



Republic of the Philippines  
**Department of Education**  
REGION XI  
SCHOOLS DIVISION OF DAVAO ORIENTAL

**Office of the Schools Division Superintendent**

MAY 21 2025

DIVISION MEMORANDUM  
No. 054, 2025

**ADOPTION OF STRATEGIES TO MINIMIZE CLASS INTERRUPTIONS AND  
INCREASE TIME-ON-TASK**

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

The Philippines has consistently ranked among the lowest-performing countries in international large-scale assessments, revealing critical learning deficits that demand urgent attention. In the 2018 Programme for International Student Assessment (PISA), Filipino 15-year-olds ranked last among 79 countries in reading, and second to the last in both mathematics and science. Similarly, in the 2019 Trends in International Mathematics and Science Study (TIMSS), Grade 4 students from the Philippines ranked lowest among 58 countries in both mathematics and science. The Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 also revealed that the majority of Grade 5 Filipino learners did not meet minimum proficiency levels in reading and mathematics. In addition, the 2024 Functional Literacy, Education, and Mass Media Survey (FLEMMS) results showed that 18-19 million high school graduates do not possess the required functional literacy.

These dismal results point to systemic issues affecting the delivery of quality education—chief among them being the frequent interruptions to classroom instruction that leads to lesser amount of time students spend engaged in meaningful learning activities. Research shows that maximizing *time-on-task*, or the time students are actively engaged in academic work, is strongly associated with improved learning outcomes.

This document outlines a set of proposed strategies designed to minimize class disruptions and optimize instructional time. These measures are intended to support teachers and school leaders in creating more focused and productive learning environments, ultimately contributing to higher student achievement and improved national performance in future assessments, particularly in the Division of Davao Oriental.

In order to help arrest the dismal situation of Philippine education, the following strategies are hereby adopted for strict implementation:

1. **Compliance with Contact Days.** In line with DepEd Order No. 22, s. 2024 (Revised Guidelines on Class and Work Suspension in Schools During



Disasters and Emergencies), all schools shall strictly comply with the required **180 contact days** for both teachers and learners.

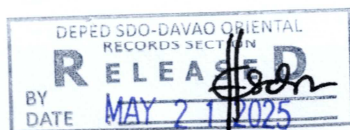
2. **Optimizing Instructional Time Through Integration.** To maximize instructional time, the significance of national and local celebrations and holidays shall be integrated into relevant learning areas through daily lesson plans, in accordance with DepEd Order No. 9, s. 2005 (Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith). School programs related to celebrations such as *Buwan ng Wika*, *Nutrition Month*, *United Nations Day*, *Filipino Values Month*, etc., should be simplified. These activities must be carried out in such a way that regular classes are not disrupted. The practice of pulling out students or excusing teachers from their classes for extensive practice or preparations shall be strictly prohibited.
3. **Scheduling of Co-Curricular Activities.** Co-curricular activities shall be conducted **after class hours**. Schools may exercise flexibility by reducing the standard time allotment for each learning area by up to **10 minutes once every two weeks**, if needed (section 16 of DepEd Order No. 12, s. 2025 or the Multi-Year Implementing Guidelines of the School Calendar and Activities).
4. **Prohibition of Non-Sanctioned Celebrations.** Activities not sanctioned by law or DepEd—such as holding School Foundation Days, Junior-Senior Promenade (JS Prom), Acquaintance Parties, Valentine’s Day Celebrations, and similar events—shall be **discouraged**. Although these are typically held outside of class hours, preparing for these events consumes significant teacher time. The key messages of such events may instead be **embedded into daily lessons**, where applicable (DepEd Order No. 9, s. 2005 of the Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith).
5. **Minimizing Teacher Conferences During Class Hours.** District-wide conferences involving teachers shall be minimized. School-level teacher conferences shall be conducted **after class hours**. To optimize instructional time, schools and districts are encouraged to use **technology or other cost-effective alternatives** for instruction and information dissemination.
6. **Parent-Teacher Conferences (PTCs).** PTCs shall be held to distribute report cards, inform parents or legal guardians about their children’s academic progress, and foster greater parental involvement in school activities. These shall be scheduled on **Saturdays**, one to two weeks after quarterly examinations (section 24 of DepEd Order No. 12, s. 2025 or the Multi-Year Implementing Guidelines of the School Calendar and Activities).
7. **Conduct of LAC Sessions and In-Service Training.** Learning Action Cell (LAC) sessions shall serve as the standard method for collaborative professional development and shall be conducted **outside of class hours**. The schedule shall be agreed upon by teachers and school heads, using strategies such as schedule swapping or slight adjustments to class programs to avoid disrupting face-to-face instruction. In-service training sessions shall be scheduled during the **mid-year school break** unless otherwise called for by higher offices.





8. **Maintaining Classes During National Assessments.** As much as possible, **face-to-face classes shall not be suspended** during national assessments (e.g., National Achievement Test, National Career Assessment Examination). In situations where classroom availability is limited due to these assessments, **lower grade levels shall be prioritized** for in-person classes, while higher grades may shift to **alternative delivery modes**.
9. **Support for Learners in Competitions.** Learners participating in sports events or other competitions shall be provided with **Self-Learning Modules (SLMs)** and **Learning Activity Sheets (LAS)** in advance, covering the number of days they will miss in-person classes.
10. **Coordination with LGUs for Local Celebrations.** Schools are encouraged to coordinate with **Local Government Units (LGUs)** to explore alternative ways of celebrating fiestas, founding anniversaries, and other local events. This aims to spare schools from month-long practices and preparations for events such as street dancing, drum and bugle corps, cheer dance, and other LGU-led competitions.
11. **Coordination with the LGUs on the Possible Use of Granular Suspension of Classes when Needed.** Schools Heads and Public Schools District Supervisors shall coordinate with **Local Government Units (LGUs)** to explore the use of granular suspension of classes, whenever applicable. Only classes in affected areas of the municipality shall be suspended.
12. **Strict Monitoring of the Conduct of Classes and Class Observations.** Schools Heads and Public Schools District Supervisors shall strictly monitor attendance and punctuality of teachers in going to classes. Class observations and monitoring shall be daily conducted.
13. **Prudent Recommending Approval of Leaves.** School Heads and Public Schools District Supervisors shall exercise **prudence in recommending approval leave of absence**, ensuring minimal disruption to instructional time. School Heads must ensure that the classes of teachers applying for leave are taken over by other qualified teachers. Lesson plans, learning activity sheets, and other instructional materials covering the leave period shall be properly turned over to the designated substitute teachers.

All division personnel involved in curriculum implementation, monitoring, and evaluation shall ensure that all schools and learning centers within the division comply with these directives.

For guidance and strict compliance.



  
**DR. JOSEPHINE L. FADUL**  
Schools Division Superintendent 

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