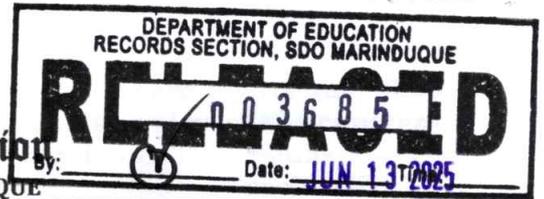




Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

MEMORANDUM
SGOD-2025-062

TO: Asst. Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
School Heads, Public Elementary and Secondary Schools
Division Monitoring & Evaluation Team (DMET)
All Others Concerned

FROM: 
LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent

SUBJECT: **MONITORING OF PUBLIC SCHOOLS' OPENING OF CLASSES FOR THE SCHOOL YEAR 2025-2026**

DATE: June 11, 2025

1. In reference to DepEd Order No. 12, s. 2025 titled "Multi-Year Implementing Guidelines on the School Calendar and Activities", the School Year 2025-2026 shall formally open on June 16, 2025, and shall end on March 31, 2026. In preparation for the upcoming school year and to ensure a smooth and efficient commencement of the new academic year a crucial phase of monitoring the schools' opening of classes is scheduled on June 16-27, 2025.
2. The primary objectives of this monitoring activity are (a) assess the level of readiness of schools for the new academic year and (b) identify any challenges needing immediate technical assistance.
3. The role of the monitoring and evaluation team is essential in upholding the standards of education and contributing to the overall success of the academic year's commencement. The Division Monitoring and Evaluation Teams (DMETs) shall spearhead the conduct of the activity. Members of the team and the schedule of monitoring is found in the Enclosure. Schools that cannot be assessed by the DMETs shall accomplish the Monitoring Tool through the School Heads and shall be monitored by the concerned Public Schools District Supervisors and Education Program Supervisors.
4. In gathering the data, the DMETs shall put premium on the observed emerging practices of the schools that will ensure the smooth opening of classes and the encountered bottlenecks, constraints, and challenges that need technical assistance.



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5. The DMETS shall prepare the Monitoring Report. **No school-based personnel shall be assigned to consolidate the reports for one or more schools in view of the constant directive to the limit the administrative tasks of teachers.** The results of the assessment conducted by the DMETS shall be presented to the Schools Division Superintendent in a conference on June 27, 2025 at SDO Marinduque Conference Hall. During the conference, the SDO Top Management shall determine the schools' bottlenecks, constraints, and challenges that can be addressed by the SDO.

6. **All public schools** are required to accomplish the Monitoring Tool for Opening of Classes for SY 2025-2026 (Data Sheet 1 to 5) which can be accessed through the link <https://tinyurl.com/2025MarinduqueOpening>. It is expected that accomplished hard and e-copy of tool is available during the conduct of monitoring

6. Accomplished monitoring tool (in Microsoft Excel format) shall be uploaded in the same aforementioned link on or before **June 26, 2025** using the file name format: *Name of School_METool (e.g. AgotES_METool)* and shall be consolidated by the School Management, Monitoring and Evaluation (SMM&E) personnel.

7. In view of ethical governance, schools are enjoined to implement these austerity measures in preparing for the visit of the DMETS. The following are prohibited:

- a. welcome tarpaulins and lei/corsage for official and team members;
- b. lavish food preparations and tokens to DMET members; and
- c. pulling out of teachers from their routines for any tasks relative to this readiness assessment.

8. Related expenses of the DMET as regards this monitoring activity shall be charged to local funds subject to usual accounting and auditing rules and regulations.

9. Enclosed are the following:

Enclosure 1: Division Monitoring and Evaluation Team (DMET) and Schedule

Enclosure 2: Monitoring and Evaluation Tool (One report per school)

Enclosure 3: Summary Report for the Bottlenecks, Challenges, and Constraints during the Monitoring of Public Schools' Opening of Classes for the School Year 2025-2026 (for DMETS only)

10. Should there be any questions or need further information, please contact Dr. Fretzie P. Alcantara, Senior Education Program Specialist, and/or Mr. Rey R. Raymundo, Education Program Specialist II, of the School Management, Monitoring & Evaluation (SMM&E) Section.

11. Immediate dissemination and strict compliance with the contents of this Memorandum are highly desired.

/SGOD-SMM&E-FA



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Division Monitoring and Evaluation Team (DMETs) and Schedule

Team A	Team B
Dr. Fretzie P. Alcantara	Mr. Rey R. Raymundo
Dr. Ma. Shiela S. Saet	Dr. Nestor T. Rualo
Mrs. Florie M. Regencia	Mr. Romualdo O. Magculang
Public Schools District Supervisor	Public Schools District Supervisor

	Team A		Team B	
	School	District	School	District
June 16, 2025	1.) Celso M. Mataac Jr., ES 2.) Pawa ES 3.) Antipolo ES 4.) Bahi ES	Boac North Boac North Gasan Gasan	1.) Buangan Integrated School 2.) Payanas ES 3.) Bayakbakin ES 4.) Marlangga ES	Torrijos Torrijos Torrijos Torrijos
June 17, 2025	1.) Dawis ES 2.) Pangi ES 3.) Pinggan ES 4.) Bancoro ES	Gasan Gasan Gasan Buenavista	1.) Agot ES 2.) Balimbing ES 3.) Maligaya ES 4.) Bantauyan ES	Boac North Boac North Boac North Boac North
June 18, 2025	1.) Binunga ES 2.) Duyay ES 3.) Mainit ES 4.) Maybo ES	Boac South Boac South Boac South Boac South	1.) Lamesa ES 2.) Janagdong ES 3.) Ino ES 4.) Laon ES	Mogpog Mogpog Mogpog Mogpog
June 19, 2025	1.) Banukbok PS 2.) Bangwayin ES 3.) Cabuyo ES 4.) Dampulan ES	Torrijos Torrijos Torrijos Torrijos	1.) Gasan Central School 2.) Bacongbacong ES 3.) Banot-Mahunig ES 4.) Banuyo ES	Gasan Gasan Gasan Gasan
June 20, 2025	1.) Mabuhay PS 2.) Makawayan ES 3.) Malinao ES 4.) Suha ES	Torrijos Torrijos Torrijos Torrijos	1.) Bintakay ES 2.) Capayang ES 3.) Tarug ES 4.) Magapua ES	Mogpog Mogpog Mogpog Mogpog
June 23, 2025	1.) Buenavista NHS - Lipata-Tungib Annex 2.) Lipata ES 3.) Yook NHS 4.) Yook ES	Buenavista Buenavista Buenavista Buenavista	1.) Polo NHS 2.) Polo ES 3.) Buyabod ES 4.) Matalaba NHS	SC South SC South SC South SC South



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June 25, 2025	1.) Argao NHS 2.) Balanacan NHS 3.) Mogpog NCHS 4.) Balanacan ES	Mogpog Mogpog Mogpog Mogpog	1.) Alobo NHS 2.) Alobo ES 3.) Masalukot ES 4.) Taytay ES	SC East SC East SC East SC East
June 26 , 2025	1.) Pili-Balogo ES 2.) Amoingon ES 3.) Balaring- Caganhao ES 4.) Bantay ES	Boac South Boac South Boac South Boac South	1.) Hupi NHS 2.)Hupi ES 3.)Ipil ES 4.)Lusok ES	SC North SC North SC North SC North



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Republic of the Philippines
Department of Education
 MIMAROPA REGION

**MONITORING TOOL FOR THE OPENING OF CLASSES
 FOR SCHOOL YEAR 2025-2026**

Name of School: _____ Division: _____
 District: _____ Name of PSDS: _____
 School Type: Public Private
 Course Offering: Kindergarten Elementary JHS SHS
 Name of School Head: _____ Contact Number: _____
 Email Address: _____ Date Monitored: _____

Part I: Enrollment Status and Critical Resources of Schools

Direction: Fill out the boxes in the tables below with the data and information as needed.

A. Enrollment Data

Previous Enrollment vs Current Enrollment

Grade Levels	Previous Enrollment (SY 2024-2025)				Current Enrollment, as of Date Monitored (SY 2025-2026)					Difference	Percentage Change	Remarks
	BOSY	D	TO	Total	NE/P	TI	R/BA	TO	Total			
Kindergarten				0						0	0	
Grade 1				0						0	0	
Grade 2				0						0	0	
Grade 3				0						0	0	
Grade 4				0						0	0	
Grade 5				0						0	0	
Grade 6				0						0	0	
Grade 7				0						0	0	
Grade 8				0						0	0	
Grade 9				0						0	0	
Grade 10				0						0	0	
Grade 11				0						0	0	
Grade 12				0						0	0	
Total	0	0	0	0	0	0	0	0	0	0	0	

B. Critical Resources of the School

Grade Levels	Current Enrollment	No. of Sections	No. of Teachers	Learner : Teacher Ratio	Remarks
Kindergarten	0				
Grade 1	0				
Grade 2	0				
Grade 3	0				
Grade 4	0				
Grade 5	0				
Grade 6	0				
Grade 7	0				
Grade 8	0				
Grade 9	0				
Grade 10	0				
Grade 11	0				
Grade 12	0				
Total	0	0	0		

Grade Levels	No. of Available Classrooms		Total	Learner : Classroom Ratio	Remarks
	Standard	Not Standard			
Kindergarten			0	#DIV/0!	
Grade 1			0	#DIV/0!	
Grade 2			0	#DIV/0!	
Grade 3			0	#DIV/0!	
Grade 4			0	#DIV/0!	
Grade 5			0	#DIV/0!	
Grade 6			0	#DIV/0!	
Grade 7			0	#DIV/0!	
Grade 8			0	#DIV/0!	
Grade 9			0	#DIV/0!	
Grade 10			0	#DIV/0!	
Grade 11			0	#DIV/0!	
Grade 12			0	#DIV/0!	
Total	0	0	0	#DIV/0!	

Grade Levels	No. of Available Chairs		Total	Learner : Classroom Ratio	Remarks
	Standard	Not Standard			
Kindergarten			0	#DIV/0!	
Grade 1			0	#DIV/0!	
Grade 2			0	#DIV/0!	
Grade 3			0	#DIV/0!	
Grade 4			0	#DIV/0!	
Grade 5			0	#DIV/0!	
Grade 6			0	#DIV/0!	
Grade 7			0	#DIV/0!	
Grade 8			0	#DIV/0!	
Grade 9			0	#DIV/0!	
Grade 10			0	#DIV/0!	
Grade 11			0	#DIV/0!	
Grade 12			0	#DIV/0!	
Total	0	0	0	#DIV/0!	

Dear School Head and Monitors: This tool aims to (1) assess the readiness of schools for the new academic year and (2) identify any challenges needing immediate technical assistance. Kindly accomplish Data Sheets 1-5. Thank you very much.

Note: Fill out all the underlined spaces with the required information. Check all cells that apply by clicking the dropdown arrow and the check mark.

Legend:

BOSY Beginning of SY enrollment
D Dropout
TO Transferred-Out
NE/P New Entrants/ Promotees
TI Transferred-In
R/BA Repeaters/Balik-Aral

Previous Total Enrollment = BOSY - D - TO

New Entrants = enrollees in entry levels (K, G7, G11)

Promotees = Total Previous Enrollment - Failed

Difference = Total Current Enrollment - Total Previous Enrollment

Percentage Change = (Difference/Total Previous Enrollment) * 100

For the Remarks, provide reasons for the increase or decrease.

For this section, fill out the cells with appropriate figures under the column headers, "Number of Teachers", "Number of Classrooms in Use" and "Number of Available Chairs".

For the Remarks, document the presence of congested classrooms, multi-grade conditions, pending repairs or construction, etc.

II. School Preparedness and Compliance Assessment Tool for Curriculum Implementation and Delivery

Direction:

This tool assesses how well schools are prepared for curriculum implementation and delivery, teachers' readiness and support, and plan for learning continuity in times of disasters and emergencies.

Use the scales below to rate compliance and degree of establishment by checking the appropriate column:

A. Curriculum Implementation and Delivery

Scale: Non-compliant: Significant issues; immediate action needed.

Partially Compliant: Some gaps are present; improvement is needed.

Fully Compliant: Meets or exceeds all standards; no issues.

No.	Indicators	Status of Compliance			Remarks
		Non-Compliant	Partially Compliant	Fully Compliant	
1	Implements the prescribed MATATAG Curriculum for Kindergarten, Grades 1, 2, 3, 4, 5, 7, and 8				
2	Implements the K to 12 Basic Education Curriculum for Grades 6, 9, 10, 11, and 12				
3	Adopts the time Allotment prescribed in RM No. 145 s. 2024 Guidelines for Designing Class Programs & Teachers Workloads in Compliance with Do No. 12 s. 2024 for Effective Implementation of the MATATAG Curriculum				
4	Subject offerings per grade level strictly follow the prescribed curricula (MATATAG or K to 12)				
5	Instructional materials and learning resources (e.g., printed textbooks, manipulatives, and digital tools) are complete, grade-appropriate, and readily accessible for both teachers and learners at the start of classes.				

6	Teachers have prepared and submitted Daily Lesson Logs (DLLs) or Detailed Lesson Plans (DLPs) that are aligned with the learning competencies and intended learning outcomes of the prescribed curriculum (MATATAG or K to 12) and are ready for classroom implementation.				
7	Classroom setups are organized to support effective and age-appropriate curriculum delivery, with learning spaces, furniture, and instructional resources arranged to promote learner-centered teaching,				
8	Assessment tools and strategies are in place, aligned with the curriculum guide and learning competencies, and are used to accurately measure, monitor, and support student progress and learning outcomes.				
9	Technology and digital tools (e.g., laptops, tablets, projectors, internet connectivity, learning platforms) are functional and used by teachers and learners to enhance curriculum delivery, instruction, and assessment.				
10	The school adopts DepEd Order No. 12, s. 2024, and has prepared a school calendar that aligns with the prescribed guidelines, clearly indicating key academic dates, non-teaching days, holidays, parent-teacher conferences, and other school-related activities.				

Other issues and concerns along Curriculum Implementation and Delivery:

Issues and Concerns	Agreement	Reponsible Person (CO-RO-SDO-School)	Timeline

B. Teachers' Readiness and Support

Scale: **Not Compliant** – The indicator is not met, with no systems, procedures, or support mechanisms in place.

Partially Compliant – Some aspects of the indicator are met, but there are gaps or incomplete implementations.

Fully Compliant – The indicator is fully met, and procedures, and support mechanisms in place.

No.	Indicators	Status of Compliance			Remarks
		Non-Compliant	Partially Compliant	Fully Compliant	
1	Teachers have attended relevant professional development activities for implementing the MATATAG and K to 12 curricula.				
2	Teachers have a copy of curriculum guides and instructional materials relevant to their subject areas.				
3	Teachers have access to a repository of resources, including lesson exemplars and other teaching materials.				
4	The school have a well-structured plan in the conduct LAC through of collaborative expertise sessions, coaching, and mentoring activities and others.				
5	Teachers have received resources and materials necessary for effective curriculum delivery, including textbooks, digital resources, and teaching aids.				

6	Teachers have been involved in collaborative planning sessions to share best practices and strategies, leveraging collaborative expertise.				
7	Teachers have been informed about and have access to support services such as counseling or technical assistance for any challenges faced in implementing the curriculum.				
8	Teachers have been provided with a class program and workload compliant with DO No. 5, s. 2024 and DO No. 10, s. 2024.				
9	Teachers have established clear classroom management strategies that support a positive learning environment.				
10	Teachers have engaged in self-assessment or reflective practices to evaluate their instructional methods and identify areas for improvement.				
11	Teachers have participated in school-based training or LAC sessions on the MATATAG Curriculum.				
12	Learning continuity plans are in place and reviewed, including strategies for modular or blended delivery in times of disasters.				
13	Curriculum guides and teacher's guides for MATATAG and K to 12 are accessible to teachers.				
14	Learners with special needs and IP learners are supported with differentiated instruction or contextualized curriculum materials.				
15	School leadership monitors curriculum implementation through class observations or regular instructional supervision.				

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C. Learning Continuity Plan in times of disasters and emergencies

Scale: **Not Established** – The indicator is not addressed, and there are no systems or procedures in place related to the Learning Continuity Plan.

Partially Established – The indicator is partially addressed, with some systems or procedures in place.

Established – The indicator is thoroughly addressed, with systems and procedures in place that meet the requirements.

No.	Indicators	Status of Compliance			Remarks
		Not Established	Partially Established	Established	
1	The school has an approved Learning Continuity Plan for SY 2024-2025 that outlines procedures for maintaining educational activities during disruptions.				
2	The school has established communication protocols for informing students, parents, and staff about emergency procedures and learning continuity plans.				
3	The school has oriented the school community for implementing and managing the Learning Continuity Plan during emergencies.				
4	The school has considered alternative learning methods, modalities, and resources (e.g., online platforms, printed materials) to be used during extended disruptions.				
5	The school has ensured that all students and staff have access to necessary technology and resources for remote learning if needed.				

Existing Planning Parameters (K-Grade 6)

PARTICULARS	Kindergarten	Grade 1-2	Grade 3	Grade 4-6	Multigrade
Class size	25 max of 30	30 max of 35	30 max of 35	40 max of 45	Max of 25 learners consisting of 2 consecutive grade levels (Grade 1&2, Grade 3&4, and Grade 5&6) except Kinder
Shift/Session	2 sessions		Single Shift		
Teacher	1 teacher for 2 sessions	1 teacher per class	5 teachers for every 4 classes or 5:4 as specialization factor	5 teachers for every 4 classes or 5:4 as specialization factor	1 teacher per class consisting of 2 consecutive grade levels or 3 teachers for every MG school except Kindergarten
Learning Materials TX and SLM	1 TX per learner	1 per learner per learning area	1:2 per learner per learning area	1 per learner per learning area	
	Self-Learning Module – 1:2				
Classrooms and seats	1 classroom per class; 1 seat per learner	1 classroom per class; 1 seat per learner	1 classroom per class; 1 seat per learner	1 classroom per class with 1 set of school seats	

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3

Existing Planning Parameters (K-Grade 6)

PARTICULARS	Kindergarten	Grade 1	Grades 2-3	Grade 4	Grades 5-6	Multigrade
ICT Equipment						
Teacher	1 laptop and 1 External Hard Disk Drive					
Classroom package:	1 laptop; 1 Smart TV and 1 Lapel per Classroom					
E-Classroom Package (Tablet PC) [2-in-1 Tablet PC (50 units); 1 unit Laptop; 1 unit smart TV; 1 unit Wireless Router; 3-in-1 Multifunction Inkjet Printer (1 unit)]	1 package per classroom			1 Tablet PC package per 6 classrooms used for G4-6		1 per school
Science and Math Kit	Not applicable	1 SME package per 7 sections; 1 Teacher at 40 learners per section will handle 7 sections a). 1 to 7 sections=1 package b). 8-14 section= 2 packages c). 13 to 21 sections = 3 packages				d. 20 to 28 sections = 4 packages e. 29 to 35 sections = 5 packages f. 36 sections and above = 6 packages

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2

Existing Planning Parameters (JHS and SHS)

PARTICULARS	JHS	Senior High School	
		Academic Track	Tech Voc Track
Class size	40 learners max of 45	At most 40 learners	
Shift/Session	Single	Grade 11 (5.6 hrs per day) - single Grade 12 (4 hrs per day) - double	
Teacher	5 teachers for every 4 classes or 5:4 as specialization factor	9 teachers in every 6 classes	
Learning Materials	1 per learner per subject	1 per learner per subject	
		Self Learning Modules 1:2	
Classroom and Seats	1 classroom per class		
ICT Equipment			
Teacher	1 laptop and 1 External Hard Disk Drive		
Classroom package:	1 laptop; 1 Smart TV and 1 Lapel per Classroom		
E-Classroom Package (Tablet PC) [2-in-1 Tablet PC (50 units); 1 unit Laptop; 1 unit smart TV; 1 unit Wireless Router; 3-in-1 Multifunction Inkjet Printer (1 unit); Charging Cart (2 units)]	1 Tablet PC package per 6 classrooms used for Grade 7-12		
E-Classroom Package (Laptop PC) [Host Laptop (1 unit); 1 unit Wireless Router; 1 unit Smart TV; 50 units Laptop; 2 units charging cart; 3-in-1 Multifunction Injet Printer (1 unit)]	1 laptop PC Package per 15 classrooms used for Grade 7-12		

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Planning Parameters (JHS & SHS)

PARTICULARS	JHS	Senior High School	
		Academic Track	Tech Voc Track
Science and Math Equipment	1 SM package per 7 sections; 1 teacher at 40 learners per section a). 1 to 7 sections=1 package b). 8-14 section= 2 packages c). 13 to 21 sections = 3 packages	d. 20 to 28 sections = 4 packages e. 29 to 35 sections = 5 packages f. 36 sections and above = 6 packages	

	up to 2 sections - 3 packages	3-50 sections and above - 6 packages
TechVoc Equipment	-	1 TVL Package per specializaiton
ICT Lab	At least 1 per school composed of 2 classrooms	
Science Lab	At least 1 per school composed of 2 classrooms	
Unique		1-5 workshops based on Industrial and Agricultural specialization offering
Regular		1-10 workshops based on the number of specializations offered. Composed of 2 classrooms.

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Please indicate the name of the members of DMET and affix the signature. Thank you.

Enclosure 3

**SUMMARY REPORT ON THE BOTTLENECKS, CHALLENGES, AND CONSTRAINTS
DURING THE MONITORING OF PUBLIC SCHOOLS' OPENING OF CLASSES FOR THE
SCHOOL YEAR 2025-2026**

School	BCCs	Actions Taken	Complications	TA Needed	FD/Section / Personnel In-Charge	Status / Remarks

Prepared by:

Division Monitoring and Evaluation Team:



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