



Republic of the Philippines
Department of Education
 REGION IX - ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY

DepEd, Division of Zamboanga Sibugay	
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June 4, 2026

DIVISION MEMORANDUM

No. **319**, s. 2026

CONDUCT OF MONITORING AND EVALUATION OF SCHOOLS IN THE READINESS FOR THE OPENING AND INSTRUCTIONAL BLOCKS

TO: Assistant Schools Division Superintendent
 Public Schools District Supervisors/ District-in-Charge
 School Heads of All Public Elementary and Secondary Schools
 This Division

1. In line with DepEd Order No. 009, s. 2026, Three-Term Calendar in Basic Education, This Division through the Curriculum implementation shall conduct monitoring to assess readiness, compliance, and effectiveness of school operations under the new calendar structure for smooth implementation of the opening of classes.
2. The objectives of the monitoring and evaluation are the following:
 - a. ensure compliance with the provisions of DepEd Order No. 009, s. 2026, particularly the adoption of the three-term calendar,
 - b. ascertain school readiness in terms of facilities, learning resources, teacher deployment, and learner support systems,
 - c. identify challenges encountered during the opening of classes and recommend timely interventions and;
 - d. strengthen accountability among education leaders and stakeholders in implementing the three-term calendar.
3. The selected Division Personnel in coordination with the district heads must ensure all schools are strategically monitored in their readiness of the Opening Block. (see Annex A for the list)
4. The expected outputs of the monitoring are the following.
 - Consolidated Monitoring Reports from schools and divisions.
 - Evaluation Summary highlighting compliance, challenges, and recommendations based on the attach checklist.
 - Policy Inputs for continuous improvement in the implementation of the three-term calendar.
5. The Planning and Research Section and the SMME will also have their supplementary monitoring tool for the opening of classes. It will be shared to the usual communication channels.



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Travel expenses, per diem, and other expenses incurred in the monitoring of this activity shall be charged against ARAL funds, MOOE and other local funds subject to the usual accounting and auditing rules.

For widest and immediate dissemination.

VIRGILIO P. BATAN JR., CESO V
Schools Division Superintendent

For the Schools Division Superintendent

DR. ROLANDO G. VERGARA
In-Charge of Office

Reference:
DepEd Order 009, s. 2026

Encl.: As Stated

Reference:

To be indicated in the Perpetual Index
under the following subjects:

LEARNERS PROGRAMS EVALUATION
MONITORING EDUCATION SCHOOLS

ZS-DM-CID-2026-93

RGV20260604



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Annex A

ASSIGNMENT OF DIVISION PERSONNEL

MONITORING OF OPENING OF CLASSES SY 2026-2027
June 8-11, 2026

Personnel	District
1. Romulo J. Cadampog, Jr.	Tungawan
2. Rosmindo L. Ancheta, Jr.	Tungawan
3. Angelito A. Aballe	RT Lim
4. Nora D. Albiso	RT Lim
5. Rodolf John T. Rodriguez	Ipil
6. Glorife C. Clavero	Ipil
7. Rolando G. Vergara	Titay
8. Lloyd Rodriguez	Titay
9. Saniata D. Baral	Naga
10. Gernin S. Laraño	Kabasalan
11. Alma A. Usop	Kabasalan
12. Gina I. Lihao	Siay
13. May C. Isnain	Siay
14. Venizza Faith M. Laurie	Imelda
15. Engr. Juvi P. Llesis	Imelda
16. Ulpiano L. Morales	Payao
17. Grace Am-is	Payao
18. Chief Oliver B. Talaoc	Diplahan
19. Nancy S. Cichon	Buug
20. Lhorelle L. Cabalida	Buug
21. Rafael J. Querubin	Malangas
22. Lilian C. Damaso	Malangas
23. Rose Marie E. Diocares	Alicia
24. Engr. Tolomeo T. Tesoro, Jr.	Mabuhay
25. Richard C. Laurea	Talusan
26. Engr. Edgar L. Irapta	Olutanga



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Annex B

3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
<i>Before the School Year</i>		
Align school systems		
Align the school calendar, lesson planning, assessment, and learning continuity plans to the same structure		
Review all forms, reports, and templates; remove those not required by policy		
Meet with master teachers and department heads; review key policy changes and assign responsibilities		
Prepare standard talking points for teachers and staff on key reforms		
Prepare the three-term calendar		
Map the full school year using Opening Block, Instructional Blocks, and End-of-Term Blocks		
List all school activities under the correct block		
Remove unnecessary activities from instructional blocks		
Set dates for school health activities within the instructional blocks, and devise strategies to ensure smooth facilitation of such activities to minimize disruption to classes		
Set dates for assessments within instructional blocks		
Schedule remediation (e.g., ARAL) within each term		
Schedule enrichment activities within each term		
Schedule INSET sessions within end-of-term blocks		
Finalize class programs and faculty loading aligned to the three-term structure		
Prepare a communication script to explain the calendar to parents and partners		
Organize orientations and LAC sessions to build capacity		
Orient teaching and non-teaching staff on school's academic calendar		
Orient teaching and non-teaching staff on EiE procedures		
Conduct school-level sessions to process policy changes		
Schedule training / establish LAC mechanisms for lesson design		
Schedule training / establish LAC mechanisms for formative assessment, descriptive grading (for KS1), revised awards and recognition		
Schedule training / establish LAC mechanisms for flexible learning delivery		
Establish instructional coaching rather than compliance		
Assign master teachers to support lesson planning		
Assign master teachers to support assessment practices		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Prepare teaching and learning systems		
Issue the official lesson planning standards to all teachers		
Instruct teachers to use only the official template		
Ensure all teachers have access to the Budget of Work		
Require teachers to prepare pacing aligned to the three-term calendar		
Check that teachers prioritize essential competencies		
Prepare assessment and grading system		
Revise transmutation tables from all grading processes		
Update grading templates and school forms		
Align assessment schedules across subjects		
Set limits to prevent clustering of assessments		
Prepare communication materials for parents on grading changes		
Prepare learner support and inclusion		
Review learner records and assessment data		
Identify struggling learners, advanced learners, learners at risk of dropping out		
Set up a system to track learners at-risk for dropping out		
Identify learners who may require Flexible Learning Programs (FLP)		
Select appropriate FLP modalities based on school capacity		
Prepare FLP implementation plan: assigning teachers/facilitators and defining monitoring process		
Ensure functionality of school clinics/health corner		
Ensure functionality of Learner Support Center (Teen Center / Care Center / LRP Help Desk)		
Ensure functionality of Gulayan sa Paaralan		
Ensure functionality of physical activity and recreation spaces		
Ensure functionality of water, sanitation and hygiene facilities		
Ensure functionality of school canteen / feeding centers / kitchens		
Ensure the presence of visible health information, education and campaign (IEC) materials in strategic areas within the school		
Coordinate with SDO for Learners and Parents Orientation on School Health Services		
Ensure the presence of / update the school anti-bullying policy		
Ensure the presence of / update the school mental health program policy and referral protocols		



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Ensure availability of learners' health commodities (sanitary napkins, toothbrushes, toothpaste, etc.)		
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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Prepare for education in emergencies		
Update the Learning and Service Continuity Plan (LSCP)		
Define actions for HINTO, HINGA, HINAY, HAYO scenarios		
Prepare alternative learning materials (print or digital)		
Set communication protocols for teachers and parents		
Prepare for senior high school (if applicable)		
Align SHS offerings with the 2-track structure		
Review subject offerings and class schedules		
Assign teachers based on specialization		
Coordinate with partners for work immersion		
Prepare learner placement and monitoring plan		
Engage stakeholders		
Inform parents about changes: school calendar, grading system, learning continuity		
Coordinate with LGUs and partners to avoid scheduling activities during instructional blocks		
Coordinate with LGUs and partners to support FLP, EiE, and SHS programs		
Coordinate with LGUs on maintaining smoke and vape free zones and healthy food environments within a 100m-radius around the school		
Update and inform members of the Child Protection Committee of their roles and responsibilities		
Ensure functional referral protocols for health and child protection concerns of learners		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Opening Block		
Start of classes		
Confirm that class schedules are followed		
Confirm that teacher assignments are implemented		
Resolve issues on rooms, materials, and class lists		
Protect instructional time		
Stop insertion of activities during class hours		
Monitor daily class implementation		
Support lesson planning		
Check that teachers are using the official lesson plan format		
Conduct classroom walkthroughs within the first 2 weeks		
Provide immediate feedback to teachers		
Start LAC sessions focused on lesson planning		
Conduct diagnostic assessment		
Ensure teachers administer beginning-of-year assessments		
Collect results across subjects		
Guide teachers in interpreting results		
Require teachers to adjust lesson pacing based on results		
Align assessment practices		
Check that formative assessment is used during lessons		
Monitor number and schedule of assessments		
Ensure grading follows updated guidelines		
Identify and support learners		
Consolidate learner data from teachers		
Identify learners needing support		
Start remediation (small groups, ARAL, etc.)		
Activate FLP for identified learners		
Conduct School-Led Baseline Nutritional Assessment		
Conduct School-Led Masterlisting for School Health Services		
Prepare for disruptions		
Remind teachers of EiE response levels		
Confirm availability of alternative learning materials		
Orient learners on procedures during disruptions		
Support SHS (if applicable)		
Monitor SHS class implementation		
Orient learners on tracks and electives		
Engage stakeholders		
Inform parents of school routines and expectations		
Conduct Learners's and Parents' Orientation on School Health Services (including Parents' Consent)		
Share updates on calendar and grading		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Instructional Block		
Protect time		
Monitor daily class delivery		
Prevent non-essential interruptions		
Document unavoidable disruptions		
Promote quality teaching and assessment		
Conduct regular walkthroughs and low-stakes observations / check-ins		
Maintain coaching conversations with teachers on lesson design and delivery		
Continue LAC sessions focused on instruction		
Check that teachers conduct regular checks for understanding and other formative assessment strategies		
Verify that teachers adjust lessons based on results		
Monitor assessment schedules across subjects		
Review performance tasks for quality, identify improvements		
Prevent clustering of tasks and tests		
Support learners		
Monitor progress of struggling learners		
Provide remediation support		
Provide enrichment for advanced learners		
Monitor FLP learners		
Facilitate smooth school health and sports activities to minimize class disruption		
Coordinate with SDO SHN Personnel on the Delivery of School Health Services [after Masterlisting]		
Conduct Head-to-Toe Assessment, including Vision and Hearing Screening, and Preventive and Remedial Measures		
Conduct Oral Health Assessment and Services (Oral Urgent Treatment, Atraumatic Restorative Treatment, and Topical Fluoride Varnish Application)		
Conduct Mass Drug Administration/Deworming - Term 1 (July 2026)		
Conduct Weekly Iron And Folic Acid Supplementation - Term 1 (July -September 2026)		
Conduct elections for Supreme Learner Governments - Term 1		
Conduct School-Based Immunization (Td-MR) (August 2026 onwards)		
Universal Mental Health and Psychosocial Screening and Corresponding Mental Health and Psychosocial Support Services (MHPSS) (August to December 2026)		
Conduct Mass Drug Administration/Deworming - Term 3 (January 2027)		
Conduct Weekly Iron And Folic Acid Supplementation - Term 3 (January - March 2026)		
Conduct School-Based Immunization (HPV) (February 2027 onwards)		
Monitor school clubs and organizations (eg. sports clubs, academic clubs, health clubs, advocacy clubs, etc.)		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
Monitor delivery of school-based feeding program among targeted beneficiaries		
Conduct daily/routine basic health and hygiene drills (handwashing, toothbrushing) among elementary learners		
Implement EiE when needed		
Apply appropriate response level (Hinto, Hinga, Hinay, Hayo)		
Monitor learning continuity during disruptions		
Adjust expectations based on context		
Monitor grading and learner feedback mechanisms		
Check alignment of assessments to competencies		
Check grading practices, ensure alignment with descriptive grading (KS1) or updated transmutation (KS2-4)		
Ensure feedback is given to learners		
Support SHS if applicable		
Monitor SHS classes and learner participation		
Monitor work immersion, arts apprenticeship, and field exposure activities		
Support career guidance activities		
Adjust systems		
Collect feedback from teachers regularly		
Resolve issues immediately		
Stop practices that return to compliance-heavy processes		



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3-TERM CALENDAR CHECKLIST FOR SCHOOL HEADS	Done?	Notes
End-of-term Block		
Identify learning gaps and plan interventions		
Consolidate learner performance data		
Identify learners who did not meet competencies		
Identify learners ready for enrichment		
Plan remediation and bridging activities		
Plan support for next term		
Reflect and improve our teaching		
Conduct INSET		
Facilitate school-level reflection sessions of new policies		
Identify effective teaching practices		
Identify common challenges with teaching and learning		
Review how teachers implemented assessment strategies		
Gather feedback on SHS implementation		
Evaluate FLP implementation		
Complete reporting		
Ensure submission of grades		
Submit reports on ARAL and remediation activities		
Submit reports on EiE implementation, documenting suspensions and modalities used		
Submit reports on learner support programs (nutrition & hygiene, health, after school sports, learner formation, learner rights and protection, mental health, guidance and counseling)		
Consolidate and submit feedback on implementation of reform policies		
Support learners		
Maximize conduct of co-curricular and extracurricular programs (Intramurals, School Clubs and Organizations, Extended Learning Opportunities, Community Enhancement Programs, etc.)		
Monitor completion of mandatory learner health assessments		
Monitor provision of eyeglasses to those identified during vision screening		
Conduct School-Led Endline Nutritional Assessment - Term 3		
Engage stakeholders		
Conduct parent-teacher conferences		
Communicate learner progress		
Share next steps for learners		