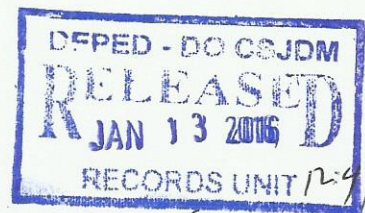




12 January 2016

DIVISION MEMORANDUM
No. 01, s. 2016



To: OIC ASDS
CID & SGOD Chiefs
Public Schools District Supervisors
Education Program Supervisors
Elementary & Secondary School Heads
Unit Heads
All Others Concerned

**DISSEMINATION OF REGIONAL MEMORANDUM NO. 1, S. 2016
(REITERATING THE GUIDELINES ON MAXIMIZING TIME-ON-TASK TO ENSURE QUALITY
DELIVERY OF THE K TO 12 CURRICULUM)**

1. Per Regional Memorandum No. 1, s. 2016, this Office reminds school heads to spend 80% of their time to discharge their supervisory leadership functions to ensure quality delivery of classroom teaching and learning and strictly adhere to the instructional leadership functions as articulated in Section 7 (E) of RA 9155, to wit:
 - (2) Creating an environment within the school that is conducive to teaching and learning;***
 - (3) Implementing the school curriculum and being accountable for higher learning outcomes;***
 - (4) Developing the school education program and school improvement plan;***
 - (5) Offering educational programs, projects and services which provide equitable opportunities for all learners in the community;***
 - (6) Introducing new and innovative modes of instruction to achieve higher learning outcomes;***
 - (7) Administering and managing all personnel, physical and fiscal resources of the school;***
 - (8) Recommending the staffing complement of the school based on its needs;***
 - (9) Encouraging staff development;***
 - (10) Establishing school and community networks and encouraging the active participation of teachers organizations, nonacademic personnel of public schools, and parents-teachers-community associations;***
 - (11) Accepting donations, gifts, bequests and grants for the purpose of upgrading teachers' learning facilitators' competencies, improving and expanding school facilities and providing instructional materials and equipment. Such donations or grants must be reported to the appropriate district supervisors and division superintendents; and***
 - (12) Performing such other functions as may be assigned by proper authorities."***
2. Some Instructional Leadership activities that may be undertaken are as follows:
 - 2.1 Curriculum Review (integration, innovation, indigenization)
 - 2.2 Coaching and Mentoring (Phase 2 of RPMS)
 - 2.3 Competency Mapping and School-based Insets (Summer and 5-day break)
 - 2.4 Instructional Monitoring (Classroom observation and follow-up observation)
 - 2.5 Assessment of Learning Outputs as Input for Enrichment and Remediation Activities
 - 2.6 Development of School-based Research for Continuous Improvement
 - 2.7 School Learning Action Cell (SLAC)
3. In addition, school heads are enjoined to strictly comply with item 4 (a-h) of DepEd Order No. 9, s. 2005 (Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith), to wit:
 - a. ***"Classes should not be suspended even while there are school celebrations of important historical events or significant occasions. Discussions on the significance of these***

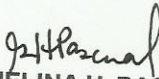


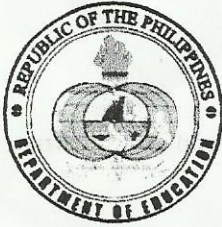
Republic of the Philippines
DEPARTMENT OF EDUCATION
Region III
DIVISION OF CITY SCHOOLS
City of San Jose del Monte



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- events or occasions, such as United Nations Day, Arbor Day, School Nutrition Month, Environment Month, AIDS Awareness Day, etc., should be integrated in related subject areas during the regular classroom discussions. Streamers should no longer be put up in schools to announce such celebrations. Simple announcements in bulletin boards would suffice.*
- b. Similarly, with regard to national programs which DepEd is expected to support, integration in regular classroom discussions in the relevant subjects shall serve as the mode of imparting important messages to students. The holding of contests in schools to support such programs shall be conducted outside of school hours.*
- c. DepED Central Office will no longer endorse competitions sponsored by certain government or non-government entities.*
- d. Enrichment and remediation classes and individual instruction shall be encouraged to support teaching and learning, and may be conducted during the period to be determined by the School Head.*
- e. In-service training programs and write shops/module-making, whether organized by the central, regional or division offices as well as the training components of foreign-assisted projects, requiring attendance of classroom teachers shall be scheduled during the five-day mid-year break and during the summer vacation. In the case of school-based or school-cluster based training program, this may be held preferably on Fridays or on weekends.*
- f. Only schools with school papers shall be allowed to participate in local schools press conferences.*
- g. Schools Division Superintendents shall ensure that the five-day break at the middle of the school year, which is counted as part of the required number of school days, shall be optimally used by school heads for review and assessment of activities for the first half of the school year, planning for the second half of the school year, and conduct of in-service training programs. Every school head shall prepare an implementation plan for the five-day mid-year break which shall include the in-service training program for teachers and the assignments/projects/homework to be given to students for that period.*
- h. National, regional or division athletic meets or academic and non-academic competitions, including practices for said meets and competitions shall be allowed on condition that these are held after class hours and days. In determining the composition of delegations to these competitions, regional directors and schools division superintendents should only include the competitors, their coaches, and officiating personnel."*
4. To minimize frequent visits of school heads to the SDO, school administrators are advised to utilize the available technology (e.g. cellular phones, emails, etc.) to communicate concerns to SDO Officials and vice versa except for the regular ManCom meetings.
5. School-based co-curricular activities must support the objectives of classroom instruction and be treated as performance tasks as articulated in DepEd Order No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program).
6. Wide dissemination and strict adherence to this Memorandum is desired.


GERMELINA H. PASCUAL, CESO V
Schools Division Superintendent

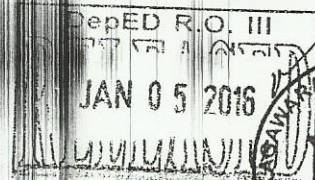


Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION III

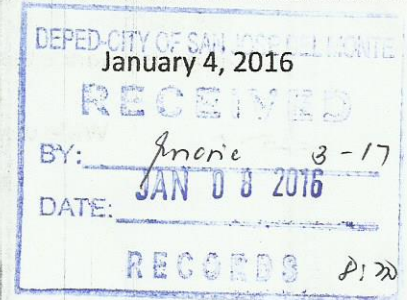
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REGIONAL MEMORANDUM
No. 01, 2016



REITERATING THE GUIDELINES ON MAXIMIZING TIME-ON-TASK TO ENSURE
QUALITY DELIVERY OF THE K TO 12 CURRICULUM

To : Assistant Regional Director
Schools Division Superintendents
Regional Division Chiefs

1. The Regional Education Development Plan (REDP) sets focus on K to 12 Curriculum Management as the major key thrust. Greater emphasis is accorded to the learners as the core of the teaching-learning process giving premium to teachers' instructional competence, the school administrators' instructional decision-making competence and the communities' responsive and sustained support

2. The instructional leadership function as articulated in Section 7 (E) of RA 9155 must be strictly performed by school administrators. In line with this, school administrators are enjoined to spend 80% of their time to discharge their supervisory leadership function to ensure the quality delivery of classroom teaching and learning. Some of the instructional leadership activities that can be undertaken are the following:

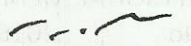

- 2.1 Curriculum Review (Integration, Innovation and Indigenization)
- 2.2 Coaching and Mentoring (Phase 2 of RPMS)
- 2.3 Competency Mapping and School-based Insets (Summer and 5-day break)
- 2.4 Instructional Monitoring (Classroom Observation) and Follow up Observation)
- 2.5 Assessment of Learning Outputs as Input for Enrichment and Remediation Activities
- 2.6 Development of School-Based Research for Continuous Improvement
- 2.7 School Learning Action Cell (SLAC)

3. The specific measures articulated in DepEd Order No. 9, s. 2005 item 4 (a-h) must be strictly observed. School administrators are therefore advised to utilize the available technology (e.g. cellular phones, e-mails) to communicate their concerns to the Schools Division Office Officials and the same is advised to the Schools Division Office Officials in communicating their concerns to schools administrators except for the regular ManCom Meetings which will require the convening of school administrators. This is to prevent the

frequent visits of school administrators to the SDO to transact their parochial concerns which can only be relayed through the mentioned modes.

4. School-based co-curricular activities are experiential learning activities designed for the learners, thus, they must support the objectives of classroom instruction and be treated as performance tasks as articulated in DepEd Order No. 8, s. 2015.

5. Wide dissemination and strict adherence to this Memorandum is directed.


MALCOLM S. GARMA, CESO V
Director III 
Officer-In-Charge
Office of the Regional Director

PPRD1/pprd07

References: DepEd Order No. 9, s. 2005
DepEd Order No. 8, s. 2015
DepEd Order No. 92, S. 2009
RA 9155

To be indicated in the PERPETUAL INDEX
under the following subjects:

ASSESSMENT
CURRICULUM

CO-CURRICULAR ACTIVITIES
INSTRUCTION

INSTRUCTIONAL LEADERSHIP