



Republic of the Philippines
Department of Education

REGION I
SCHOOLS DIVISION OF THE CITY OF BATAC

DIVISION MEMORANDUM

No. 480, s. 2025

17 JUL 2025

**REITERATION ON THE IMPLEMENTATION OF HOMEROOM GUIDANCE PROGRAM
FOR SY 2025-2026**

To: Assistant Schools Division Superintendent
Chief Education Program Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Regional Memorandum No. 895, s. 2025 and No. 724, s. 2022 and in alignment with national directives, this Memorandum reaffirms the region's full commitment to the effective and consistent implementation of Homeroom Guidance Program (HGP) for School Year 2025-2026.

2. The following key provisions are hereby reiterated:

1.1 Implementtion Compliance

The proper implementation of the Homeroom Guidance Program (HGP) is an essential part of the holistic development of every learner, thereby "developing their full potential." Teachers are expected to deliver the program as prescribed, ensuring relevance and responsiveness to the needs of learners, especially during challenging circumstances.

1.2 Teaching Load Allocation

As specified in DO No. 5, s. 2024, class advising duties, as part of the ancillary tasks of teachers, shall be treated as a teaching load equivalent to (1) one hour per day or five (5) hours a week. Included in the 5 (five) hours is the prescribed time for the Homeroom Guidance Program (HGP). The delivery of the HGP should be included in the computation of total teaching hours.

1.3 Time Allotment

As specified in DO No. 12, s. 2024, paragraph 2.a (ii) and 2.b the weekly HGP time allocation of once a week (not less than 45 minutes) will be observed. However, in certain instances and/or when the need arises intervention on individual cases may be conducted with proper documentation and coordination with the School Head or proper school authorities.

1.4. Resources

Learning materials for HGP are accessible at <https://tinyurl.com/HGP-SLM2022>. Teachers are encouraged to review and integrate these into their actual instruction.

1.5 Fund Source

As per DM OUCI-2021-346, DepEd schools shall include all expenses relative to HGP in their Annual Implementation Plan (AIP) and School Improvement Plan (SIP).

3. Additional details regarding the implementation of the Homeroom Guidance Program are outlined in Regional Memorandum No. 895, s. 2025, which is hereby attached for your reference.

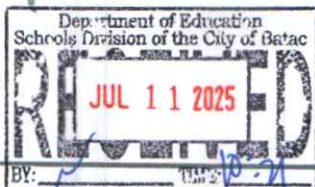
4. For information and guidance.


ANSELMO R. ALUDINO
Schools Division Superintendent

Encl.: None
Reference: Regional Memorandum No. 895, s. 2025
To be indicated in the Perpetual Index
Under the following subjects:

HOMEROOM GUIDANCE PROGRAM

AVJ/DM Reiteration on the Implementation of Homeroom Guidance for School Year 2025-2026
2510359/5168/July 17, 2025



Republic of the Philippines
Department of Education
REGION I

REGIONAL MEMORANDUM

No. 895 s. 2025

REITERATION ON THE IMPLEMENTATION OF HOMEROOM GUIDANCE PROGRAM
FOR SY 2025-2026

To: Schools Division Superintendents

1. Pursuant to Regional Memorandum No. 724, s. 2022 and in alignment with national directives, this memorandum reaffirms the region's full commitment to the effective and consistent implementation of Homeroom Guidance Program (HGP) for School Year 2025-2026.

2. The following key provisions are hereby reiterated:

1.1. Implementation Compliance

The proper implementation of the Homeroom Guidance Program (HGP) is an essential part of the wholistic development of every learner, thereby "developing their full potential." Teachers are expected to deliver the program as prescribed, ensuring relevance and responsiveness to the needs of learners, especially during challenging circumstances.

1.2. Teaching Load Allocation

As specified in DO No. 5, s. 2024, 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). The delivery of the HGP should be included in the computation of total teaching hours.

1.3. Time Allotment

As specified in DO No. 12, s. 2024, paragraph 2.a (ii) and 2.b the weekly HGP time allocation of once a week (not be less than 45 minutes) will be observed. However, in certain instances and/or when the need arises, intervention on individual cases may be conducted with proper documentation and coordination with the School Head or proper school authorities.

1.4. Resources

Learning materials for HGP are accessible at <https://tinyurl.com/HGP-SLM2022>. Teachers are encouraged to review and integrate these into their actual instruction.

1.5. Fund Source

As per DM OUCI-2021-346, DepEd schools shall include all expenses relative to HGP in their Annual Implementation Plan (AIP) and School Improvement Plan (SIP).

3. In developing the Personal and Social Development Domain and in providing learners with a safe and nurturing learning environment, this Office reiterates the

importance of strengthening awareness on the negative effects of bullying, both online and offline, through the Homeroom Guidance Program (HGP).

4. The Class Advisers are directed to allocate one (1) Homeroom Guidance session per month, starting August 2025 until March 2026, dedicated to discussions, activities, and reflections on the following:

- Understanding the different forms of bullying (physical, verbal, social, and cyberbullying);
- Recognizing the short- and long-term effects of bullying on victims, perpetrators, and bystanders;
- Promoting empathy, kindness, and positive peer relationships;
- Reporting mechanisms and the role of students in preventing bullying; and
- Encouraging responsible digital citizenship among learners.

5. The School Guidance Advocates, Class Advisers, and Homeroom Guidance Coordinators shall collaborate to ensure the age-appropriateness and effectiveness of activities. Schools are encouraged to utilize interactive strategies such as role-playing, storytelling, journaling, and group discussions.

6. To ensure the effective and consistent implementation of the HGP, particularly in addressing anti-bullying initiatives, the EsP/GMRC/VE Education Program Supervisors, Division Guidance Coordinators, and other designated school and division personnel are hereby directed to conduct systematic monitoring and evaluation of the scheduled HGP sessions. This shall include, but is not limited to, classroom observations, validation of session documentation, learner and teacher feedback, and the provision of technical assistance as necessary.

7. A consolidated monitoring report shall be submitted to the Regional Office through the Curriculum and Learning Management Division on or before the last Friday of each month for appropriate action and reference.

8. For this purpose, the enclosed Student Feedback Survey Form, Class Adviser's Implementation Checklist, and Supervisor's Monitoring Checklist shall be utilized to guide the implementation and monitoring processes and shall form part of the required school and division-level documentation.

9. For advance coordination and further information, please contact CLMD through telephone number (072) 682-2324 local 120 and email at clmd.region1@deped.gov.ph.

10. For information and compliance.



TOLENTINO G. AQUINO

Director IV

Encl.: Monitoring Tool/Survey/Checklist

Reference: As stated

To be indicated in the Perpetual Index
Under the following subject

HOMEROOM GUIDANCE PROGRAM



DepEd RO1



Documan 6

CLMD/magd/RM_ReiterationoftheImplementationofHomeroomGuidanceProgram
July 10, 2025



Flores St., Catbangan, City of San Fernando, La Union
Telephone Nos.: (072) 607-8137/682-2324
DepEd Region I region1@deped.gov.ph
www.depedregion1.com

Doc. Ref. Code	RM-ORD	Rev	00
Effectivity	11.18.2024	Page	2 of 9



HOMEROOM GUIDANCE SESSION ON ANTI-BULLYING

Supervisor Monitoring Checklist

(To be accomplished by the Division Education Program Supervisor)

School: _____

Date of Monitoring: _____

Name of Supervisor: _____

Designation: _____

Instructions:

1. This tool is designed to help monitor and assess the implementation of the Homeroom Guidance Program (HGP) session on Anti-Bullying at the school level.
2. It must be accomplished by the Division Education Program Supervisor, during the school visit or session observation.
3. Review the list of indicators carefully and place a check mark (✓) under "Yes" if the item was observed or verified, or "No" if it was not.
4. Use the Remarks column to provide additional comments, observations, or recommendations for each item, if applicable.
5. Supporting documents such as photos, session plans, attendance sheets, and learner outputs should be validated during the visit.
6. At the end of the checklist, affix your name, designation, signature, and date to validate the monitoring activity.
7. Submit the accomplished checklist to the Regional Office (CLMD) as part of the division's monitoring report.

No.	Theme	Indicator	Yes	No	Remarks
1	Scheduling & Planning	The school conducted the Homeroom Guidance session on anti-bullying as scheduled.			
2	Preparation	A session plan or guide was prepared and followed by the adviser.			
3	Content Relevance	The session content aligned with the Homeroom Guidance Program objectives.			
4	Facilitation	The adviser demonstrated understanding of bullying concepts and facilitated the session effectively.			
5	Learner Engagement	Learners were actively engaged and			

		participated in the activities.			
6	Learner Output	There were materials or outputs (e.g., drawings, journals, posters) produced by the learners.			
7	School-Wide Advocacy	The school displayed or shared anti-bullying advocacy messages.			
8	Child Protection	Reporting mechanisms and support systems were discussed with the learners.			
9	Documentation	Session documentation (attendance, photos, reports) was available and complete.			
10	Learning Environment	The environment was conducive for meaningful discussion and learner reflection.			
11	Consistency	The school shows consistency in implementing values-based guidance activities.			
12	Feedback & Support	Recommendations and feedback were provided to the adviser after observation.			

Signature over Printed Name of Supervisor: _____

Date: _____

HOMEROOM GUIDANCE SESSION ON ANTI-BULLYING IMPLEMENTATION CHECKLIST

(To be accomplished by Class Adviser)

Division: _____

School: _____

Grade Level/Section: _____

Date of Session: _____

Name of Adviser: _____

Instructions:

1. This checklist is intended to monitor your class's implementation of the Homeroom Guidance Program (HGP) session on Anti-Bullying.
2. Please review each indicator carefully based on what actually occurred during the session.
3. Place a check mark (✓) under "Yes" if the activity or indicator was implemented or observed, or "No" if it was not.
4. Use the Remarks column to add any important notes, clarifications, or observations related to each indicator.
5. Ensure that documentation (such as attendance sheets, photos, and learner outputs) is completed and ready for validation.
6. Reflect on the success of the session and note any challenges or suggestions for improvement.
7. Accomplish this form honestly and accurately.
8. Sign and date the checklist before submitting it to your Guidance Coordinator or School Head as part of the school's report.

No.	Theme	Indicator	YES	NO	Remarks
1	Planning & Scheduling	The Homeroom Guidance session on anti-bullying was conducted as scheduled.			
2	Clarity of Objectives	Session objectives were clearly explained to the learners.			
3	Content Knowledge	Various forms of bullying (verbal, physical, social, cyber) were discussed.			
4	Learner Engagement	Learners actively participated in the session.			
5	Reflection & Expression	Learners were encouraged to share reflections/experiences.			
6	Instructional Strategies	Strategies used were age-appropriate and engaging.			
7	Child Protection	Reporting mechanisms and how to seek help were discussed.			
8	Documentation	Pictures, attendance, and session outputs were documented.			
9	Values Integration	Positive values such as empathy, respect, and inclusion were emphasized.			

10	Safe Environment	The session environment was safe and open for learners to express themselves.			
11	Program Fidelity	The session followed the official Homeroom Guidance Program guide.			
12	School Advocacy	The activity helped strengthen the school's anti-bullying advocacy.			

Signature over Printed Name of Adviser: _____

Date: _____

EXTENT OF IMPLEMENTATION RATING SCALE

This rating scale is applicable to both the Class Adviser's Implementation Checklist and the Supervisor's Monitoring Checklist.

 Total Score = Number of "Yes" responses

For a checklist with 12 indicators, the maximum score is 12 points.

Score Range	Descriptive Rating	Interpretation
10 – 12	Fully Implemented	The anti-bullying session was well-prepared, conducted effectively, and documented.
7 – 9	Partially Implemented	Most key elements were done; a few improvements are needed.
4 – 6	Minimally Implemented	Several key elements were missing; intervention/support needed.
0 – 3	Not Implemented	The session was not conducted or poorly executed.

Note: Use the remarks column in the checklist to explain any indicators marked "No," and suggest actions for improvement.

Student Feedback Survey
(To be answered anonymously by learners after the session)

Grade Level/Section: _____

Date of Session: _____

Instructions for Student Feedback Survey

Dear Learner,

This survey is part of your Homeroom Guidance session on **Anti-Bullying**. Your **honest feedback** is important and will help us improve future sessions to make your classroom and school a safer and more respectful space for everyone.

Please follow the instructions below:

1. Read each statement carefully.
2. Place a check mark (✓) in the box that best describes your opinion:
 - **Strongly Agree** – You completely agree with the statement.
 - **Agree** – You generally agree with the statement.
 - **Disagree** – You do not agree with the statement.
 - **Strongly Disagree** – You completely disagree with the statement.
3. There are two optional questions at the end. Feel free to share your thoughts in your own words.
4. There are no right or wrong answers. What matters is your honest experience.
5. Your answers will be kept anonymous and confidential.

Thank you for your participation!

Directions: Please check (✓) the box that best describes your answer.

No.	Theme	Statement	Strongly Agree	Agree	Disagree
1	Awareness	I understand what bullying is and the different types such as verbal, physical, and cyberbullying.			
2	Impact Understanding	I became more aware of how bullying can affect a person's emotions, mental health, and behavior.			
3	Self-Reflection	The Homeroom Guidance session helped me reflect on my own actions and how I treat others.			
4	Help-Seeking	I learned what to do and who to approach if I or someone else is being bullied.			

5	Responsibility	I now understand that bystanders also have a responsibility to stop bullying.			
6	Learning Engagement	The activities and discussions during the session were interesting and easy to follow.			
7	Psychological Safety	I felt safe to express my thoughts and feelings during the guidance session.			
8	Empathy	The adviser encouraged us to show empathy and kindness to our classmates.			
9	Positive Climate	I believe our classroom environment has improved because of the guidance session.			
10	Confidence	I am now more confident to speak up or help when I see someone being bullied.			
11	Respect	I now value the importance of treating others with respect, both offline and online.			
12	Program Continuity	I hope more sessions like this will be conducted to help students understand important issues.			

Optional:

1. What did you like most about the session?

2. What can we do better in the next session?

10	Safe Environment	The session environment was safe and open for learners to express themselves.			
11	Program Fidelity	The session followed the official Homeroom Guidance Program guide.			
12	School Advocacy	The activity helped strengthen the school's anti-bullying advocacy.			

Signature over Printed Name of Adviser: _____

Date: _____