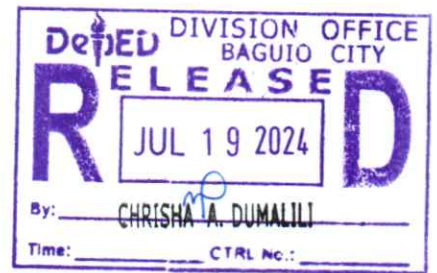




Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY



July 19, 2024

DIVISION MEMORANDUM

No. 397-2024

**SDO BAGUIO CITY GUIDANCE TO SCHOOLS FOR
SCHOOL YEAR 2024 – 2025**

To : Assistant Schools Division Superintendent
All Chief Education Supervisors
Section/Unit Heads
Public Schools District Supervisors
Public School Heads
Others Concerned

1. Relative to the opening of SY 2024 – 2025 on July 29, 2024, the Schools Division Office of Baguio City issues this guidance to schools to create a supportive and engaging learning environment, build harmonious relationships among learners and teachers, and set a positive tone for the new academic year.

2. In connection, to be able to incorporate a balance of academic, social, and emotional learning activities to kick-off the new school year, the attached structure for the first week of classes is directed:

Day 1: Orientation and Introduction

- a. Morning assembly: Welcome back address by the School principal and introduction of teaching and non-teaching staff.
- b. Classroom Orientation: Presentation of classroom rules, procedures, and expectations. Icebreaker activities to help learners get to know their classmates.
- c. Individual goal setting: Have learners reflect on their academic and personal goals for the upcoming year.
- d. Presentation of class schedule/s.
- e. Distribution of textbooks and learning resources or references, if applicable.
- f. End the day with a closing activity to reflect on the day's events and set a positive tone for the rest of the week.

Day 2: Setting expectations

- a. Review and discuss school policies and guidelines with the learners.
- b. Establish classroom routines and procedures.
- c. Teachers introduce the curriculum and highlight key topics for the year.
- d. Conduct a team-building activity to promote collaboration and communication among learners.
- e. Discuss the importance of respect, responsibility, and a growth mindset in the classroom.



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Day 3: Academic Focus

- a. Engage learners in a diagnostic assessment to gauge their prior knowledge and skills in core subjects.
- b. Introduce the first unit of study in each subject area, outlining learning objectives and expectations.
- c. Interactive activities to review and reinforce fundamental concepts in math, language arts, and science.
- d. Assign initial homework or project to kick start academic engagement.
- e. Encourage learners to ask questions and seek help when needed.

Day 4: Social and Emotional Learning/Values Scaffolding

- a. Introduce social and emotional learning (SEL) strategies to help learners develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- b. Facilitate discussions on empathy, diversity, and building a positive classroom culture.
- c. Engage in activities that promote teamwork, empathy, and conflict resolution skills.
- d. Share resources for mental health and well-being support for learners.
- e. Discuss the importance of self-care and stress management.

Day 5: Reflection and Goal Setting

- a. Reflect on the first week of school and discuss highlights and challenges.
- b. Invite learners to share their reflections on what they've learned and experienced so far.
- c. Revisit individual goals set on the first day and discuss progress.
- d. Set goals for the upcoming weeks and establish a growth mindset for the rest of the school year.
- e. Encourage learners to be proactive in their learning and seek opportunities for growth and improvement.

3. Moreover, schools are encouraged to hold at least a two-day LAC session before the start of the SY between July 22 to 26 to ensure readiness of teachers and staff for the new academic year. Discussions on the following are encouraged:

a.	SIP/AIP Review	Start reviewing SIP and Formulating 2024 AIP with the School Planning Team
		A separate workshop in this regard shall be scheduled by the SDO





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b.	MATATAG Curriculum	Kindergarten, Grades 1, 4, and 7 across all public and elementary schools and for the 2 pilot schools (Rizal ES and Doña Aurora NHS), to include Grades 2, 5, and 8
		Conduct unpacking of competencies and regular collaborative expertise/LAC sessions
c.	Class Program	Be guided by the new program set for each learning area
		Be guided too by the provisions of DepEd Order No. 005, s. 2024 on the Rationalization of Teachers' Workload (Provisions on teaching-related and ancillary tasks allowed for teachers are likewise specified in this Order for our guidance)
d.	Blended or Hybrid Learning	Ensure preparedness for this modality. This is no longer just an option but a necessity to promote educational access and equity especially in situations where suspensions of face-to-face or onsite classes are called for and where there is extreme lack of classrooms or teachers. <i>(A separate memorandum shall be released to present and explain the framework)</i>
e.	SMART Learning Communities	For the 46 schools and learning centers to continue exploring feasible models and regularly conduct monitoring and evaluation guided by its framework
f.	Reading Program	Sustain or enhance reading programs initiated with school stakeholders including the Barangay Education Committee. Monitor and evaluate its effect and continuously improve its implementation based from feedback
g.	Math and Science Programs	There is a need to refocus on Math and Science competencies of our learners. The GRACE-PASS results clearly necessitate feasible actions to improve performance of our learners in these core learning areas
h.	GO and LEAD sustainability	School heads who have engaged in this program are encouraged to uphold their learning by implementing practical and meaningful strategies based on the knowledge they have acquired. Demonstrating positive enhancements in both management practices and behavior will serve as a tangible indicator of the program's impact

4. Immediate and widest dissemination of and compliance with this Memorandum is directed.

SORAYA T. FACULO PhD, CESO VI
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