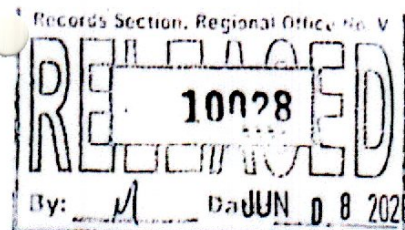


Republic of the Philippines
Department of Education
REGION V - BICOL



08 June 2026

REGIONAL MEMORANDUM
No. 00767 s. 2026

60926282

**REGIONAL MONITORING AND TECHNICAL ASSISTANCE DEPLOYMENT FOR THE
SY 2026-2027 THREE-TERM CALENDAR OPENING BLOCK**

To : Schools Division Superintendents
CID Chief Education Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. With the formal transition of the Department of Education to the Three-Term School Calendar for School Year 2026-2027, the traditional academic milestones have been structurally re-engineered. Under this framework, the first week of the school year is designated as the Opening Block, a dedicated period separate from regular lesson delivery to provide schools with the necessary opportunity and time for preparatory activities, baseline diagnostic screening, student orientation, and curriculum remapping. In relation to this, this office, through the Curriculum and Learning Management Division (CLMD), will conduct an intensive monitoring and technical assistance deployment. This activity aims to assess actual school-level adjustments and ensure compliance with the mandated instructional timeline per term.
2. The regional monitoring activity intends to achieve the following:
 - A. Validate the administrative alignment of class organizations, class programs, and teacher loads with the parameters of the new three-term system.
 - B. Appraise the readiness of teachers regarding their recalibrated 3-Term Budgets of Work (BOW) and the inventory of available learning resources.
 - C. Monitor the baseline diagnostics and literacy/numeracy screenings for both formal education and the Alternative Learning System (ALS).
 - D. Provide immediate, on-site Technical Assistance (TA) to address critical bottlenecks identified by school heads and teachers.
3. The regional monitoring shall take place from **June 9 to 11, 2026**, across all thirteen (13) Schools Division Offices (SDOs) in Region V. To ensure a comprehensive situational assessment, the monitoring teams will cover a diversified and stratified sample of schools within each assigned SDO. The monitored sites will include a mixed representation of:
 - Varied Sizes: Small, Medium, Large, and Mega schools.
 - Varied Locations: Urban/central schools and remote, coastal, or upland/rural schools.

- Varied Offerings & Tracks: Elementary Schools (ES), Junior High Schools (JHS), Senior High Schools (SHS), Integrated Schools (IS), and active community learning centers for the Alternative Learning System (ALS).
- Private elementary and secondary schools

4. The matrix below details the assignment of CLMD Education Program Supervisors (EPS) across the respective SDOs:

CLMD Supervisor	Assigned SDO
Christie C. Alvarez	Camarines Norte, Camarines Sur
Loyd H. Botor	Camarines Sur
Teresa Buasan	Tabaco City, Catanduanes
Ma. Ayrin Adriano	Albay (3 rd District), Masbate City
Maricel Bernal	Iriga City
Chozara Duroy	Albay (1 st and 2 nd District)
Nora J. Laguda	Legazpi City
Ma. Leilani Lorico	Ligao City
Joshua Oyon-Oyon	Sorsogon, Sorsogon City
Jay Oliquino	Masbate, Naga City

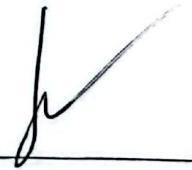
5. Travel expenses, per diem, and other incidental expenses of the Regional Monitoring Teams relative to the conduct of this field activity shall be charged against Regional/CLMD Funds, subject to the usual accounting and auditing rules and regulations.

6. Immediate dissemination of this Memorandum is desired.


GILBERT T. SADSAD
 Regional Director

CLMD/gur
 06/08/2026

June 8, 2026
To: All Schools
for info. & guidance





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Three-Term School Calendar: Opening Block Monitoring Tool (SY 2026-2027)

Schools Division Office (SDO):	
Name of School / ALS Center:	
School ID / CLC Code:	
Date of Monitoring:	June ____, 2026
Monitored by (CLMD Supervisor):	

Key Area 1: Administrative Setup & Enrolment

Objective: Ensure that student lists, sectioning, and schedules are completely finalized during the Opening Block to avoid instructional disruptions when regular classes begin.

Indicator	Means of Verification (MOV)	Evident	Not Evident	Quality / Descriptive Remarks
1.1 Complete class lists are available and signed by the LIS Coordinator.	* Certified copy of LIS class rosters * Master list of sections posted in common areas			
1.2 Individual teacher loads and class timetables explicitly identify the instructional block	* Approved School Calendar Matrix * Master Class Program signed by the SDS/Asst. SDS			
1.3 Transferred-in and late-enrolled learners are assigned to sections.	* Logbook of late enrollees * Transfer certificate tracking file (SF10 checklist)			



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Key Area 2: Three-Term Student Orientation

Objective: Validate that school-wide and classroom-level orientations are executed to transition learners from the old 4-quarter mindset to the new 3-term system.

Indicator	Means of Verification (MOV)	Evident	Not Evident	Quality / Descriptive Remarks
2.1 Learner orientation sessions on the 3-term academic timeline, updated grading policies, and long-term pacing are completed.	* Opening Block daily matrix/schedule * Presentation decks or hand-outs used * Attendance sheets signed by learners			
2.2 Psycho-social support, school climate familiarization, and team-building activities are conducted to ease the transition.	* Class program logs / * Photo documentation of class activities			
2.3 General Assembly or focused briefings are conducted for parents/guardians detailing the new 3-term calendar changes.	* PTA Meeting Attendance sheets * Copy of notices or narrative report signed by the Principal			



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Key Area 3: Alternative Learning System (ALS) Alignment & Interventions

Objective: Ensure that the ALS program—including Mobile Teachers and District ALS Coordinators (DALSCs)—properly utilizes the Opening Block for mapping out-of-school youth/adults (OSYAs), organizing Community Learning Centers (CLCs), and setting up individual learning agreements adjusted to the 3-term shift.

Indicator	Means of Verification (MOV)	Evident	Not Evident	Quality / Descriptive Remarks
3.1 Mapping and profiling of target ALS enrollees (OSYAs) are updated and aligned with the SY 2026-2027 calendar parameters.	* Screened ALS Form 1 (AF1) / Learner Profile * Updated mapping logbooks per barangay / CLC			
3.2 Individual Learning Agreements (ILAs) are co-drafted with learners, factoring in the streamlined pacing under the new calendar structure.	* Signed Individual Learning Agreements (ILA) * Initial documentation on the ALS Recognition of Prior Learning (RPL) Form 1 and 2			
3.3 Core baseline screenings (Functional Literacy Test) are scheduled or initiated within the community centers during the opening stretch.	* Log of Functional Literacy Test (FLT) schedules * Master list of test-takers per CLC cluster			



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Key Area 4: Teacher Pacing, Budget of Work

Objective: Monitor teacher readiness to recalibrate their lesson pacing, ensuring that the older 4-quarter curriculum competencies are successfully remapped into three terms.

Indicator	Means of Verification (MOV)	Evident	Not Evident	Quality / Descriptive Remarks
3.1 Teachers have a copy of the 3-term Budget of Work (BOW)	3-Term BOW per subject/grade level			
3.2 Instructional materials are identified and assigned to specific weeks of the term.	Inventory of learning resources			
3.3 Teacher conferences/ LAC Sessions were held to map activities in the opening block and discuss the ILAW framework on lesson design and planning.	Minutes of meetings Attendance sheets			



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Key Area 5: Baseline Diagnostics & Preparations for Remediation

Objective: Verify that the Opening Block is actively used to administer diagnostic screenings to establish the baseline performance index before formal lessons begin.

Indicator	Means of Verification (MOV)	Evident	Not Evident	Quality / Descriptive Remarks
5.1 Baseline diagnostic assessment instruments for literacy, numeracy, and other relevant assessments (MFAT, ECCD, BLIT) are prepared and ready for rollout.	* Copies of diagnostic test tools and reporting forms			

Technical Assistance (TA) & Ways Forward

To be filled out by the CLMD Supervisor in collaboration with the School Head / ALS Coordinator at the conclusion of the monitoring visit.

1. Significant Findings & Critical Bottlenecks Observed

2. Action Items and Next Steps for the School / SDO / ALS Cluster

Action Item/Issue	Intervention Required	Responsible Person	Timeline



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3. Support Needed from SDO/RO/CO

Conforme:

School Head / Principal / ALS Coordinator
(Signature over Printed Name)

Monitored by:

CLMD Education Program Supervisor
(Signature over Printed Name)