



Republic of the Philippines  
**Department of Education**  
REGION I

SCHOOLS DIVISION OFFICE – CITY OF SAN FERNANDO (LA UNION)

FEB 28 2025

**DIVISION MEMORANDUM**

No.: 14 s. 2025

**TECHNICAL RUN AND SIMULATION**

To.: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Brenda A. Sabado – Principal IV - Lingsat Integrated School  
Rosalie Nillos – Principal – Vineyard Christian Academy  
Concerned Division Personnel  
All Others Concerned

**PARTICULARS**

1. As part of the Division’s readiness plan for the fast-approaching assessment, the sample schools are required to conduct a technical run and simulation to identify and address potential issues.
2. Lingsat Integrated School is scheduled on March 4, 2025, at 8:00AM while Vineyard Christian Academy on March 4, 2025, at 1:00AM. Testing personnel for the administration of the assessment must be in their respective assignments.
3. Sample schools should ensure necessary preparations before the start of the activity as reflected in the checklist on the conduct of the Risk Management Plan.
4. Attached herewith is the Unnumbered DepEd Memorandum dated February 19, 2025, titled: Guidelines on Risk Management Plan-Technical Run and Simulation.
5. For your reference and compliance.

*SAP Primicias*  
**SHEILA MARIE A. PRIMICIAS, EdD, CESO VI**  
Schools Division Superintendent



Address : Tanqui, City of San Fernando  
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*"Sa Matatag na Panuntunan, Serbisyong Tapat Maaasahan"*

Document Code: \_\_\_\_\_  
Reference No. : \_\_\_\_\_





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**DIVISION MEMORANDUM**

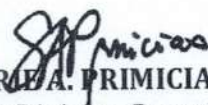
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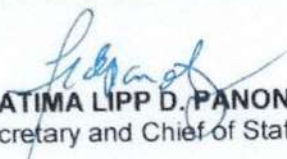


**POSTED**

Republic of the Philippines  
**Department of Education**  
OFFICE OF THE SECRETARY

DepEd MEMORANDUM  
No. \_\_\_\_\_, s. 2025

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

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

  
MALCOLM S. GARMA

Assistant Secretary, Officer-in-Charge, Office of the Undersecretary for Operations

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

DATE : February 19, 2025

1. As part of the Department of Education's readiness plan for the fast-approaching assessment day, schools must be prepared to implement a structured risk management plan. This memorandum provides guidelines on enhancing preparedness to mitigate potential disruptions and ensure the safety and well-being of students and staff. A key component of the preparedness initiatives is the conduct of a thorough technical run and an assessment-day simulation to identify and address possible issues before the actual assessment day.
2. **Schools are required to conduct a technical run and assessment-day simulation starting February 24, 2025 (Monday) or at least two weeks before their scheduled testing date** to identify and address potential issues. This will ensure adequate preparation and allow time to report their readiness status.
3. For the *technical run*, please refer to **Annex A – Tech Run** for guidelines on administering it. **Schools** must report their technical status—including devices, internet, and power—along with any issues through the *Weekly Readiness Monitoring Form*.
4. For the *assessment-day simulation*, please refer to **Annex B – Simulation** for the checklist to be used in conducting it. This form may be printed and used to record manually (optional). **School Division Offices (SDOs)** will observe and evaluate school readiness through simulated scenarios. The evaluation will focus on the

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

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

Annex A

# Tech Run

The Tech Run should be conducted in the PISA Testing Room using the actual laptops that will be used during assessment day.

## Step 1: Device Specifications & Internet Connectivity Test

### 1.1 Conduct the Readiness Test

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

**Welcome to the diagnostic tool**

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

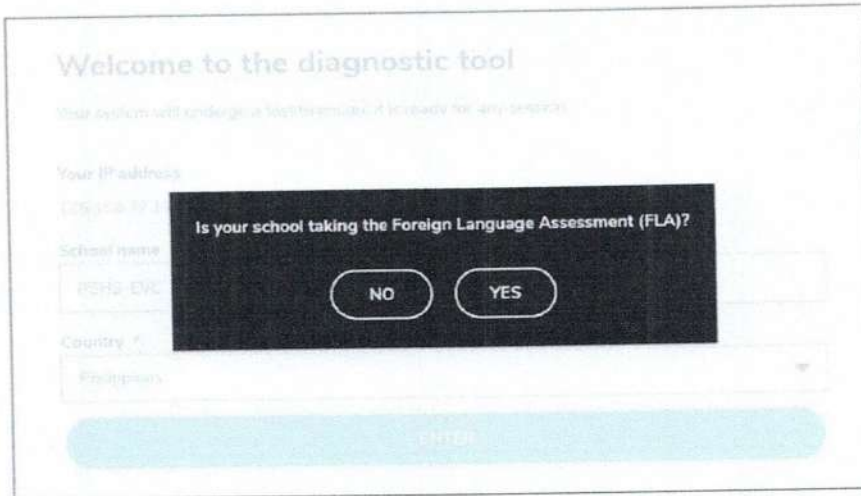
**Your IP address**  
136.158.37.1:3

**School name \***

**Country \***

**ENTER**

- If the tool asks, "Is your school taking the Foreign Language Assessment (FLA)?", click No.



Welcome to the diagnostic tool

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

Your IP address: (205) 304-1912

School name: RCHQ - EVC

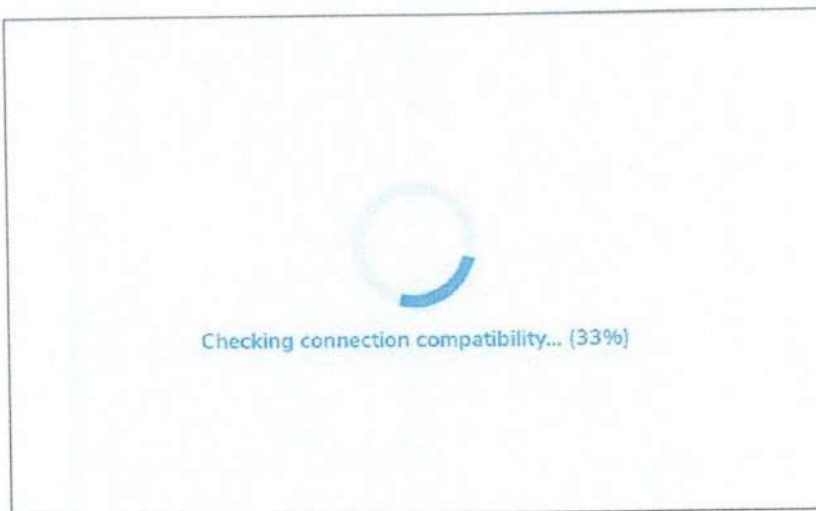
Country: Philippines

Is your school taking the Foreign Language Assessment (FLA)?

NO YES

ENTER

- Wait for the diagnostics to complete, allowing the tool to assess system performance.



- Monitor system performance, including:
  - Overall Result
  - Network bandwidth and latency
  - Browser compatibility
  - Internet connectivity
  - Web socket compatibility

**Results**

✓ Your system meets the technical specifications

✓ **Bandwidth**

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

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

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✓ **Browser**

Browser Firefox    Version 135.0

✓ **Connectivity**

TAO Portal	<small>Reachable</small>
Testrunner	<small>Reachable</small>
Manual Scoring	<small>Reachable</small>
Google CDN	<small>Reachable</small>

✓ **Web socket compatibility**

Yes

## 1.2 Record and Analyze Results

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

## Step 2: Simulated Power Outage Test

### 2.1 Prepare for the Test

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

## 2.2 Simulate Power Outage

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

## 2.3 Assess System Response

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

## Step 3: Report Findings & Address Issues

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

(Print to use)

**ANNEX B**

**Simulation**

**General Simulation Procedure:**

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

**Scenario 1: Power Outage**

**Problem:** Sudden power loss during an online assessment.

Things to check	Issues and Challenges
<p><input checked="" type="checkbox"/> <b>Pre-Assessment Preparations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure backup power sources (UPS, generator) are functional and fully charged. Conduct a <b>load test</b> to determine how long the backup power lasts.</li> <li><input type="checkbox"/> Brief proctors and technical support on what to do if the power goes out. Assign a <b>technical lead</b> per room to handle power-related issues.</li> <li><input type="checkbox"/> Inform students about contingency measures in case of a power outage.</li> <li><input type="checkbox"/> Confirm emergency communication channels (e.g., radios, mobile phones).</li> <li><input type="checkbox"/> Identify alternative venues with power availability (if applicable).</li> </ul>	
<p><input checked="" type="checkbox"/> <b>During the Power Outage:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Immediate Action:</b> Announce the power outage to maintain order and prevent panic.</li> </ul>	<b>Interventions</b>

<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Activate Backup Power:</b> Switch to backup power supply via UPS or generator.</li> <li><input type="checkbox"/> <b>Assess Duration:</b> Determine if the outage is temporary or prolonged.             <ul style="list-style-type: none"> <li><input type="checkbox"/> If temporary, instruct students to remain seated.</li> <li><input type="checkbox"/> If prolonged, proceed to contingency steps.</li> </ul> </li> <li><input type="checkbox"/> <b>Communication Protocols:</b></li> <li><input type="checkbox"/> Notify the school administration and technical support teams.</li> <li><input type="checkbox"/> Update students on the next steps.</li> </ul> <p><input checked="" type="checkbox"/> <b>If Power Remains Out:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Suspend the assessment and follow contingency plans.</li> <li><input type="checkbox"/> Reschedule or relocate students to a venue with power (if applicable)</li> <li><input type="checkbox"/> Document the incident for future improvements. Submit a <b>power outage report</b> to DTCs and School Division Office for review.</li> </ul>	
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## Scenario 2: Network Disruptions/Webpage Not Loading

**Problem:** Internet connectivity issues or website crashes.

Things to check	Issues and Challenges
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Pre-Assessment Preparations:</b></li> <li><input type="checkbox"/> Ensure network stability and test primary and backup connections.</li> <li><input type="checkbox"/> Identify alternative network options (backup Wi-Fi, mobile hotspot). Test <b>network speed and stability</b> before the test begins.</li> <li><input type="checkbox"/> Assign technical support personnel to monitor connectivity.</li> <li><input type="checkbox"/> Inform students about contingency plans for network disruptions.</li> <li><input type="checkbox"/> If possible, use a <b>locally hosted server</b> as a secondary testing platform. Ensure <b>auto-save functions</b> are enabled for cloud-based tests.</li> <li><input type="checkbox"/> Train staff in <b>reconnecting devices to backup networks</b>. Ensure technical personnel are</li> </ul>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <div style="border: 1px solid black; text-align: center; padding: 5px; margin: 5px 0;"><b>Interventions</b></div> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

<p>stationed in testing areas for immediate support.</p> <p><input checked="" type="checkbox"/> <b>During the Network Disruption:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify the Issue:</b> Check if the issue is affecting one device or the entire room.</li> <li><input type="checkbox"/> <b>Restart Network Equipment:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Restart the router/modem.</li> <li><input type="checkbox"/> Switch to an alternative network if needed.</li> </ul> </li> <li><input type="checkbox"/> <b>Notify Technical Support:</b> Inform school administration and IT support for troubleshooting.</li> <li><input type="checkbox"/> <b>Keep track of affected learners</b> for possible retesting.</li> </ul> <p><input checked="" type="checkbox"/> <b>If the Issue Persists:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore alternative solutions (e.g., extending assessment time).</li> <li><input type="checkbox"/> Document the incident for future improvements.</li> </ul>	
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### Scenario 3: Sudden Device Shutdown

**Problem:** A student's device suddenly malfunctions.

Things to check	Issues and Challenges
<p><input checked="" type="checkbox"/> <b>Pre-Assessment Preparations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure spare devices are fully charged and readily available in the testing room.</li> <li><input type="checkbox"/> Enable <b>automatic response saving</b> to prevent data loss.</li> <li><input type="checkbox"/> Train proctors on proper procedures for handling device failures.</li> <li><input type="checkbox"/> Verify that assessments support cloud-based saving for data recovery.</li> <li><input type="checkbox"/> Assign IT personnel for immediate troubleshooting and post-assessment checks.</li> </ul> <p><input checked="" type="checkbox"/> <b>During the Assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Immediate Action:</b> Student raises their hand to report the issue to the proctor.</li> <li><input type="checkbox"/> <b>Device Replacement:</b></li> </ul>	<p><b>Interventions</b></p>

<ul style="list-style-type: none"> <li>○ Provide a fully charged backup device.</li> <li>○ Ensure the new device is ready for immediate use.</li> <li><input type="checkbox"/> <b>Data Recovery:</b> <ul style="list-style-type: none"> <li>○ Restore the student's progress via cloud-based features (if applicable).</li> </ul> </li> <li><input checked="" type="checkbox"/> <b>Post-Assessment Follow-Up:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> IT personnel assess and troubleshoot the faulty device.</li> <li><input type="checkbox"/> Document the issue to improve future readiness.</li> <li><input type="checkbox"/> Report findings to administration for potential policy or resource adjustments.</li> </ul> </li> </ul>	
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### Scenario 4: Student Health/Wellness Complaint

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

Things to check	Issues and Challenges
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Pre-Assessment Preparations:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure first aid kits are stocked and accessible.</li> <li><input type="checkbox"/> Designate a <b>quiet, well-ventilated wellness area</b> where students can rest if they feel unwell.</li> <li><input type="checkbox"/> Coordinate with parents to identify students with <b>pre-existing medical conditions</b> (e.g., asthma, seizures, diabetes).</li> <li><input type="checkbox"/> Ensure the school nurse/medical personnel are on standby.</li> <li><input type="checkbox"/> Brief proctors on health protocols and wellness support measures.</li> <li><input type="checkbox"/> Train proctors to recognize signs of <b>test anxiety, stress, and emotional distress</b>.</li> <li><input type="checkbox"/> Have emergency contact information for all students readily available.</li> <li><input type="checkbox"/> Brief learners on the availability of <b>short breaks and wellness support</b> before the test starts.</li> </ul> </li> <li><input checked="" type="checkbox"/> <b>During the Incident:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Immediate Action:</b> Assess the student's condition. If a student reports feeling dizzy, weak,</li> </ul> </li> </ul>	<div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;">Interventions</div>

or has trouble breathing, a proctor must **immediately assess the situation.**

- Remove the student** from the testing area if necessary to prevent disruption. If the student is unconscious or has severe symptoms (e.g., difficulty breathing, seizures), call for **immediate medical assistance.**
- First Aid Response:**
  - Administer basic first aid if needed.
  - Provide a quiet area for rest inside or outside the testing room.
  - Call the school nurse/medical personnel if symptoms persist.
- Communication Protocols:**
  - Inform the student's parent/guardian.
  - Decide if the student can resume the assessment later.
- Wellness Support:**
  - Offer water or a short break.
  - Provide counseling or emotional support for students experiencing anxiety or stress.
- After the Incident:**
  - Record **the nature of the health issue**, interventions provided, and whether the student resumed or postponed the assessment.
  - Report patterns of **repeated health concerns** (e.g., frequent cases of dizziness or fainting) for further investigation.
  - If the incident involved **mental health concerns**, refer the student for **counseling or psychosocial support.**
  - Evaluate if **changes are needed in the school's health protocols** (e.g., improved ventilation, hydration reminders, additional medical personnel).

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

Problem: A natural disaster occurs during the assessment.

Things to check	Issues and Challenges

**Pre-Assessment Preparation:**

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

**During the Disaster:**

**Safety Protocols:**

- Earthquake-Instruct students to follow safety procedures (e.g., Drop, Cover, and Hold for earthquakes).
- **Typhoon/Flood**-Move students **away from windows and low-lying areas** to higher ground.
- **Volcanic Eruption**- If ashfall occurs, keep students **indoors with windows closed** and distribute face masks if available.
- Guide students to designated evacuation areas in an orderly manner.
- Proctors must **account for all students** before leaving the test area.
- Ensure that **students with disabilities or injuries receive priority assistance** during evacuation.

**Emergency Response:**

- Ensure no one is left behind in assessment rooms.
- Conduct a **headcount** to ensure all learners and school personnel are safe.

**Interventions**

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

**Post-Disaster Actions:**

**Accountability:**

- Conduct a roll call to ensure all students and staff are present.
- Check for injuries and administer first aid as needed.

**Assessment Feasibility:**

- Determine if the exam can continue or needs rescheduling.
- Inspect assessment facilities for structural safety.

- Some students may experience anxiety or trauma following a disaster. Schools should **offer counseling services** or a debriefing session.

**Communication Plan:**

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