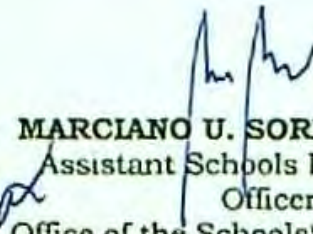




Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

**Office of the Schools Division
Superintendent**

4. All public elementary and secondary school heads are directed to extend the necessary assistance and provide relevant documents and information required by the monitoring team during their school visits.
5. Attached to this Memorandum is the **Monitoring Tool** for your guidance and reference.
6. For clarification and other concerns, please coordinate with the Schools Governance and Operations Division- School Management, Monitoring and Evaluation (SGOD-SMME) Unit.
7. Immediate dissemination of and compliance with this Memorandum are desired.


MARCIANO U. SORIANO JR. PhD, CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

Encl: Monitoring Tool
Reference: Department Memorandum No. DM-LS-2026-219
To be indicated in the Perpetual Index
under the following subjects:
MONITORING
SGOD-SMME/jvdg/DM Regional Monitoring Activities and School Visits for the
Opening of Classes for SY 2026-2027.
June 11, 2026

**MONITORING TOOL ON THE OPENING OF CLASSES
for School Year 2026-2027**

This Opening of Classes Monitoring Tool shall be used to assess the readiness and compliance of schools during the opening of classes for School Year 2026-2027.

For each indicator, place a check mark (✓) under the appropriate column:
Evident - if sufficient evidence is presented and validated;
Not Evident - if evidence is unavailable, insufficient, or cannot be validated during the monitoring.

I. SCHOOL PROFILE

Schools Division: _____ District: _____

School Name: _____ School ID: _____

School Head: _____ Date of Monitoring: _____

School Type: Elementary Junior High School Senior High School Integrated School Community Learning Center Others: _____

Enrollment Data: Total Enrolment: _____ Total Teachers: _____

Total Non-Teaching Personnel: _____

II. OPENING OF CLASSES READINESS AND IMPLEMENTATION

A. SCHOOL OPENING PREPAREDNESS (Aligned with DO 9, s. 2026)

Indicators	MOVs	Evident	Not Evident	Remarks
1. School opening activities (e.g. Brigada Eskwela and other preparatory activities) conducted prior to opening of classes	Accomplishment, Activity Documentation, and Photos			
2. Beginning of School Year assessments conducted	Assessment Report, consolidate Assessment Results			
3. Mandatory learner health assessments conducted and recorded	Health Assessment Report, Health Records			
4. Required school data and reports (e.g. Language Mapping, School Forms, and other BOSY requirements) collected, validated, and submitted	Submission Report Consolidated Data Report			
5. Class programs and Teacher Workloads prepared, approved, and disseminated	Approved Class Program and Teachers'			



Indicators	MOVs	Evident	Not Evident	Remarks
	Load/ Teaching Load			
6. Class Lists with designated advisers prepared, approved, and disseminated	Class Lists, List of Adviser Assignment			
7. Learner enrollment record validated and updated in the Learner Information System	LIS Reports			
8. Learners oriented on school policies and schedules	Orientation Report, Attendance Sheets, Photo Documentation			
9. Parents and stakeholders oriented on opening school opening arrangements, academic term schedule and school policies and activities	School Opening Orientation Report Attendance Sheets			
10. School calendar and term schedules disseminated and posted in conspicuous area	Posted School Calendar			

B. IMPLEMENTATION OF THE THREE-TERM SCHOOL CALENDAR (Aligned with DO 9, s. 2026)

Indicators	MOVs	Evident	Not Evident	Remarks
1. School calendar posted in conspicuous area	Posted School Calendar			
2. Academic term schedules communicated to stakeholders through official communication channels and online platforms	Copy of Memorandum/Advisory Online Posts			
3. School activities aligned with the approved school calendar	Annual Implementation Plan			
4. Class schedules comply with prescribed instructional time	Class Schedules			
5. Mechanisms for monitoring attendance and learning continuity established	Monitoring Checklist/ Reports			

C. LEARNING DESIGN AND LESSON PLANNING (Aligned with DO 16, s. 2026)



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Indicators	MOVs	Evident	Not Evident	Remarks
1. Teachers prepared required learning designs/lesson plans	Sample Learning Designs			
2. Learning objectives aligned with curriculum standards	Learning Designs			
3. Learning activities promote learner engagement	Learning Designs			
4. Learning designs demonstrate contextualization and inclusivity	Learning Designs			
5. Assessments strategies aligned with the lesson objectives and integrated throughout the learning session	Learning Designs			
6. Appropriate intervention and enrichment plans identified	Intervention Plans			
7. Learning resources are available and accessible	Inventory			

D. CLASSROOM ASSESSMENT AND GRADING SYSTEM (Aligned with DO 15, s. 2026)

Indicators	MOVs	Evident	Not Evident	Remarks
1. Teachers oriented on the revised assessment guidelines	Attendance Sheets			
2. Classroom assessment plan prepared and implemented	Classroom Assessment Plan			
3. Assessment tools aligned with learning competencies	Sample Assessment Tools			
4. Learners oriented on assessment and grading policies	Orientation Report			
5. School established mechanisms for recording and reporting learner progress	School Forms			
6. Assessment practices implemented to accommodate learner diversity, inclusion, and special needs	Assessment Samples			
7. Required Assessment (Phil-IRI, RMA, CRLA, Language Identification Tool) administered and recorded	Assessment Results Consolidated Assessment Report			

E. CURRICULUM IMPLEMENTATION (indicators are the same with A, C, and D; may be deleted as these are already evident in other indicators)

Indicators	MOVs	Evident	Not Evident	Remarks
1. Curriculum guides and references available	Curriculum Documents			
2. Class schedules aligned with curriculum requirements	Class Program			
3. Learning resources distributed to teachers and learners	Distribution Records			
4. School interventions for struggling learners established	Intervention Plan			
5. Curriculum implementation monitoring mechanisms in place	Monitoring Reports			

F. STRENGTHENED SENIOR HIGH SCHOOL IMPLEMENTATION (Applicable to SHS only; DO 17, s. 2026)

Indicators	MOVs	Evident	Not Evident	Remarks
1. Approved SHS tracks and offerings communicated to learners and parents	Approved School Offerings, Advisories, Educational Campaign Material			
2. Learner placement aligned with their chosen pathways	Enrollment Records, Survey Form, Career Guidance Report			
3. Teacher specialization aligned with subject assignments	Approved Class Program/ Teaching Load			
4. Industry and community partnerships established	MOA/MOU			
5. Work immersion and experiential learning plans prepared	Work Immersion Plan			
6. Specialized facilities, equipment, tools and learning resources available to support SHS program offering	Inventory Report of facilities, equipment, and learning resources (print and non-print)			

G. INCLUSIVE, SAFE, AND ACCESSIBLE LEARNING ENVIRONMENT

Indicators	MOVs	Evident	Not Evident	Remarks
1. School implements inclusive education policies	School Programs			
2. Learners with disabilities identified and supported	Learner Records			
3. Age-appropriate placement observed	Class Lists			
4. Gender-responsive and inclusive practices evident	Reports			
5. Classrooms are safe, clean, and conducive to learning	Observation			
6. Accessibility features available where applicable	Observation			

H. TEACHERS AND PERSONNEL

Indicators	MOVs	Evident	Not Evident	Remarks
1. Teacher deployment completed	Deployment Orders			
2. Vacancies and staffing concerns identified	Personnel Records			
3. Teachers attended opening-of-classes orientation	Attendance Sheets			
4. Professional support mechanisms established	LAC Plans			
5. Ancillary assignments communicated	Office Orders			

I. LEARNING RESOURCES, FACILITIES, AND ICT

Indicators	MOVs	Evident	Not Evident	Remarks
1. Classrooms sufficient and usable	Physical Inspection			
2. Furniture sufficient and serviceable	Inventory			
3. Textbooks/modules available	Inventory			
4. ICT facilities operational	ICT Inventory			
5. Internet connectivity available	Connectivity Report			

Indicators	MOVs	Evident	Not Evident	Remarks
6. Specialized learning resources available	Inventory			

J. STAKEHOLDER PARTICIPATION

Indicators	MOVs	Evident	Not Evident	Remarks
1. PTA Officers and other community stakeholders engaged and involved in school activities	SGC/SBM Report			
2. LGU support mobilized	MOA/MOU			
3. School governance structures functional	Meeting Minutes SGC/SBM structure			

III. ISSUES, GAPS, AND TECHNICAL ASSISTANCE NEEDED

Area	Issue/s Identified	Technical Assistance Needed	Recommendations
1. Enrollment			
2. Curriculum			
3. Assessment			
4. Personnel			
5. Learning Resources			
6. Facilities			
7. Inclusive Education			
8. SHS Implementation			
Others			

IV. OVERALL FINDINGS

Strengths:

Areas for Improvement:

Priority Recommendations:

Monitored by:

Name and Position

Conforme:

School Head



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SDO DAGUPAN CITY