



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

September 4, 2023

REGIONAL MEMORANDUM

No. **898**, s. 2023

**IMPLEMENTATION GUIDELINES ON THE KEY STAGE 1
FOUNDATION FOR EFFECTIVE LEARNING
TRANSITIONS (K-3 FELT) PROJECT**

To: Schools Division Superintendents
All Others Concerned

1. Consistent with DepEd Order No. 13, s. 2023 re: Adoption of National Learning Recovery in the Department of Education, this Office, through the Curriculum and Teaching Management Division (CLMD), shall implement a contextualized curriculum dubbed as the Key Stage 1 Foundation for Effective Learning Transitions (K-3 FELT) Project starting this School Year 2023-2024 to School Year 2025-2026.

2. The K-3 FELT Project has two (2) components: 1) Kindergarten Learning Program (KLP) which shall ascertain smooth transition from home to school through specific routines introducing literacy and numeracy; and 2) the Learning Recovery Program (LRP) for Grades 1 to 3 which shall ensure development of foundational skills in literacy and numeracy.

2. This project is a continuous effort of recovering learning losses which shall be embedded under the Project R8 BULIG (Building and Upgrading Learning Interventions and Gains) and shall be implemented during the first four (4) weeks in Kindergarten and for the first 8-weeks in Grades 1 to 3 with the end view of eventually closing learning gaps.

3. To ascertain efficient and successful implementation, the enclosed Implementation Guidelines on the K-3 FELT Project is hereby disseminated to serve as blueprint to be followed by the field implementers.

4. Immediate dissemination of and strict compliance with this Memorandum are desired


EVELYN R. FETALVERO, CESO IV
Regional Director ↓

Enclosure: As stated

Reference: DepEd Order No. 013, s. 2023 and Regional Memorandum No. 871, s. 2023

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

BASIC EDUCATION

LITERACY

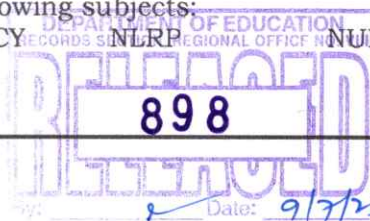
NLRP

NUMERACY

CLMD-GCM



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Enclosure 1 of Regional Memorandum No. **898**, s. 2023

**IMPLEMENTATION GUIDELINES ON KEY STAGE 1
FOUNDATION FOR EFFECTIVE LEARNING
TRANSITIONS (K-3 FELT) PROJECT**

I. RATIONALE

1. The Department of Education (DepEd) adopts the National Learning Recovery Program (NLRP) through DepEd Order No. 013, s. 2023 which aims to strengthen the learning recovery and continuity program, improve literacy and numeracy, and accelerate the achievement of education targets.
2. Under the MATATAG: Bansang Makabata, Batang Makabansa agenda per DepEd Order No. 14, s. 2023 on the implementation of the National Learning Camp (NLC), DepEd encapsulates its commitment of strengthening literacy and numeracy programs.
3. PITAD Rehiyon Otso (Step-Up, Region 8), a Learning Recovery Road Map, has been designed to support Phase 1 strategies in the Indicative Timelines of the 2023-2028 Regional Education Development Plan (REDP). Phase 1 focuses on responding to the immediate impacts of the pandemic on teaching-learning and participation and addressing issues related to the delivery of quality basic education.
4. This Learning Recovery Road Map is conceptualized to balance the needs primarily of the learners, teachers, parents, instructional leaders, stakeholders, and community members, while both streamlining engagement and condensing several pre-existing plans, programs and projects such as Project Guides for Instruction Yielding Archetypal (GIYA) Teachers, Project R8 Building and Upgrading Learning Interventions and Gains (BULIG), Project Learning and Achieving through Mentoring Program (LAMP), and Project Harmonizing Regional Activities through Management of Programs/Projects Anchored on New Governance in the Provision of Technical Assistance (HARAMPANG TA) where the primary objective is to give more attention to the literacy and numeracy skills of the learners.
5. Through the Project R8 BULIG, the Region has helped Grades 1 to 3 struggling learners developed the needed literacy and numeracy competencies. From the Comprehensive Rapid Literacy Assessment (CRLA) School Year 2022-2023, data on Beginning of School Year (BOSY) CRLA results with total 285,431 learners assessed give the following: Full Refresher 37.34 or 106,580; Moderate Refresher 13.89 or 39,646; Light Refresher 20.44 % or 58,342 ; and Grade Ready 28.33% or 80,863; while the End-of-School-Year (EOSY) CRLA results with 281,967 learners assessed, the data are as follows: Full Intervention 3.49 or 9,841; Moderate Intervention 17.63 or 49,711; Light Intervention 34.77 % or 98,040 ; and Meet Expectation 44.12% or 124,404.



6. In numeracy, based on the results of the Regional Unified Numeracy Test quarter 4 of School Year 2022-2023, the percentage and population of non-numerates are as follows: 13.67% or 5,893 in Grade 1; 9.77% or 4,413 in Grade 2; and 12.39% or 4,990 in Grade 3.

7. Having the 9,841 Grade 1 to 3 learners needing full intervention in literacy and 15,296 Grades 1 to 3 learners considered non-numerates, the region has felt the necessity to recalibrate the region's Learning Recovery Roadmap.

8. In partnership with the United Nations Children's Fund (UNICEF), in collaboration with the Advancing Basic Education in the Philippines (ABC+), and in consultation with the University of the Philippines National Institute of Science and Mathematics Education Development (UPNISMED), this Region, adopting and contextualizing the Eight-week Curriculum of DepEd Region V, has embarked on implementation of the **Key Stage 1 Foundation for Effective Learning Transition (K-3 FELT) Project** starting this School Year 2023-2024 to School Year 2025-2026.

9. It is hoped that through the K-3 FELT Project, the learners of Eastern Visayas region are afforded with the best opportunities to recover their learning losses and to prevent further foundational literacy and numeracy skill deficiencies; thus, eventually closing their learning gaps.

Project Description

10. The K-3 FELT Project has 2 components: Kindergarten Learning Program (KLP) and Learning Recovery Program (LRP) for Grades 1-3.

11. The Kindergarten Learning Program (KLP) is delivered for four (4) weeks which aims at establishing a seamless transition from home to school thereby, preparing these learners for a new environment. The first two (2) weeks is a staggered schedule with half of the class attending the Kinder class following the Kinder Learning Program schedule for 1.5 hours every day while the second two (2) weeks follows the full kinder learning schedule, still focusing on literacy and numeracy. The class will attend the full 3-hour Kinder class.

12. The KLP focuses on literacy and numeracy with the theme: My First Days in School. The sub-topics are first day in school, self, introducing one's self, self-help skills in school, people in school, things we see in the school, feelings while in school, relating to teacher and classmates and separating from parents. The domains are integrated all throughout the routine and through the use of literature.

13. The LRP for Grades 1 to 3 is considered an intervention endeavor in the span of 8 weeks designed for early grade learners (Grades 1 to 3) which focuses on the foundational skills in literacy and numeracy with the end goal of helping Grades 1, 2, and 3 learners be grade ready.

14. With the foundational skills and readiness in literacy and numeracy among Key Stage 1 learners through the K-3 FELT Project, there shall be a smooth transition from Kindergarten Learning Program and Learning Recovery Program to regular class programming.



15. Learners who may have been considered grade ready as they meet the grade expectation based on the assessments given, shall also participate in the K-3 FELT Project to further strengthen their literacy and numeracy skills.
16. Its features are as follows:
 - a. lesson maps that provide snack-size competencies arranged in logical sequence with matching MELCS/CG competencies, teaching strategies, activities, and materials;
 - b. pre-test to determine the instruction's starting point and a post-test to measure the students' improvement;
 - c. lessons based on the assessment results;
 - d. balance between structured and unstructured activities; and
 - e. ability groupings with differentiated learning activities.

Objectives of the K-3 FELT Project

17. This Project for Key Stage 1 learners aims to:
 - a. to prepare Kinder learners with a seamless transition from home to school;
 - b. to provide foundational skills to learners in literacy and numeracy in order for them to catch-up and be grade ready; and
 - c. to ensure the holistic development of early grades learners by giving them varied opportunities that will enable them to acquire the necessary foundational and readiness skills in school.

II. SCOPE

18. This implementation guidelines on the K-3 FELT Project in Region VIII that shall cover all learners in Kindergarten and Grades 1 to 3 to include those in the Special Science in Elementary Schools (SSES).

III. DEFINITION OF TERMS

19. For this policy, the following terms are operationally defined as follows:
 - a. **Adjusted School Calendar.** This pertains to the adjustments made in the schedule of curriculum implementation and academic-related activities because of the delivery of the K-3 FELT Project at the start of the school year.
 - b. **Assessment.** This refers to the process used to keep track of learners' progress in relation to learning standards.
 - c. **Classroom Assessment.** It is an on-going process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do.
 - d. **Comprehensive Rapid Literacy Assessment (CRLA).** This is a continuum of reading assessments designed to help teachers quickly determine the reading profiles of Grades 1 to 3 learners and develop appropriate reading instruction for each profile. The main goal is to identify children who need additional support in reading.
 - e. **Early Grades Reading Assessment (EGRA).** An Early Grade Reading Assessment (EGRA) measures the skill of Key Stage 1 learners at both pre-reading and reading subtasks. EGRAs test children's skill at different



- subtasks they need to learn, such as letter names and letter sounds, initial sound discrimination, phoneme isolation and segmentation, oral reading and comprehension, and listening comprehension.
- f. **Differentiated Instruction.** This is the instructional approach used in the K-3 FELT Project where learners are grouped according to the results of the assessment: Full Intervention, Moderate Intervention, Light Intervention, and Meets Expectation. These ability groups receive different lessons during the direct instruction based on their learning needs.
 - g. **Differentiated Learning Activities.** There are the activities conducted during teacher's direct instruction, guided, and independent practice when learners are grouped according to their ability, the basis of which is the results of the assessment.
 - h. **Key Stage 1 Foundation for Effective Learning Transitions (K-3 FELT) Project.** This is a more detailed version of the K-12 Basic Education Curriculum targeting specific domains in Mother Tongue, Filipino, English, and Math. For the languages, these are alphabet knowledge/phonological awareness, word recognition and phonics, reading comprehension and fluency, listening comprehension and vocabulary. For Math, these are Number Sense, Addition, Subtraction, Multiplication, and Division. These domains are the focus of the K-3 FELT Project.
 - i. **Learning Stations.** These refer to the areas in the classroom where learners work on activities using manipulatives that help develop a target skill. In the language classes (MT, Filipino, and English), teachers prepare four learning stations: Speaking, Listening, Reading, and Writing. In a Math class, there are four learning stations namely: Addition, Subtraction, Multiplication, and Division. During the first 25/20 minutes of the learning area's routine, the learners are guided by the teacher to move around and play with the manipulatives or materials placed in the different learning stations. Learners are to indicate in their learning station activity tracker which tasks they have already completed.
 - j. **Lesson Maps.** These are documents containing the K-12 Competencies/MELCS from Kindergarten to the first quarter of Grades 3 with corresponding specific skills, strategies, learning station activities and materials, and worksheet codes. The Lesson Maps serve as the reference for the teachers in planning for the lesson fitting to the needs of the learners, which are based on the EGRA and RUNT assessments.
 - k. **Learning Support Aide (LSA).** This refers to a person who works hand in hand with the teacher and contributes to the provision of learning opportunities that promote achievement and progression of learners.
 - l. **Literacy Skills.** These refer to listening, speaking, reading and writing. They also include such things as awareness of the sounds of language, awareness of print, and the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension.
 - m. **Manipulative Materials.** These are concrete materials that learners can use in developing literacy and numeracy foundation skills. Teachers can use manipulative materials for the learning station activities or during direct instruction. Some examples of manipulative materials are blocks, elkonin boxes, counters, clay, flashcards, puppets, base ten blocks, etc.
 - n. **Numeracy Skill.** This refers to the ability of the learners to recognize and apply mathematical concepts in life. The four mathematical operations: addition, subtraction, division, and multiplication are included in the 8-week curriculum.



- o. **Philippine Early Childhood Development Checklist.** This a checklist used by Kindergarten teachers to determine if a child is developing adequately, or is at risk for developmental delays.
- p. **Regional Unified Numeracy Test (RUNT).** This a regional-initiated assessment in numeracy that covers the four fundamental operations in Mathematics.
- q. **Structured Activities.** These are the activities conducted during differentiated instruction, which include direct instruction, guided practice, independent practice by ability group. These activities are intentional and carefully planned and timed by the teacher to target the literacy and numeracy skills that learners need to develop and to strengthen.
- r. **Unstructured Activities.** These refer to the activities in the learning stations which learners are free to work on independently with minimal supervision from the teacher.

IV. POLICY STATEMENT

20. DepEd Eastern Visayas is steadfast of helping struggling learners recover their learning losses and of preventing further learning gaps by streamlining all its programs and projects under PITAD Rehiyon Otso (Step-Up Region VIII). It adheres to its mantra that DepEd Region 8 is “GREAT”; hence, the efforts to recalibrate its Learning Recovery Program through the K-3 FELT Project which shall be adopted by all the 13 Schools Division Offices and all the public elementary schools therein starting School Year 2023-2024 to School Year 2025-2026.

21. It is expected that all levels of governance shall strictly follow the guidelines and intently align their strategies and priorities for the successful implementation of this project for the benefits of the Key Stage 1 learners of Eastern Visayas region.

22. Any necessary deviations each of the Schools Divisions and schools shall do must be communicated to the Regional Office through written justification. In this way, this Office, in coordination with the ABC+ consultants, shall be able to provide guidance on the possible adjustment.

V. GENERAL GUIDELINES

A. Project Planning

On Training and Orientation

23. The training of teachers in Key Stage 1 shall be conducted by the division at least two weeks before the start of classes. The teachers shall be granted vacation service credits according to the provisions in DepEd Order No. 53, s. 2003. The division must conduct an orientation to the instructional leaders (division supervisors and school heads) and other stakeholders relative to the implementation of the project for wider participation and stronger support. The travel and training expenses shall be taken from the excess amount of the National Learning Camp (NLC) downloaded funds, local funds (Division and School MOOE), and/or other available funds, subject to the existing accounting and auditing rules and regulations.



24. Teachers who have been trained in the Early Language Literacy and Numeracy (ELLN) Program and in this K-3 FELT initiative shall not be transferred/moved to handle Key Stage 2 learners in order to maximize the full benefits of return of investment (ROI).

25. Elementary school heads should orient the parents of Kindergarten to Grades 3 learners about the implementation of the K-3 FELT Project at least a week before the start of classes and shall discuss with them the following:

- a. rationale/purpose of the K-3 FELT Project;
- b. duration of the program;
- c. class groupings/sectioning; and
- d. rating of learners' performance.

On the Utilization of ECD Checklist, CRLA, EGRA, and RUNT

26. The ECD Checklist results can be used by the teachers so that the learner can get the help he needs as early as possible.

27. The results of the EOSY CRLA, Post EGRA, and Fourth Quarter RUNT shall be used in preparing the intervention/remediation/enrichment plan and in deciding the most appropriate learning manipulatives, worksheets/reproducible materials, and the like, to be utilized in the delivery of the project.

28. Incoming Grades 2 and 3 learners who are transferring to any school in Region VIII should be given assessments in CRLA and RUNT to determine their ability group before their admission to any class or section.

On Class Organization

29. Ideally, one class shall have a minimum of 30 and a maximum of 35 learners to be handled by one teacher, except when it is not possible due to the unique situation in the school such as a limited number of teachers or classrooms.

30. In multi-grade classes with combined Grade 3 and 4 learners, the school heads and teachers shall decide on the most feasible grouping/sectioning/class organization putting premium on the best interests of the learners.

31. Key Stage 1 learners who belong to a class at the start of the school year shall remain in the same class until the end of the school year. This will allow familiarity and continuity in the teaching and learning process and will facilitate efficient and effective monitoring of learner's progress even after the implementation of the K-3 FELT Project.

On Development of Worksheets and Manipulative Materials

32. While teachers can use the available worksheets for this K-3 FELT Project, they are also encouraged to contextualize and develop additional worksheets that are tailored fit to the needs of the learners in their respective classes.

33. Development of manipulative materials for each of the ability groupings is strongly advised as these are needed in the literacy and numeracy stations. Expenses of which including that of the printing of assessment materials and worksheets/reproducible materials, and other related expenses can be charged against the Division MOOE, School MOOE through the Teacher Development allocation in the School Improvement Plan, excess amount of the downloaded funds (NLC) which must be further downloaded to the



schools, and other available sources, subject to the usual auditing and accounting rules and regulations.

34. The school heads are expected to give utmost support to the teachers in terms of allocating needed budget for the printing of assessment materials and worksheets/reproducible materials, and other related expenses for the successful implementation of the K-3 FELT Project.

35. Teachers are discouraged to utilize their own money and/or solicit any amount for the expenses incurred related to the operation of the project.

On Assessment (Pre-Test and Post-Test, Assessment of Learning Outcomes)

36. Assessment is vital in the implementation of the K-3 FELT Project as it reveals the learners’ strengths and weaknesses in literacy and numeracy and serves as basis for the teachers in the maximum utilization of Lesson Maps. It will also keep track of learners’ progress in relation to learning standards and outcomes.

37. ECD Checklist shall be administered to Kindergarten learners during the first week of classes. This shall give the teachers the idea whether the child is developing adequately, or is at risk for developmental delays. The results shall guide the teachers what help or assistance shall be afforded to the learners during the Kindergarten Learning Program. On the 6th week as seen in the table below, the teacher shall administer the EGRA for Kindergarten focusing on the tasks: Book and Print Knowledge, Letter-Name Knowledge, Letter-Sound Knowledge, Initial Sound Discrimination, and Listening Comprehension.

Developmental Assessment	Implementation of the KLP	Diagnostic (EGRA)
Week 1	Weeks 2-5	Week 6

38. Teachers handling Grade 1 to 3 learners shall use the following assessment tools:

Grade Level	Learning Areas	Assessment Tools
1	Mother Tongue Mathematics	CRLA and EGRA (Mother Tongue) RUNT
2	Mother Tongue Filipino English Mathematics	CRLA and EGRA (Mother Tongue and Filipino) R5 LRP English 2 Assessment Tool RUNT
3	Mother Tongue Filipino English Mathematics	CRLA and EGRA (Mother Tongue, Filipino, and English) RUNT

39. For Grades 1 to 3 literacy, the teachers shall consider the EOSY CRLA and EGRA Post-Test in the previous grades and EGRA pre-test in the current grades as basis of the



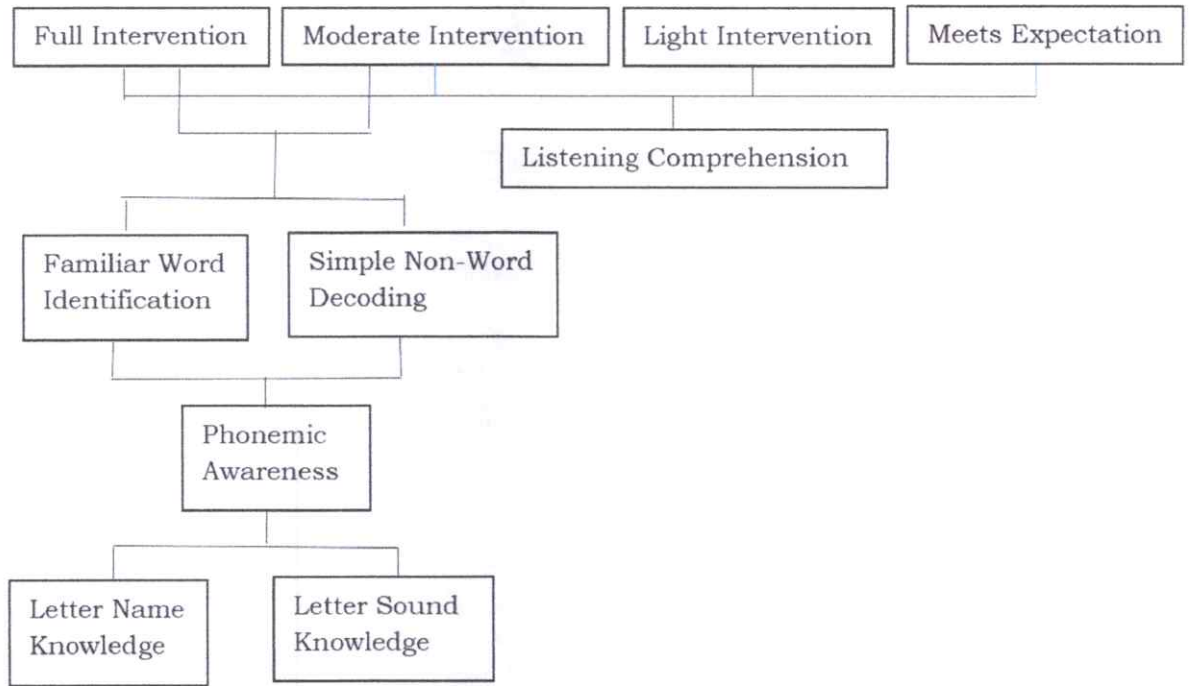
specific lessons/interventions to be given to each ability group. The assessment tools for the Pre- and Post-Tests are indicated below.

Grade	Basis for the Remedial Plan - Pre-Test		Post-Test
	To be gathered and consolidated	To be conducted (1 st Week)	To be conducted (10 th Week)
1	Grade 1 BOSY CRLA given to Kindergarten EGRA Post-Test in Kindergarten	Grade 1 EGRA in Mother Tongue with the following tasks: <ul style="list-style-type: none"> • Letter-sound knowledge • Phonemic Awareness-Initial Sound Discrimination • Familiar Word Identification • Simple Non-Word Decoding • Listening Comprehension 	Grade 1 BOSY CRLA EGRA with all tasks
2	Grade 1 EOSY CRLA EGRA Post-Test results in Grade 1	Grade 2 EGRA in Filipino with the following tasks: <ul style="list-style-type: none"> • Letter-sound knowledge • Phonemic Awareness-Initial Sound Discrimination • Familiar Word Identification • Simple Non-Word Decoding • Listening Comprehension Grade 2 English LRP Assessment Tool developed by ABC+	Grade 2 BOSY CRLA EGRA with all tasks
3	Grade 2 EOSY CRLA EGRA Post-Test Results in Grade 2	Grade 3 EGRA in English and Filipino with the following tasks: <ul style="list-style-type: none"> • Letter Name Knowledge • Letter-sound knowledge • Phonemic Awareness-Initial Sound Discrimination-Phoneme Segmentation • Familiar Word Identification • Simple Non-Word Decoding • Listening Comprehension For validation to learners under Light Intervention and Grade Ready, the teacher shall use Grade 3 EGRA in English and Filipino with the tasks: Passage Reading and Comprehension/Oral Reading Fluency Passage/Oral Reading Comprehension	Grade 3 BOSY CRLA EGRA with all tasks

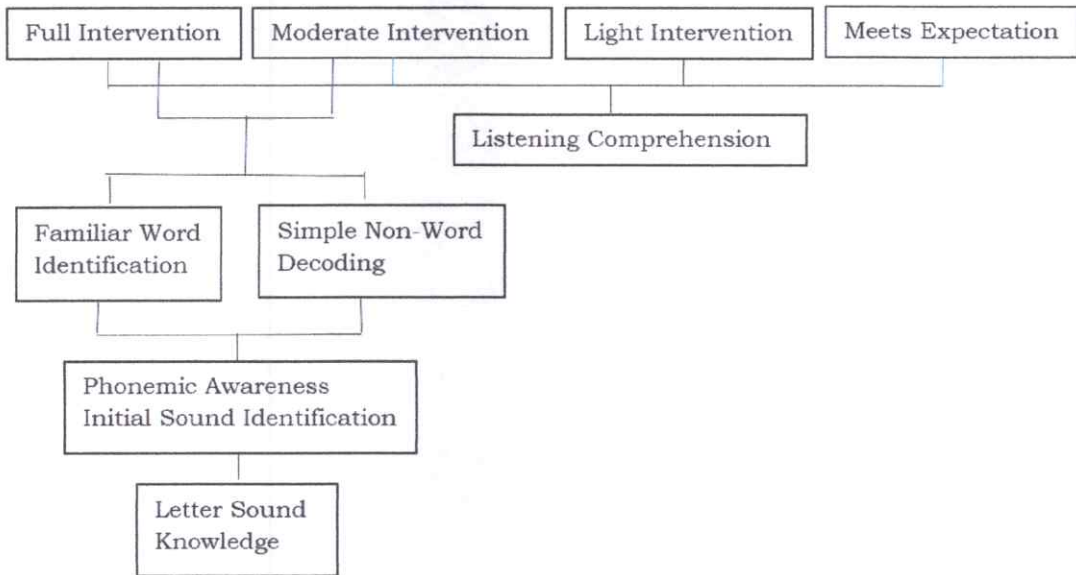
40. To guide the teachers on the tasks/sub-tests to be administered to the learners during the Pre-Test, the diagrams are provided below:



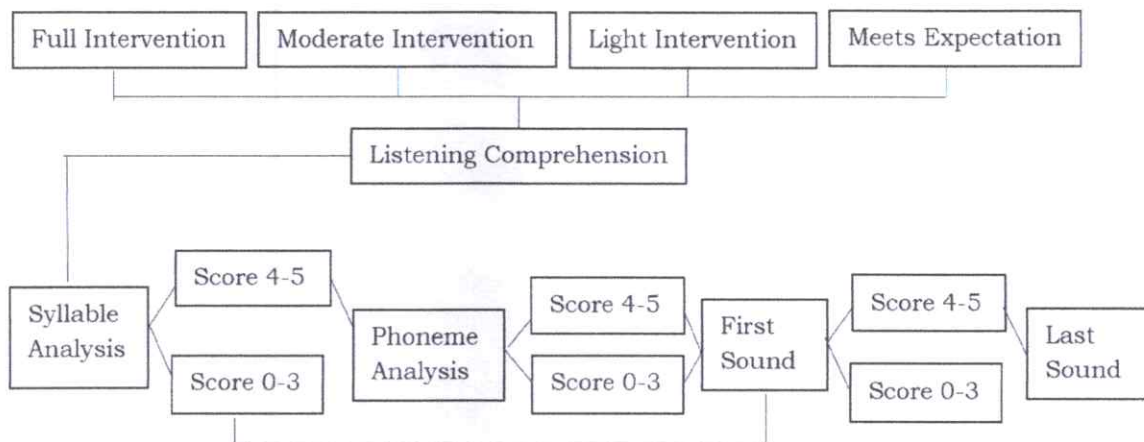
A. Grade 1 – EGRA Mother Tongue



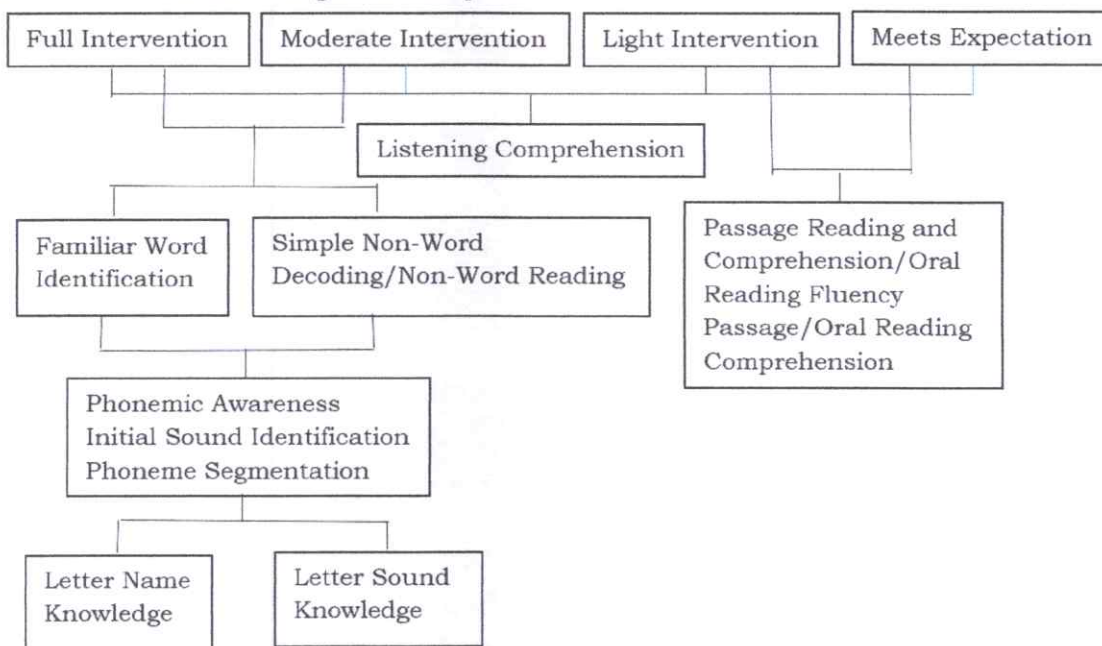
B. Grade 2 – EGRA Mother Tongue and Filipino



C. R5 LRP Assessment Tool in Grade 2 English



D. Grade 3 – EGRA Mother Tongue and Filipino



41. In the analysis of assessment results as basis for the remedial/intervention/enrichment plan, the teachers shall list down all the errors asked for in all the tests of all the members of each group using the template below:

Summary of Errors per EGRA and CRLA Ability Groups

Grade Level: _____ Subject: _____

Assessment Task	Assessment Results	Full Intervention (FI)	Moderate Intervention (MI)	Light Intervention (LI)	Grade Ready (GR)
Letter Name Knowledge	EOSY				
	Validation				
Letter Sound Knowledge	EOSY				
	Validation				



Phonemic Awareness – Initial Sound Identification	EOSY				
	Validation				
Phonemic Awareness – Phoneme Segmentation	EOSY				
	Validation				
Familiar Word Reading	EOSY				
	Validation				
Invented Word Reading/Simple Non-Word Reading	EOSY				
	Validation				
Oral Reading Fluency/Passage Reading	EOSY				
	Validation				
Reading Comprehension	EOSY				
	Validation				
Listening Comprehension	EOSY				
	Validation				

42. The domains in reading and numeracy covered in the assessment tools are as follows:

Grade Levels	Subject Areas	Domains
1	Mother Tongue	Alphabet Knowledge; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension
	Mathematics	Understanding Numbers Addition
2	Mother Tongue	Alphabet Knowledge; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension; Word Reading (word families, high-frequency sight words; and non-words); Sentence Reading and Comprehension
	Filipino	Alphabet Knowledge; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension; Word Reading (word families, high-frequency sight words; and non-words)
	English	Vocabulary Development; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension



	Mathematics	Addition Subtraction
3	Mother Tongue	Alphabet Knowledge; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension; Word Reading (word families, high-frequency sight words; and non-words); Sentence Reading and Comprehension
	Filipino	Alphabet Knowledge; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension; Word Reading (word families, high-frequency sight words; and non-words); Sentence Reading and Comprehension
	English	Alphabet Knowledge; Phonological Awareness (syllable analysis, phoneme analysis, first sound, last sound); Listening Comprehension; Word Reading (word families, high-frequency sight words; and non-words);
	Mathematics	Addition Subtraction Division Multiplication

43. Before the assessment, the teacher should prepare the assessment schedule and the necessary materials, which include the following: Printed learner’s sheets/stimuli, Printed teacher’s record forms, timer, and pencil.

44. Protocols in the conduct of the assessment and guidelines in marking errors should be strictly followed to ensure authentic results. When administering the test, the teacher shall use the script found in each tool. However, in Mathematics, Mother Tongue or the language preferred by the pupils shall be considered by translating the items, if needed.

45. After completing the administration of the test, teachers shall also evaluate their procedure in conducting the test using the prescribed Self- Assessment Tool rubric for each subject area.

46. The post-test data shall be used for evaluating, adjustment, and target setting. These will also reveal the performance track or percentage of knowledge gained after completing the KLP and LRP as recorded in the Individual Profile of Learners.

47. Aside from these assessments, teachers shall also intensify the conduct of formative assessments through progress monitoring of worksheets and teacher’s observations during direct instruction alongside performance tasks in every Learning Stations per learning area.



48. On Week 10, the post-test shall be administered following the guidelines set for each learning area, ability groups and grade level. Results of the assessment shall be used for appropriate adjustment or further interventions even after the LRC implementation.

49. During the implementation of the K-3 FELT Project (Weeks 1-10), no grades shall be given to Grades 1-3 learners. Rating for adjusted Quarter 1 shall commence on Week 11 onwards, and will be based on the provisions in DepEd Order No. 8, s. 2015.

50. A learner who may transfer to other regions after the first quarter shall be given grades based on his task performance in the literacy and numeracy stations, accomplished worksheet, and other formative assessments.

B. Project Implementation

51. This K-3 FELT Project provides developmentally-appropriate activities relevant to the skills that need to be developed in Kindergarten, Grades 1, 2, and 3.

52. The Kindergarten Learning Program is implemented for six (6) weeks with the administration of the ECD Checklist on the 1st week and on the 6th week, the teacher shall conduct EGRA Pre-test with Book and Print Knowledge, Letter Name Knowledge, Letter Sound Knowledge, and Initial Sound Discrimination, and Listening Comprehension tasks. First Quarter shall commence on the 7th week of the School Calendar Year.

53. The details on the activities are indicated in the table.

Week	Activities	Expected Outputs
1	<ul style="list-style-type: none"> Administer Phil ECD to Kindergarten learners Profile the learners based on the ECD and pre-test results 	<ul style="list-style-type: none"> Results of ECD and Pre-Test
2	<ul style="list-style-type: none"> Implement the KLP 	<ul style="list-style-type: none"> Portfolio/Assessment Result M and E Report and Adjustment
3	<ul style="list-style-type: none"> Track performance tasks 	
4	<ul style="list-style-type: none"> Gather feedbacks/experiences through monitoring and evaluation 	
5		
6	<ul style="list-style-type: none"> Administer EGRA Pre-Test Kinder Gather data and analyze the results Interpret the results Profile the learners to determine their grade level readiness Prepare an accomplishment report 	<ul style="list-style-type: none"> Results of Post-Test Profile of the learners Accomplishment Report

54. The LRP for Grades 1 -3 shall last for ten weeks with pre-test on the 1st week and the post-test that will be administered on the 10th week. First Quarter shall commence on the 11th week of the School Calendar Year. The table below shows the timetable of activities:



Week	Activities	Expected Output/s
1	<ul style="list-style-type: none"> Pre-Test to Grade 1 learners, respectively, to determine grouping/sectioning Administer Pre-Test to Grades 2 and 3 learners to determine specific difficulties Gather data, interpret and analyze needs from the results 	<ul style="list-style-type: none"> Individual Profile of Learners on Literacy and Numeracy
2	<ul style="list-style-type: none"> Implement the literacy and numeracy lessons intended for 8 weeks Conduct formative assessments and performance tasks Conduct intensive monitoring and evaluation of learners' progress 	<ul style="list-style-type: none"> Learners' Tracking Notebook/E-Tracking Tool Portfolio/Assessment Result M and E Report and Adjustment
3		
4		
5		
6		
7		
8		
9	<ul style="list-style-type: none"> Administer Post-Test to Kinder, Grades 1, 2, and 3 learners Gather data and analyze the results Interpret the results Profile the learners to determine their grade level readiness Prepare an accomplishment report 	<ul style="list-style-type: none"> Results of Post-Test Profile of the learners Accomplishment Report
10		

55. Teachers in the Key Stage 1 shall attend either focus group discussions or small Learning Action Cell to process the daily sessions and to discuss teaching and learning experiences with other KLP teachers and school heads, for adjustment and continuous improvement of the KLP and LRP.

56. The timetable of activities given below is also recommended for school heads:

Week	Activities	Expected Output/s
1	<ul style="list-style-type: none"> Monitor the conduct of the pre-test for Kindergarten, Grades 1, 2, and 3 	<ul style="list-style-type: none"> Results of ECD and Pre-Test Individual Profile of Learners on Literacy and Numeracy
2	<ul style="list-style-type: none"> Supervise the implementation of the 4-week Kindergarten Learning Program and 8-Week Learning Recovery Curriculum Monitor the progress of the early grade learners Initiate the regular conduct of FGD and small LAC sessions once a month 	<ul style="list-style-type: none"> Monitoring and Supervision Tool
3		
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9	<ul style="list-style-type: none"> Monitor the conduct of the post-test Lead in the interpretation of post-test results 	<ul style="list-style-type: none"> School Consolidated Report
10		



57. The Master Teachers in Key Stage 1 shall prioritize the implementation of the K-3 FELT Project such that only the school heads shall conduct regular instruction supervision, at least until the completion of the project, in order to provide timely feedback and technical assistance to teachers and should keep track the implementation of the curriculum.

58. The Education Program Supervisors and Public District Supervisors shall also ensure that their supervisory schedules and technical assistance are focused on the implementation of this curriculum.

59. Meanwhile, the Regional/Division Literacy (MT, Filipino, and English) and Numeracy Focal Persons shall also consider the timetable suggested below:

Week	Activities	Expected Output/s
1	<ul style="list-style-type: none"> Monitor the conduct of the pre-test for Kindergarten, Grades 1, 2, and 3 	<ul style="list-style-type: none"> Consolidated Results of ECD and Pre-Test Consolidated Profile of Learners on Literacy and Numeracy
2	<ul style="list-style-type: none"> Supervise the implementation of the 4-week Kindergarten Learning Program and 8-Week Learning Recovery Program 	<ul style="list-style-type: none"> Monitoring and Supervision Tool
3		
4		
5		
6		
7	<ul style="list-style-type: none"> Monitor the progress of the early grade learners 	
8	<ul style="list-style-type: none"> Gather experiences in the conduct of FGD and small LAC sessions 	
9		
10	<ul style="list-style-type: none"> Monitor the conduct of the post-test Lead in the interpretation of post-test results 	<ul style="list-style-type: none"> District/Division Consolidated Report

On Teaching Load

60. The teaching load and time allotment per learning area are anchored on DepEd Memorandum No. 291, s. 2008 and DepEd Order No. 31, s. 2012. Teachers are expected to observe the prescribed eight-hour workday provided for in R.A. No. 1880 through actual classroom teaching and engagement in appropriate teaching-related activities and duties which are very critical in the implementation of the 4-week Kindergarten Learning Program and 8-Week Learning Recovery Program.

61. In the implementation of the K-3 FELT Project, the table below shows the allotted minutes:

Grade Levels	Learning Areas	No. of Minutes
Kindergarten	*Literacy and Numeracy Domains	180
Grade 1	Mother Tongue Mathematics	240
Grade II	Mother Tongue Filipino English Mathematics	360



Grade III	Mother Tongue Filipino English Mathematics	360
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62. For the multi-grade/combination class, the number of hours is similar to the load of the teacher handling the monograde class.

63. Considering the heavy work of teachers in the implementation of the K-3 FELT Project, they should be given full support by the school to focus on their regular function as classroom teachers. In no instance should they be given extra assignments or tasks, or made to take part in activities such as trainings, workshops, conferences, competitions or orientations that will take them away from the classrooms, at least until the completion of the KLP and LRP.

On Team Teaching

64. A teacher and a learning support aide may work together during the implementation of the K-3 FELT Project. The SDO/school can hire Learning Support Aides (LSAs) preferably those in the Registry of Qualified Applicants, the payment and remuneration of whom are authorized as stated in DepEd Order No. 012, s. 2022 (under General Guidelines, #e), and as stipulated in DO No. 32, s. 2020 and DO No. 028, s. 2021. These LSAs shall assist teachers to create inclusive environments for pupils with special learning needs and provide learning opportunities that promote achievement and progress of learners.

65. For any LSA whose service is voluntary, the SDO/school may give a Certificate of Appreciation which shall be given points and shall be credited for teaching application purposes.

On Curriculum Delivery Mode

66. The implementation of the K-3 FELT Project shall be done via face-to-face modality where there shall be a dynamic interaction and meaningful engagement between and among the learners and teachers in the classroom. Data culled from the assessment results will serve as basis for the specific lessons to address deficient skills along literacy for each of the four ability groups namely: Full Intervention, Moderate Intervention, Light Intervention and Meets Expectation.

67. This is similar to Numeracy except that learners will be classified as Highly Proficient, Proficient, Nearly Proficient, Low Proficient, and Non-Proficient as revealed from the assessment result.

On Time Allotment and Class Schedules

68. In Kindergarten, the time allotment is 180 minutes with literacy and numeracy integrated in literature and routines.

69. For Grade 1, MTB and Mathematics shall have 120 minutes each for a total of 240 minutes per day while Grades 2 to 3, each of the four learning areas (MTB, Filipino, English, and Mathematics) shall have 90 minutes for a total of 360 minutes daily.



70. As to the class schedule, given below is the suggested class program for Kindergarten.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>Morning</i>					
8:00-9:30	<i>Half of the Class (Complete Routine – Literacy and Numeracy)</i>				
9:30 – 11:00	<i>Half of the Class (Complete Routine – Literacy and Numeracy)</i>				
<i>Afternoon (Another Set/Class of Learners)</i>					
1:00-2:30	<i>Half of the Class (Complete Routine – Literacy and Numeracy)</i>				
2:30-4:00	<i>Half of the Class (Complete Routine – Literacy and Numeracy)</i>				
Total time per day: 90 minutes per class for Staggered Schedule in the first 2 weeks; 180 minutes for Full Schedule in the 3rd to 4th week.					

71. For Grade 1 (Mother Tongue and Mathematics), it has the following class routines: 25 minutes for learning stations; 60 minutes for the Differentiated Learning and Thinking Activities; 15 minutes for Guided Practice/Monitoring; 10 minutes for Synthesis; and 10 minutes for Transition/Closing. Several options of class program for Grade 1 are given below.

Option 1: Two (2) subjects in the morning preferable only for small class size

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-9:30	Math	Math	Math	Math	Math
<i>Snack Break (15 minutes)</i>					
9:45-11:45	MTB	MTB	MTB	MTB	MTB
Total time per day: 240 minutes Time per Subject : 120 minutes					

Option 2: Two (2) subjects in a day (1 in the morning and another subject in the afternoon)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Math	Math	Math	Math	Math
<i>Lunch Break</i>					
PM	MTB	MTB	MTB	MTB	MTB
Total time per day: 240 minutes Time per Subject : 120 minutes					

Option 3: To have fewer learners per meeting, 2 subjects in the morning to half of the class; and the same 2 subjects in the afternoon to the other half of the class with the same teacher handling the subjects.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-9:30	Math	Math	Math	Math	Math
<i>Snack Break (15 minutes)</i>					
9:45-11:45	MTB	MTB	MTB	MTB	MTB
<i>Lunch break</i>					
1:00-3:00	Math	Math	Math	Math	Math
<i>Snack Break (15 minutes)</i>					
3:15 – 5:00	MTB	MTB	MTB	MTB	MTB
Total time per day: 240 minutes Time per Subject : 120 minutes					



72. Option 3 is encouraged for bigger class size. This is to maximize the advantages of small group instruction so that the teacher may divide the class into two (2) sets/groups -one (1) in the morning and another in the afternoon. In this way, the teacher will be able to know and assess the actual learners from the very start.

73. Here is the Class Schedule for Grades 2 -3 with MTB, Filipino, English, and Mathematics in 90 minutes per subject with the routines: 20 minutes for Learning Stations; 60 minutes for DLTA; 5 minutes for Guided Practice/Monitoring; and 5 minutes for Synthesis (Transition/Closing).

A.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-9:00	Math	Math	Math	Math	Math
<i>Snack Break (10 minutes)</i>					
9:10-10:40	MTB	MTB	MTB	MTB	MTB
<i>Lunch Break</i>					
1:00-2:30	Filipino	Filipino	Filipino	Filipino	Filipino
<i>Snack Break (10 minutes)</i>					
2:40 – 4:10	English	English	English	English	English
Total time per day: 360 minutes					
Time per Subject : 90 minutes					

B.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-9:00	Math	Math	Math	Math	Math
<i>Snack Break (10 minutes)</i>					
9:10-10:40	MTB	MTB	MTB	MTB	MTB
10:40-12:10	Filipino	Filipino	Filipino	Filipino	Filipino
<i>Lunch Break</i>					
1:00 – 2:30	English	English	English	English	English
Total time per day: 360 minutes					
Time per Subject : 90 minutes					

74. The learning area focus/domains for the grade level will be:

Grade Level	Learning Area
Kindergarten	Literacy and Numeracy Domains
Grade I	Mother Tongue and Mathematics
Grade 2	Mother Tongue, Filipino, English, and Mathematics
Grade 3	Mother Tongue, Filipino, English, and Mathematics

75. The program routine and components with suggested time allotment for Kindergarten during the first two (2) weeks on staggered schedule are broken down into:



TIME (in minutes)	ROUTINE	COMPONENTS
30	Learning Stations Activities	Reading/Writing/Listening/Speaking Reading: Vocabulary, Book and Print Orientation, Picture Comprehension Writing – Tracing and copying letters, Listening – Phonological Awareness, Listening Comprehension Speaking – Oral Language Math: Understanding Numbers, Addition
35	<ul style="list-style-type: none"> • Literacy and Numeracy: Music and Movement • Circle Time • Storytelling • Literacy and Numeracy Lesson: Arts and Crafts • Outdoor Play 	Oral Language Vocabulary Listening Comprehension Phonological Awareness Alphabet Knowledge
20	Snack time and Grooming	Get food and pack-away, Brush teeth, Change clothes
5	Synthesis/Transition/Closing	

76. On the second two (2) weeks of full schedule, the program routine and components with suggested time allotment for Kindergarten are given below:

TIME (in minutes)	ROUTINE	COMPONENTS
60	Learning Stations Activities	Reading/Writing/Listening/Speaking Reading: Vocabulary, Book and Print Orientation, Picture Comprehension Writing – Tracing and copying letters, Listening – Phonological Awareness, Listening Comprehension Speaking – Oral Language Math: Understanding Numbers, Addition
75	<ul style="list-style-type: none"> • Literacy and Numeracy: Music and Movement • Circle Time • Storytelling • Literacy and Numeracy Lesson: Arts and Crafts • Outdoor Play 	Oral Language Vocabulary Listening Comprehension Phonological Awareness Alphabet Knowledge
30	Snack time and Grooming	Get food and pack-away, Brush teeth, Change clothes
15	Synthesis/Transition/Closing	



77. Whereas for Grade 1, the program routine and components with suggested time allotment for Mother Tongue and Mathematics are reflected below:

TIME	ROUTINE	COMPONENTS
25	Learning Stations Activities	Reading/Writing/Listening/Speaking Reading – Vocabulary, Word Reading, Fluency, Reading Comprehension Writing – Vocabulary, Writing Letters, Words, sentences, stories Listening – Phonological Awareness, Listening Comprehension Speaking -Vocabulary
60	Differentiated Learning Activities <ul style="list-style-type: none"> • Teacher-Directed Instruction • Guided Practice • Independent Practice • Evaluation 	Phonological Awareness Vocabulary Alphabet Knowledge Word Reading Reading Fluency and Comprehension
15		Guided Practice
10		Synthesis
10		Transition/Closing
120 minutes		

78. For Grades 2 to 3, the program routine and components with suggested time allotment for Mother Tongue, Filipino, and English can be seen below:

TIME	ROUTINE	COMPONENTS
20	Learning Stations Activities	Reading/Writing/Listening/Speaking Reading – Vocabulary, Word Reading, Fluency, Reading Comprehension Writing – Vocabulary, Writing Letters, Words, sentences, stories Listening – Phonological Awareness, Listening Comprehension Speaking -Vocabulary
60	Differentiated Learning Activities <ul style="list-style-type: none"> • Teacher-Directed Instruction • Guided Practice • Independent Practice • Evaluation 	Phonological Awareness Vocabulary Alphabet Knowledge Word Reading Reading Fluency and Comprehension



5	Guided Practice
5	Synthesis/Transition/Closing
90 minutes	

79. For Mathematics, the following are the program routine and components with suggested time allotment:

TIME	ROUTINE	COMPONENTS
20	Learning Stations Activities	Numbers/Addition/Subtraction/Multiplication and Division Numbers – Counting, Representing, Comparing, Ordering Addition – 1 digit, 2 digits, 3 digits Subtraction - 1 digit, 2 digits, 3 digits Multiplication and Division – from 2s to 10s
60	Differentiated Learning Activities <ul style="list-style-type: none"> • Teacher-Directed Instruction • Guided Practice • Independent Practice • Evaluation 	Understanding Numbers Addition Subtraction Multiplication and Division
5		Guided Practice
5		Synthesis/Transition/Closing
90 minutes		

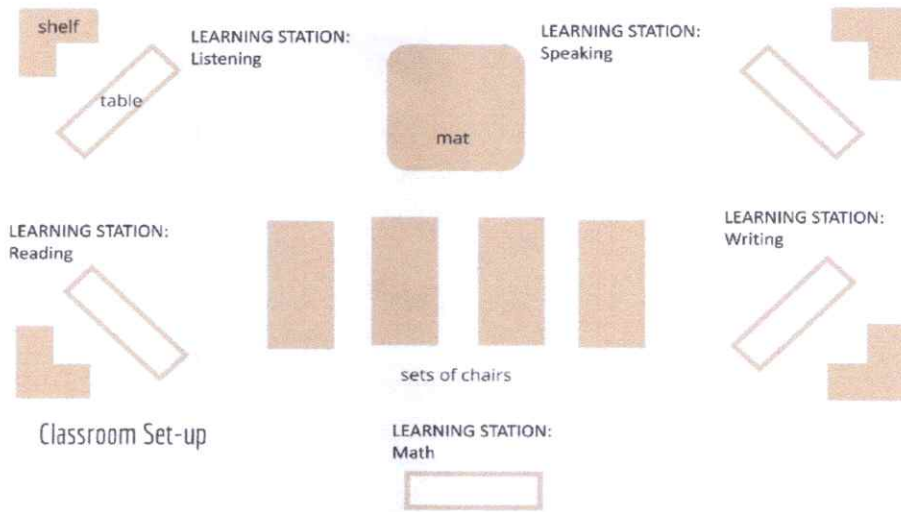
80. Learning Stations to address the development of literacy and numeracy skills shall be strategically placed in the classroom. For literacy, the stations are focused on the 4 macro skills: listening, speaking, reading and writing. The stations contain activities that may be done by learners guided by the teachers, independently or collaboratively as there maybe book corners, videos for read-aloud and phonics lessons, writing practice, role-playing using puppets, and unfinished worksheets. On the other hand, learners can work on Math manipulatives, number charts, number cards, math games and unfinished worksheets in the learning stations for numeracy. These are intended to prepare the learners for the target skill focus/lesson.

81. The classroom set up both for structured and unstructured activities may be illustrated as follows:

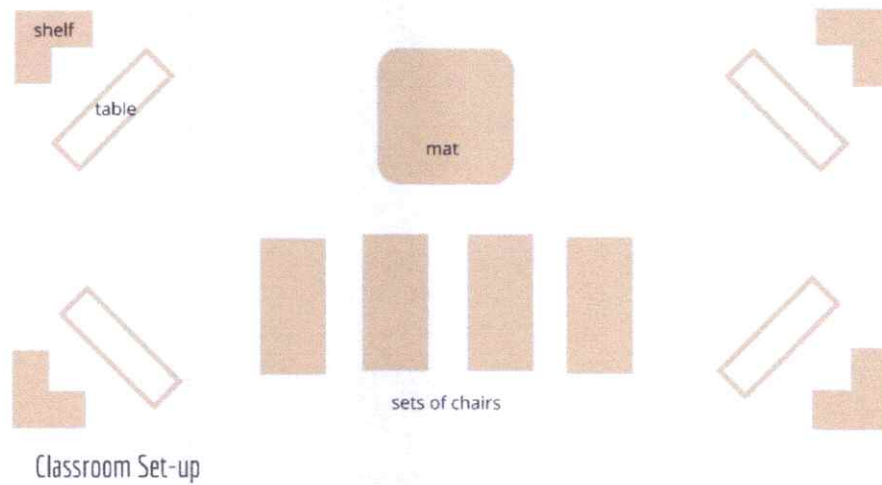
Structured Activities



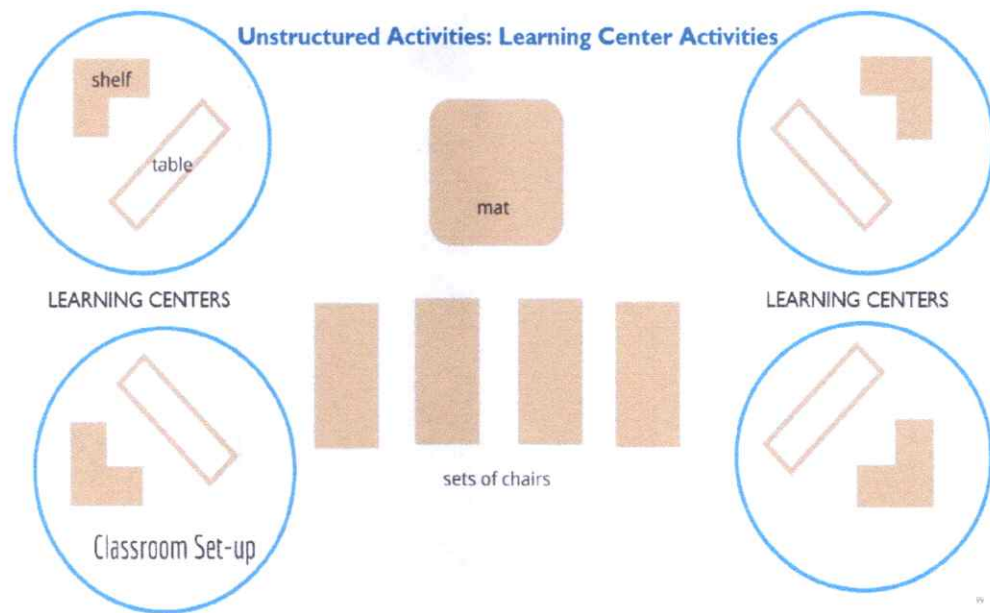
A. Kindergarten



B. For Grades 1 to 3



Unstructured Activities



On the Development and Utilization of Learning Resources

82. Lessons Maps with corresponding Lesson Plans of the stories with pdf file and audio with text, and reproducible sheets in literacy and numeracy shall be provided to Kindergarten teachers.

83. Lesson Maps for Mother Tongue, Filipino, English, and Mathematics have been crafted. The lesson map is a guide for teachers, setting directions and proper perspectives on how to find the strategies and materials (learning stations activities and worksheets) to be utilized for each ability group.

84. In using the Lesson Map, the following must be considered:

- The result of the assessment will give information on where the teacher should start. The teacher should find the areas where intervention is needed (see "Where to Start" in the Assessment Guidelines).
- The skills in the Lesson Map are placed under the literacy domains/numeracy domains. Based on the result of the assessment, the teacher should look for the lowest level (baseline) where intervention is needed in each domain.
- Once the baseline is found, the teacher should match the skills with the strategies that they may use when they teach, the activities for the learning stations, and the worksheets to develop the target skills. The area where the groups is weak will be the focus of the directed instruction by the teacher and the utilization of worksheets.
- The teacher should identify all the skills that need intervention and identify their matching strategies, learning station activities, and worksheets to be given to the learners. This will be part of the intervention plan.



- e. The teacher should also determine the skills that the learners in the group already know but would need review and more practice. These skills should be matched with the activities in the learning stations. The activities in the learning stations are meant to be accomplished at the independent level, in collaboration with other learners, and with guidance from the teacher.
- f. The teacher may prepare a contextualized Daily Lesson Log (DLL) using the LRP remedial plan as basis or use the Remedial Plan itself with notations on the dates and remarks for the additional activities, modification lessons called for by the situation and reminders for the next day's lesson.
- g. The illustration of the Lesson Map is shown in the table:

Curriculum (MELCS)	Skills	Strategies	Learning Station Activities and Materials	Worksheet Code
Competency 1	Skill 1	Strategy 1	Activity 1	Worksheet 1
Competency 2	Skill 2	Strategy 2	Activity 2	Worksheet 2
Competency 3	Skill 3	Strategy 3	Activity 3	Worksheet 3

85. The worksheets are coded based on competency and/or focused domain. These have been crafted to develop the target skills. The area where the groups is weak will be the focus of the directed instruction by the teacher and utilization of worksheets.

86. The teacher may customize the available worksheets to suit to the context of the learners.

87. The following are the conditions for the utilization of 4-week Kindergarten Learning Program (KLP) and 8-Week Learning Recovery Program (LRP) learning resources:

- a. The intended users of the of 4-week KLP and 8-Week Learning Recovery Program (LRP) teaching and learning resources are public school teachers for Kindergarten, Grade 1, 2, and 3 learners of Region VIII (Eastern Visayas).
- b. In no way the learning resources shall be printed or electronically reproduced for commercial purposes.
- c. No part of these learning resources shall be shared on any social media platform.
- d. Any DepEd personnel who will be directly and indirectly involved in the unauthorized distribution or sharing of these learning resources shall be dealt with administratively.



- e. Should there be any error or inconsistency in the learning resources, teachers are encouraged to make necessary adjustments. Otherwise, these should be channeled to the proper forum i.e. learning supervisors or the Division Learning Resource Management Section (LRMS).

Adjustment in the School Calendar for Kindergarten to Grade 3 Learners

88. Relative to the implementation of the of K-3 FELT Project, the following adjustments to the School Calendar for School Year 2023-2024 will be adopted in Kindergarten.

Month	Activity
August 29-September 1, 2023	ECD Checklist Administration
September 4-29, 2023	Implementation of the 4-week KLP
October 2-November 3, 2023	Administration of EGRA Pre-Test Quarter 1: Start Week 6 to 10 of the Kindergarten Curriculum
November 6-January 24, 2024	Quarter 2
January 31 – April 4, 2024	Quarter 3
April 5 – June 10, 2024	Quarter 4

89. Below is the adjusted School Calendar for Grades 1 to 3.

Month	Activity
August 29-September 1, 2023	Pre-Test
September 4-October 27, 2023	<ul style="list-style-type: none"> Implementation of the K-3 FELT Project
October 30-November 3, 2023	Post-Test
November 6-December 8, 2023	Quarter 1
December 11-12, 2023	Quarter 1 Examination
December 13-22, 2023	Quarter 2
December 19-January 3, 2024	Christmas Break
January 9 – 19, 2024	Quarter 2
January 22-23, 2024	Quarter 2 Examination
January 24-25, 2024	Mid-Year Break
January 29-30, 2024	
January 31 – April 2, 2024	Quarter 3
April 3-4, 2024	Quarter 3 Examination
April 5 -29, 2024	Quarter 4
May 30-31, 2024	Quarter 4 Examination
June 10, 2024	End of Academic Quarter 4
June 11, 13-14, 2024	End of School Year Rites

90. The Most Essential Learning Competencies (MELCS) per quarter shall be condensed by the respective classroom teacher/subject teacher depending on the difficult lessons/critical contents. Relevant to this, a Budget of Work covering all components for Quarters I to IV should be prepared by the teacher after considering the adjusted school calendar. Teachers are also encouraged to implement integrative learning to maximize the learning experiences among learners.



91. Mid-year assessment, year-end assessment, and culminating activity shall be considered as part of the curricular activity to ensure the impact of the curricular instructions and interventions. These schedules may vary in the succeeding school years.

On Monitoring of Pupil Development

92. There shall be close monitoring by the teacher of the learners' progress during the implementation of the K-3 FELT Project. The teacher shall religiously use the learners' progress tracking record provided. The learning progress of the learner shall be the basis for the development of additional learning materials, as well as lesson adjustments to cater to learners who excel or continue to lag. Materials for the adjustment may be sourced from available worksheets or may be developed by the teacher.

93. The results of the post-test shall assess the learning recovery of the learners. Such results shall serve as the basis for the succeeding remediation activities, if still needed.

94. It is expected that elementary schools shall proceed with the usual teaching and learning activities following the prescribed grade level curriculum upon completion of the KLP and LRP.

95. The school shall also administer the BOSY CRLA, EGRA, and RUNT.

On Sustainability of the Project

96. To sustain the implementation of the K-3 FELT Project, the Regional Office shall include this project as one of the agenda every regular conduct of the Regional Management Committee Meeting (ReMANCOM) and Regional Executive Committee Meeting (REXECOM), deployment of the Regional Field Technical Assistance Committee Teams (RFTACT) and the Division FTAC.

97. All monitoring endeavors both at the Regional and Division Offices shall include but not limited to review the assessments used and to consider the evaluation of project for the next school year.

98. Significant experiences and best practices shall be harvested while issues and concerns shall always be responded and be noted for continuous improvement of the K-3 FELT Project.

Roles and Responsibilities

99. To ensure the efficient implementation of the K-3 FELT Project, the following roles and responsibilities should be enforced across the different levels of governance.

Regional Office

- a. **Office of the Regional Director and Assistant Regional Director.** Assumes leadership role in the overall implementation of the K-3 FELT Project; approves the required Regional Memorandum, Special Orders, or other issuances; approves the assignment of personnel and provision of resources needed to facilitate the operation of the project.



- b. **Curriculum and Learning Management Division.** Takes the lead in the implementation of the project; coordinates with the RO functional divisions and SDO key personnel for the effective implementation, monitoring, and assessment; and takes initiatives in the adjustments and continuous improvement of the project in curriculum and instruction.
- c. **Human Resource Development Division.** Aligns the professional learning and development program for teachers and instructional leaders; sets the Professional Development Agenda; and coordinates with the functional divisions in the conduct of the L&D activities for learning recovery.
- d. **Policy, Planning, and Research Division.** Ensures that the division and schools integrates the project in the Division Basic Education Plan and School Improvement Plan; and develops and consolidates policy recommendations in line with the findings of the monitoring and evaluation.
- e. **Education Support Services Division.** Continues and strengthens partnership endeavors to help field personnel in the implementation of project; facilitates the SDOs in the establishment of conducive and safe learning environment at the schools; and ensures provision of services for learners' readiness and wellness.
- f. **Quality Assurance Division.** Facilitates the conduct of the regional monitoring, evaluation, and quality assurance of the project; leads in the development of the monitoring and evaluation tools to ensure the effective implementation; and provides the RO and SDOs with a guide in decision-making and policy directions compliant with standards of quality basic education.
- g. **Field Technical Assistance Division.** Ensures the provision of the technical assistance through the Regional Field Technical Assistance Composite Teams (RFTACT) in the implementation of the project from SDOs to schools; and enriches the RFTACT deployment through Project HARAMPANG TA.

Schools Division Offices:

- a. Ensure strict compliance of public elementary schools in the implementation of the K-3 FELT Project through the conduct of the training-workshops and orientations to all school division supervisors and personnel, school heads, teachers, and other stakeholders;
- b. Provide technical assistance and other forms of support to schools for effective and efficient delivery of the project;
- c. Closely monitor and evaluate the project implementation;
- d. Analyze and interpret pre-test and post-test results to determine the learners' progress; and
- e. Develop targeted plans along learning recovery or accelerated learning based on assessment results.

School:

- a. Orient early grade teachers and parents about the K-3 FELT Project prior to the implementation;
- b. Implement the K-3 FELT Project following the policy/implementation guidelines;
- c. Administer pre and post-tests and formative assessments to determine progress of early grade learners;



- d. Analyze and interpret assessment results to determine the impact of the program implementation;
- e. Coordinate with the SDO for support and technical assistance, if needed;
- f. Provide the needed support and protection for the early grade learners under the K-3 FELT Project; and
- g. Submit recommendations/insights to the Division Office for possible policy review, enhancement/amendment.

VI. MONITORING AND EVALUATION

100. The Monitoring and Evaluation shall be established in the implementation of the K-3 FELT Project. This shall ensure effectiveness of the implementation and shall form part of the continuous improvement mechanism.

101. The following has the respective expectations:

Advancing Basic Education in the Philippines (ABC+). Assists the Regional Office, through the Quality and Assurance Division, in the development/contextualization of monitoring tools; coordinates with the Curriculum and Learning Management Division in checking on the extent of implementation whether it is at par with standards; conducts coaching sessions to teachers, if there are issues and concerns, in coordination with the SDOs,; and provides technical assistance to the Regional Office on possible adjustments based on the feedbacks and observations during the onsite monitoring activities.

United Nation's Children Educational Fund (UNICEF). Provides logistics and technical assistance in the implementation and in future enhancement of the K-3 FELT Project based on the results of the monitoring activities.

Regional Office, through the Curriculum and Learning Management Division (CLMD); and the Schools Division Offices, through the Curriculum and Implementation Division, are expected to: conduct close monitoring as well as provide technical assistance, gather issues, and best practices along the implementation of the K-3 FELT Project; integrate K-3 FELT Project in the agenda of the Regional and Division Field Technical Assistance Composite Team (R/DFTACT) and Regional Management Committee Meeting (ReMANCOM); gather feedback as basis for planning, adjustment, and improvement in the project implementation and policy formulation; and submit progress and terminal reports to DepEd Central Office and other government agencies, upon request.

102. Queries on these guidelines shall be addressed to the Office of the Regional Director, DepEd Regional VIII via email address deped.ro8@deped.gov.ph.

VII. EFFECTIVITY

103. This Regional Policy shall take effect immediately upon issuance.

VIII. REPEALING CLAUSE

104. All regional issuances, instructions, rules, regulations, or parts thereof which are inconsistent with this Regional Policy are hereby deemed repealed or modified.



IX. REFERENCES

DepEd Order No. 53, s. 2003, Updated Guidelines on the Grant of Vacation Service Credits to Teachers

DepEd Memorandum No. 291, s. 2008, Guidelines for the Implementation of Civil Service Commission Resolution No. 090096 on Working Hours for Public School Teachers

DepEd Order No. 31, s. 2012, Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC)

DepEd Order No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

DO No. 32, s. 2020, Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of Covid-a9 Pandemic

DO No. 028, s. 2021, Amendment to DO No. 32, s. 2020 on the Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of Covid-a9 Pandemic

DepEd Order No. 012, s. 2022, Revised Guidelines on the Hiring of Teacher

DepEd Order No. 13, s. 2023 re: Adoption of National Learning Recovery in the Department of Education

DepEd Order No. 14, s. 2023, Policy Guidelines on the Implementation of the National Learning Camp

DepEd Order No. 22, s. 2023, Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024

