

Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

MEMORANDUM
CID-HGP-2025-001

TO: Chief Education Supervisor, CID
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

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

SUBJECT: **REITERATION OF RM NO. 144 S. 2024: IMPLEMENTATION OF HOMEROOM GUIDANCE PROGRAM (HGP) IN ALL PUBLIC AND PRIVATE SCHOOLS WITHIN THE REGION**

DATE: June 23, 2025

1. Per MEMORANDUM CLMD-2024-210 from Nicolas T. Capulong, PhD, CESO III, Director IV, Regional Director dated August 15, 2024 on the above cited subject, Reiteration of RM No. 144, s. 2025, Implementation of Homeroom Guidance Program (HGP) in All Public and Private Schools within the Region remains in effect during this school year unless rescinded and amended.

2. School Heads are requested to prepare and accomplish the Homeroom Guidance Monitoring and Evaluation Report via Google forms (to be posted every quarter) on or before the scheduled date as follows:

QUARTER	DATE OF SUBMISSION
Quarter 1	August 29, 2025
Quarter 2	October 31, 2025
Quarter 3	January 30, 2026
Quarter 4	March 27, 2026

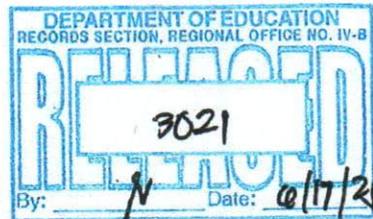
3. Attached are copies of the said memorandum and Annex 2 of Memorandum DM-OUCI-2021-346 (Homeroom Guidance School Implementation Tool (School Level)) for school heads' reference.

4. For immediate dissemination and strict compliance.





Republic of the Philippines
Department of Education
MIMAROPA REGION



Office of the Regional Director

MEMORANDUM
CLMD-2025-177

TO : SCHOOLS DIVISION SUPERINTENDENTS
PUBLIC AND PRIVATE SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : NICOLAS T. CAPULONG, PhD, CESO III
Director IV
Regional Director

SUBJECT : REITERATION OF RM NO. 144 S. 2024: IMPLEMENTATION OF
HOMEROOM GUIDANCE PROGRAM IN ALL PUBLIC AND PRIVATE
SCHOOLS WITHIN THE REGION

DATE : June 17, 2025

Pursuant to Regional Memorandum No. 144, s. 2025, Implementation of the Homeroom Guidance and its Assessment Tools remains in effect during this school year unless rescinded and amended.

Relative to this, all Schools Division Offices are directed to carry on the implementation of the above-mentioned Memorandum as aligned with the Department of Education's main objective of fostering well-rounded Filipinos who have self-awareness, problem-solving abilities, informed decision-making skills, academic excellence, future planning capabilities, and a profound respect for individual differences, with the emphasis on the following:

- a. In accordance with **DM-OUCI-2021-346; Revised Implementation of Homeroom Guidance during Crisis Situations for S.Y. 2021-2022:**

Paragraph 2: The Homeroom Guidance Program plays a pivotal role in fostering the holistic development of our learners, equipping them with the necessary skills to navigate crisis situations effectively.

We will continue to implement this program with consistent dedication. Non-implementers or improper implementation of Homeroom Guidance shall be subject to existing applicable administrative actions.

- b. In line with **DO 5 s.2024: Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload.**

CLMD-KKOT



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Email Address: mimaropa.region@deped.gov.ph
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Section 5. A.1 Teaching Load. Class advising duties, as part of the ancillary tasks of teachers, shall be treated as a teaching load equivalent to one (1) hour per day or five (5) hours a week. Included in the five (5) hours is the prescribed time for the Homeroom Guidance Program (HGP).

- c. Pursuant to **DO 10 s.2024: Policy Guidelines on the Implementation of the MATATAG Curriculum:**

Paragraph 2. Scope of Implementation. The MATATAG Curriculum shall be implemented as prescribed minimum standards in all public, private schools, state universities and colleges (SUCs), local universities and colleges (LUCs), and Philippines Schools Overseas (PSOs) offering basic education. Thus, **any individuals or institutions cannot arbitrarily alter the curriculum nor change any subjects particularly Homeroom Guidance Program**—any changes must go through DepEd's formal channels and be part of an approved framework.

Annex 1 Elementary Education, Section 2 Time Allotment, paragraph 2.1. This section discusses the time allotment for the MATATAG Curriculum and the National Learning Recovery Programs, i.e., the NRP, the NMP, and the Homeroom Guidance Program (HGP).

For **Kindergarten**, the HGP shall not be treated as separate activity that entails additional time, instead it shall be naturally integrated into different activities as may deemed appropriate by the teacher.

- d. In compliance to **DO 12 s.2024: Amendment to DepEd Order No. 010, s. 2024:**

Paragraph 2.a.i. The time allotment for the Homeroom Guidance Program is 40 minutes once a week for Grades 1-2, and 45 minutes once a week for Grades 3-10.

With the reiterations mentioned above, we reaffirm our strong commitment to the comprehensive growth of our students, ensuring they are prepared to understand themselves, tackle challenges, make informed decisions, achieve academic success, plan for their future, and appreciate the diverse range of individual differences.

The Homeroom Guidance Modules can serve as supplementary resources for the execution of Homeroom Guidance Program. These modules are accessible via the DepEd MIMAROPA Region Learning Resource Portal through this link: <https://lrms.depedmimaroparegion.ph/otherResources.php>.

Furthermore, schools shall await the issuance of the policy guidelines on the Homeroom Guidance Facilitation Manual, which will serve as supplemental resource in support to the mental health program of the department.

Guided by these reiterations, the Division Education Program Supervisors in charge of the Homeroom Guidance Program shall monitor the program's implementation and submit the Division Quarterly Homeroom Guidance Monitoring and Evaluation Report per DM-OUCI-2021-346 and BCD-CSDD-0-2021-2585 from the then Office of Curriculum and Instruction (CI).

The submission should be done through email at mimaropa.region@deped.gov.ph
cc: kamillekay.tamor@deped.gov.ph, two weeks after every quarterly assessment.
This report will serve as a basis for future policy enhancement and development.

Refer to the attached memorandum and division monitoring and evaluation tool
for your reference.

Immediate dissemination of the content of this Memorandum is desired.

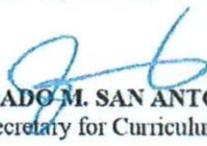


Republic of the Philippines
Department of Education
UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

BCD-CSDD-O-2021-2585

MEMORANDUM
DM-OUCI-2021-**346**

TO : Bureau and Service Directors
Minister, MBHTE-BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

FROM :  **DIOSDADO M. SAN ANTONIO**
Undersecretary for Curriculum and Instruction

SUBJECT : Revised Implementation of Homeroom Guidance (HG) during
Crisis Situation for S.Y. 2021-2022

DATE : August 25, 2021

The Office of Curriculum and Instruction (CI), through the Bureau of Curriculum Development (BCD), issues this document as basis for the **Implementation of the Homeroom Guidance (HG) during Crisis Situation for SY 2021-2022**. This document is a revision of the policy guidelines previously issued (DM-OUCI-2021-144 and DM-OUCI-2020-155).

The current pandemic has clearly affected the teaching and learning process that usually takes place in school. Certainly, our learners cannot avoid its impact in terms of their domains of development. While the Department has been responsive thru its Basic Education Learning Continuity Plan, it is crucial to cater to the life skills development of learners which will empower them to overcome the different challenges and adapt to the "new normal" brought about by the current crisis.

Though the plan was to have the complete implementation of the Homeroom Guidance in school year 2021-2022 accounting the needed preparations such as orientation, capacity-building, learning materials development and the like, the Department deemed it necessary to offer the new program to learners from Kindergarten to Senior High School with selected competencies that are lifted directly from Homeroom Guidance Curriculum. However, its full implementation which includes the complete curriculum, policy, and learning materials will be made available at the start of school year 2022-2023. All private schools are encouraged to implement the Homeroom Guidance.



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BCD-CSDD-O-2021-2585

Annex 2: Homeroom Guidance School Implementation Tool (School Level)

Homeroom Guidance School Implementation Tool

Name of School: _____ Division & Region: _____
 School Head: _____ Date of Reporting: _____

Total No. of Classes for S.Y. 2021-2022	Total No. of Classes that Implemented Homeroom Guidance Program

Directions: Check the box that corresponds to your answer in each item using the legend below.

LEGEND:
 E- Evident – 95% - 100% of the total number of classes complied
 EI- Evident but Inadequate – 50% - 94% of the total number of classes complied
 NE- Not Evident – less than 50% of the total number of classes complied
 NA- Not Applicable – the area is not applicable / it is not possible to comply

AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
I. Curriculum Implementation and Compliance					
1. HG MELCs is being followed properly.	Class schedule and learner's output/ portfolio				
2. Objectives of the program are achieved at the end of the school year.	Learner's output and minutes of meeting of advisers per grade level with Guidance Counselor/designate re HG's impact on learners				
II. Delivery Process					
1. HG Classes are programmed for the whole school year.	Class Program and Teacher Loading				
2. Learners and parents are acquainted with the competencies that they need to master per domain in each quarter	Letter to parents prepared by Adviser regarding the competencies for the quarter				
3. Class Advisers are being monitored as they implement the HG.	Results of Monitoring Tool and post conference of Guidance Counselor/designate with advisers				
III. Assessment of Learner's Development					
1. Learners are oriented on the learning objective and how	Documentation of learner's orientation about the learning objectives and evaluation of their development				



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BCD-CSDD-O-2021-2585

AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
their development will be assessed.					
2. Assessment results are explained to the learners, leading to their realization of the areas for improvement.	Documentation of conference with the learners about their development				
3. Learners can keep track of their progress in the program	Learner's Development Assessment with remarks of adviser and parent				
IV. Supervision of Homeroom Guidance Implementation					
1. A clear Monitoring Plan (Guidance Counselor/ Designate and School Head) before the start of the program is evident.	Monitoring Plans of School Head and Guidance Counselor/Designate				
2. Monitoring Plan is properly implemented.	Documentation of the actual monitoring results				
3. Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve the program delivery.	Minutes of Meeting with the concerned personnel and the accomplished HG Monitoring Tool (School Level)				
4. Monitoring results are utilized to improve the program delivery.	Matrix of Monitoring Results and the actions taken				
5. Proper coordination, planning, and corrective feedback system are being enforced.	Minutes of Meeting and Post Conference documentation				
6. Capacity-building for HG is being conducted.	Documentation of teachers and personnel training with the attached utilized budget and recorded training				
V. Administrative Concerns					
1. Orientation for learners and their parents is conducted by the school before the start of School Year.	Documentation of learners and parents' orientation (e.g. attendance sheet, photos etc.)				
2. An adequate budget is allotted for HG expenses.	Approved budget vs Financial Report of HG (e.g materials, training expenses etc.)				
3. Materials and relevant supplies (online or printed learning materials) are available for the learners and teachers of HG.	Inventory of supplies and materials vs reports of utilization				



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BCD-CSDD-O-2021-2585

AREAS TO BE MONITORED	EVIDENCE	E	EI	NE	NA
4. The learning modality is appropriate and conducive for the conduct of the program.	Number of learners in each learning modality				
5. Duties and responsibilities of personnel are clearly defined.	Documentation of orientation for the personnel and teachers				
6. Correct reports are submitted.	Year-end report by the school				
7. Issues and concerns based on the reports are acted upon.	Matrix of issues and concerns from the reports and actions taken				

Guidance Counselor/Designate: _____ Date: _____
Signature over printed name

School Head: _____ Date: _____
Signature over printed name