



Republic of the Philippines
Department of Education
Region V
SCHOOLS DIVISION OF SORSOGON

July 7, 2025

DIVISION MEMORANDUM

No. 184, s. 2025

LEARNING AND DEVELOPMENT POLICY OF SDO SORSOGON

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors/ Division Coordinators
Public Schools District Supervisors/ OIC PSDSs
Public Elementary and Secondary School Heads
Functional Area Heads
All Others Concerned

1. Pursuant to DepEd Memorandum No. 138, s. 2017 and DepEd Order 32, s. 2011, this Office hereby issues this Learning and Development Policy in all schools, learning centers and functional areas of SDO Sorsogon effective this July 2025.
2. This policy specifically aims to:
 - a. establish standards in assessing, planning, designing, delivery and evaluation of learning and development programs, and activities across level of governance involved within the division including the standards of the products and outputs expected from the performance of the said process;
 - b. provide employees with necessary skills, knowledge, and attitudes to perform their duties and functions effectively where gaps have been identified after performance reviews or performance assessments;
 - c. raise the quality and ensure relevant and cost-effective skills, knowledge, and attitude development;





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- d. delineate roles, responsibilities, and coverage of the school, learning centers, districts, sections, units and divisions;
 - e. encourage employees to participate in learning and development activities and other lifelong learning programs for the benefit of the organization and for personal and professional growth and development; and
 - f. design activities and programs to ensure consistency and continuous improvement in the quality of service delivery and content across the various offices, schools and learning centers and among employees regardless of their race, sex, color, religion, disability, national origin, or age.
3. This policy provides detailed guidelines for the following:
- a. All learning and development programs, activities and services delivered in behalf of and for SDO Sorsogon as part of the fulfillment of its mandate;
 - b. All schools, learning centers, districts, sections, units, and divisions involved in assessing, planning, designing, delivery, and evaluation of learning and development programs and courses; and
 - c. All processes, practices, tools and templates utilized in assessing, planning and designing, delivery, and evaluation of learning and development program and courses.
4. This Memorandum takes effect immediately upon its issuance.
5. Widest dissemination of and compliance of this Memorandum are enjoined.


JOSE L. DONCILLO, CESO V
Schools Division Superintendent 



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LEARNING AND DEVELOPMENT POLICY OF THE SCHOOLS DIVISION OF SORSOGON PROVINCE

This Learning and Development Policy is designed and contextualized for the Schools Division of Sorsogon Province's employees' needs and bases for setting up employment and other relevant policies.

I. RATIONALE

SDO Sorsogon Province is presently active in implementing fundamental reforms based on the demands of time that include efforts for human resource development at all levels to sustain quality performance of schools and learners. This Policy is anchored on the Department's Vision to continuously improve itself to better serve its stakeholders to fulfill its mission to make teachers facilitate learning and constantly nurture every learner and its administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.

Providing quality basic education for all Filipino learners is the core business of the Department of Education. It is mandated to formulate, implement, and coordinate policies, plans, programs, and projects in the areas of formal and non-formal basic education. With this premise, competent and committed leaders and employees are needed and to develop its teachers, school managers and non-teaching personnel, capability development of its human resource is given high priority.

In the Schools Divisions, Human Resource Development Section (HRDS) of the School Governance Operations Division (SGOD) is the primary section mandated to quality assure the Learning and Development activities to be provided by the schools, learning centers, districts, units and sections and even external partners offering learning and development activities.

This Learning and Development Policy is designed to ensure consistency and continuous improvement in the quality-of-service delivery and content across the various offices, schools and learning centers.

II. OBJECTIVES

The policy shall endeavor to reach the following objectives:

1. Establish standards is assessing, planning, designing, delivery and evaluation of learning and development programs and activities across level of governance involved within the division including the standards of the products and outputs expected from the performance of the said process.



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2. Provide employees with necessary skills, knowledge and attitudes to perform their duties and functions effectively where gaps have been identified after performance reviews or performance assessments.
3. Raise the quality and ensure relevant and cost-effective skills, knowledge and attitude development.
4. Delineate roles, responsibilities and coverage of the schools, learning centers, districts, sections, units, and division.
5. Encourage employees to participate in learning and development activities and other lifelong learning programs for the benefit of the organization and for personal professional growth and development.

III. COVERAGE

The policy shall cover the following:

1. All learning and development programs, activities and services delivered in behalf of and for DepEd Sorsogon Province as part of the fulfillment of its mandate.
2. All schools, learning centers, districts, sections, units, and divisions involved in the assessing, planning, designing, delivery, and evaluation of learning and development program and courses; and
3. All processes, practices, tools and templates utilized in the assessing, planning, designing, delivery, and evaluation of learning and development program and courses.

IV. LEARNING AND DEVELOPMENT PHILOSOPHY

DepEd Sorsogon province adheres to the overall Learning and Development Philosophy – “Continuously and consistently develop and shape competent and committed leaders and employees”. The goal is to align the Learning and Development activities in the Division to the DepEd’s mission, vision and goals.

Learning and Development activities in the Division shall be anchored on the following principles:

1. Every official and employee is an important resource valued by the organization. The Division gives priority and invests on Learning and Development of every official and employee.
2. Learning and Development interventions for officials and employees shall purposive and aligned with the Civil Service Commission strategic objectives and goals.



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3. Learning and Development is a means to upgrade the capability and expertise of the organization to address and respond to the multi-faceted needs of the Civil Service Commission.
4. Learning and Development shall be based on development needs as determined by competency assessment and performance assessment activities and from the Individual Development Plans (IDPs) of the employees in all levels.
5. Learning and Development shall focus on the development and enhancement of competencies required by the current or future position/job of the official/employee.
6. Learning and Development is a shared responsibility of the management, supervisors, and the employees. While the organization provides the nurturing and enabling environment by opening opportunities, among others, employees and their respective supervisors have an equal responsibility to plan and manage their development and career by determining, seeking, and seizing available opportunities.
7. Learning and Development shall consider the differentiated needs of men, women, LGBTQ+ in the organization to ensure equitable access to interventions and those of employees' race, culture, religion, Political beliefs, abilities and disabilities.
8. Learning and Development shall be designed to increase the portability of skills of employees. This, therefore, requires an approach or various approaches that will allow heads of offices and schools to easily recognize skills which may be transferable between jobs and/or assignments.
9. Learning and Development shall aim to develop a competent, credible, and high performing workforce through continuing upgrading of competencies which is essential in the maintenance of a corps of professional officials and employees of the Department. Continuing competence is maintained and enhanced through lifelong learning and integration of learning into every facet of a DepEd official or employee's working life.
10. Learning and development shall drive performance management. It shall integrate recognition and rewards mechanism as a strategy to ensure learning application in everyday work settings; and
11. Learning and development shall be regarded as equally important as investments in research, information technology (IT), purchase of equipment and products development. Capacity development of officials and employees is given equal, if not paramount importance in terms of



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allocating resources. Partnership with other institutions shall be explored to supplement existing resources for Learning and Development.

V. DEFINITIONS OF TERMS

Learning and Development. A set of systematic and planned interventions or programs designed by the agency to equip its workforce with the necessary competencies to meet current and future job requirements.

L and D Implementers. A general term to refer to DepEd personnel who play a role or roles in carrying out process/es in the L and D System.

Learners. Individuals or groups of individuals who need a benefit from engaging in competency development interventions to perform their jobs at the desired proficiency level. They are also commonly referred to “participants”.

L and D Intervention. An activity undertaken by the Department to address a competency gap affecting individual or organizational performance. An intervention may be planned (i.e. part of the Annual L and D Plan), or unplanned (i.e. taken to immediately address an emerging need). An intervention may take the form of any L and D modality (e.g. training, coaching, etc.)

L and D Modality. The type of L and D delivery approach that is adopted to address a competency gap or set of competency gaps. DepEd identifies four clusters of L and D modalities: job-embedded learning, relationship and discussion-based learning, formal learning and Learning Action Cell.

L and D Needs Assessment. The subsystem for determining professional development needs of the Agency’s human resources in key performance areas, as basis for identifying L and D interventions using the standardized tools of DepEd or through customized tools of the School Division of Sorsogon Province and through research conducted by the teaching and non-teaching personnel of the Division.

L and D Planning. The subsystem for identifying and mapping L and D programs and their implementation requirements, to address priority competency gaps identified in the L and D assessment. It is done at the beginning of the School Year.

L and D Program. A strategic initiative to address an existing competency gap or gaps that affect organizational performance or develop competencies for a planned reform agenda (e.g. K-12). An L and D program may be composed of a single intervention with several modules or a series



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interventions applying a range delivery mode. L and D programs are usually part of the Strategic L and D Plan or Annual L and D Plan.

L and D Program Delivery. The subsystem for implementing the program for intended learners based on the, using the learning resources packages that have been developed.

L and D Program Management Team (L & D PMT). A group of DepEd personnel identified by the Program Owner that is tasked to execute L and D processes like needs assessment, program designing learning resource materials development. etc.

L and D Program Management Team Members. typically come from the same office or unit as the Program Owner and can be complemented by human resources from other offices or units that have been a stake and, or expertise on the L and D program.

L and D Program Owner. Refers to the lead office or unit that's identified in the L and D plan. The Program Owner is primarily responsible for ensuring that an L and D program is carried out to achieve a set of learning outcomes. The L and D program is usually part of Program Owner's office or units annual work and financial plan.

L and D Program Proponent. The office or unit that is proposing the implementation of an L and D program, usually the Program Owner.

L and D Quality Assurance, Technical Assistance, and Monitoring and Evaluation. The subsystem for ensuring compliance to quality standards (QA); providing supportive guidance (TA); and assessing progress and results of L and D Programs (ME).

L and D Resources. Facilities, equipment, materials and supplies that are needed to implement L and D Programs.

L and D Resource Package Development. the subsystem for preparing delivery and learner materials that will support L and D program implementation, and facilitate learner's acquisition of knowledge, skills, and attitudes, and application of the same back on the job.

L and D System. Set of guiding principles, standards, policies, processes, and mechanisms through which professional development interventions in the Department of Education shall be planned, developed, managed, quality assured, monitored and evaluated. It endeavors to ensure that the Department has the competent and engaged workforce to support the achievement of its strategic goals.



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L and D System Audit. The mechanism to review the level of conformance to standards and consistency in the use and/or application of the L and D system within the organization.

Partnership. Collaboration with external and internal entities in undertaking various L and D functions to achieve cost-effectiveness, improve programs, and widen the reach of L and D interventions.

Personnel Development Committee. A review and recommending body that leads in examining policies, guidelines, plans and other outputs of the L and D system, recommends improvements, and endorses them to the head of office for approval. It also serves as the Scholarship Committee that shall assist the head of the office and schools in the selection of the best qualified employees for scholarship opportunities.

Workplace Development Objectives (WDO). Hierarchy of expected gains from the L and D program, i.e. competencies, outputs, outcome, and impact. WDOs are also referred to as the learning results chain.

VI. GUIDELINES ON THE LEARNING AND DEVELOPMENT INTERVENTIONS

1. Basis of Learning and Development and Interventions

- a. L and D needs identification and analysis shall be based on alignment between SDO Sorsogon's strategic direction with employee's performance and competency gaps and career growth.
- b. The Human Resource Development Section (HRDS) shall prepare the Five Year HRMO man with detailed strategies and budget.
- c. The annual L and D Plan shall be prepared prior to the start of the year as a result of the analysis of the competency gap assessment of the consolidated Individual Development Plans (IDPs) submitted by the different Chiefs of the Functional Divisions as basis for HRDS L and D and monitoring.
- d. The L and D interventions identified in the Annual L and D Plan shall take into consideration the workforce development needs. Moreover, All L and D shall be conducted primarily in connection with the competency gap assessment results generated.
- e. L and D hours per employee per year shall be based on the number of hours as indicated in the IDP.

2. Development and Approval of Learning and Development Interventions



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- a. L and D programs require approval of the Schools Division Superintendent based on the review recommendation of the Personnel Development Committee (PDC);
- b. The Chiefs of the Functional Divisions shall review and approve the IDPs of all employees or their respective division. Prior to such approval. They shall check appropriateness, relevance, timeliness, cost efficiency and effectiveness of the L and D interventions indicated in the IDPs. The PDC through the HRDS issue further guidelines to assist the chiefs of Functional Divisions with the approval, processing, and in consolidating the IDPs into an Office L and D program.
- c. The PDC through the HRDS may consult task experts who can communicate learning needs of officials and employees. In developing and determining the learning objectives during the instructional design stage, the task experts should be assisted by L and D experts and subject matter experts. Moreover, program evaluation shall be considered in the instructional design to ensure better assessment of program effectiveness.

3. Qualification and Selection of Learners

- a. As a rule, all L and D interventions shall target intended learners based on the IDP of officials and employees. However, these interventions cannot be left to the discretions of the individual employees especially when the L and D were earlier established. Thus, some programs may pre-identify the actual learners or participants.
- b. All employees whose competency assessment indicates not meeting the proficiency level of the individual's Key Result Area (KRA) and Core Competencies and other competencies required of the position shall also be prioritized in development interventions. The L and D implementers may determine relevant qualifications and criteria in so far as they relate to the objectives of the L and D.
- c. Profile of the participants shall be prepared by the L and D implementer of the Program Management Team at least (1) week before the conduct of the program or activity using the captured data in the Online Registration. The profile shall include information such as, but not limited to name, nickname, sex, age, position, division/office, number of years in DepEd, contact number, e-mail address, educational background, nature of work and similar programs attended. People or groups with special needs may be identified only when necessary to the programs when the relevant information ensures access to L and D interventions and full learning opportunity.



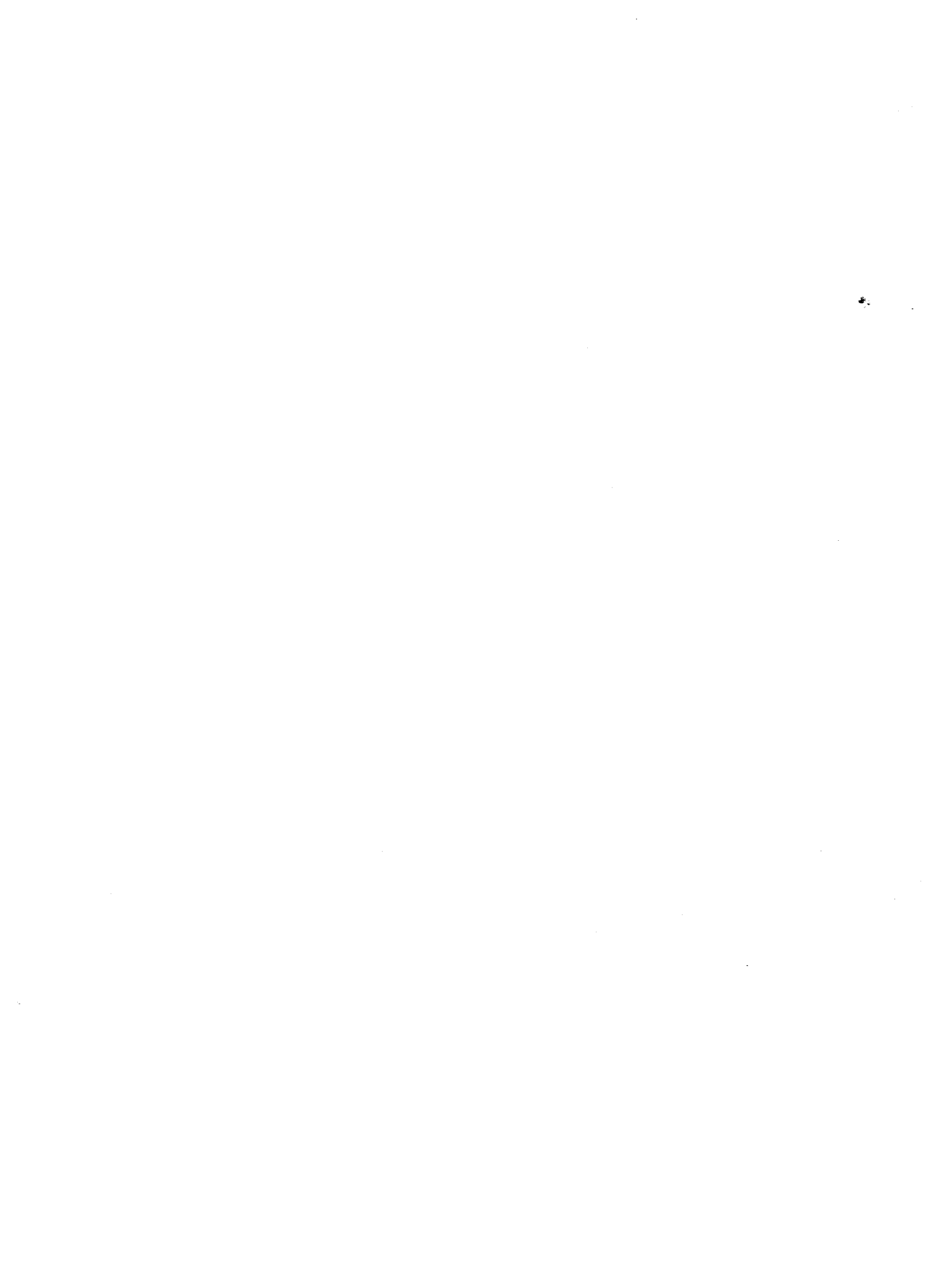
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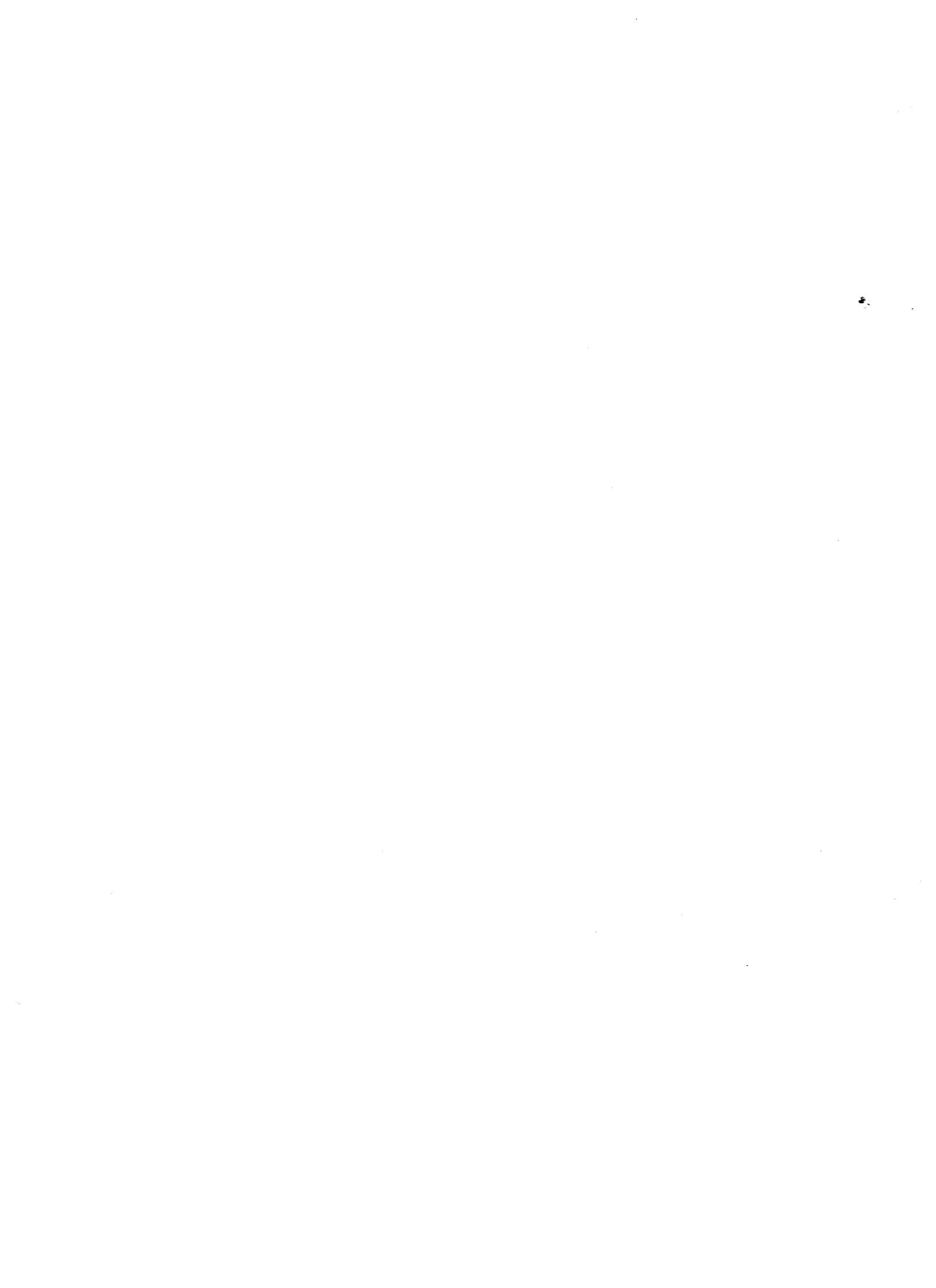
- d. SDO Sorsogon shall also maintain to attain a well-developed and highly professionalized human resources through a continuing development program by sending the most qualified and deserving employees to local or foreign scholarships and training grants. (Please refer to policy and Guidelines on Scholarships and other Training Grants of the of SDO Sorsogon)

4. Cancellation, Rescheduling and Substitution

- a. Rescheduling or cancellation of confirmed participants may be made only through notice to the L and D implementer by the Chief of the Functional Division at least two days before the scheduled program. The Functional Division Chief of the L and D implementer shall be informed of the last-minute cancellation without substitution and may require the cancelling participant's office to write an explanation letter to the Schools Division Superintendent through the Chief of the L and D implementer. This information should be included in the L and D documentation report.
- b. Cancellation of the names of targeted participants shall be given to the concerned Chief of the Functional Division, supervisors, and employees the responsibility of ensuring that the indicated L and D in the LDP should still be pursued. They have the option of attending equivalent programs outside DepEd, albeit, at own expense of the cancelling participants or whatever might have caused the cancellation.
- c. Substitution of the participants may allow after a confirmation has been made properly and timely by the direct supervisor of the participant addressed to the Schools Division Superintendent through the Chief of the program Implementer.
- d. In cases where replacement or substitutes may be allowed, the names of the employees shall be forwarded to the L and D at least two days before the date of the activity.
- e. programs may be cancelled or rescheduled due to any of the following circumstances:
- Major Conflict of Schedule Of between and among the participants and implementer
 - Delayed release of funds.
 - Circumstances beyond human control (Force majeure)
 - All other con issues shall be discussed by the PMT.

5. Equity and Access to Learning and Development Interventions







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- a. SDO Sorsogon values inclusivity and treats every employee equally without discrimination to create an enabling environment free from barriers, prejudices or preferences. This is to ensure equal access to employment, advancement and other employment opportunities at levels of positions.
- b. SDO Sorsogon promotes equal opportunity for its employees. No one shall be discriminated against from participating in and accessing L and D interventions on the basis or not limited to age. sex. gender. sexual orientation. ethnicity, political affiliation, religion, economic, social status, physical disability.
- c. Both men and women shall be equally encouraged and given opportunity to give their views and provide inputs to the discussion and other activities in any L and D intervention.
- d. The conduct of L and D programs shall ensure equal, adequate and safe participation of women and men, and those groups with needs taking into consideration the following:
 - Developmental needs of the individual as the basis of the provision of and access to L and D.
 - Appropriateness of logistical arrangement such as training schedule, venue, safe transportation and lodging, facilities and
- e. The L and D implementers shall ensure gender balance and equity among participants and learners as far as practicability is concerned.

6. Certificate of Completion and/or Appearance

- a. Certificate Of Completion/Participation and Appearance shall be awarded/given to a participant or learner who has met the following:
 - Accomplished the Registration Form (online/ offline or manual)
 - Attended and participated in at least 90% of the session hours.
 - Submitted the required outputs.
 - Completely submitted the daily evaluation and end of the program evaluation; and
 - Submitted the travel order.
- b. The L and D implementers should ensure an accurate recording of attendance and list of submitted outputs certified by the concerned training staff.
- c. Development interventions outside of formal training may be declared by satisfying training requirement through the recommendation of the HRDD.



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- d. unique certificate code is indicated in every certificate or completion/participation issued to every participant who completed a Learning and Development activity/ Program.

7. Learning Application plan

The official employee shall submit to the chief of the Functional Division a Learning Application man (LAP) within three days aner attending an L and D intervention. Academic scholars, however, shall submit a Re-entry Action Plan (REAP), pursuant to existing guidelines on scholarships.

8. Support Requirements

- a. SDO Sorsogon shall have an approved budget for L and D interventions according to DepEd's strategic mandate.
- b. The quality, effectiveness, efficiency and costs of L and D intervention shall be an important consideration in continuing the implementation of the program. Hence, the organization shall allocate budget/resources for approved L and D interventions. However, for those that will impose costs on the participating offices, the fee shall be charged against the office concerned of the participant.

9. Responsibilities

- a. The implementation of the Competency-Based L and D Management System is a shared responsibility of the management, Chiefs of the Functional Divisions, L and D implementers, Personnel Development Committee (PDC) and the Official and employee.
- b. At the start of every year, the L and D implementers who submitted to PMIS their proposed L and D programs shall convene to ensure synchronicity of various interventions and programs to be conducted in the Regional Office.
- c. Sharing responsibilities in the implementation of the Competency-Based L and D Management System shall consider the following roles:

Responsible Unit	Roles and Functions
Schools Division Superintendent	<ul style="list-style-type: none"> • Sets and determines overall L and D Strategy and directions. • Approves L and D proposal and plans of Chiefs of Functional Divisions, Supervisors and other L and D implementers relative to



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	<p>development interventions that are appropriate to improve the job performance of DepEd SDO Sorsogon human resources and increase productivity of the Department.</p> <ul style="list-style-type: none">• Provides the right resources and environment that support the growth and development needs of an individual employee.
Chief Functional Divisions and Supervisors	<ul style="list-style-type: none">• Address developmental needs of their respective employees.• Support and monitor the employees in the implementation of LAP.
Employee	<ul style="list-style-type: none">• Identifies goals and activities for development and prepare an IDP• Looks at learning opportunities in everyday activities• Prepares and implements LAP or REAP.
HRDS	<ul style="list-style-type: none">• Conducts competency assessment• Prepares DO L and D Plan• Designs, delivers and evaluates learning and development interventions required for the employees to meet the mission critical/ competency gaps• Assist supervisors in preparing well-crafted competency-based job description- it is the foundation upon which employee training and development activities are built• Undertakes competency assessment or proposes other mode% of assessment• Prepares Five-year HRMD plan/L and D Annual Plan• Leads the L and D manning Workshop to review the implementation of the Competency-Based L and D



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	Management System and set the yearly L and D targets and programs
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10. Learning Service provider Management

- a. Criteria. To ensure the quality of L and D activities, the following shall be considered in selecting individual resource persons, speakers, trainers, and facilitators and groups/institutions.

Area	Details
Education/Expertise	<ul style="list-style-type: none"> Background or area of specialization Education/Expertise doctoral degree, master's degree or a subject call Attribute Integrity area specialist) by securing Personal Data Sheet, resume. Curriculum Vitae/ Portfolio of the individual resource persons, speakers, trainers and facilitators and group institutions.
Experience	<ul style="list-style-type: none"> Proven record such as service record and/or portfolio that can substantiate any claims to the experience or skill and preferably with documented outcomes
Physical Attribute	<ul style="list-style-type: none"> Sustainability or fitness for the task or role.
Integrity	<ul style="list-style-type: none"> Absence of critical incidents that might otherwise tarnish or put to question the person's credibility as a learning service provider

If gender expertise is required in the L and D intervention, the same has to be included in the TOR or letter of conforms as a prerequisite for selecting trainers/facilitators and resource persons.

- b. Honorarium. professional fees or honoraria of non-DepEd learning service providers and/or resource speakers shall be subject to the guidelines under Budget Circular Nos. 2007-1 and 2and National Budget Circular 2007-510. Internal learning service providers may be given honoraria subject to the Department of Education's existing rules and regulations.
- c. L and D Resource pool. An L and D Resource pool shall be established and reviewed by the HRDS every year. All DepEd SDO Sorsogon Certified Trainers shall be part of the Pool. The department should also engage local, national or international



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external learning service providers towards interactive learning and sharing. A gender balance among the members of the pool should be maintained as far as practicability is concerned.

- d. Evaluation. The performance of the shall be evaluated using the Daily Online Evaluation and End of the program Evaluation. Those who obtained a Very Satisfactory Rating shall be retained in the L and D resource pool. (Refer to Annex C- Daily Evaluation of Session, Facilitator and Daily Operation)

11. Green, Healthy and Safe Learning and Development Environment

SDO Sorsogon L and D implementers shall subscribe to the principle of "Green, Healthy and Safe Environment". In order to put this principle in action, the implementers shall promote and observe the following:

- a. **Green Environment.** This means all L and D implementers shall use appropriate technology and materials that will reduce energy consumption. As such, the following shall be undertaken, among others.
- Turn-off electrical appliances, equipment, gadgets and paraphernalia when not needed particularly for long period of time; (Norms and Training Rules)
 - Make use of reusable bags as L and D kit.
 - Reproduce learning materials only when they are necessary and useful and possibly recycled paper. This is an alternative to hard copy reproduction of materials especially voluminous handouts, documents and reference materials. An e-copy (through CD and thumb drives) may be resorted to
- b. **Healthy Environment.** This refers to creating an environment where participants to the L and D programs are not only intellectually but also physically and emotionally nourished. Hence, L and D implementers shall consider the following:
- Simple exercises such as nine joint exercise and chair exercises; (energizer /health break during the training)
 - Anti-Smoking prohibitions apply to all programs and extend to those conducted or run by implementers outside of the SDO Sorsogon premises. (included in the norms and rules)
 - Serving healthy and nutritious meals avoiding junks foods and soft and/or carbonated/flavored drinks; and serving preferably fresh juices and water only.



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- Wellness Corner in the venue; (imposed to the winning venue of the training)
 - Monitoring hygiene and sanitary facilities
 - Training venue specifications (refer to the attached Memorandum)
- c. Safe Learning Environment.** All L and D implementers shall set up a safe learning and development environment focused on:
- Fostering positive relationship among learners, trainers and HRDS staff by encouraging participation and active involvement during training and other development interventions.
 - SDO Sorsogon shall not tolerate any act of sexual harassment, bullying and intimidation. If such incidents occur, a report shall be made immediately by the concerned training staff to the head of the L and D implementer who shall then take the necessary and appropriate action within 24 hours from the receipt of the report or information.
 - Protection from hazards and promotion of sustainable work environment. This includes availability of safety regulations at the workplace or L and D venue, provision of First Aid and assistance to vulnerable groups or groups special needs and reporting of occupational hazards and their preventive measures. All Functional Divisions in SDO Sorsogon shall participate in the implementation of this provision.
 - Provision of medical team and over the counter medicines during training. Service Providers for food and Accommodation of any L and D Activity shall be observed and what is being specified in the Purchase Request (PR).

12. Records Maintenance and Management.

1. List of trainings/development interventions attended per employee per Functional Division.
2. List of participants per training/ development intervention conducted by other Functional Divisions containing a breakdown of female and male learners and participants and their levels positions.
3. List of LSPs and programs they facilitated/conducted.
4. L and D Activity Completion Report (Three days) to be submitted 10 working days after the conduct of the activity to include in the following order:
 - a. Program Title



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- b. Facilitators
 - c. Location and Venue
 - d. Duration
 - e. Date
 - f. Number of Participants
 - g. Summary of Attendance
 - h. Executive Summary
 - i. Program Objective
 - j. Program Schedule/ Matrix/Design
 - k. Key Results and Outputs
 - l. Resource Materials
 - m. M and E Analysis
 - n. General Comments and Issues Encountered
 - o. Recommendation
 - p. Financial Reports
5. For every employee sent to any L and D activity, a copy of the Certificate of Attendance/ Participation/ Completion, program materials and the LAP shall be submitted by the employee to his/her chief of the functional division and to the HRDS within three (3) working days from the completion of the L and D. This information shall be captured in the HR Record Update Form and shall be forwarded, together with the program materials, by the Chief of the Functional Division to HRDS for consolidation every 5th day of the ensuing month to ensure continuing professional development.
6. For HRDD conducted or initiated programs, HRDS shall automatically record employee attendance to the said programs. Chiefs of the Functional Divisions who are likewise initiating or conducting L and D activities and/or programs to SDO Sorsogon officials and employees shall also submit the same information to HRDS.
7. Should there be new additional data on education and experience of an employee, the same shall be communicated every 5th day of the month to HRDS using the HR Record Update Form.

13. Performance Metrics

Over time, the HRDS shall develop appropriate performance metrics in the area of Schools L and D. Appropriate combination of time, quantity, quality, cost meeting needs, diversity, among others, shall be established as standards. HRDS is not precluded from proposing percentage weight allocation for every measure to get the total performance level. Below is an example.



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Performance Measure	Description
Time	No. of L and D hours per employee per year based on the IDP Cycle time (in months) of developing new L and D
Quantity	No. of employees gone through L and D per year with sex desegregation
Cost	L and D cost factor (L and D cost/employee trained) L and D cost er hour
Meeting the needs	Difference between the number of people that need training and the number of people that attend the training Net benefit (I.e. total benefits fewer total costs) Decrease in number of complaints.
Diversity	No. of different program conducted/offered to employees

VII. LEARNING AND DEVELOPMENT SUBSYSTEMS

1. Learning and Development Needs Assessment (LDNA)

Definition

Learning and Development Needs Assessment (LDNA) is the subsystem for determining professional development needs of the Department's human resources in the key performance areas, as basis for identifying L and D programs.

Purpose

The subsystem provides processes for identifying competency gaps that affect individual and organizational performance. It establishes baseline data on competency levels of human resources and provides basis for tracking prowess towards desired levels of proficiency. The output of the subsystem is the LDNA Report, which contains information that will guide the planning and designing of L and D programs.

Processes

1. Planning
2. Developing data collection tools



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3. Collecting data
4. Analyzing and validating data (including prioritizing of competency gaps)
5. Preparing LDNA report

General Guidelines

1. LDNA is a basic requirement for any L and D program and its results are used to inform subsequent L and D subsystems across governance levels.
2. LDNA shall be conducted at least once a year as input to the annual L and D planning and budgeting process so that key L and D programs are included in the concerned office's Work and Financial Plan (WFP).
3. LDNA may be done as the need arises, such as individual's assumption of office or transfer to a new position, changes in management and/or strategies priorities and others, to ensure learning needs are addressed and do not hamper effective performance.
4. Individual LDNA shall be done for all employees at least once a year as part of the Results- Based Performance Management System (RPMS). This is accomplished through its Phase III: Performance Review and Evaluation and Phase IV: Performance Development Planning, which produces the Individual Development Plan (IDP). The IDP is an input to the LDNA for the office and/or the job group to which the employee belongs. Progress on the IDP is regularly monitored to ensure completion of committed L and D activities and achievement of learning objectives.
5. LDNA is a collaborative process involving the Personnel Development Committee (PDC), the Program Management Team (PMT) conducting the LDNA, heads of offices that are the target of the LDNA, and individual employees. Roles and expectations from each of these stakeholders shall be clarified at the beginning of the process.
6. Participation in LDNA data gathering activities must be approved by the immediate supervisor of the target personnel respondent or informant. It is expected that the protocols of inviting DepEd human resources to participate in any activity are observed.
7. Individuals or teams conducting LDNA are expected to adhere to the established processes and standards of LDNA to ensure validity and reliability of results.
8. The LDNA Report shall be submitted to the respective head of office through within 15 days upon completion of LDNA data gathering process.



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9. Confidentiality shall be observed in the conduct of the LDNA and all information shall be used for the intended purpose only.
10. The use of technology, such as online LDNA, is recommended where appropriate and feasible, for ease in administration, data gathering, consolidation and analysis.

Quality Standards

1. LDNA Plan shall contain the following key elements:
 - a. Objectives - specify the target unit/s and/or jobs, and the performance and/or competency areas that will be the focus of assessment.
 - b. Data Requirements and Data Sources - identify the nature of data needed and where to obtain the data
 - c. Methodologies and Tools - describe the methodologies that will be used, including the tools to be administered or developed
 - d. Implementation Details - map out the activities, persons responsible, timelines and resources needed in conducting the LDNA
2. LDNA process is inclusive.
 - a. Mechanism for meaningful involvement of relevant stakeholders, such as target job holders, immediate supervisors, management and others, are built into the LDNA process.
 - b. These mechanisms provide stakeholders participation that builds ownership and commitment to the LDNA process and results.
3. Safeguards for confidentiality in gathering, recording and disseminating data are incorporated into the LDNA process.
4. Methodologies employed are valid and reliable.
 - a. Selected methodologies are valid and measure what they are supposed to measure, given the objectives and the data requirements of the assessment.
 - b. Selected methodologies are reliable and ensure accuracy of measurement.
 - c. A right mix of methodologies is used, where appropriate, to obtain needed data.



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- d. The choice of methodologies considers the time and cost to implement them.
- 5. Data resources are up-to-date, legitimate and official, and/or approved or accepted for use by credible and recognized authority.
- 6. Data gathered and findings are validated using appropriate methodologies and varied resources before analysis, conclusions and recommendations are finalized.
- 7. The LDNA Report includes the following elements:
 - a. Executive Summary
 - b. Background and Rationale
 - c. Methodologies
 - d. Limitations of the LDNA
 - e. Assessment Results
 - f. Conclusions
 - g. Attachments, including LDNA man, templates and forms used, worksheets and videos and pictures, if applicable

QATAME of L and D Needs Assessment

Objective

QATAME in L and D Needs Assessment aims to ensure that LDNA processes are observed, and final output meets standards.

Key Processes

QATAME in L and D Needs Assessment starts with the Program Management Team's observance of the needs assessment process and application of standards. The Personnel Development Committee (PDC) conducts internal quality review, while the external QATAME Team provides technical assistance and quality check of: (1) the LDNA Plan before commencing needs assessment activities, and (2) LDNA Report before it is endorsed for approval of the Head of Office.

QATAME of L and D Needs Assessment

L and D PMT	PDC	QATAME Team	Head of Office
1. Observes LDNA processes and applies standards 2. Seeks guidance and assistance	3. Reviews LDNA Plan vis-à-vis LDNA Plan Evaluation Form before	4. Evaluates LDNA	



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<p>from QATAME team on LDNA processes and tools, as needed. (PMT may also seek technical assistance from other offices</p> <p>5. Refines LDNA Plan based on QATAME feedback, if necessary</p> <p>8. Refines LDNA Report based on QATAME feedback, if necessary</p>	<p>submitting to QATAME for evaluation</p> <p>6. Reviews LDNA Report visa-vis LDNA Report Evaluation Form before submitting to QATAME for evaluation</p> <p>9. Reviews and endorses refined LDNA Report for approval of head of office</p>	<p>Plan and gives feedback to PDC and PMT</p> <p>7. Evaluates LDNA Report and gives feedback to the PDC and PMT</p>	<p>10. Reviews final LDNA Report</p> <p>a. Provides feedback to PDC and PMT for further refinement if needed.</p> <p>b. Approves final LDNA report</p>
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2. L and D Planning

Learning and Development Planning (LDP) is the subsystem for identifying and mapping L and D programs and their implementation requirements to address priority competency-gaps identified in the LDNA Report.

The subsystem provides processes for clarifying strategic performance goals, developing workplace development objectives, identifying L and D programs to address competency gaps along performance areas, and determining resources needed to implement these.

The subsystem helps ensure that L and D programs are "strategic interventions anchored on DepEd's mandate, goals and national policies such that implementation of programs constitute or support the Department's core business".

Output from the subsystem:

Annual Plan for Professional Development — maps out yearly implementation of the L and D programs that strategically address the learning and development



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needs of human resource in the schools, learning centers, districts and different offices.

Processes

1. Reviewing LDNA results
2. Developing Workplace Development Objectives
3. Formulating terminal (performance) learning objectives
4. Identifying L and D programs
5. Plotting of Implementation Plan
6. Developing M and E Plan
7. Developing Risk Management Plan
8. Developing Communication and Advocacy Plan
9. Validating and Finalizing L and D Plan

Learning and Development Plan Quality Standards

1. L and D Planning is based on the results of a systematic learning needs.
 - a. LDNA report is reviewed as an input to the L and D planning.
 - b. Priority competency gaps are the focus of L and D planning.
 - c. The L and D Plan identifies programs that are responsive to identified priority competency gaps.
2. An L and D program may be in the form of a single intervention or a many of the interventions under any or all of the following modalities:
 - a. Job Embedded Learning
 - b. Relationship and Discussion-Based Learning
 - c. Formal Learning
3. The L and D Plan uses gender-fair and socially inclusive language.
4. The L and D Plan has the following elements
 - a. Learning and Development Needs (LDN) Data Sources
 - b. Methods and Tools Used in Assessment
 - c. Workplace Development Objective
 - d. Content
 - e. Methodologies
 - f. Program Management Team (PMT)
 - g. Source of Fund
 - h. Target Time
 - i. Monitoring and Evaluation Plan
5. Responsibilities for L and D Plan implementation
6. Monitoring and Evaluation (M&E) Plan
7. Communication and Advocacy Plan



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8. The L and D Plan is reviewed and approved by the portfolio manager for specific governance levels before subsequent subsystems are executed (e.g., design, development, delivery, etc.)

QATAME of L and D Planning

Objective

QATAME of L and D Planning aims to ensure that LDP processes are observed, and the final outputs meet the standards.

Process

QATAME of L and D Planning starts with the L and D Program Management Team’s observance of the needs assessment process and application of standards. QATAME Team will quality assure the plan and provide technical assistance.

QATAME of L and D Planning

L and D PMT	PDC	External QATAME Associate	Head of Office
1. Observes LDP processes and applies standards			
2. Seeks guidance and assistance from QATAME Associates on LDP processes and tools as needed	3. Reviews draft L and D Plan, and if deemed necessary, endorses it to external QATAME for evaluation	4. Evaluates L and D Plan when requested, and gives feedback to PDC and PMT	
5. Refines L and D Plan and/or QATAME feedback, if any	6. Checks refined version of the HRMD or SPPD and endorses to Head of Office for final review	7. Reviews refined Annual L and D Plan and gives feedback to PDC and PMT	8. Reviews final Annual L and D Plan

3. L and D Program Designing



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L and D Program Designing (LDPD) is the subsystem for conceptualizing and mapping out the elements of specific programs that will address competency gaps identified in the L and D Needs Assessment.

The subsystem provides processes for formulating and ensuring comprehensiveness and coherence of various program elements: target learners, learning objectives, outputs, content, methodologies and resources needed for program implementation. The program design, which is the subsystem's output, serves as the blueprint for developing learning resource packages, implementing the program, and establishing follow-through mechanisms to ensure learning application. The subsystem likewise provides for review and finalization of the initial program and M and E plan that was developed during the annual planning.

Designing L and D programs is iterative. It follows sequential steps, as the output of each step becomes an input to the next:

1. Validating learning needs and profile of the target group
2. Finalizing Workplace Development Objectives
3. Formulating learning objectives
4. Determining program outputs
5. Estimating time requirement
6. Identifying and organizing content
7. Determining program outputs
8. Identifying Program Management Team and learning service providers
9. Identifying learning resource packages, supplies, equipment, and other logistics needed to support delivery
10. Reviewing and finalizing detailed L and D activity design
11. Identifying and/or finalizing Workplace Application Plan
12. Finalizing M and E plan
13. Preparing program design and proposal package

Quality Standards

The L and D program design should be comprehensive, efficient, and directly responsive to the findings and recommendations in the LDNA Report.

All program designs, regardless of modality, shall contain the following key elements:

- I. Program Title.
- II. Background
- III. Objective/s
- IV. Strategy/ies
- V. Target recipients
- VI. Program of Activity
- VII. Fund Source
- VIII. Budget Proposal



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- 1.1. Date.
- 1.2. Venue.
- 1.3. Level of implementation.
- IX. Monitoring and Evaluation Scheme

1. L and D Designs are competency-based.
 - a. Competencies for development are clearly identified in the Background and Rationale
 - b. Competencies for development are used as basis for formulating/identifying the design elements, particularly learning objectives, outputs, content areas, and methodologies.
2. Learning objectives are relevant and responsive to the competencies for development
 - a. Terminal objective is directly aligned with competency identified in the learning results chain.
 - b. All learning objectives (terminal, enabling, and session) are stated from the learner's point of view.
 - c. All learning objectives are stated in behavioral terms and aligned with the behavioral indicators of the competencies for development.
 - d. Terminal objective specifies what learners can realistically do by the end of the program.
 - e. Enabling objectives are relevant and sufficient to contribute towards achieving the terminal objective,
 - f. Enabling objectives specify what learners can realistically do by the end of each major learning block.
 - g. Session objectives are small enough to be covered in a learning unit, relevant, and sufficient to contribute towards achieving the enabling and terminal objectives.
 - h. Session objectives specify what learners can realistically do by the end of a learning unit or session.
3. Terminal and session outputs are relevant to the competencies for development and can be realistically produced by learners within the set time.
4. Content areas support achievement of learning objectives.
 - a. All essential and important content areas are prioritized and covered in the design.
 - b. Content areas are organized in a logical sequence, using most appropriate structure.
5. Delivery methodologies facilitate achievement of learning objectives.
 - a. Design employs appropriate blend of varied inductive and deductive methodologies.
 - b. Methodologies are responsive to adult learning preferences, e.g. experiential and participative.



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- c. Methodologies are sensitive to learners' profile and needs (e.g. abilities and disabilities, age, gender, etc.)
 - d. innovative and technology-supported methodologies are applied, where appropriate.
6. Nominated team members are identified.
 - a. Nominated resource persons, subject matter experts, coaches and /or learning facilitators possess needed competencies to deliver assigned sessions.
 - b. Project team members are sufficient in number and possess needed mix of competencies to manage the program.
 7. All needed learning materials, supplies, and equipment to support delivery of learning sessions are identified.
 8. Follow-through Job-Embedded Learning (JEL) or Workplace Application Project (WAP) is appropriate and feasible.
 - a. The JEL or WAP is directly aligned with the competencies for development.
 - b. The JEL or WAP will provide opportunities for demonstration of target competencies.
 - c. The JEL or WAP can be realistically completed within six months using available resources in the workplace.
 - d. The JEL or WAP is approved by the office/ s where learners are based.
 - e. Funding support, if needed, is available to implement the WAP.
 9. The M&E Plan is relevant and comprehensive.
 - a. The M and E Plan is anchored on the learning results chain and program learning objectives.
 - b. Target levels of evaluation are identified.
 - c. The M and E Plan covers at least Level 1 (Reaction) and Level 2 (Learning evaluation).
 - d. Formative and summative M&E methods are identified,
 - e. M and E timetable, responsibility centers and needed resources for conducting M&E are identified,

QATAME of L and D Designing

QATAME of L and D Program Designing aims to ensure that LDPD processes are observed, and the final outputs meet standards,

Process

QATAME of L and D Program Design starts with the Program Managements Team's observance of the program design process and application of standards. The Personnel Development Committee conducts internal quality review, while the



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QATAME Team provides technical assistance and final quality check before the program design is endorsed for approval of the Head of Office/ Director.

The SMME spearheads the QATAME activities. It shall constitute a team that will HRD specialists and learning area supervisors/ specialists to evaluate outputs.

QATAME in the L and D Program Designing

PMT	PDC	QATAME Team	Head of Office
1. Observes program design process and applies standards 2. Seeks guidance and assistance from QATAME on program design process as needed 5. Refines design based on QATAME feedback, if necessary	3. With possible assistance from experts, reviews program design vis-vis program design Evaluation Form before submitting to QATAME for evaluation 6. Reviews and endorses refined program design for approval of Head of Office/ Director	4. Evaluates program design and gives feedback to PDC and PMT	7. Reviews final program design provides feedback o PDC and PMT or further refinement, needed - Approves final program design

1. L and D Resource Package Development

L and D Resource Package Development (LDRPD) is the subsystem for preparing delivery and learner materials that will support L and D program implementation, and facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job.



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The subsystem provides processes for identifying, conceptualizing, and producing quality and responsive learning resource packages based on the L and D program design. Outputs are delivery materials that will be used by learning service providers in constructing the program, as well as learning aids that will be used by learners before, during, and after the program. Monitoring and evaluation instruments are also developed.

The sub system has the following key processes:

1. Reviewing approved L and D design
2. Finalizing list of learning resource materials
3. Reviewing standards for each type of learning resource materials
4. Identifying and evaluating available learning resource materials
5. Developing new materials as necessary
6. Consolidating learner and delivery materials into a program learning resource package
7. Conducting alpha and beta testing of Learning resource package
8. Finalizing learning resource package
9. Submitting to reviewing and approving authority for final approval

Quality Standards

1. Learning resource packages are relevant and appropriate to L and D program design.
 - a. Content aligned with learning objectives and topics specified in the design.
 - b. Types (e.g., projected slides, printed materials, etc.) supportive of delivery methods
2. Learning resource packages are learner and learning-focused,
 - a. Address the competency development needs of the target learners
 - b. Appropriate to learning preferences of target learners
 - c. Consistent with adult learning principles
3. Learning resource packages are accurate and authority-based
4. Learning resource packages adhere to DepEd branding guidelines issued by Publication Division.
5. Learning resource packages are aligned with relevant standards used by the Bureau of Learning Resources (BLR).
6. Learning resource packages are compliant with the provisions of Republic Act (RA)8293) "An Act Prescribing the Intellectual Property Code of the Philippines," and "Specifications and Guidelines for



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Intellectual Property Rights Management" developed by the Bureau of Learning Resources.

7. Learning resource packages use inclusive and bias-free language (including examples and illustrations), and adhere to DepEd Order 32, series of 2017 emitted "Gender Responsive Basic Education Policy", and DepEd Order 51, series 2014, entitled "Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture."
8. Learning resource package are user-friendly and can be customized to suit specific learning needs of target learners.
9. Learning resource packages use appropriate technologies whenever available and cost effective.

QATAME of L and D Resource Package Development

Objective

QATAME of L and D Resource Package Development aims to ensure that LDRPD processes are observed, and the final output meets standards.

Key Processes

QATAME L and D Resource Package Development with the Program Management

Team's observance of resource package development processes and application of application of standards. The Personnel Development Committee (PDC) conducts internal quality review, while the external QATAME team (composed of process and subject matter experts) is endorsed for approval of the Head of Office/ Director.

The QAME team will include HRD specialists and content specialists/learning area supervisors/ specialists to evaluate outputs.

QATAME of L and D Resource Package Development

Objective

QATAME of L and D Resource Package Development aims to ensure that LDRPD processes are observed, and the final output meets standards.

Key Processes



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QATAME of L and D Resource Package Development starts with the Program Management Team's observance of resource package development processes and application of standards. The Personnel Development Committee (PDC) conducts internal quality review.

QATAME in L and D Resource Development

PMT	PDC	QATAME Team	Remarks
1. Applies L and D resource package development processes and applies standards			
2. Seeks guidance and assistance resource package development, if necessary	3. Resource Package Evaluation Form before submitting to QATAME Team for evaluation	4. gives feedback to PDC and PMT	
5. Refines L and D resource package based on/QATAME feedback, if necessary	6. Reviews and endorses refined L and D resource package for approval		7. Reviews L and D resource package a. Provides feedback to PDC and PMT for further refinements, if needed b. Approves final L and D resource package

2. L and D Program Delivery



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L and D Program Delivery (LDPD) is the subsystem for implementing the program based on the design, using the learning resource packages that have been developed.

The subsystem provides processes for orchestrating the various tasks before, during, and after the conduct of an L and D program to ensure that learning objectives are met; welfare needs of learners, learning service providers, and Project Management Team are attended to; and resources are optimized.

The key processes in Learning Program Delivery are clustered into three phrases- pre- delivery, delivery proper, and post-delivery.

The following clusters of tasks are carried out along these phases:

1. Managing the program
2. Managing learning
3. Managing team
4. Managing resources

Quality Standards

1. Team Management

a. Project/ Program Management Team composition is adequate in number and competency mix to perform roles. Team Composition for formal L and D Programs:

1. Program Manager
2. Learning Manager
3. Welfare Officer
4. Logistics Officer
5. Finance Officer
6. Monitoring and Evaluation Coordinator
7. Learning Facilitators and Resource Persons
8. Documenter

b. Roles and expectations from Project Management Team members are clearly defined and agreed on.

c. Performance of Project Management Team are monitored and evaluated. Performance feedback is in a timely manner.

d. Learning service providers (e.g., learning facilitators, resource persons, etc.) are adequate in number and meet competency requirements for assigned roles based on DepEd's screening and accreditation process.

c. Terms of reference and contracts of external learning service providers are approved and signed by both parties (DepEd and external service providers) before actual program conduct.



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d. Computation of honorarium is in accordance with Budget Circular No. 2007-1, dated April 23, 2007 (Guidelines on the /grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators).

e. Performance of learning service providers (bath internal and external) is monitored and evaluated.

Program Management Team

All L and D Program activities are carried out as planned, in an efficient and effective manner.

- a. Planned program implementation is officially communicated to concerned offices/ unit and learners in electronic and print media.
 1. Target learners identified in the design are the ones invited, and attendance is confirmed by learners and their supervisors in a timely manner.
 2. Registration forms sent out and/or link sent for online registration to confirm learners and accomplished forms or accomplished online registration received in a timely manner.
 3. Confirmation of attendance notices are sent out to learners containing pertinent program details and logistical arrangements (e.g., transportation, per diem, accommodation, etc.) in a timely manner.
 4. Identified guests are invited and attendance is confirmed in a timely manner.
- b. Planned activities are carried out as scheduled unless modifications are necessary due to emerging needs.
 1. Sessions start and end on time.
 2. Content and methodologies are delivered according to schedule.
 3. Emerging needs that merit adjustment in schedule are addressed in consultation with learners, learning service providers, and Project Management Team.
- c. Program implementation is evaluated according to monitoring and evaluation plan.
 1. Program proceedings and learners' participation are monitored and documented using prescribed documentation template.
 2. End-of-day program evaluation is done based on planned evaluation and methodology.



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3. Daily critiquing with Project Management Team and learning service providers is carried out and documented.
 4. Results of daily program evaluation and critiquing are analyzed and used as input to next day conduct, if appropriate.
- d. End-of-program evaluation (reaction and learning levels) is done and results analyzed and incorporated in post-program report.
- a. Post L and D program report is prepared and submitted in a timely manner using prescribed format.

3. Resources and Welfare Support Management

L and D resources are always available and optimized to support program implementation, and response to welfare needs of learners, learning service providers, and Project Management Team.

1. For residential and/or off-site learning activities, welfare and administrative arrangements for lodging, venues for sessions and practicum or field visits, meals, per diem, transportation, and technological support for learners, learning service providers and Project Management Team are made in a timely manner using participant registration from data.
2. L and D Activities are carried out in learning environment that supports learners' physiological, emotional, and intellectual needs.
 - a. Green environment - Practices, technologies, and materials that reduce energy, consumption and promote environmental protection used in all L and D activities.
 - b. Healthy environment - Practices and services that support the Physical well-being of learners, learning service providers, and Project Management Team promoted and provided, respectively.
 1. Anti-smoking prohibition applies to all on-site and off-site L and D activities
 2. Healthy, nutritious, and adequate meals that consider learners, learning service providers, and Project members special dietary requirements provided in a timely manner.
 3. Adequate session breaks (at least 15 minutes mid-morning and mid-afternoon for snacks and stretching and one hour for lunch)
 4. L and D activity venues have clean and accessible hygiene and facilities



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5. Health personnel (where feasible), and first aid kit with over-the-counter medicines available Physical exercises incorporated in activities of L and D programs, when appropriate (e.g., extended duration or residential)
- c. Safe environment - Secure and comfortable L and D venues and facilities that promote equal access to women and men, and individuals with special needs and disabilities are provided.
1. L and D activity venues in an accessible, secure, and peaceful location
 2. L and D activity venues have facilities for individuals with disabilities or special needs (e.g., ramps, signposts, shower room/ toilet, counter/reception, stairway, guestroom, parking and lift when necessary)
 3. Clean residential accommodations, well-lighted and well-ventilated
 4. Residential accommodations spacious for a maximum of three participants to a room with at least one toilet and bathroom
 5. Information on venue's safety and emergency evacuation plan disseminates before start of activity and included in learners' kits
- d. Conducive learning environment — non-threatening and inclusive learning conditions that promote equal and optimum participation and learning of women and men, and individuals with special needs and disabilities provided.
1. Number of participants appropriate to L and D modality
 2. Session rooms well-lighted, well-ventilated, appropriately set-up, and spacious enough for learners
 3. Breakout and open spaces available for small group activities and informal interactions
 4. Gender-fair and bias-free languages (including examples and illustrations) used at ed] times during program implementation



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5. Zero-tolerance on the commission of sexual harassment, bullying intimidation (Project Management to handle appropriately within 24 hours from receipt of the report or information)

e. Emerging welfare needs of learners, learning service Program Management Team immediately addressed

f. L and D equipment, tools, supplies, and other learning aids available at the right time, quantity, and quality

g. L and D program funds is adequate and available when needed

1. All program cost items are budgeted

2. Funds allocated and disbursed according to DepEd guidelines, Republic Act 9184 (Government Procurement Reform Act), and COA rules

3. Request for funds release and disbursement and procurement of materials and logistics, and contracting of suppliers are done according to DepEd guidelines and processes

4. Disbursements are monitored and documented

4. Learning Management

Content and methodologies are delivered according to adult learning principles and conditions, and learning progress of learners is monitored, facilitated and supported.

1. Program delivery guides learners through the learning journey

a. Unfreezing

1. Activities to prepare learners for the Learning process at the start of the program facilitated

2. Activities to create and maintain a non-threatening and comfortable learning environment throughout the program facilitated, as needed.

b. Assimilation

1. Sessions delivered based on the activity design to ensure that session objectives are met, and any planned outputs are produced

2. Effective presentation and facilitation skills applied in delivering sessions to help learners (regardless of gender, abilities/disabilities, age, etc.) acquire target competencies



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3. Learners recognized as active participants and source of learning and engaged in meaningful discussions and activities
 4. Appropriate and timely adjustment on content, methodology, and schedule done to address emerging needs of learners
 5. Learner's responses to learning closely monitored and timely
 6. Management of Learning (MOL) activities facilitated to encourage processing of experiences and reflections on personal learning.
- c. Integration
1. End-of-program integration session facilitated to help learners synthesize learning from the program
 2. Learners prepared for learning application and re-entry to workplace thru mechanisms like work application plan.
 3. Communication and participation mechanisms installed to promote learner engagement and open exchange of ideas and feedback (e.g., host teams and freedom walls)

QATAME of L and D Program Delivery

QATAME of L and D Delivery aims to ensure that LDD processes of predelivery, actual delivery, and post-delivery are observed, and the final outputs meet standards.

Key Processes

QATAME of L and D Delivery starts with the Program Management Team's application standards in performing key tasks related to pre-delivery, actual delivery, and post-delivery. The Personnel Development Committee (PDC) and the Head of Office/Director perform quality assurance review, especially of pre-delivery arrangements, to ensure readiness for program implementation. They keep track of actual delivery and evaluate overall program delivery from reports provided by the PMT and the QATAME Team.

The QATAME Team may provide technical assistance at any time during the predelivery, actual delivery and post-delivery phases, as needed. The QATAME Team's roles in Quality Assurance and Monitoring and Evaluation are more evident during actual delivery.



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L and D	PMT	PDC	QATAME Team	Head of Office
Pre-Delivery	1. Observes L and D predelivery processes and applies standards			
	2. Seeks guidance and assistance from QATAME Team on predelivery processes, as needed	3. Reviews predelivery arrangement (e.g., composition of PMT and LSP team, communications, contracting, logistics, etc.) vis-vis prescribed processes and standards	4. Evaluates predelivery arrangements and gives feedback to PDC and PMT	
	5. Adjusts arrangements or activities based on QATAME feedback, as needed	6. Reviews and endorses refined pre-delivery arrangements and endorses terms of reference or contracts for approval of the Superintendent		7. Reviews final pre-delivery arrangement a. Provides feedback to PDC and PMT for further refinements, if needed. b. Approves predelivery arrangements, including contracting
actual Delivery	8. Observes L and J) delivery processes and applies	10. Tracks program through updates from the Program	13. Monitors actual delivery to ensure processes	12. Tracks program delivery through updates from
			program	



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			completion	
			report	
	2. Prepares program	23. Reviews and endorses ram		24. Reviews program
	completion report or submission to DC	completion report to Head of Office/ Director		completion report, and acts on recommendation

Quality Assurance, Technical Assistance, and Monitoring and Evaluation

Quality Assurance, Technical Assistance, and Monitoring and Evaluation (QATAME) is the subsystem for ensuring compliance to quality standards; providing supportive guidance; and assessing progress and results of L and D programs.

The subsystem covers processes for maintaining the efficiency, effectiveness, and sustainability of the L and D System. It provides timely and supportive interventions towards continuous improvement in the implementation of the System.

QATAME involves five key processes:

1. Forming the QATAME teams
2. Formulating the QATAME Plan
3. Developing or adapting QATAME tools
4. Conducting QATAME
5. Preparing QATAME report

QATAME are three interrelated processes (Figure 22). QA and M&E both assess the implementation and results of L and D programs. QA checks on the conduct of L and D cycle activities (i.e., from needs assessment to pre-delivery), and the outputs of these activities against a set of quality criteria.

M&E measures the delivery, post-delivery, workplace application, and the outcomes and impacts resulting from L and D programs, TA is provided through feedback, advice, coaching or other interventions to address issues and improvement areas uncovered through QAME, QAME has a developmental perspective, and focuses on learning and support. TA contributes to building the capacity of L and D implementers and enhances the L D program's chances for successfully achieving desired results.



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For monitoring and evaluation of L and D programs, Kirkpatrick's model of evaluation is adopted.

Level 1 - Reaction — the degree to which learners find the L and D program favorable, engaging and relevant to their jobs

Level 2 - Learning — the degree to which learners acquire the knowledge* skills, attitude, confidence and commitment based on their participation in the L and D program.

Level 3- Behavior —the degree to which learners apply what they have learned from the L and D program when they are back on the job

Level 4 - Results - the degree to which targeted outcomes and impact objectives and achieved as a result of the L and D program

Purpose

This subsystem aims to maintain the efficiency, effectiveness and continuous improvement of the L and D System, it provides timely and supportive intervention to ensure immediate action or assistance in implementing the L and D system. QATAME builds confidence that L and D programs will meet quality requirements and needs of L and D stakeholders.

General Guidelines

1. Quality standards shall be established for all L and D subsystems, specifically, needs assessment, planning, designing, learning resource development and delivery.
2. Quality standards shall cover processes and key outputs of L and D subsystems.
3. L and D implementers possess the necessary competencies to perform their roles and are knowledgeable and able to apply quality standards for L and D subsystems.
4. The key indicators against which L and D programs are monitored and evaluated are established in L and D Planning and further refined in the L and D Program Designing.
5. QAME are supportive and developmental processes. Feedback and TA shall be given to the implementing unit or group during at the end of QAME processes to ensure that issues are addressed in a timely manner and do not hinder progress towards objectives.



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6. QATAME is applied at all governance levels where L AND D programs are conducted.
7. QATAME is an integral part of L and D program implementation and management. It is a shared responsibility among implementers and is built into their roles in L and D.
8. All personnel who are assigned QATAME responsibilities shall undergo capability building to perform their roles efficiently and effectively.
9. Funding for QATAME shall be included in the L and D budget.
10. QAME results shall be used to inform decision-making and policy development on L and D.
11. The immediate supervisor is responsible for monitoring the progress and evaluating the results of his/her employees' Workplace Application Project and/or any follow-through job embedded and relationship-based learning activities, in collaboration with SGOD in SDOs; or the school head/ principal in the school.

QATAME and Enabling Mechanisms

The strength of the QATAME subsystem relies on "quality enablers. These are the enabling mechanisms that embed quality into the L and D system and facilitate consistency of practices among different as among different units or terms implementing L and D programs. QATAME will meet its purpose and contribute to achieving desired.

results of L and D, if the following are in the place:

1. L and D policies — These are the guidelines and standards that govern all aspects of the L and D system. They include documented processes and procedures to guide uniform execution of L and D activities or tasks.
2. Capability — building program for L and D implementers — Quality L and D programs cannot happen without competent L and D implementers. Quality starts with the people who perform various roles in L and D. It is important to provide a purposive and need-based prog-am to support their continuous learning and competency development.
3. Certification and accreditation — These processes further ensure and confirm that L and D implementers, external services providers and external programs meet DepEd standards and requirements to deliver quality L and D programs.



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4. L and D system audit - A periodic and systematic review of the L and D system is critical in identifying areas of improvement, maintaining quality and responsiveness to emerging needs, and sustaining gains from L and D programs.

Internal and External

There are two types of L and D QATAME processes:

a. Internal L and D QATAME

1. The internal QAME process refers to quality assurance and monitoring and evaluation conducted by the team and once implementing L and D programs, Through the internal QAME process, the TA needed by the team is determined.

- 1.1 Internal QATAME is an integral and vital part of the L and D program management, and the responsibility of those involved in implementing L and D programs.

- 1.2 The L and D PMT, the PDC, and Head of Office are jointly accountable for the quality and results of L and D programs within their area of responsibility. The PDC and Head of Office ensure that L and D standards are applied in all L and D activities in their respective offices, and that objectives are achieved.

- 1.3 Internal QATAME takes on both an operational and a strategic perspective.

- 1.3.1. Operational QATAME involves applying prescribed standards to processes and outputs per L and D subsystem/program being implemented, i.e., L and D needs assessment, L and D planning, L and D program designing, development of L and D resource package, and delivering and Land D program.

- 1.3.2. Strategic QATAME involves reviewing and analyzing the collective quality and results of all L and D programs within an office; taking proactive steps to support the effective and efficient implementation of L and D programs; and providing a supportive environment for continuous improvement and sustaining gains from L and D programs.

b. External L and D QATAME



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1. The external L and D QATAME process refers to quality assurance and monitoring and evaluation conducted by organizational units where the QATAME of L and D programs is inherent in their function,

1.1 External L and D QATAME responsibilities are lodged in the functions of the following offices/units.

Office	Area of Responsibility
SGOD-SMME	<ul style="list-style-type: none"> • All L and D programs • Division level L and D programs downloaded to Schools Division Office

1.2 Ex-ternal L and D QATAME covers the L and D programs within an area of responsibility. It ensures that all L and D PMTs, PDCs and Heads of Offices are able to perform to their respective programs and are provided with TA when needed.

1.3 External L and D QATAME primarily takes on a strategic perspective. It involves reviewing and analyzing QAWE data from QAIE reports from across different L and D programs and organizational units within an office (i.e., CO, RO, SDO, or school). It entails preparing reports on accomplishments and results of L and D programs vis-é-vis the Annual L and D of the office.

The main players in QATAME are Head of Office, PDC and L and D PMTs with their Internal QATAME Associates; and the NEAP-QAD, R-QAD and SGOD, and their External QATAME Associates.

Internal L AND D QATAME (Perspective, operational and strategic)	External L AND D QATAME (Perspective Strategic)
<p>Internal QATAME Associate of the PMT</p> <p><u>Operational QATAME</u></p> <ul style="list-style-type: none"> • Develops, adopts or adapts QAME tools for assembled L and D program • Conducts QAME of assigned L and D Program • Together with the L and D PMT, completes the appropriate QA tools (QA Assessment Guide) for subsystem Guide for subsystem being implemented) 	<p>External QATAME Associates of SGOD</p> <p><u>Strategic OATAME</u></p> <ul style="list-style-type: none"> • Checks that all L and D PMTs under its area of responsibility perform QAME on L and D programs



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<ul style="list-style-type: none"> • Administers M and E tools during delivery and post-delivery • Processes data and analyses results • Provides feedback to L and D PMT on QAME results • Provides TA, or assists L and D PMT in seeking external, if needed • Prepares the "Program M and E Results" portion of the Program Completion Report 	<ul style="list-style-type: none"> • Provides OAME tools and templates • Provides training/ orientation ITA on conducting OAME processes and using tools as needed • Assists L and D PMTs in obtaining external TA, if needed • Reviews and analyzes reports across L and D programs within area of responsibility (e.g., Schools Division)
<ul style="list-style-type: none"> • Submits reports to PDC through the PMT Program Manager, Operational QATAME 	
<ul style="list-style-type: none"> • Reviews accomplished QA Assessment Guides and endorses them to the Head of Office for approval. • Reviews Program Completion Reports and endorses them to the Head of Office for Approval. 	<ul style="list-style-type: none"> • Prepare periodic reports on status progress of L and D programs (within area of responsibility) vis-à-vis Annual L and D)
<p style="text-align: center;">Strategic QATAME</p>	
<ul style="list-style-type: none"> • Reviews periodic reports on the status or progress of L and D programs vis-à-vis Annual L and D, and endorses them to the Head of Office for approval 	<ul style="list-style-type: none"> • Prepares report on accomplishments and results of Strategic and Annual L and D
<ul style="list-style-type: none"> • Reviews report on accomplishments and results of annual L and D, and endorses it to the Head of Office for Approval of the Head of Office 	<ul style="list-style-type: none"> • Submits reports to Head of Office
<ul style="list-style-type: none"> • Reviews and approves periodic reports on the status of progress of L and D programs vis-vis Annual L and D 	
<ul style="list-style-type: none"> • Reviews and approves report on accomplishments and result of Annual L and D 	
<ul style="list-style-type: none"> • Presents updates/report on L and D accomplishment and results at the Program Implementation Review 	



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VIII. PERSONNEL DEVELOPMENT COMMITTEE

a. Component

The Personnel Development Committee shall have two (2) levels: Level 1 PDC is District Level and Level 2 PDC is Division Level.

Level 1 PDC Component:

Chairperson: Public Schools District Supervisor

Vice-chairperson: Secondary School Principal

Members:

- a. President, Philippine Elementary School Principal Association – Sorsogon
- b. President, National Employees Union - Sorsogon
- c. President, National Association of Public Secondary Schools - Sorsogon
- d. Administrative Officer IV (HRMO) – SDO Sorsogon

Level 2 PDC Component:

Chairperson: Jose L. Doncillo, CESO V/Schools Division Superintendent

Vice-chairperson: Cheryll V. Bermudo, CESE/Assistant Schools
Division Superintendent

Members: Gina Q. Tarog/CID Chief

Joseph John J. Perez/SGOD Chief

Jomar E. Enguerra/Administrative Officer V

Secretariat: Bernadette R. Bedis/Senior Education Program Specialist

Dodge E. Lagman/Education Program Specialist II

b. Roles and Responsibilities

The PDC has its primary and additional functions.

Duties and Responsibilities:

1. PDC shall ensure that the L&D planning, designing, execution and program delivery shall be in accordance with the Equal Opportunity Principle (EOP) and above-mentioned guidelines. Equal opportunities shall be given to all employees and those belonging to specialized groups. The committee shall ensure that the said groups should not be left behind because of their limitations and restrictions.
2. Oversee the planning, delivery, monitoring, and evaluation of competency-based Learning Development interventions of SDO personnel for the continuous improvement of their workplace performance as well as their personal achievements.
3. Identify, address and prioritize learning and development needs for all employees in line with DepEd vision, mission and goals and design L and D Programs to address these needs.



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4. Formulate guidelines, policies, training agreements, MOA templates, M&E tools, various forms and other documents related to the L and D of the SDO.
5. Have control over the conduct of training by both internal and external learning service provider.
6. Develop, maintain and update a database for tracking the L and D of all human resources.
7. Ensure just and equitable spending of the office budget allocated for L and D activities in consonance with LR needs and development plans, as approved by the Schools Division Superintendent.
8. Provide for overall continuous improvement of SDO as an institution, evident in high quality services of customer expectations.
9. Evaluate the success of training programs conducted in terms of employee output and overall customer satisfaction.
10. Formulate guidelines for scholarship selection/availment for various courses that are aligned with competency requirements.
11. Provide for the overall continuous improvement of SDO Sorsogon Province as an organization.

Roles of the PDC Officers and Members:

Chairman

- a. Oversees the activities of the PDC.
- b. Determines the agenda and presides over the PDC meeting and deliberation,
- c. Ensures sufficient financial and administrative support for employees.
- d. Champions equal opportunity among employees.
- e. Recommends training plans and other related activities.
- f. Approves employee training and L and D plans.
- g. Reports PDC updates
- h. Submits annual and pertinent reports and other documents as may be required.

Vice Chairman

- a. As member of the PDC, attends and actively participate in meeting and deliberations.
- b. Serves as Officer-in-charge in the absence of the Chair.
- c. Undertakes special tasks delegated by the Chair.



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Members

- a. Attend and actively participate in meetings and deliberations and other activities as called for by the Chair.
- b. Undertake special tasks at the request of the Chair.

Secretariat/ Staff

- a. Directly report to the PDC Chair.
- b. Assist the Chair and members during the PDC meetings and deliberations.
- c. Prepare communications related to PDC activities.
- d. Take down and prepare the minutes of PDC meeting and deliberations.
- e. Monitor the progress of ongoing training and submit report to the PDC Chair.
- f. Keep, update reports, logbook, files and documents of the PDC.
- g. Maintain and update training resource materials.

Additional Functions of the PDC

- Craft policies and screening tools which will explicitly apply Equal Opportunity Principle (EOP) in the agency's L&D processes.
- Conduct assessment of qualified teachers and human resources who will be included in the Division Pool of Potential Personnel for Learning and Development Activities (i.e., scholarships, short courses, trainings and the like);
- Recommend to Level 2 PDC the teachers and human resources who reached 75 points in the assessment to be included in the Division Pool of Potential Personnel for Learning and Development Activities.
- Level 2 PDC shall have the final decisions as to recommendation of the teachers or human resources who will be sent to learning and development activities; and
- Conduct updating of the recommended teachers and human resources in the Division Pool of Potential Human Resource for Learning and Development Activities.
- The PDC shall convene once a year 'to assess teachers and personnel who are potential for different learning and development activities in a place agreed upon by the Committee

IX. L AND D PROCESS FLOW

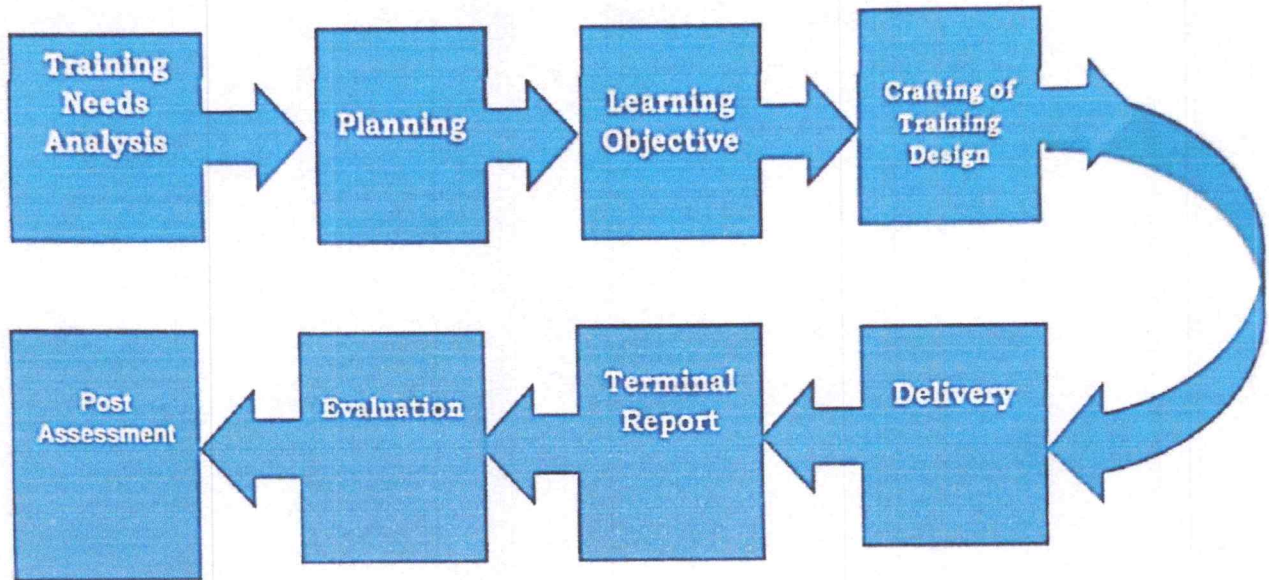
The learning and development activities in the schools, learning centers, districts and offices shall observe the L and D Process Flow.

The overall conduct of each activity will be guided by this Learning Delivery Process Flow.



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Learning Delivery Process Flow



<p>Training Needs Analysis (TNA) is the process in which the organization identifies training and development needs of its employees so that they can do their job effectively.</p> <p>These three processes can be done to ensure quality L and D activities:</p> <ol style="list-style-type: none"> 1. Identify the training needs 2. Perform a gap analysis 3. Assess training options <p>The LD analysis will focus on assessing</p>	<p>Planning starts with establishing the objectives, identifying the benefits of the trainees, recognizing the desired outcomes, necessary steps, designing training structure, time frame and other related preparations.</p> <p>Before the conduct of any training program, Staff Orientation Workshop is conducted to;</p> <ul style="list-style-type: none"> • formulating learning objectives • crafting training design 	<p>Learning Objectives (LOs) are the intended measurable outcomes that your trainees will achieve once they have finished a course.</p> <p>LOs make the purpose of the training clear.</p> <ul style="list-style-type: none"> - Define expected outcomes - Put conditions into great consideration - Align training objectives with business goals. <p>Are the objectives SMART? Specific M measurable Achievable (sometimes agreed)</p>	<p>Training design is developing new training and development courses for your existing employees. It roots out the gaps in training and fills them in with new material for better performance. It also allows your team to grow their skills rather than becoming static in their roles.</p> <p>Is the TD based on the TND and aligned with the objectives set?</p>
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<p>knowledge, skills and abilities. Choose the method or methods that best suit your goals from:</p> <ul style="list-style-type: none"> • Questionnaires • Observation • Interview • Examining work • Assessments • Competitive analysis 	<ul style="list-style-type: none"> • making Session training Episode (SLE) <ul style="list-style-type: none"> • identifying resource persons/ management staff, etc. • choosing training modalities • other details 	<p>Realistic (or relevant) and</p> <p>Time-bound (or timely).</p>	<p>Design Steps for TD;</p> <ul style="list-style-type: none"> • Define purpose and target participants • Determine participants' • Define training goals and objectives • Outline training Develop activities • Prepare the training design • Determine activities
<p>Post-training evaluation is a critical of any training program. Not only does it give you an idea of what the participants thought of the course, but more importantly, it tells you what's working and what's not. Furthermore, it gives you a valuable insight of the training program from the participants' perspective.</p> <p>The following are some of the Important questions that the concerned</p>	<p>Training evaluation refers to an attempt to obtain relevant information on the effects of training program. It is considered an essential aspect of a training event to be able to reflect, analyze, and improve its effectiveness and efficiency.</p> <p>It Measures learning behavior, results and areas for enhancement.</p> <p>A standard M & E tool is used to measure the effectiveness of the training program</p>	<p>Terminal Report is an opportunity for the implementing entity/ organization to present the training outcome, particularly with regard to meeting the expected accomplishments and delivering the anticipated results.</p> <p>It consists of the following parts:</p> <ul style="list-style-type: none"> • Executive Summary • Actual Results or Outcomes of the training • Problems Met and Solutions Offered • Lesson Learned 	<p>Training delivery methods consist of techniques and materials used by trainers to structure learning experiences.</p> <p>List of Training Delivery Methods:</p> <ul style="list-style-type: none"> • Face to Face training using 4 As or adult learning • Technology-Based Learning. • Simulation • On-the-Job Training





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<p>participants and management staff need to answer:</p> <ul style="list-style-type: none"> • What went well and not so well in the course? • Are there areas needed for enhancement? <p>Processing of the activity is important to clarify group interactions and assure interpersonal learning.</p>	<p>conducted Qualitative and Quantitative analysis is utilized to ensure reliability and accuracy of the data gathered.</p>	<ul style="list-style-type: none"> • Recommendation for Replication and Sustainability 	<ul style="list-style-type: none"> • Coaching/ Mentoring • Lectures • Group Discussions • Tutorials e • Role Playing • management Games
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X. L AND D IMPLEMENTATION DATA GATHERING MECHANISM

The Learning and Development Implementation evidence in all its stages of will be gathered by the Human Resource Development Section of the SGOD using Google Forms to promote paperless transactions and gather accurate data from the schools, learning centers, districts, and different offices.

Google Forms is a survey administration software that is included in the Docs Editors software suite along with Google Docs, Google Sheets, and Google Slides. It allows collecting information from users through surveys. The collected information can be automatically entered into a spreadsheet.

The Google Form is an all in-one document repository of the L and D relevant documents to be gathered from the schools, learning centers, districts and different offices. This Online Archive will be updated annually depending on the demands of time and technology.

The Learning and Development activity data will be collected annually through different forms and be used in evaluating the L and D program implementation and for policy development,

Program Management Information System

The **Program Management Information System (PMIS)**, a web-based information system, is designed to improve DepEd's progress monitoring of the





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status of program and project implementation. It will provide quality, relevant, and timely information that can be used for planning and budgeting, results monitoring and evaluation, and for policy decisions across governance levels. Through the data from the operational plans of all DepEd operating units entered in the system, the PMIS generates. A summary of all physical and financial accomplishments of all DepEd programs and office outputs across levels shall be updated on a regular basis.

In the PMIS Portal, all L and D activities for the year are entered in the HRTD part under the different accounts of functional divisions. In the Schools Division Offices, there are three functional divisions: Office of the Schools Division Superintendent (OSDS), Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD).

Every Division has its own L and D activities which are examined by the Chief of the Functional Division and approved by the Schools Division Superintendent. The System is monitored through the Program Implementation Review and Performance Assessment (PIRPA) which is done quarterly. After the PIRPA, program adjustments are carried out by the program owner/s.

ANNEXES

1. Professional Development (PD) Compliance Monitoring Tool
2. List of Resource Persons/Subject-Matter Experts
3. End of Day Evaluations Results
4. M&E Report Template 3A: Level 2 Evaluation Results of
5. Outputs Per Class
6. M&E Report Template 3B: Level 2 Evaluation Results of Outputs Per Group (Consolidation)
7. M&E Report Template 4A: Level 2 Evaluation Results of Pre and Post Test (per Class)
8. End-of-Day Evaluation Form

TRAINING/L and D PROPOSAL

- I. Activity Title
- II. Background
- III. Objective
- IV. Strategies
- V. Target Recipients
- VI. Training Matrix/Program of Activity
- VII. Budget Proposal
- VIII. Monitoring and Evaluation Scheme (Not to use QAME Tool)

XI. REFERENCES





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DepEd Order 00-OSEC-2021-045
CSC MC No. 43, s. 1993
DepEd Order 32, s. 2011
DepEd Memorandum No. 138, s. 2017
DepEd Memorandum No. 44, s. 2023
Republic Act No. 9710
Republic Act No. 7277 Republic Act No. 9442
Other Equal Opportunity and Affirmative Action Policies

XII. EFFECTIVITY

This policy shall be effective upon approval of the Schools Division Superintendent and upon publication in any means/ DepEd Sorsogon Website.

Should any provision of this Policy be found unconstitutional by a court of law or not in accordance with the Civil Service Commission mandate upon review of the latter, such provision shall be severed from the remainder of this Policy, and such action shall not affect the enforceability of the remaining provisions.

All Division Memoranda inconsistent with the provisions of this Policy are hereby repealed or modified accordingly.


JOSE L. DONCILLO, CESO V
Schools Division Superintendent

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