpose. One of the challenges in this new learning environment is the implementation of the new curriculum setup and hybrid flexible learning where students' needs must be considered so that no one will be left behind.

The University of Baguio, cognizant with the lingering effects of the new environment as well as other recurring disruptions in education such as natural calamities, extreme weather conditions, other crisis-induced challenges and the ongoing disruptions in education—continues to reshape the future of the educational sector. In response to the fluidity and uncertainty of these situations, the University emphasizes the need to move beyond the traditional face-to-face classroom setup. It recognizes the importance of institutionalizing blended learning as a sustainable approach that combines in-person and online learning experiences. Through this, the University aims to ensure continuity, flexibility, and resilience in teaching and learning for both educators and students.

For the Academic Year 2026-2027 and most likely extends to the future depending on the current situation, the University of Baguio Basic Education will still be adopting the class set-up of Flexible Learning Modality.

The Flexible Learning Modality places the learners in an environment that allows them to be more self-directed, engaged, and responsible for their learning. In-person classes, Synchronous (Online) Classes, and Coursework (offline) Activities are designed to guide the students to acquire the necessary knowledge and skills and deepen their understanding.

The University of Baguio recognizes that this setup may be challenging to the parents, the learners, and the teachers. However, more importantly, with the efforts of the teachers to design authentic learning experiences for the learners, this new set-up ensures that the learners will master more than just the Most Essential Competencies mandated by the Department of Education.

To ensure further that the learners will be achieving the much-needed competencies, the tasks or activities to be designed are those that will require or need the least assistance from the parents/guardians.

It is the utmost commitment of the University of Baguio to provide its learners with the education that they deserve, with the terminal objective of nurturing their academic and social skills, and ethical values while engaging them in a fun and holistic learning environment.

II. DEFINITION OF TERMS

Coursework Activity- any activity designed by the teacher for the learners to do or accomplish on their own and at their own pace, within a reasonable time frame. This allows for flexibility considering the learning pace of the learners, availability of devices, working time of learners, availability of parents to assist their child, and strength of internet connection, among others.

Blended Learning - integration of technology in both face to face and online learning situations/ environments to enable students to learn, master, and achieve prescribed standards and competencies.

Distance Learning- a form of learning without face-to-face contact with the teacher and delivered via telecommunications; learning that is delivered via computer using platforms such as Google Classroom, G-suite, Google Meet, Zoom, and other appropriate or applicable platforms.

This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

Enrichment Blocks – days that are allocated for exams, remedial activities, co- and extra-curricular events, and teacher professional development.

Flexible Learning - the design and delivery of programs, courses, and learning interventions in such a way as to cater to student demands for variety, access, recognition of diverse learning styles, and student control over and customizability of the learning experience. It provides flexibility to the student in terms of time/pace, place, access, and/or delivery mode.

HyFlex Learning - refers to the mode of learning wherein students online and students in-person attend a class simultaneously.

In-person Classes- refer to conducting classes through instructional interaction that occurs physically and in real-time between teachers and students in the classroom.

Instructional Blocks – designated days that are dedicated to teaching and learning processes.

Learning Module- the instructional material with independent learning characteristics that outlines the lessons/topics in a logical and sequential order, guiding learners through the content and assessments in the order specified by the teacher. It includes files, web links, discussion topics, assignments, tests and quizzes, and other assessment activities.

Modular Distance Learning- involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides, and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage, and computer-based applications can all be used to deliver e-learning materials, including offline E-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask for assistance from the teacher via email, telephone, and/or text message/instant messaging. Any member of the family or other stakeholder in the community needs to serve as para-teachers.

Online Distance Learning- this features the teacher as a facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning allows live synchronous instruction. It requires participants to have a good and stable internet connection. It is more interactive than the other types of distance learning. The responses are real-time. The learners may download materials from the internet, complete and submit assignments online, and attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies.

Online Learning- refers to teaching and learning which relies on the use of online resources, and where the learners and teachers, and classmates do not meet in person.

Opening Blocks are designed for preparation activities.

Synchronous Activity- is any activity designed by the teacher to be done by the learners at an exact time, and in a virtual place that has been agreed upon or announced earlier by the teacher. Here, the teacher facilitates a class in real time to teach the lesson, to explain a concept, or to demonstrate a skill.

III. FEATURES OF FLEXIBLE LEARNING

A. The University of Baguio Basic Education Flexible Learning has the following characteristics:

1. SYSTEMATIZED

The flexible learning set-up does not seek to reinvent the traditional school day for the learners, rather it will provide them with learning situations that they are accustomed to. The class schedules are structured to emphasize learning more than anything else. The learners are therefore engaged in more independent learning activities which embrace in-person lecture] or pre-recorded lecture, reading reference materials, studying and understanding their learning modules, participating in synchronous or asynchronous class discussions, doing an individual task, taking or doing an assessment activity, and interacting with classmates.

As such, the learners need to be “on task” in order to achieve the learning outcomes. These tasks may pre-recorded lectures, reading reference material, participating in a discussion (synchronous or asynchronous), doing an individual task, taking or doing an assessment activity, or interacting with classmates.

The classes will follow a fixed daily schedule per grade level. Each school week will be composed of in-person meeting with their teachers and an independent course work hour, and in consideration of the learners’ screen time, should learning shift to online mode of delivering instructions due to class disruptions, break times are provided.

The structured class setup shall include:

a. Daily check-ins

Each school day begins with a signing-in, and checking of attendance. The class then proceeds with a class prayer, monitoring of student well-being, and giving reminders. Daily class routines will be done.

b. Academic Learning Time

The teaching-learning process is organized to make it manageable for the learners. The class schedules are so arranged to allow sufficient break time, at the same time ensuring academic learning.

c. Regular Consultation Periods

Consultation periods are allotted to ensure that learners’ concerns are attended to right away. The consultation may be initiated by the teacher, a learner, or a parent for academic or other school-related concerns.

d. Shortened Academic Periods [to be aligned with Three Term Guidelines]

A particular shortened academic schedule will be followed on an alternate weekly basis to allow for non-academic activities. This adjustment is intentionally designed to align with DepEd's prescribed instructional blocks while creating protected time for guidance and formation sessions, homeroom periods, co-curricular activities, and other blended activities that support the students' well-being. This approach ensures that learners receive focused, competency-based instruction without academic overload, while also ensuring their social-emotional growth, character formation, and sense of community. By refining the schedule, we prioritize depth over length, balance over burnout, and the provision of balanced quality education of the learner in line with the institution's vision statement.

2. ADAPTABLE

Topics and lessons in the different subjects are designed to allow a variety of delivery modes in consideration of the learners' different situations: with or without the latest learning technologies/facilities/devices; with or without strong internet connectivity; no connectivity. As such, no learner will be left behind because the modules may come in the form of low-bandwidth versions of online learning materials, or readily printable modules which may be picked up from school when necessary.

In support of this adaptability, the Basic Education Curriculum (Revised Kto10 and Strengthened SHS) has been designed to respond to various scenarios that may lead to class disruptions—whether due to natural calamities, health emergencies, or other unexpected events. Learning materials, including assessments and activities, are not limited to face-to-face instruction but are also carefully developed for online and modular learning. These materials shall be activated immediately when classes shift away from physical settings into Alternative Delivery Modes, such as Online, Modular, or Blended Learning, ensuring that teaching and learning continue despite disruptions. This flexible approach strengthens the commitment of basic education to remain responsive and resilient, upholding every learner's right to quality education at all times.

3. WELL-BEING CENTERED

The Basic Education Flexible Learning prioritizes the physical, emotional, and mental well-being of learners. Structured wellness activities, guidance programs, and socio-emotional learning opportunities are integrated into the schedule to support holistic development.

4. DEPENDABLE

Personal information and details about the learners, as well as their class works,

images, and videos, will be collected purely for school and academic purposes. In order to protect every learner, official platforms will be determined by the school for submissions by the learners. Learning tasks and activities will be carefully prepared; online materials, links, and sites will be carefully scrutinized by the teachers and review done by the Assistant Principal/Principal to ensure the suitability of learning tasks to the age and level of the learners implemented by the school.

5. COMPETENCY-DRIVEN

The flexible learning framework is anchored on clearly defined learning competencies guided by the Department of Education's revised curriculum standards. Instruction, learning activities, and assessments are aligned through a Learning Progression Map to ensure continuity and deepening of competencies across grade levels.

Emphasis is placed on *mastery learning*, where learners are provided with multiple opportunities to achieve proficiency through differentiated tasks, feedback mechanisms, and enrichment or remediation activities.

6. STANDARDS-BASED

Assessment practices are anchored on clearly defined content and performance standards. The University of Baguio Basic Education implements a standards-based assessment system that prioritizes evidence of learning over task completion.

A variety of assessment methods are utilized, including formative assessments, performance-based tasks, portfolios, and authentic assessments. Likewise, clear rubrics and success criteria are provided to guide learners toward expected standards of performance. Basic Education ensures feedback is timely, specific, and constructive, enabling learners to reflect, improve, and take ownership of their learning.

7. FUTURE-READY

The University of Baguio Basic Education Program is tailored to equip learners with essential 21st-century competencies, including critical thinking, creativity, collaboration, communication, and digital literacy.

Learning experiences in the Basic Education are well-designed to integrate real-world applications, interdisciplinary tasks, and problem-solving scenarios to prepare learners for higher education, employment, and lifelong learning.

8. TECHNOLOGY-ENABLED

Digital tools and platforms are purposefully integrated in the Basic Education Curriculum to enhance teaching and learning. Learning Management Systems (LMS), online collaboration tools, and digital resources are utilized to support both synchronous and asynchronous learning. At the same time, equitable access remains a priority, ensuring that technology integration does not disadvantage learners with limited connectivity.

9. INCLUSIVE AND EQUITABLE

In the University of Baguio Basic Education, the diverse needs, backgrounds, and contexts of learners are recognized and valued. Instructional strategies, materials, and assessments are designed to be inclusive and accessible to all learners, including those with varying learning abilities and socio-economic conditions.

Differentiated instruction and flexible pathways are provided to ensure that every learner is supported in achieving the desired learning outcomes.

10. COMMUNITY-RESPONSIVE

The Basic Education Curriculum ensures that the learners' learning experiences are contextualized to reflect local realities, culture, and community needs. The curriculum integrates relevant issues such as environmental sustainability, cultural preservation, and civic responsibility.

Partnerships with parents, alumni, and community stakeholders are strengthened to support authentic learning experiences and extend learning beyond the classroom.

11. DATA-INFORMED

In the University of Baguio Basic Education Department, instructional decisions are guided by data gathered from assessments, learner performance, and feedback mechanisms. Teachers regularly analyze learning data to inform instruction, provide targeted interventions, and continuously improve teaching practices.

PROGRAMS

To provide meaningful, optimal, and fulfilling experiences for the learners while studying and at the same time dealing and coping with the challenges of the new learning environment **as well as other recurring disruptions in education such as natural calamities, extreme weather conditions, and other crisis-induced challenges**, nurturing their academic and non-academic experiences is extremely significant. To attain the objective of providing the learners with these nurturing learning experiences, the University of Baguio Basic Education attends to these academic and non-academic agenda.

Here's a snapshot of our focus areas, summarized in the UBIANS acronym:

U - Understanding diverse learners holistically;

B - Building strong foundations for future readiness;

I - Igniting curiosity and inquiry;

A - Achieving excellence based on learning standards, competencies, and assessments;

N - Nurturing core values that cultivates for competence, upholding with integrity, and serving with a heart; and

S - Shaping students with 21st century skills (cultural empathy, creativity and innovation, communication and collaboration, critical thinking and problem-solving, citizenship and digital literacy; and career readiness).

6. Academic Programs

a. Content

The subject contents are carefully organized and structured to cover the curriculum content and performance standards along with the stated competencies not only to ensure that learners will be prepared for higher learning and their curriculum exits, and for life in general.

a.1. Revised Kindergarten to Grade 10 Curriculum

The University of Baguio Basic Education School shall implement the Department of Education's Revised Kindergarten to Grade 10 Curriculum in accordance with national standards and prescribed implementation guidelines. The curriculum is designed to strengthen foundational learning by ensuring continuity, coherence, and depth of essential competencies across learning areas from early childhood through junior high school. It emphasizes mastery of core literacies, critical thinking, values formation, and 21st-century skills through a streamlined and developmentally appropriate curriculum framework. Learners are provided with meaningful and progressively challenging learning experiences that support holistic development, academic readiness, and lifelong learning. The implementation of the Revised K to 10 Curriculum shall remain aligned with current and future issuances of the Department of Education and other relevant regulatory authorities.

a.2. Strengthened Senior High School [DO 17, s. 2026]

The University of Baguio Senior High School shall implement the Department of Education's Strengthened Senior High School (SSHS) Curriculum through a phased transition beginning School Year 2026–2027. In accordance with DepEd guidelines, **Grade 11 learners shall follow the Strengthened Senior High School Curriculum starting School Year 2026–2027, while Grade 12 learners shall continue under the previous curriculum during the transition year. Full**

implementation of the Strengthened Senior High School Curriculum for both Grade 11 and Grade 12 shall take effect in School Year 2027–2028.

The revised curriculum is designed to provide learners with a more focused, flexible, and future-ready educational experience that strengthens preparation for higher education, employment, entrepreneurship, and middle-level skills development. It emphasizes learner choice, interdisciplinary learning, career readiness, and the development of competencies that respond to the demands of higher education, industry, and an evolving global society.

Key Features of the Strengthened Senior High School Curriculum

• Phased Implementation

- **School Year 2026–2027:** The Strengthened Senior High School Curriculum shall be implemented for **Grade 11 learners only**.
- **School Year 2027–2028:** Full implementation shall commence, with **both Grade 11 and Grade 12 learners** following the Strengthened Senior High School Curriculum.
- Learners who entered Senior High School prior to the transition shall complete their studies under the curriculum prescribed for their cohort, in accordance with Department of Education guidelines.

• Future-Ready Curriculum Exits
The curriculum is designed to prepare learners for multiple post-secondary pathways, including:

- Higher Education
- Employment
- Entrepreneurship
- Middle-Level Skills Development

• Flexible Learning Pathways
The curriculum transitions from the traditional track-and-strand structure to a more flexible and learner-responsive framework that allows greater personalization of learning experiences and career preparation.

• Two Primary Learning Tracks

- **Academic Track** – Designed for learners pursuing university education and academic specialization.
- **Technical-Professional (Tech-Pro) Track** – Designed for learners seeking industry certifications, technical competencies, workplace readiness, and specialized professional skills.

• Streamlined Core Curriculum
All Grade 11 learners undertake a common set of foundational Core Subjects that

develop essential competencies in communication, mathematics, science, citizenship, and life and career readiness.

- Expanded Elective Opportunities**
Learners select elective subjects that align with their interests, talents, career goals, and preferred post-secondary pathways.

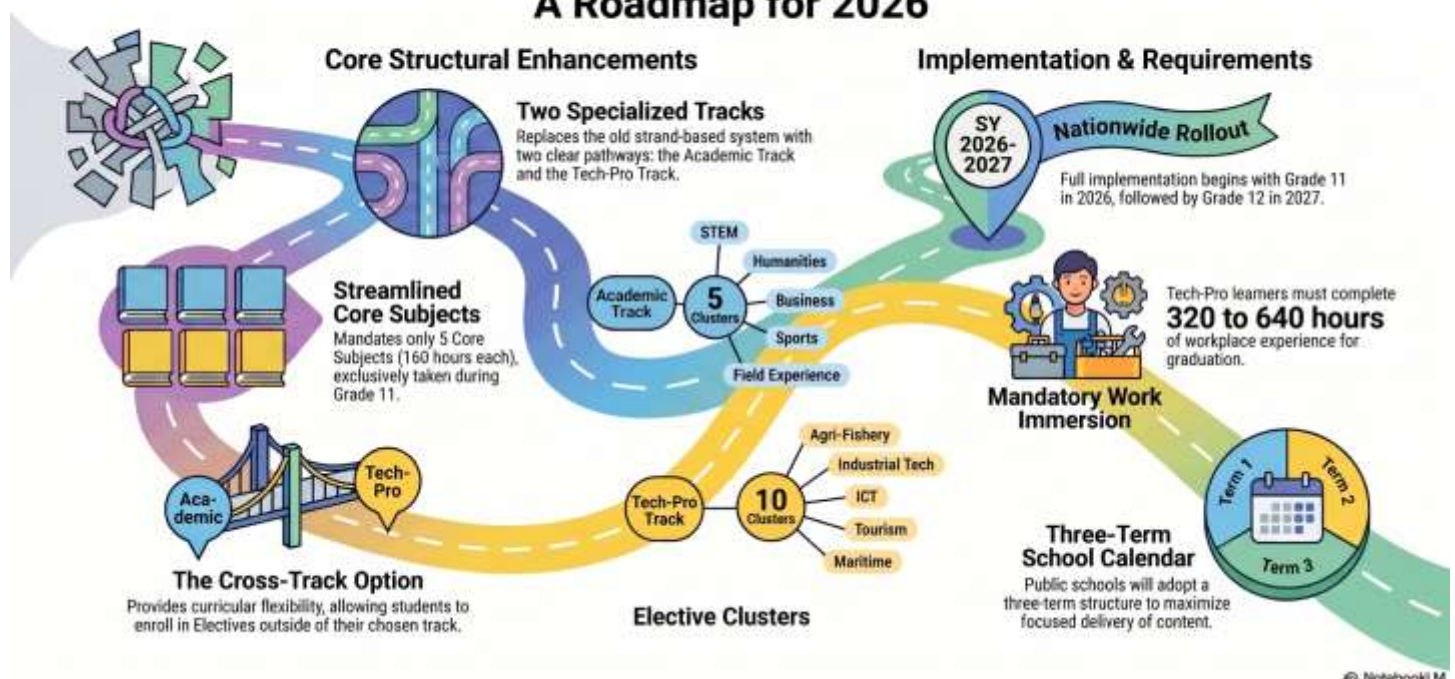
- Cross-Track Learning Opportunities**
Learners may be allowed to enroll in approved elective subjects outside their primary track, subject to prerequisites, scheduling, and institutional policies.

- Career and Workplace Readiness**
Authentic learning experiences, industry exposure, and workplace preparation are integral components of the curriculum. Work Immersion shall be implemented in accordance with Department of Education guidelines and program requirements.

- Unit-Based Academic Credit System**
Learner achievement shall be evaluated using the unit-based system prescribed by the Department of Education, ensuring a standardized and equitable computation of academic performance across learning areas.

The University of Baguio remains committed to providing a Senior High School experience that develops competent, adaptable, and socially responsible graduates who are prepared to thrive in higher education, the workplace, entrepreneurial endeavors, and lifelong learning. The implementation of the Strengthened Senior High School Curriculum shall remain subject to current and future policies, directives, and issuances of the Department of Education and other relevant regulatory agencies.

The New Strengthened Senior High School (SSHS) Curriculum: A Roadmap for 2026



b. Delivery

The UB Basic Education continues to deliver learning experiences anchored on the Blended Learning Modality that includes but is not limited to In-person, Online, Modular, or a mixture of any alternative delivery modes considering the resources and conditions of the learners and the school in general. Further, self-learning modules will be the primary instructional materials. The modules include the lessons that correspond to particular competencies to be mastered. Formative and summative assessments will be provided as means to master the concepts and develop the essential skills of the learners. Emphasizing inclusive, equitable, and accessible education for all, the said activities and assessments are designed to be feasible both in an in-person set-up or in an alternative mode of delivery. The teachers must explicitly instruct the learners on how to navigate these activities and assessments in order for a seamless shift from one mode of learning to another in cases of class disruptions. Further, teachers will provide constant feedforward and feedback to guide and direct the student's attainment of the learning goals whether be it in an in-person or Alternative Mode of Delivery.

c. Education in Emergencies and Learning Continuity Protocol [DO 14, s. 2026]

The University of Baguio Basic Education School recognizes that disruptions caused by natural hazards, extreme weather conditions, public health emergencies, and other crisis situations can significantly affect teaching and learning. Consistent with the Department of Education's Education in Emergencies (EiE) Framework, the University is committed to ensuring the continuity of quality education while safeguarding the safety, well-being, and psychosocial welfare of learners, teachers, and personnel.

The University adopts a proactive and responsive approach to learning continuity anchored on the principle that education must remain accessible, inclusive, flexible, and resilient during emergencies. Learning continuity measures shall be implemented in ways that protect learners' right to education while recognizing that the health, safety, and well-being of all stakeholders remain paramount.

Key Features of the University's Education in Emergencies Protocol

• Levels-Based Learning Continuity Framework

The University adopts the Department of Education's four-level response system to guide educational operations during emergencies:

- **Hayo (Continue):** Regular face-to-face classes and school operations continue when conditions are safe.
- **Hinay (Ease-In):** Learning shifts to appropriate distance learning

modalities when disruptions limit access to in-person instruction.

- **Hinga (Check-In):** Emphasis is placed on learner and personnel well-being, psychosocial support, and readiness assessment.
- **Hinto (Stop):** Learning activities are temporarily suspended when safety and security considerations require immediate protective action.

- **Learning and Service Continuity Plan (LSCP)**

The University develops, implements, and regularly updates a Learning and Service Continuity Plan that outlines procedures, interventions, communication protocols, and alternative learning arrangements during emergencies and disruptions.

- **Capability Mapping and Readiness Assessment**

The University conducts periodic assessments to determine the readiness and capacity of learners, parents, teachers, and personnel to participate effectively in various learning modalities, ensuring that continuity measures are responsive to stakeholder needs.

- **Flexible Learning Modalities**

Depending on the continuity level activated, learning may be delivered through face-to-face instruction, synchronous online learning, digital learning resources, printed modules, learning packets, and other approved alternative delivery mechanisms.

- **Trauma-Informed and Learner-Centered Practices**

Recognizing the impact of emergencies on learners and school personnel, the University promotes safe, supportive, and inclusive learning environments through trauma-informed practices, psychosocial support, and appropriate interventions, including Psychological First Aid when necessary.

- **Parent and Guardian Engagement**

The University strengthens home-school partnerships through orientations, training sessions, and regular communication to equip parents and guardians with the knowledge and resources needed to support learning continuity at home.

- **Monitoring, Reporting, and Communication Systems**

Appropriate monitoring and reporting mechanisms shall be maintained to facilitate timely decision-making, effective communication, and the activation or deactivation of continuity measures based on prevailing conditions and stakeholder readiness.

- **Instructional Recovery and Makeup Classes**

When emergency-related disruptions result in instructional time falling below prescribed requirements, the University shall implement makeup classes and other learning recovery interventions to ensure the attainment of intended learning standards and competencies.

• Continuous Improvement and Policy Compliance

The University shall regularly review and enhance its Education in Emergencies protocols to strengthen institutional resilience and ensure alignment with current and future policies, directives, and issuances of the Department of Education and other relevant regulatory agencies.

Through these measures, the University seeks to provide uninterrupted, inclusive, and meaningful learning experiences while fostering resilience, adaptability, and well-being among all members of the school community.



LEARNING CONTINUITY IN EMERGENCIES



LEARNING CONTINUITY MATRIX FOR SUSPENSION PER KEY STAGE IN ACCORDANCE WITH DEPED ORDER 22, S. 2024



HAYO (Continue)

Ideal circumstances where learners and teachers are physically safe, emotionally regulated, and cognitively ready to engage in sustained learning. Families and communities function normally.

TYPHOONS AND TROPICAL CYCLONES	HEAVY RAINFALL AND FLOOD	EARTHQUAKES AND LANDSLIDES
No typhoon or tropical cyclones	No heavy rainfall or flood	No earthquake or slight earthquake tremors
POWER OUTAGES	EXTREME HEAT CONDITIONS	LOW AIR QUALITY OR VOLCANIC FOG
No power outage	No extreme heat	Good (green) (0-25) to fair (yellow) (25.1-35.0)



(Source: DepEd Order No. 14, series of 2026)



HINAY (Ease in)

Minor to moderate disruptions to in-person classes where learners experience mild stress or uncertainty. Routines are disrupted and access to learning spaces or support at home is uneven.

TYPHOONS AND TROPICAL CYCLONES	HEAVY RAINFALL AND FLOOD	EARTHQUAKES AND LANDSLIDES
Tropical Cyclone Wind Signal No. 1 - Classes in kindergarten are automatically suspended Tropical Cyclone Wind Signal No. 2 - In-person classes are automatically suspended from Kindergarten to Junior High School	Yellow warning (rainfall) Alarm water level (flooding) Classes per level are suspended at the discretion of the Local Chief Executive or other relevant national government agencies	Intensity IV and below Minimal building damages; checks are made within the day Classes per level are suspended at the discretion of the Local Chief Executive or other relevant national government agencies
POWER OUTAGES	EXTREME HEAT CONDITIONS	LOW AIR QUALITY OR VOLCANIC FOG
Power outages during class hours There is no automatic suspension of classes	Caution 27-32°C There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	Unhealthy (orange) (35.1-45.0) to (red) (45.1-55.0) There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.



(Source: DepEd Order No. 14, series of 2026)



HINGA (Check-in)

Learners experience heightened stress due to the impact of emergencies, crises, or disasters. Community recovery is ongoing.

TYPHOONS AND TROPICAL CYCLONES	HEAVY RAINFALL AND FLOOD	EARTHQUAKES AND LANDSLIDES
Tropical Cyclone Wind Signal No. 3 Work, ALS, and in-person classes for all levels are automatically suspended	Orange Warning (rainfall) and Critical Water Level (flooding) Work, ALS, and in-person classes for all levels are automatically suspended	Intensity V Significant building damages, checks are made within 2 days Classes per grade level are suspended at the discretion of the LCE or other relevant national government agencies
POWER OUTAGES	EXTREME HEAT CONDITIONS	LOW AIR QUALITY OR VOLCANIC FOG
Power outage for 2-3 days There is no automatic suspension of classes	Extreme caution 33-41°C There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	Acutely unhealthy (purple) PM 2.5 between 55.1-90 There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.



(Source: DepEd Order No. 14, series of 2026)



HINTO (Stop)

Learners' safety and basic needs are at risk; distress or displacement is highly likely. Extreme unsafe conditions within the community or family.

TYPHOONS AND TROPICAL CYCLONES	HEAVY RAINFALL AND FLOOD	EARTHQUAKES AND LANDSLIDES
Tropical Cyclone Wind Signal No. 4 Work, ALS, and in-person classes for all levels are automatically suspended	Red Warning (rainfall) and Critical Water Level (flooding) Work, ALS, and in-person classes for all levels are automatically suspended	Intensity VI and above Extreme building damages; checks and aid are delayed by 3 or more days Work, ALS, and in-person classes for all levels are automatically suspended
POWER OUTAGES	EXTREME HEAT CONDITIONS	LOW AIR QUALITY OR VOLCANIC FOG
Power outage for 4 or more days There is no automatic suspension of classes	Extreme danger 42-52°C There is no automatic suspension of classes. However, the LCE may still exercise authority to declare suspensions.	Emergency (maroon) PM 2.5 > 91 Work, ALS, and in-person classes for all levels are automatically suspended



(Source: DepEd Order No. 14, series of 2026)

d. Assessments, Grading, and Recognition [DO 15, s. 2026]

The University of Baguio Basic Education School adopts a standards-based and learner-centered assessment system consistent with the policies and guidelines of the Department of Education particularly DO 15, s. 2026. Assessment is designed to support learning, monitor progress, and provide meaningful feedback that promotes academic growth, character formation, and holistic development.

Assessment is implemented through two complementary processes:

Formative Assessment is integrated into daily instruction to monitor learners' progress, identify learning gaps, and inform instructional adjustments. Through strategies such as observation, questioning, feedback, self-assessment, peer assessment, and the ESRU (Elicit–Student Response–Recognize–Use) process, formative assessment provides timely support for learning. Results from formative assessments are used to improve instruction and learning but are not included in the computation of grades.

Summative Assessment measures learners' attainment of curriculum standards and learning competencies at designated points in the learning process. These assessments may take the form of Written and Oral Works (WWs), Product and Performance Tasks (PTs), and Examinations (EXs), which serve as the basis for determining learner achievement.

The University adopts differentiated grading systems according to learners' developmental stages:

- **Key Stage 1 (Kindergarten to Grade 3)** utilizes a **Descriptive Grading System**, where learner progress is communicated through developmental descriptors and narrative feedback that highlight strengths, areas for growth, and next learning steps.
- **Key Stages 2 to 4 (Grades 4 to 12)** utilize a **Numerical Grading System**, with grades computed based on the prescribed weights of Written and Oral Works, Product and Performance Tasks, and Examinations in accordance with Department of Education guidelines.

For School Year 2026–2027, the University shall implement the adjusted transmutation procedures prescribed by the Department of Education. Beginning School Year 2027–2028, the University shall transition to the prescribed Zero-Based Grading System for applicable key stages, subject to DepEd implementation guidelines.

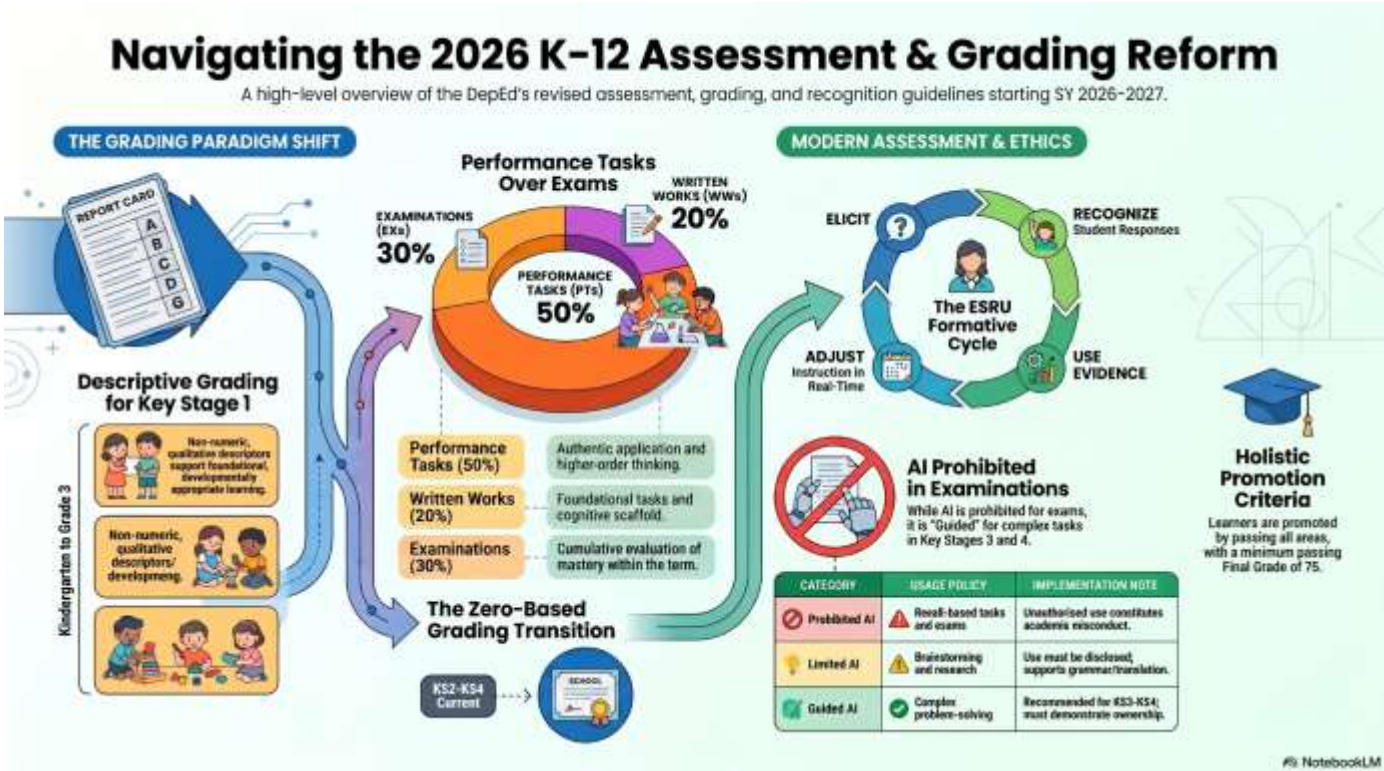
In recognition of emerging technologies in education, the University promotes the **ethical, responsible, and transparent use of Artificial Intelligence (AI)** in learning and assessment. Learners are expected to uphold academic integrity by ensuring that submitted outputs authentically reflect their own work. The use of AI tools shall be governed by the nature of the assessment task, with specific

activities designated as AI-prohibited, AI-limited, or AI-guided, in accordance with Department of Education policies. Any permitted use of AI must be properly disclosed and documented.

The University likewise adopts a **learner-supportive and non-punitive approach** to assessment and promotion. Learners experiencing difficulties shall be provided timely interventions, remediation, and instructional support to help them achieve the expected learning standards. Decisions regarding promotion and retention shall be based on learners’ overall progress and compliance with intervention measures, consistent with DepEd regulations.

Learner achievements shall be recognized through a system of awards and recognition that values both academic excellence and holistic development. Recognition programs may include awards for character, leadership, service, citizenship, academic achievement, and excellence in specific learning areas, following the criteria and procedures established by the Department of Education. An Awards and Recognition Committee shall oversee the fair, transparent, and equitable implementation of all recognition programs.

The assessment, grading, promotion, and recognition system of the University shall remain subject to revisions and adjustments in accordance with current and future policies, directives, and issuances of the Department of Education and other relevant regulatory agencies. At a glance, the assessment, grading, and promotion of the University of Baguio Basic Education in compliance to DO 15, s. 2026 shall be:



d. Signature Subjects

A Signature Subject added to the Dep-Ed mandated subjects covered by the Basic Education Curriculum is a distinct, future-ready learning area that reflects the University of Baguio Basic Education Department's commitment to international standards, the Sustainable Development Goals (SDGs), and principles of the circular economy. It is designed to develop learners' 21st century competencies through authentic, real-world applications—empowering them to analyze community needs, create innovative and sustainable solutions, and produce meaningful outputs that demonstrate ethical responsibility, cultural awareness, and environmental stewardship.

7. Non-Academic Programs

a. Guidance Services

The University of Baguio remains cognizant of the learners' well-being, especially in keeping with the demands of shifting to the new class setup and having to be more engaged, and more responsible for their learning. To keep in touch with the learners and provide them support in their mental and emotional health, the school's Guidance Counsellor or Student Development Facilitator is available online, through the e-counseling platform for the learners' counseling needs. The Guidance Counsellor/Student Development Facilitator or the student and parent can initiate the counseling session.

b. Student Activities

To discover and enhance the learners' other potentials, the University of Baguio continues to provide co-curricular opportunities for them to have gainful experiences that will supplement their academic learning. Activities of recognized clubs and student organizations will be conducted online and in-person.

c. Code of Discipline

The University of Baguio strongly believes that effective discipline is a collaborative effort between the school and the home. Such partnership will promote genuine character formation, discipline, and good character among the learners. Feedback mechanisms and a modified code of discipline tailored to the new teaching-learning setup will be made available, and implemented.

8. Advisory Period

The learners will still be grouped into sections/classes under the care of an assigned class adviser. The class adviser will be in charge of the general well-being of the students and will serve as the key contact of the parents and pupils for school-related matters. The class adviser during the homeroom period will interact with the students and facilitate interaction among the learners in the advisory class.

IV. SCHOOL CALENDAR

UBLES THREE TERM CALENDAR FOR SY 2026-2027

Date	Activity	No. of School Days
JUNE 2026		
29-30	School Brigada	Term 1: 67 Days (Note: Enrichment block (orange) co-and extra-curricular activities like clubs and monthly activities in the morning and remediation/enrichment in the afternoon, INSET, parent-teacher conference, faculty/PLC meeting, and wellness break)
31	Faculty and Staff Meeting (AM) / PTCA (PM)	
JULY 2026		
1-3	JBLES Faculty and Staff INSET	
4	Parents' Orientation	
6	Opening of Classes	
	Pupils' Orientation & Socialization	
7	Clubs Orientation (AM), CCSD/Ulibrary/P (PM)	
15	Cordillera Day	
AUGUST 2026		
7	Club & SDG Integration Day	
8	FAMERS	
20	Buwan ng Wika Celebration (SDG 3, 4, 12, & 17)	
28	Clubs' Performance Day	
21	Ninoy Aquino Day	
31	National Heroes' Day	
SEPTEMBER 2026		
1	Baguio Day	
4	Nanay Rosa Celebration	
13	SIPAT Day	
26	Math & Science Culminating (SDG 4, 6, 7, 13, & 17)	
28-30	Term 1 Assessment Week	
OCTOBER 2026		
1	Continuation of Term 1 Assessment Week	
2	Teacher's Day (SDG 4 & 17)	
28	UN Celebration & Scouting/Investiture (SDG 2,3 & 17)	
29-30	Academic & Wellness Break	
NOVEMBER 2026		
1	All Saints Day	
2	All Souls Day (Special Non-Working Holiday)	
27-28	School Camp (SDG 1, 3, 4, & 17)	
30	Bonifacio Day	
DECEMBER 2026		
8	Feast of the Immaculate Conception of Mary (Special Non-Working Holiday)	
12	Year-End Concert, Appreciation & Thanksgiving Day	
13-Jan.3, 2027	Academic and Wellness Break	
25	Christmas Day	
30	Rizal Day	
JANUARY 2027		
1	New Year's Day	
4-6	Faculty & Non-teaching MidYear INSET	
19-22	Term 2 Assessment Week	
23	Tripartite and Alumni Homecoming (SDG 4 & 17)	
FEBRUARY 2027		
2	Start of 4 th Quarter	
6	Chinese New Year	
8	Start of Ramadan	
18-19	Intramurals Culmination (SDG 5, 12, 16, & 17)	
MARCH 2027		
10	Eid Al Fitr*	
22-27	Academic & Wellness break	
25-28	Holy Week	
31	Literary & Nutrition Celebration (SDG 2,3,4, & 17)	
APRIL 2026		
5-8	Term 3 Assessment Week	
16	Grade 6 Spiritual Upliftment (SDG 3 & 17)	
21	G5-6 Promenade (SDG 3 & 17)	
27	Moving-Up, Recognition, and Graduation Day	
28-30	Clearance Week	
MAY 2026		
7	Card Giving Day	
10	Start of Enrollment for Old Pupils	
Total Number of School Days		201

JUNE 2026						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
School days: 3						

JULY 2026						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
School days: 22						

AUGUST 2026

S	M	T	W	Th	F	Sa
2	3	4	5	6	7	1
9	10	11	12	13	14	15
15	16	18	19	20	21	22
23	24	25	26	27	28	29

School days: **20**

SEPTEMBER 2026						
S	M	T	W	Th	F	Sa
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
School days: 22						

OCTOBER 2026						
S	M	T	W	Th	F	Sa
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
School days: 23						

NOVEMBER 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

School days: 20

DECEMBER 2026						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School days: 9

JANUARY 2027

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

School days: 21

FEBRUARY 2027

Mon	T	W	Th	F	Sa
5	1	2	3	4	5
6	7	8	9	10	11
12	13	14	15	16	17
18	19	20	21	22	23
24	25	26	27	28	29

School days: 19

MARCH 2027

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

School days: 21

APRIL 2027

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

School days: 21

Month	School Days
June	3
July	22
August	20
September	22
October	23
November	20
December	9
January	21
February	19
March	21
April	21
TOTAL	201

Legend:

- Opening Block
- Instructional Block
- Enrichment Block
- X - Declared Holidays/No Classes
- * - Number of days/dates may vary

Opening Blocks (6 days) July 1-7			
	Term 1	Term 2	Term 3
Instructional blocks	July 8-Sept 24	Sept 28 – Jan 18	Jan 25 – April 2
Enrichment blocks (10 days per term)	June 29-31 July 25 Aug 7-8, 20, 28 Sept 4, 11	Oct 2, 28-30 Nov 26-28 Dec 12 Jan 4-6, 23	Jan 23 Feb 18-19 Mar 22-24, 31 Apr 16, 21, 27
Assessment periods (4 days per term)	September 28-30 - Oct. 1, 2026	Jan 19-22	April 5-8
Submission of grades	Oct 7	Feb 3	April 16

Prepared by:

DR. JULIUS T. GAT-EB, LPT
Principal

Noted by:

DR. JANICE KAYLYN K. LONOGAN, RMT, LPT
Vice President for Academic Affairs

Recommending Approval:

DR. JAVIER HERMINIO D. BAUTISTA, DBA
President

Approved by:

DR. SORAYA T. FACULO, CESO V
Schools Division Superintendent
Department of Education
Division of Baguio City

UBSHS THREE TERM CALENDAR SY 26-27

UNIVERSITY OF
Baguio

SCIENCE HIGH SCHOOL

General Luna Road, Baguio City Philippines 2600

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Website: www.ubagui.edu.ph

SCHOOL CALENDAR FOR THE SCHOOL YEAR (SY) 2026-2027

Date	Activity	No. of School Days	
JUNE 2026			
24-26	SPG and YDT Body Leadership Training-Workshop	2	
29-30	Faculty INSET		
JULY 2026			
1	Faculty INSET, Faculty & Staff PLC Sessions	First Quarter:	
2	Orientation of Students and Parents		
3	Brigada Eskwela & Preparation of LMS		
6	Start of 1 st Quarter & Advisory Class Orientation		
7-10	Subject Orientation and Introduction		
15	Condellera Day	71 Days	
AUGUST 2026			
10	Faculty and Staff PLC Sessions		
13	Great Minds Meet		
21	Ninoy Aquino Day		
31	National Heroes Day		
SEPTEMBER 2026			
1	Baguio Day	Second Quarter	
3	Buwan ng Wika & Anima Angelorum & Bukluran (Angel & Soul Activity)		
13	SIPAT Day		
14	Faculty and Staff PLC Sessions		
29-30	First Quarter Examination Days		
OCTOBER 2026		65 days	
1-6	Enrichment Days, Completion Week		
7	Submission of Class Record, Portal Grades, and Summary of Grades		
8	Start of 2 nd Quarter, World Solidarity Day		
12	Card Giving		
19	Faculty and Staff PLC Sessions	65 days	
27-28	YDT/Intramurals		
NOVEMBER 2026			
1	All Saints Day		
7	All Souls Day		
23	Faculty and Staff PLC Sessions		
30	Andres Bonifacio Day	Third Quarter:	
4	Student Year-End Get Together		
8	Immaculate Conception		
9	Cantata Dress Rehearsal		
10-11	Cantata Proper		
12	Faculty Year-End Get Together	65 Days	
JANUARY 2027			
1	New Year's Day		
4	Back to School from Christmas Break		
19-20	Second Quarter Examination Days		
21-27	Enrichment Days, Completion Week		
27	Submission of Class Record, Portal Grades, and Summary of Grades	65 Days	
28-29	Start of 3 rd Quarter, Midyear INSET, Faculty and Staff PLC Sessions		
FEBRUARY 2027			
1	Card Giving		
6	Chinese New Year		
8	Faculty and Staff PLC Sessions		
10-12	Immersion Camp	65 Days	
23	Ibaloi Day		
MARCH 2027			
4	Festival of Talents		
8	Faculty and Staff PLC Sessions		
11	Closing of Palaso & Meeting De Avance		
25	Maundy Thursday		

JUNE 2026						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
School days: 2						

JULY 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
School days: 23						

AUGUST 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
School days: 28						

SEPTEMBER 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
School days: 21						

OCTOBER 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
School days: 23						

NOVEMBER 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
School days: 20						

DECEMBER 2026						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
School days: 9						



**UNIVERSITY OF
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SCIENCE HIGH SCHOOL
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26	Good Friday	
27	Black Saturday	
APRIL 2027		
6-7	Third Quarter Examination Days	
8-16	Enrichment Days, Completion Week	
9	Day of Valor	
14	Submission of Class Record, Portal Grades, Summary of Grades, Posting of List of Graduates, Academic and Non-Academic Awardees, Deliberation	
15	Faculty and Staff PLC Sessions	
19	Graduation Ball (Grade 12)	
21	Banquet (Grades 10 & 11)	
30	Recognition of Honors (Grades 7, 8 & 11), Moving-up Ceremony, Graduation Rites and Red Carpet	
MAY 2027		
1	Labor Day	
3	Giving of Report Cards	
10-31	Enrollment for Grades 7-12	
Total Number of Class Days		201

Legend:

J - School Days/Flexible Learning Days
O - Official Holidays
Yellow = Opening Block (beginning of every term)
Green = Instructional Block (teaching and learning activities)
Orange = Enrichment Block (Grades computation, consultations, remediation/enrichment, INSET)

JANUARY 2027						
S	M	T	W	Th	F	Sa
						1
						2
						3
						4
						5
						6
						7
						8
						9
						10
						11
						12
						13
						14
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						21
						22
						23
						24
						25
						26
						27
						28
						29
						30
						31
School days: 21						

FEBRUARY 2027						
S	M	T	W	Th	F	Sa
						1
						2
						3
						4
						5
						6
						7
						8
						9
						10
						11
						12
						13
						14
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						20
						21
						22
						23
						24
						25
						26
						27
						28
						29
						30
						31
School days: 20						

MARCH 2027						
S	M	T	W	Th	F	Sa
						1
						2
						3
						4
						5
						6
						7
						8
						9
						10
						11
						12
						13
						14
						15
						16
						17
						18
						19
						20
						21
						22
						23
						24
						25
						26
						27
						28
						29
						30
						31
School days: 21						

APRIL 2027						
S	M	T	W	Th	F	Sa
						1
						2
						3
						4
						5
						6
						7
						8
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						10
						11
						12
						13
						14
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						21
						22
						23
						24
						25
						26
						27
						28
						29
						30
						31
School days: 21						

Month	Class Days
June	2
July	25
August	26
September	21
October	25
November	30
December	9
January	21
February	20
March	21
April	21
TOTAL	241

Submission of Grades (10 days after the last day of PT week)

First Grading Period: September 29-30, 2026

Second Grading Period: January 19-20, 2027

Third Grading Period: April 6-7, 2027

Prepared by:

DR. THEA P. SUACO
Principal

Noted by:

DR. JANICE KAYLYN K. LONOCHAN
Vice President for Academic Affairs

Recommending Approval:

DR. JAVIER HERMINIO D. BAUTISTA
President

Approved by:

SORAYA T. FACULO, PhD, CESO V
Schools Division Superintendent
Department of Education
Division of Baguio City

UBHS THREE TERM CALENDAR SY 2026 - 2027

SCHOOL CALENDAR FOR THE SCHOOL YEAR (SY) 2026-2027

DATE	ACTIVITY	NO. OF SCHOOL DAYS
JUNE 2026		
8-11	Enrollment for Grades 7, and 11	
12	Independence Day	
15-19	Enrollment for Grades 8-10, and 12	
29-30	Brigada Eskwela	
JULY 2026		
1-3	Faculty InSet	First Term
4	Students and Parents' Orientation	
6	Start of Classes	
15	Cordillera Day	
27	Filing of Candidacy for HSSG	
AUGUST 2026		
8	FAMERS	(Note: Co-curricular & Club activities supportive of learners' growth and development will be plotted during the latter part of the Enrichment Weeks)
15	Outreach Activity (Reading and Tutorial Reformation Program)	
	Buwan ng Wika Culminating Activity (Classroom-based)	
21	Ninoy Aquino Day	
31	National Heroes Day	
SEPTEMBER 2026		
1	Baguio Day	
14-18	First Quarter Assessment Week	
13	SIPAT	
21-30	Enrichment Weeks	
24-25	Leadership Summit	
OCTOBER 2026		
1	Start of Second Term	
2	Teachers' Day (City Ordinance No. 5, s. 2023)	
10	Parent-teacher conference, issuance of report cards	
29-30	Academic and Wellness break	
NOVEMBER 2026		
1	All Saints Day	Second Term:
2	All Souls Day (Special Non-Working Day)	
3	SHS Start of Classes/JHS Regular Class	
30	Bonifacio Day	
DECEMBER 2026		
8	Feast of the Immaculate Conception of Mary	
9-10	Cantata 2026	
11	Class Year-end Party	
12	Faculty and Staff Year-end Party	
25	Christmas Day	
30	Rizal Day	
31	Last day of the year	

JUNE 2026

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

School days: 2

JULY 2026

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School days: 23

AUGUST 2026

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

School days: 21

SEPTEMBER 2026

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

School days: 21

OCTOBER 2026

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School days: 23

NOVEMBER 2026

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

School days: 19

DECEMBER 2026

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School days: 9

JANUARY 2027			Third Term: 70 Days
1	New Year's Day		
4	Mid-Year INSET		
7-8 & 11-13	Second Term Assessment Week		
14-20	Enrichment Weeks		
18-20	SHS Enrollment		
21	Start of Third Term		
20	Career Talk: Grade 10		
30	Career Talk: Grade 12		
FEBRUARY 2027			
6	Chinese New Year		
20	Parent Conference, Issuance of Report Cards		
MARCH 2027			
10	Eid al-Fitr		
22-24	Academic and Wellness Break		
25	Maundy Thursday		
26	Good Friday		
27	Black Saturday		
APRIL 2027			
5-8	Third Term Assessment Week		
12-16	Enrichment Weeks		
16-21	Deliberation for academic & non-academic awardees		
22-23	Posting of awardees, completers, and graduates		
22	JHS Promenade		
23	Graduation Ball		
26	Graduation Rehearsal		
27	Moving Up, Recognition Rehearsals		
28	Moving up, Recognition		
29	Graduation		
30	Issuance of Report Cards		
	Year-end Assessment of Accomplishments		
Total Number of Class Days			201

Note: Co-curricular & Club activities supportive of learners' growth and development will be plotted during the latter part of the Enrichment Weeks.

JANUARY 2027						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

School days: 21

FEBRUARY 2027						
S	M	T	W	Th	F	Sa
						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

School days: 21

MARCH 2027						
S	M	T	W	Th	F	Sa
						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

School days: 20

APRIL 2027						
S	M	T	W	Th	F	Sa
						4
4	5	6	7	8	9	11
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

School days: 21

Legend		
/ - School Days		
O or red mark - holidays/No classes		
 Opening Block	 Instructional Block	 Enrichment Block
6 days	51 days	10 days
	51 days	13 days
	50 days	15 days

SUBMISSION OF GRADES:

- 1ST Assessment Week: October 03, 2026
 2ND Assessment Week: January 26, 2027
 3RD Assessment Week: April 23, 2027

Month	Class Days
June	2
July	23
August	21
September	21
October	23
November	19
December	9
January	21
February	21
March	20
April	21
Total	201

Prepared by:

DR. VIOLETA F. APILES, LPT
Principal

Noted by:

DR. JANICE KAYLYN K. LONOGAN, RMT, LPT
Vice President for Academic Affairs

Recommending Approval:

DR. JAVIER HERMINIO D. BAUTISTA
President

Approved by:

SORAYA T. FACULO, PhD., CESO VI
Schools Division Superintendent

V. SAMPLE CLASS SCHEDULES

A. UB LABORATORY ELEMENTARY

- Full Face-to-Face Learning Scheme from Monday to Friday*
Opening Block : 6 days
Instructional Block: 55-56 days learning sessions per term
Enrichment Block: 10 days per term (co- and extra-curricular activities, INSET, Parents and Teachers Conference/Meeting, wellness break, grades computation/deliberation, remediations)
- UBLES Sample Weekly Academic Scheme**
Nursery & Kindergarten - 3 hours / day only (8-11 AM Session & 1-4PM Session)
Grades 1-2: 8AM - 2:30PM
Grade 3: 8AM - 3:00PM
Grades 4-6: 8AM - 3:45PM

Time	Vibrant Monday	Exploring Tuesday	Acquiring Wednesday	Deepening Thursday	Challenging Friday
7:45-8:00: Management of Learning (MOL) facilitated by Class Advisers					
8:00-8:45	Subject 1	Subject 1	Subject 1	Subject 1	Subject 1
8:45-9:30	Subject 2	Subject 2	Subject 2	Subject 2	Subject 2
9:30-9:45	Morning Health Break				
9:45-10:30	Subject 3	Subject 3	Subject 3	Subject 3	Subject 3
10:30-11:15	Subject 4	Subject 4	Subject 4	Subject 4	Subject 4
11:15-12:00	Subject 5	Subject 5	Subject 5	Subject 5	Subject 5
12:00-1:00	Lunch Break				
1:00-1:45	Subject 6	Subject 6	Subject 6	Subject 6	Subject 6
1:45-2:30	Subject 7	Subject 7	Subject 7	Subject 7	Subject 7
2:30-2:45	Afternoon Health Break				
2:45-3:00	Subject 8	Subject 8	Subject 8	Subject 8	HGP (LG)
3:00-3:45	Subject 9	Subject 9	Subject 9	Subject 9	HGP (HG)
3:45-5:00: Employee Management of Work Instructions and Facilities					

B. UB HIGH SCHOOL

Blended Learning:

- For a four-hour subject, learning is delivered through a balanced blend of modalities: two (2) hours of in-person instruction, one (1) hour of synchronous online engagement, and one (1) hour of independent learning through designated coursework. This structure ensures that learners benefit from direct teacher interaction, real-time virtual collaboration, and self-paced learning experiences that reinforce mastery and accountability.

Schedules

1. Junior High School

7 AMETHYST (MA01)					
Time	M (F2F)	T (OL/CW)	W (F2F)	Th (OL/CW)	F (OL/CW)
8:00-9:00	ENGLISH 7	ENGLISH OL	SCIENCE 7	MATH OL	MAPEH OL
9:00-10:00		ENGLISH CW		MATH CW	MAPEH CW
10:00-10:15	BREAK				
10:15-11:15	MATH 7	RESEARCH OL	Technology & Livelihood Education (TLE) 7	FILIPINO OL	SOCIAL STUDIES OL
11:15-12:15		RESEARCH OL		FILIPINO OL	SOCIAL STUDIES CW
12:15-1:15	LUNCH BREAK				
1:15-2:15	MAPEH 7	SCIENCE OL	SOCIAL STUDIES 7	TLE OL	VAL ED OL
2:15-3:15		SCIENCE CW		TLE CW	FILIPINO CW
3:15-4:15	FILIPINO 7	RHGP OL	VAL ED 7	VAL ED OL	RAP OL (Reading Advancement Program)
4:15-5:00				VAL ED CW	

2. Senior High School

GRADE 11 ASSH AND SPORTS, HEALTH & WELLNESS CLUSTERS

GRADE 11- ARTS AND SOCIAL SCIENCES/ SPORTS, HEALTH & WELLNESS					
Time	M	T	W	Th	F
8:00-9:00	SHS EFCOM	SHS EFCOM OL	SHS PANKAS	SHS PANKAS OL	SHS LICASK OL
9:00-10:00	SHS MAKOM	SHS MAKOM OL		SHS PANKAS CW	SHS LICASK CW
10:00-10:15	BREAK				
10:15-11:15	SHS GEN MAT	SHS GENMAT OL	ARTS/ HUMAN MOVEMENT	ARTS OL/ HUMAN MOVEMENT	ARTS OL
11:15-12:15		SHS GENMAT CW			ARTS CW
12:15-1:15	LUNCH BREAK				
1:15-2:15	SHS GENSCI	SHS GENSCI OL	LICASK	SHS FITA OL / SPORTS COACHING	SHS FITA OL
2:15-3:15		SHS GENSCI CW			SHS FITA CW
3:15-4:15	FITA	RHGP G11 OL	FITA		

GRADE 11- HOSPITALITY AND TOURISM					
Time	M	T	W	Th	F
8:00-9:00	SHS FOODBV	SHS FOODBV OL	SHS PANKAS	SHS PANKAS OL	SHS MAKOM OL
9:00-10:00		SHS FOODBV CW		SHS PANKAS CW	
10:00-10:15	BREAK				
10:15-11:15	SHS GEN MAT	SHS GENMAT OL	SHS FOODBV	SHS EFCOM OL	SHS LICASK OL
11:15-12:15		SHS GENMAT CW			SHS LICASK CW
12:15-1:15	LUNCH BREAK				
1:15-2:15	SHS GENSCI	SHS GENSCI OL	SHS FOODBV	SHS LICASK OL	SHS AIECS
2:15-3:15		SHS GENSCI CW			
3:15-4:15	LICASK	RHGP G11	AIECS		

GRADE 12 STEM

GRADE 12-STEM					
Time	M	T	W	Th	F
8:00-9:00	CONEAPP OL	CONEAPP	CORSOC OL	PHYS	CONEAPP OL
9:00-10:00			CORSOC CW		CONEAPP CW
10:00-10:15	BREAK				
10:15-11:15	CORSOC OL	CORSOC	PHYS OL	PHYS	PHYS CW
11:15-12:15				CHEM	CHEM CW
12:15-1:15	LUNCH BREAK				
1:15-2:15	RES OL	RES2	CHEM OL	CHEM	
2:15-3:15					
3:15-4:15	RHGP G12 OL		RES CW	PE	

- **1-2-2 HyFlex/Blended Learning Scheme**

- UB SCIENCE HIGH SCHOOL: Sample Schedule for Junior High School**

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UB SCIENCE HIGH SCHOOL: Sample Schedule for Senior High School

 UNIVERSITY OF Baguio UB SCIENCE HIGH SCHOOL SENIOR HIGH SCHOOL CLASS SCHEDULE SY 2026-2027											
SECTION		11-ACCURACY: AMS									
TIME/ DAY		MON (F2F)		TUE (F2F)		WED (SYNC)		THU (SYNC)		FRI	
8:00	8:20	1	GENSCI	M'ADA	SOCSCI	S'CLEOF	GENSCI	M'ADA	SOCSCI	S'CLEOF	ADVISORY
8:20	8:40										
8:40	9:00										
9:00	9:20										
9:20	9:40	2	FIL11	M'ALMA	LCS	S'JHUNE	FIL11	M'ALMA	LCS	S'JHUNE	ENRICHMENT
9:40	10:00										
10:00	10:20										
10:20	10:40										
10:40	11:00	3	ENGL11	M'VERON	LCS	S'JHUNE	ENGL11	M'VERON	LCS	S'JHUNE	ENRICHMENT
11:00	11:20										
11:20	11:40										
11:40	12:00										
12:00	12:20	4	GENMATH	M'SAI	ELECTIVE	M'ABI	GENMATH	M'SAI	ELECTIVE	M'ABI	ENRICHMENT
12:20	12:40										
12:40	1:00										
1:00	1:20										
1:20	1:40	LUNCH BREAK									
1:40	2:00	5	TRIGO	S' IAN	CALCULUS	S' ALBERT	TRIGO	S' IAN	CALCULUS	S' ALBERT	CW
2:00	2:20										
2:20	2:40										
2:40	3:00										
3:00	3:20	HAUSTUS									
3:20	3:40	6	ELECTIVE	CW	LCS	CW	ELECTIVE	CW	SOCSCI	CW	CW
3:40	4:00										
4:00	4:20										
4:20	4:40										
4:40	5:00	7	GENMATH	CW	ELECTIVE	CW	GENSCI	CW	ELECTIVE	CW	CW
5:00	5:20										
5:20	5:40										
5:40	6:00										

VI. ROLES AND RESPONSIBILITIES

A. Parents

In today's dynamic educational environment—shaped by blended learning, shifting modalities, and evolving learner needs—the role of parents and guardians has become more crucial than ever. While teachers continue to provide structured guidance, the overarching goal of basic education is to gradually develop learners into self-regulated individuals who can take ownership of their learning. This transition requires a strong partnership between the school and home, where both work together to nurture responsible, adaptive, and motivated learners prepared for the challenges of a flexible learning landscape.

Parents and guardians can significantly contribute to the success of the

learners through the following routines:

- set the waking hours as is done during a regular school day
- ensure enough sleep, and set night bedtime hours, especially on school days
- allot a space, and set up a study table or workspace for online learning
- monitor and check the children's daily activities and progress
- update the class advisers, and maintain close communication with the teachers to disclose concerns with online learning so that the issues or problems will be addressed
- initiate consultation or conference with teachers when issues or problems are encountered
- partner with the teachers in ensuring the productive use of coursework hours
- join teachers in reminding learners of the shift in alternative modes of delivery during class disruptions/suspensions

B. Students/ Learners

- Attend classes regularly and punctually
- Accomplish the tasks and complete homework on time
- Be ready for classes with all the necessary materials for in-person, online and/or asynchronous class
- Manage time well
- Report to parents/teachers when a problem or concern is encountered regarding the lessons and activities
- Participate in activities designed for their curricular and co-curricular activities
- Follow class and school rules and regulations, and abide by school policies
- Display appropriate behavior and conduct at all times
- Cooperate with parents/guardians and teachers
- Read and follow the Study Guide/ Flow of Lessons in every module/ subject and be aware of the shifting of learning delivery modes during class disruptions

C. Teachers

- Plan lessons, and design activities that are relevant and appropriate to the level of the learners, and that are applicable to the current learning situations
- Ensure that the planned and designed activities can respond to both the in-person and the alternative delivery modes, which will immediately be activated in times of class disruptions.
- Maximize the use of technology in their instructions to be abreast with changes

- Prepare appropriate instructional materials, and make them available to the learners when needed, and as needed
- Monitor all learners in his/her assigned classes, and devise ways to address their problems or concerns related to the online/flexible learning
- Respond to queries and concerns of the parents and students
- Follow up with students in his/her classesC. Assistant Principal and Principal
- Review the subject syllabus and learning modules for the delivery of the flexible learning
- Monitor the delivery of flexible learning
- Prepare the class schedule of the flexible learning
- Respond to the queries and concerns of the stakeholders

VII. OTHER CONCERNS

A. Tools Necessary for Online/Flexible Learning

1. Internet / WIFI Connection, or
2. Data Connection
3. Smart Phone, or
4. Laptop, or
5. Desktop Computer or
6. Audio/visual devices or
7. Printer/ Access to computer shops with printer/access to printing jobs

B. Enrolment Schedule and Opening of Classes

Enrolment: June 1 - June 26, 2025

Start of Classes: July 6, 2026

VIII. COMMUNICATION

As the learners are ushered into, and as we continue to face the demands and challenges of what is known as the “new normal in education”, your feedback, and inquiries may be sent to:

Office	Email address	Number
Admissions and Records Center (ARC)/ Registrar	registrar@e.ubaguio.edu	619-0003 Loc: 259
Center for Counselling and Student Development (CCSD)	ccsd@e.ubaguio.edu	442-4915 Loc: 226

Office of the Student Affairs	osa@e.ubaguio.edu	442-4915 Loc:235
Student Accounts	sao.universityofbaguio@gmail.com	442-2867 Loc: 313
UBLES Foundation of Discipline	fayruizza.pagaduan@e.ubaguio.edu	Connect with OSA

UBLES Guidance	jenelm.baniaga@e.ubaguio.edu	Connect with CCSD
UBLES Office/Principal	ubles@e.ubaguio.edu	423-9416 442-4632
UBLES Secretary	aubrey.soriano@e.ubaguio.edu	423-9416 442-4632
UB High School (Junior High School)	ubhigh_jhs@e.ubaguio.edu	423-0243 Loc: 221
UB High School (Senior High School)	seniorhigh@e.baguio.edu	423-0243 Loc: 244
UB Science High Principal's Office	scihigh@e.ubaguio.edu	423-0278 Loc: 296

IX. FLEXIBLE LEARNING OPTIONS DURING DISRUPTIONS

A. Policy Statement

In response to the increasing frequency and impact of calamities, University of Baguio_ LES, HS, and SHS is committed to providing a flexible learning environment that ensures continuity of education for all students. This policy outlines the framework for implementing online, coursework, or modular learning modes to support students during class suspensions or disruptions.

B.Scope

This policy applies to all students and faculty members of University of Baguio_ LES, UB High School, and UB Science High School.

C. Objectives

1. Ensure continuity of learning during class suspensions or disruptions.
2. Ensure a seamless and immediate transition from in-person classes to alternative delivery modes, such as online or modular learning, to maintain uninterrupted education during class disruptions or suspensions

3. Provide flexible learning options to accommodate students' needs and circumstances.
4. Foster resilience and adaptability in the face of calamities or disruptions.

D. Procedures Online Learning Mode

1. In cases of class disruptions, in-person classes shall automatically shift to the online mode of learning. Teachers and learners shall follow the prescribed virtual class schedules and utilize prepared digital learning materials to ensure continuity of instruction..
2. Faculty members will utilize online platforms (e.g., learning management systems, video conferencing tools, uploaded prerecorded videos) to deliver content, discussions, and assignments. Students will access online course materials, participate in online discussions, and submit assignments through designated online channels.
3. Faculty members will provide technical support and guidance to students as needed.

D. Coursework Mode

1. Faculty members will provide students with coursework packets or assignments that can be completed independently.
2. Students will submit completed coursework through designated channels (e.g., online portals, mail, or in-person drop-off).
3. Faculty members will provide feedback and assessment on submitted coursework.

E. Modular Mode

1. If resources do not permit learners to participate in online classes, they shall transition to the Modular Mode of Learning. In this case, learners shall follow the scheduled topics, activities, and assessments as outlined in their Learning Modules to ensure alignment with the class progress and learning continuity.
2. Faculty members will develop modular learning materials (e.g., printed or digital modules) that outline learning objectives, activities, and assessments.
3. Students will complete modules within a reasonable timeframe considering the conditions of the learner, the area, and the school, submitting assignments and assessments through designated channels.
4. Faculty members will provide guidance and support to students as needed.

F. Implementation Guidelines

1. The Principal will communicate to the faculty the shift to coursework or online mode of learning during times of weather disturbances or other emergency situations.
2. Faculty members will communicate with students and parents through designated channels (e.g., email, online platforms) to inform them of the learning mode and expectations.
3. Students with the guidance of parents will be responsible for accessing and completing coursework, online materials, or modular assignments according to the designated schedule.
4. Faculty members will monitor student progress and provide support as needed.

G. Contingency Planning

1. UBLES, UBHS, UBSHS will establish a contingency plan to address technical

issues, power outages, or other disruptions that may impact online or modular learning.

2. Faculty members, parents and students will be informed of any changes or updates to the learning mode due to unforeseen circumstances.

I. Monitoring, Evaluation and Review

1. The effectiveness of the flexible learning mode will be monitored and evaluated regularly to ensure that it meets the needs of students and faculty members.

2. Feedback from students, parents and faculty members will be solicited to inform improvements and revisions to the policy and procedures.

FREQUENTLY ASKED QUESTIONS

1. Will there be discounts/increases in tuition and school fees?

Yes. There will be scholarship discounts given to students with academic honors and other non-academic discounts including solo parent and sibling discount. There is also an increase in tuition and other fees for the Academic Year 2026-2027.

2. Will books and school supplies be required for the students during online/flexible learning?

Books will not be required since the students will be given learning modules and other instructional materials.

Since the students will be working on activities and other performance tasks, basic school supplies such as pad paper, ball pen, pencil, crayons, and bond paper (long and short) will primarily be needed.

3. Will uniforms be required when face-to-face classes resume?

The students will be required to be in their school uniforms.

4. How can I manage online/flexible learning when I have only one gadget/device, yet I have more than one child to attend to?

There is minimal time for the synchronous meeting to address the concern about the sharing of gadgets or equipment. Hard copies will be provided for continuous learning in case of limited internet connectivity or NO access at all. The asynchronous schedule is also allotted for consultations, especially with the learners who cannot join the online meeting. Communication through text messaging and calls are encouraged.

5. How can I assist my child with this online/flexible learning when I have work, yet the supervision of my child's learning falls heavily on me?

The learning module is prepared with VERY minimal guidance from the family members.

6. What kind/how much adult supervision is expected of me for only/flexible learning?

An orientation on preparing parents/guardians for this learning modality will be conducted. Open communication via online platforms, text messaging, or calls between the parent/guardian and the teacher for consultations and other updates is part of the learning and teaching process. My child is under the care of his/her grandparents who are not knowledgeable of technology. How can my child be helped?

An orientation on preparing parents/guardians for this learning modality will be conducted. Open communication via online platforms, text messaging, or calls between the parent/guardian and the teacher for consultations and other updates is part of the learning and teaching process.

7. We have no connectivity and devices (printer, computer, etc) at home. How can we be helped?

Hard copies of the learning modules with the activity sheets will be distributed to the student during the face-to-face classes which will be communicated by the respective class advisers. Outputs will be submitted in school on a weekly basis.

8. How will the learners and parents be prepared for this online/flexible learning?

An orientation via an appropriate online platform specified by the school will be given to the students and the parents before the start of classes.

9. How are the teachers being prepared for online/flexible learning?

A series of webinars and capacity building for teachers are scheduled whereby their attendance is required.

10. Will the students' attendance be checked?

The students' attendance will be checked during face-to-face and synchronous classes. For asynchronous activities, the students' attendance will be monitored through their feedback and acknowledgment of receipt of communications and activities sent to them.

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