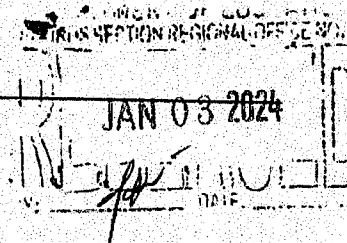




Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

Reproduction No. 009 s. 2024
For dissemination and compliance.
NORMA P. ESTEBAN EDD, CESO V
Schools Division Superintendent
Office of the Schools Division Superintendent
SCHOOLS DIVISION OF BULACAN



REGIONAL MEMORANDUM

No. 013, s. 2024

IMPLEMENTATION GUIDELINES ON STRENGTHENING CHARACTER DEVELOPMENT THROUGH IMPLEMENTATION OF EDUKASYON SA PAGPAPAKATAO (EsP)/ GOOD MANNERS AND RIGHT CONDUCT (GMRC) AND VALUES EDUCATION (VE)

To : Schools Division Superintendents
Assistant School Division Superintendents
Curriculum Implementation Division Chiefs
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Republic Act (RA) 11476 also known as "GMRC and Values Education Act" leads the state in recognizing the vital role of the youth in nation-building and promotes and protects their physical, moral, spiritual, intellectual and social well-being.
2. These policy guidelines, therefore, guide all public schools in the region to follow a uniform understanding and implementation of the RA 11476.
3. The policy guidelines contain the following implementation arrangements:
 1. Adoption of Magalang Bow
 2. Utilization of EsP/GMRC-VE time allotment
 3. Promotion of Filipino Values
 4. Observance of the Filipino Values Month
 5. Inclusion of interfaith/ecumenical prayer
 6. Conduct of Regional Character Development Program
 7. Implementation of Time Allotment
 8. Provision of capacity building/ training, retooling and upskilling for EsP/GMRC-VE teachers
 9. Retention of trained teachers
 10. Assessment
 11. Monitoring and Evaluation
4. These guidelines will remain in force and in effect while waiting for the Implementing Rules and Regulations from the Central Office of the Department of Education, unless repealed, amended, or rescinded.





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

5. Immediate dissemination of and compliance with this policy guidelines is directed.

M
MAY B. ECLAR, PhD, CESO III
MB
Regional Director

Encl.: None

References: RA 11476, Presidential Proclamation No. 479, signed on October 25, 1994, DepEd Order No. 88, s. 1991, DepEd Order 31, s. 2012, DepEd Order No. 8, s. 2015, DepEd Order No. 21, s. 2019, DepEd Memorandum No. 101, s. 2022

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

EDUKASYON SA PAGPAPAKATAO
POLICY GUIDELINES

LEARNERS
TEACHERS

clmd3/clmd8
December 19, 2023



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

Enclosure No. 1 to Regional Memorandum No. _____, s. 2024

**IMPLEMENTATION GUIDELINES ON STRENGTHENING CHARACTER
DEVELOPMENT THROUGH IMPLEMENTATION OF EDUKASYON SA
PAGPAPAKATAO (EsP)/GOOD MANNERS AND RIGHT CONDUCT (GMRC)
AND VALUES EDUCATION (VE)**

I. Rationale

1. The implementation of GMRC and VE will help schools continue the department's efforts in establishing positively motivated classrooms where the voices of learners are heard and relationships between and among the external and internal stakeholders are strengthened. This is aligned with the four critical components of the DepEd MATATAG Agenda.
2. The Department of Education Region III welcomes the passage of the Republic Act (RA) 11476 otherwise known as the Good Manners and Right Conduct (GMRC) and Values Education (VE) Act. This RA empowers our learners to contribute to nation-building while protecting their physical, moral, spiritual, intellectual, and social being.
3. This law bridges the Filipino people's collective actions towards a citizenry who are Maka-Diyos, Maka-tao, Makakalikasan and Makabansa. Furthermore, the BEDP Basic Education 2030 envisions Filipino learners who possess physical, cognitive, socio-emotional, and moral preparation for civic participation and engagement in post-secondary opportunities. The core values emphasized in this framework include Maka-Diyos (God-fearing), Makatao (Humanitarian), Makakalikasan (Environmentally conscious), and Makabansa (Patriotic). Learners are encouraged to take pride in Filipino national identity, aspire for economic prosperity and socio-political stability, and live in a sustainable world.
4. The Implementation Guidelines will intensify the Regional Office's promotion of the "Ukit Marangal" Agenda, aiming to instill a transformative culture among DepEd personnel, teachers and learners.
5. The values of youth have declined as claimed by many. Some are disrespectful towards elders and parents. They even answer right back when scolded by their parents. They even forget to say "excuse me" when passing in between people and greetings of good morning and good afternoon are only for their class advisers.



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

II. Objectives:

This policy guideline aims to:

- a. support the demands of the basic education plan 2030 of the competencies of Filipino learners that embody the qualities and capabilities that need to be developed to enable them to achieve their aspirations and contribute to building a progressive and cohesive nation;
- b. provide programs where learners manifest physical, cognitive, socio-emotional, and moral uprightness, and well-being in a positive learning environment, exercise their rights, and experience joy, while being aware of their responsibilities as individuals and as members of society;
- c. create programs that will enhance the values and virtues among learners with the guidance of their teachers, and stakeholders in the schools;
- d. develop holistically learners in character, attitude, relationships, talents, and knowledge application competencies to make them future-ready and ready for the real world;
- e. intensify the implementation of Values Restoration Program: Transforming the Nation Through Values PIES (Patriotism, Integrity, Excellence and Spirituality); and
- f. produce Filipino learners who are holistically developed in basic education, acquiring 21st-century skills that will enable them to manage themselves, build connections, inquire, innovate, stay nimble, and serve beyond self.

III. Implementation Arrangements

The following are the arrangements to strengthen efforts towards character development among learners through the implementation of good manners and right conduct and values education.

- a. Adaption of Magalang Bow per DO No. 88, s. 1991. A Magalang Bow or any other similar gestures will be practiced by the learners when greeting school authorities, personnel, elders, and stakeholders inside or outside the school premises. "Magandang Buhay, Mabuting Tao" is said while placing the right palm on the left chest and lowering the head slightly in front of the person being greeted. The greeting must be acknowledged in a similar manner.



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

- b. Utilization of EsP/GMRC-VE time allotment should be strictly maximized for teaching and learning. It should not be used for other school activities.
- c. Provision of at least 5-10 minutes of discussion of Filipino Values during the flag ceremony, following the enclosed values for the month. School activities/contests/programs should promote values or virtues the proponent/s would like to reinforce/ highlight. These values/ virtues should be identified and visible on the activity or program plans and proposals, and promotional materials (tarpaulin, poster, leaflet, slide deck presentation, etc.).
- d. Observance of the Filipino Values Month every November (Presidential Proclamation No. 479, signed on October 25, 1994) to create moral awakening and national consciousness on human values that are unique, genuine, and positively Filipino. During the month-long observance, all schools, both public and private, are encouraged to integrate Filipino values in the teaching and learning activities not only in EsP/GMRC-VE but also in all the different learning areas.
- e. Inclusion of interfaith/ ecumenical prayer during the flag ceremony, before and after classes, and other school activities.
- f. Implementation of Regional Character Development Program through the different related Division Programs, Projects, and Activities (PPAs) (See enclosed list of PPAs)
- g. Implementation of Time Allotment

For Elementary:

Per RA 11476, the time allotment of GMRC shall be the same as the other core subjects *fifty (50) minutes per day for five (5) days a week* or two hundred fifty (250) minutes per week. It should be utilized in covering the required Learning Competencies with respect to the learning codes specified by the Curriculum Guide from Grade 1 to Grade 6.

For Junior High School:

Per RA 11476, the time allotment of VE shall be the same as the other core subjects *sixty (60) minutes per day for four (4) days a week* or two hundred forty (240) minutes per week. It should be utilized in covering the required Learning Competencies with respect to the learning codes specified by the Curriculum Guide from Grade 7 to Grade 10.



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

For Kindergarten and Senior High School:

The teaching of GMRC and VE shall be integrated with the daily learning activities of Kindergarten and subjects of Senior High School, respectively.

i. Provision of continuous capacity building/training, retooling, and upskilling for EsP/GMRC-VE teachers in accordance with their years in service, or level of proficiency (RPMS,2015) and needs.

j. Retention of trained teachers to teach the subject for at least 3 years to continuously apply the knowledge and skills acquired from the training program.

k. Assessment

Assessment of learning outcomes should be in strict adherence to the provisions of DepEd Order no. 8, s. 2015 – Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (BEC), like any other learning area. For the reason that GMRC and VE measure the learning of the application of the virtues contained in each lesson, it is suggested to use a rubric to determine the criterion of the measurement of the student's demonstration of his/her learning (except for the written tests that are transmuted score as the basis). Learners are to use portfolios to document the assessment aspect of learning in GMRC and VE. The use of Computer-Based Assessment (CBA) is highly encouraged.

IV. Monitoring and Evaluation

The Regional Office through the Curriculum and Learning Management Division (CLMD) and Regional Field Technical and Assistance Team (RFTAT) shall create a monitoring team that shall identify the implementation gaps and determine development opportunities that will ensure that support systems are in place.

The Division Offices through the Curriculum Implementation Division (CID) shall create a monitoring team, comprising of Division Focal Person in ESP/GMRC-VE, Public Schools District Supervisors, Division Monitoring and Evaluation Team (DFTAT), and Division Youth Formation Coordinator that shall religiously conduct monitoring and providing technical assistance and giving feedback through post-conferences among school heads/teachers.



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

The schools through the School Head and ESP/GMRC-VE coordinators shall conduct a school-based evaluation focusing on the success/progress of the implementation, for efficiency, effectiveness, and sustainability. The school head shall submit to the Division Focal Person in ESP/GMRC-VE a semestral accomplishment report or evaluation.

5. Attached are the following:
- a. Appendix A - List of PPAs
 - b. Appendix B - Monthly Values (Values and Virtues)
 - c. Appendix C - Accomplishment Report
 - d. Appendix D - Monitoring and Evaluation Tool



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

Appendix A to Regional Memorandum No. _____, s. 2024

| TITLE OF PPAs | ACTIVITIES |
|--|---|
| Project MABUTING BATA/ TAO (Angeles City, Aurora, Mabalacat City, Pampanga, Tarlac Province) | <ul style="list-style-type: none"> • Recital of the creed during flag ceremony and EsP Classes • Posting of tarpaulins strategic places in the school • Conduct classroom-based deepening activities • Value-Virtue Exposition • Mabuting Bata Conduct Award |
| Project MABUTING GURO (Angeles City, Pampanga) | <ul style="list-style-type: none"> • Recital of the creed during flag ceremony and teachers' meetings, training, and gatherings • Value-virtue exposition • Posting of tarpaulins in the schools' strategic places/ faculty room |
| Project DASAL (D evote A Solemn A doration to the L ord) -a prayer habit led by learners (Angeles City, City of San Jose Del Monte, Malolos City, Nueva Ecija, Pampanga, Tarlac Province) | <ul style="list-style-type: none"> • Simultaneous interfaith/ecumenical prayer through a centralized sound system or classroom-based led by an assigned learner |
| Spiritual Enhancement/ Service Learning Activities (All SDOs) Project SYKAP (Tarlac Province) Project SERVES (Olongapo City) Project NEW and UBUNTU (Zambales) Project TDK (San Jose City) | <ul style="list-style-type: none"> • Monthly Mass & Fellowship • Recollection • Catechism • Values Formation Fora • Value-Virtue of the Month (exposition) • Community Outreach/Service Learning Activities |



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

| TITLE OF PPAs | ACTIVITIES |
|---|---|
| Mental Health and Psychosocial Support - Edukasyon sa Pagpapakatao Integration (Angeles City, Aurora, City of San Jose Del Monte, City of San Fernando, Gapan City, Tarlac City) | <ol style="list-style-type: none"> 1. Preparation of MHPSS Lessons' Budget of Work 2. Identification of related EsP Lessons to MHPSS Topics 3. EsP Teachers' Capacity Building in facilitating MHPSS activities/ lessons 4. Regular conduct of MHPSS activities in EsP based on the budget of work 5. Coordination/referral of identified learners in need of counseling to the Division Guidance & Counseling Focal Person/Team 6. Monitoring & Evaluation of the project by the EsP Supervisor and Division DRRM focal person |
| Capacity Building for Untrained/ Non-major EsP Teachers /Instructional Leaders (All SDOs) Project GUIDES and KATAPATAN (Olongapo City) Project REGALO and KALMA (Tarlac Province) Project SAGIP ALAM (San Jose City) Project IPT (Nueva Ecija) Project CALM (City of San Jose Del Monte) | <ul style="list-style-type: none"> • Coaching and Mentoring • Provision of Technical Assistance • Trainings, Workshops and Seminars • Provision of Supplementary and Intervention Learning Resource Materials • LAC Sessions and FGD • Instructional Supervision • Enhancement of Positive Attitude and Leadership Skills |





Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

| TITLE OF PPAs | ACTIVITIES |
|--|--|
| Project MAYAP -Molding Altruistic Youth Adaptable of Paragon of virtues (Mabalacat City) | <ul style="list-style-type: none"> • Providing students with artistic activities through which to improve their artistic skills and promote acts of goodness. |
| Recognition for Acts of Kindness and Character in Action of Learners/ Teachers and other Stakeholders (Aurora, Cabanatuan City, Gapan City, Mabalacat City, Nueva Ecija, Olongapo City, Pampanga, San Jose City, Tarlac City) Project LOVE (Tarlac City, Zambales) Project GUIDES (Olongapo City) | <ul style="list-style-type: none"> • Recognizing consistent acts of kindness and good deeds exemplified through giving awards and posting pictures of learners/ teachers/ stakeholders. • Reinforcing the strategy of modeling values to promote character education in schools. • Fostering a community of kindness and good deeds. |
| Project WATCH (All SDOs) | <ul style="list-style-type: none"> • Advocate the value of honesty and punctuality among learners, teachers, and stakeholders. |
| Project Good Manners and Right Conduct-Bantayan Natin (Meycauyan City) | <ol style="list-style-type: none"> 1. Teacher advisers or parents of learners will accomplish the GMRC-BN Tool on the values possessed by the learners. 2. 50% ratings from the teachers or parents and 50% from the self-ratings of learners. 3. The combined ratings of learners and teacher advisers or parents will be added to his/her Quarterly Performance Task in EsP Subject. 4. 15% of his/her Quarterly PT for the quarter. 5. The school will provide a copy of the tool in hard and electronic copy. |





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

| TITLE OF PPAs | ACTIVITIES |
|--|---|
| Division Festival of Talents and Virtues (All SDOs) | <ul style="list-style-type: none">• Conduct competitions to showcase the talents and potential of learners. |
| #UsapTayo: A Mental Health Advocacy Awareness Program for High School Students (San Jose City) | <ul style="list-style-type: none">• Conduct of Quarterly “Kumustahan” to monitor the mental health of students through class advisers• The activity will be monitored by EsP Teachers and School Guidance Coordinators• EsP teachers will make a report based on the findings of class advisers to be consolidated by the school coordinator of the program• A quarterly Division Kumustahan between the Education Program Supervisor and School #Usap Tayo coordinators will be conducted to present and discuss the current situation regarding mental health issues of students• Referral of students in need of professional assistance will be forwarded to the Registered Guidance Counselors of the division |
| Character-Based Education Program (All SDOs) | <ol style="list-style-type: none">1. Conduct planning session for the crafting of school-based implementation of the program2. Submission of project proposal of School Heads for approval of the CBE Division Committee and SDS3. Issuance of Division memorandum pertaining to the implementation of the program4. Conduct a quarterly progress reporting on the school level implementation of the program5. Monitoring and provision of technical assistance6. Conduct exit conference at the end of school year and accomplish the monitoring and evaluation as basis for program improvement and sustainability |



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

| TITLE OF PPAs | ACTIVITIES |
|---|---|
| Project PRAYER WATCH Positive Reassuring Action of Faith Yielding to Eternal Results that Work At all Times and in all Circumstances to give Hope, Healing, Health, and Happiness for Everyone (Tarlac Province) | <ul style="list-style-type: none">• This project organizes a community of volunteer prayer warriors from school leaders or teachers who are willing, interested, and committed to spend a quarter of an hour to pray for those who requested; collect prayer requests from learners, parents, teachers, and stakeholders; and invite everyone — wherever they may be — to join the prayer line for 15 minutes daily from 4:00 – 4:15 in the morning and 10:00 – 10:15 in the evening. |
| Three Acts of Goodness Do Good Deeds Speak Good Words Think Good Thoughts (Pampanga) | <ul style="list-style-type: none">• mold character and improve the well-being of school heads teachers and learners• provide activities that entail respect for life, belonging of others, and relationship with others• develop among the members of the school community the value of Three Acts of Goodness |



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

Appendix B to Regional Memorandum No. _____, s. 2024

Monthly VALUES

| MONTH | VALUES (VALUES AND VIRTUES) | LEGAL BASIS | ASSOCIATED ACTIVITIES |
|--------------|--|---|--|
| JUNE | Honesty and Dignity | PP NO.1782 S.2009 DM 410, s. 2009 | We advocate time consciousness and honesty |
| JULY | Giving Concern for others | EO 29. S. 2017 PP 361 S. 2000, | National Disaster Resilience Month National Disability |
| AUGUST | Nationalism, Patriotism and Global Citizenship | PP NO. 339 S. 2012 PROKLAMASYON BLG 1041, S. 1997 | National Heroes' Day Philippine History Month Buwan Ng Wikang Pambansa Pp 483 S.2003 United Nations Week |
| SEPTEMBER | Peace and Justice | PP 575S. 2004 | National Peace Consciousness Month |
| | Obedience to the law | PP 461 S. 1994 | National Crime Prevention Week |
| OCTOBER | Intercultural Diversity | PP 1906 S. 2009 | National Indigenous People Month |



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

| MONTH | VALUES (VALUES AND VIRTUES) | LEGAL BASIS | ASSOCIATED ACTIVITIES |
|--------------|---|--|--|
| NOVEMBER | Respect for oneself, others, and our elders | PP 479. S. 1994 | National Filipino Values Month |
| | Ecology/Integrity of creation | PP NO 237 S. 1998, PP NO 1667 S. 2008, PP 1160 S. 2015 | Philippine Environment Month, Global Warming and Climate Change Consciousness Month National Day for Youth In Climate Action |
| DECEMBER | Human Rights | RA 9201 S. 2002 | National Human Rights Consciousness Week |
| JANUARY | Caring for oneself | PP1398 S. 1975 PP 1348 S. 1974 | Food Conservation Month National Cancer Consciousness Week |
| | | PP 711, S. 1996 | National Autism Consciousness Week |
| FEBRUARY | Perseverance | PP 1224 S. 2007 PP 683 S. 1991 | People Power Commemoration Week National Arts Month |



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

| MONTH | VALUES (VALUES AND VIRTUES) | LEGAL BASIS | ASSOCIATED ACTIVITIES |
|--------------|---|-----------------------------------|--|
| MARCH | Discipline and Order | PP 115-A. S. 1966 | Fire Prevention Month |
| | Good faith in dealing with other human beings | PP 224 S. 1988 PP 224. S. 1975 | Women's Week Women's Right and International Day of Peace |
| | Gender Equity | PP NO. 759. S. 1996 | Protection and Gender-Fair Treatment of The Girl Child |
| APRIL | Patience | Republic Act No. 10966 | Araw ng Kagitingan |
| MAY | Industry | The Labor Code of the Philippines | Labor Day |
| | | RA 10069 S. 2010 | Health Workers Day |



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

Appendix C to Regional Memorandum No. _____, s. 2024

ACCOMPLISHMENT REPORT TEMPLATE

Division: _____
District: _____
School: _____

I. Introduction

II. Programs, Projects, and Activities (PPAs) Conducted

| | |
|--|--|
| Title of PPAs | |
| Objective/s | |
| Brief Description of the PPAs | |
| Time Frame | |
| Beneficiaries/ Grade Level | |
| Competencies aligned to the K to 12 Curriculum | |



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

| | |
|--|--|
| Source of Funds, if there is any | |
| Issues and Concerns Encountered and Action Taken | |
| Recommendations and Areas for Improvement | |
| Success Indicators/Outputs | |
| Impact | |
| Ways Forward | |
| Attachment/s | |



Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

Appendix D to Regional Memorandum No. _____, s. 2024

Direction: Please accomplish this monitoring tool appropriately and honestly.

| School Profile | |
|-------------------------------|--|
| Name of School | |
| School Address | |
| Schools Division | |
| School ID | |
| Name of School Head/Principal | |
| School Focal ESP/GMRC-VE | |

| 2. Number of Teachers Teaching ESP/GMRC-VE per level | Male | Female | Total | EsP/GMRC-VE Teachers | | | | | | | | | |
|---|------|--------|-------|-----------------------------|--------|-----------|--------|-----------|--------|-----------|--------|--|--|
| | | | | Major | | | | Non-Major | | | | | |
| | | | | Trained | | Untrained | | Trained | | Untrained | | | |
| | | | | Male | Female | Male | Female | Male | Female | Male | Female | | |
| Grade 1 | | | | | | | | | | | | | |
| Grade 2 | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | |





Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

| 2. Number of Teachers Teaching ESP/GMRC -VE per level | Male | Female | Total | EsP/GMRC-VE Teachers | | | | | | | | | |
|---|------|--------|-------|----------------------|--------|-----------|--------|-----------|--------|-----------|--------|--|--|
| | | | | Major | | | | Non-Major | | | | | |
| | | | | Trained | | Untrained | | Trained | | Untrained | | | |
| | | | | Male | Female | Male | Female | Male | Female | Male | Female | | |
| Grade 4 | | | | | | | | | | | | | |
| Grade 5 | | | | | | | | | | | | | |
| Grade 6 | | | | | | | | | | | | | |
| Grade 7 | | | | | | | | | | | | | |
| Grade 8 | | | | | | | | | | | | | |
| Grade 9 | | | | | | | | | | | | | |
| Grade 10 | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | |

Title/s of Training Attended:



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

3. Implementation of EsP/GMRC-VE

Directions: Put a check mark (/) on the appropriate column for every indicator observed. (Evident if necessary MOVs are presented; Not evident if there are no MOVs/evidence presented). Please put additional information (if there is any) for every indicator in the Remarks column.

| Indicators | Evident | Not Evident | Remarks |
|--|----------------|--------------------|----------------|
| 1. Adaption of Magalang Bow per DO No. 88, s. 1991. | | | |
| 2. Adherence to the utilization of EsP/GMRC-VE time allotment | | | |
| 3. Provision of at least 5-10 minutes of discussion of Filipino Values during the flag ceremony, following the enclosed values for the month. School activities/contests/programs should promote values or virtues the proponent/s would like to reinforce/ highlight. These values/ virtues should be identified and visible on the activity or program plans and proposals, and promotional materials (tarpaulin, poster, leaflet, slide deck presentation, etc.). | | | |



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

3. Implementation of Esp/GMRC-VE

Directions: Put a check mark (/) on the appropriate column for every indicator observed. (Evident if necessary MOVs are presented; Not evident if there are no MOVs/evidence presented). Please put additional information (if there is any) for every indicator in the Remarks column.

| Indicators | Evident | Not Evident | Remarks |
|---|---------|-------------|---------|
| 4. Observance of the Filipino Values Month every November (Presidential Proclamation No. 479, signed on October 25, 1994) to create moral awakening and national consciousness on human values that are unique, genuine, and positively Filipino. | | | |
| 5. Inclusion of interfaith/ ecumenical prayer during flag ceremony, before and after classes, and other school activities. | | | |
| 6. Implementation of Regional Character Development Program through the different related Division Programs, Projects, and Activities (PPAs) (See enclosed list of division PPAs) | | | |
| 7. Implementation of Time Allotment | | | |
| 8. Provision of continuous capacity building/training, retooling, and upskilling for Esp/GMRC-VE teachers in accordance with their years in service, or level of proficiency (RPMS,2015) and needs. | | | |



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

3. Implementation of EsP/GMRC-VE

Directions: Put a check mark (/) on the appropriate column for every indicator observed. (Evident if necessary MOVs are presented; Not evident if there are no MOVs/evidence presented). Please put additional information (if there is any) for every indicator in the Remarks column.

| Indicators | Evident | Not Evident | Remarks |
|--|---------|-------------|---------|
| 10. Assessment of learning outcomes should be in strict adherence to the provisions of DepEd Order no. 8, s. 2015 – Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (BEC), like any other learning area. For the reason that GMRC and VE measure the learning of the application of the virtues contained in each lesson, it is suggested to use a rubric to determine the criterion of the measurement of the student's demonstration of his/her learning (except for the written tests that are transmuted score as the basis). Learners are to use portfolios to document the assessment aspect of learning in GMRC and VE. | | | |



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

| 4. Issues and Concerns | Action Taken |
|------------------------|--------------|
| | |
| | |
| | |
| | |

Comments/Suggestions/Recommendations
