



2507-995

Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY

Division Memorandum  
No. 445, s. 2025

**REITERATION ON THE IMPLEMENTATION OF HOMEROOM GUIDANCE  
PROGRAM FOR SY 2025-2026**

TO: Asst. Schools Division Superintendent  
Chief Education Supervisors – CID and SGOD  
Public School Heads (Elementary & Secondary)  
All Others Concerned

1. Pursuant to Regional Memorandum No. 724, s. 2022 and in line with national directives, this Office reaffirms the commitment to the effective and consistent implementation of the Homeroom Guidance Program (HGP) for SY 2025–2026.
2. The following are hereby reiterated:
  - a. Compliance with HGP implementation standards as a tool for learner development;
  - b. Inclusion of HGP in teachers' teaching load per DO No. 5, s. 2024;
  - c. Weekly time allotment of not less than 45 minutes per DO No. 12, s. 2024;
  - d. Access to learning materials via <https://tinyurl.com/HGP-SLM2022>; and
  - e. Inclusion of HGP-related expenses in the AIP and SIP per DM OUCI-2021-346.
3. In support of safe learning environments, one (1) HGP session per month (August 2025–March 2026) shall focus on anti-bullying themes, including cyberbullying awareness, empathy, digital citizenship, and reporting mechanisms.
4. Class Advisers, Guidance Advocates, and HGP Coordinators shall collaborate in delivering age-appropriate, interactive activities such as role-playing, journaling, storytelling, and group discussions.
5. Systematic monitoring and evaluation of HGP implementation, particularly anti-bullying initiatives, shall be conducted by designated school and division personnel, including EPS for EsP/GMRC/VE.
6. Each school is required to submit a Consolidated Monitoring Report in both hard and soft copy through the Curriculum Implementation Division on or before the third Friday of every month. The soft copy (in Word format) must be emailed to [clarito.siababa@deped.gov.ph](mailto:clarito.siababa@deped.gov.ph) using the subject line format:  
"School Monitoring Report – [School Name] – [Month, Year]"



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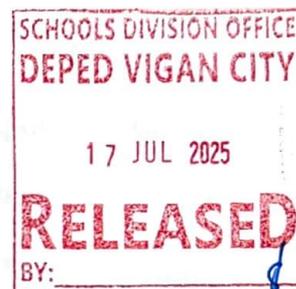
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7. Enclosed tools such as the Student Feedback Survey Form, Class Adviser's Implementation Checklist, and Supervisor's Monitoring Checklist shall be used for documentation and monitoring purposes.
8. For information and compliance.

*Vilma D. EDA*  
**VILMA D. EDA, CESO V**  
Schools Division Superintendent

Enclosures: As stated  
Reference: RM No. 895, s. 2025  
To be indicated in the Perpetual Index  
Under the following subjects:

CURRICULUM  
MONITORING AND EVALUATION  
GUIDANCE COUNSELING



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Enclosure No. 1 to Division Memorandum No. \_\_\_\_, s. 2025

**HOMEROOM GUIDANCE SESSION ON ANTI-BULLYING**

Supervisor Monitoring Checklist

(To be accomplished by the Division Education Program Supervisor)

School: \_\_\_\_\_

Date of Monitoring: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Designation: \_\_\_\_\_

**Instructions:**

1. This tool is designed to help monitor and assess the implementation of the Homeroom Guidance Program (HGP) session on Anti-Bullying at the school level.
2. It must be accomplished by the Division Education Program Supervisor, during the school visit or session observation.
3. Review the list of indicators carefully and place a check mark (✓) under "Yes" if the item was observed or verified, or "No" if it was not.
4. Use the Remarks column to provide additional comments, observations, or recommendations for each item, if applicable.
5. Supporting documents such as photos, session plans, attendance sheets, and learner outputs should be validated during the visit.
6. At the end of the checklist, affix your name, designation, signature, and date to validate the monitoring activity.
7. Submit the accomplished checklist to the Regional Office (CLMD) as part of the division's monitoring report.

| No. | Theme                 | Indicator   | Yes | No | Remarks |
|-----|-----------------------|---|-----|----|---------|
| 1   | Scheduling & Planning | The school conducted the Homeroom Guidance session on anti-bullying as scheduled. |     |    |         |
| 2   | Preparation           | A session plan or guide was prepared and followed by the adviser.                 |     |    |         |
| 3   | Content Relevance     | The session content aligned with the Homeroom Guidance Program objectives.        |     |    |         |
| 4   | Facilitation          | The adviser demonstrated understanding of bullying concepts and                   |     |    |         |



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|    |                      |   |  |  |  |
|----|----------------------|---|--|--|--|
|    |                      | facilitated the session effectively.  |  |  |  |
| 5  | Learner Engagement   | Learners were actively engaged and participated in the activities.                            |  |  |  |
| 6  | Learner Output       | There were materials or outputs (e.g., drawings, journals, posters) produced by the learners. |  |  |  |
| 7  | School-Wide Advocacy | The school displayed or shared anti-bullying advocacy messages.                               |  |  |  |
| 8  | Child Protection     | Reporting mechanisms and support systems were discussed with the learners.                    |  |  |  |
| 9  | Documentation        | Session documentation (attendance, photos, reports) was available and complete.               |  |  |  |
| 10 | Learning Environment | The environment was conducive for meaningful discussion and learner reflection.               |  |  |  |
| 11 | Consistency          | The school shows consistency in implementing values-based guidance activities.                |  |  |  |
| 12 | Feedback & Support   | Recommendations and feedback were provided to the adviser after observation.                  |  |  |  |

Signature over Printed Name of Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_



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Enclosure No. 2 to Division Memorandum No. \_\_\_\_, s. 2025

**HOMEROOM GUIDANCE SESSION ON ANTI-BULLYING  
 IMPLEMENTATION CHECKLIST**

(To be accomplished by Class Adviser)

Division: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Grade Level/Section: \_\_\_\_\_  
 Date of Session: \_\_\_\_\_  
 Name of Adviser: \_\_\_\_\_

**Instructions:**

1. This checklist is intended to monitor your class's implementation of the Homeroom Guidance Program (HGP) session on Anti-Bullying.
2. Please review each indicator carefully based on what actually occurred during the session.
3. Place a check mark (✓) under "Yes" if the activity or indicator was implemented or observed, or "No" if it was not.
4. Use the Remarks column to add any important notes, clarifications, or observations related to each indicator.
5. Ensure that documentation (such as attendance sheets, photos, and learner outputs) is completed and ready for validation.
6. Reflect on the success of the session and note any challenges or suggestions for improvement.
7. Accomplish this form honestly and accurately.
8. Sign and date the checklist before submitting it to your Guidance Coordinator or School Head as part of the school's report.

| No. | Theme                    | Indicator   | YES | NO | Remarks |
|-----|--------------------------|---|-----|----|---------|
| 1   | Planning & Scheduling    | The Homeroom Guidance session on anti-bullying was conducted as scheduled.  |     |    |         |
| 2   | Clarity of Objectives    | Session objectives were clearly explained to the learners.                  |     |    |         |
| 3   | Content Knowledge        | Various forms of bullying (verbal, physical, social, cyber) were discussed. |     |    |         |
| 4   | Learner Engagement       | Learners actively participated in the session.                              |     |    |         |
| 5   | Reflection & Expression  | Learners were encouraged to share reflections/experiences.                  |     |    |         |
| 6   | Instructional Strategies | Strategies used were age-appropriate and engaging.                          |     |    |         |
| 7   | Child Protection         | Reporting mechanisms and how to seek help were discussed.                   |     |    |         |
| 8   | Documentation            | Pictures, attendance, and session outputs were documented.                  |     |    |         |



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|    |                    |   |  |  |  |
|----|--------------------|---|--|--|--|
| 9  | Values Integration | Positive values such as empathy, respect, and inclusion were emphasized.      |  |  |  |
| 10 | Safe Environment   | The session environment was safe and open for learners to express themselves. |  |  |  |
| 11 | Program Fidelity   | The session followed the official Homeroom Guidance Program guide.            |  |  |  |
| 12 | School Advocacy    | The activity helped strengthen the school's anti-bullying advocacy.           |  |  |  |

Signature over Printed Name of Adviser: \_\_\_\_\_

Date: \_\_\_\_\_





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Enclosure No. 3 to Division Memorandum No. \_\_\_\_, s. 2025

**EXTENT OF IMPLEMENTATION RATING SCALE**

This rating scale is applicable to both the Class Adviser's Implementation Checklist and the Supervisor's Monitoring Checklist.

**13** Total Score = Number of "Yes" responses

For a checklist with 12 indicators, the maximum score is 12 points.

| Score Range | Descriptive Rating    | Interpretation  |
|-------------|-----------------------|---|
| 10 – 12     | Fully Implemented     | The anti-bullying session was well-prepared, conducted effectively, and documented. |
| 7 – 9       | Partially Implemented | Most key elements were done; a few improvements are needed.                         |
| 4 – 6       | Minimally Implemented | Several key elements were missing; intervention/support needed.                     |
| 0 – 3       | Not Implemented       | The session was not conducted or poorly executed.                                   |

*Note: Use the remarks column in the checklist to explain any indicators marked "No," and suggest actions for improvement.*





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 REGION I  
 SCHOOLS DIVISION OF VIGAN CITY

Enclosure No. 4 to Division Memorandum No. \_\_\_\_, s. 2025

**Student Feedback Survey**  
**(To be answered anonymously by learners after the session)**

Grade Level/Section: \_\_\_\_\_  
 Date of Session: \_\_\_\_\_

**Instructions for Student Feedback Survey**

Dear Learner,

This survey is part of your Homeroom Guidance session on **Anti-Bullying**. Your **honest feedback** is important and will help us improve future sessions to make your classroom and school a safer and more respectful space for everyone.

Please follow the instructions below:

1. Read each statement carefully.
2. Place a check mark (✓) in the box that best describes your opinion:
  - **Strongly Agree** – You completely agree with the statement.
  - **Agree** – You generally agree with the statement.
  - **Disagree** – You do not agree with the statement.
  - **Strongly Disagree** – You completely disagree with the statement.
3. There are two optional questions at the end. Feel free to share your thoughts in your own words.
4. There are no right or wrong answers. What matters is your honest experience.
5. Your answers will be kept anonymous and confidential.

Thank you for your participation!

Directions: Please check (✓) the box that best describes your answer.

| No. | Theme                | Statement  | Strongly Agree | Agree | Disagree |
|-----|----------------------|--|----------------|-------|----------|
| 1   | Awareness            | I understand what bullying is and the different types such as verbal, physical, and cyberbullying. |                |       |          |
| 2   | Impact Understanding | I became more aware of how bullying can affect a person's emotions, mental health, and behavior.   |                |       |          |
| 3   | Self-Reflection      | The Homeroom Guidance session helped me reflect  |                |       |          |



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|    |                      |  |  |  |  |
|----|----------------------|--|--|--|--|
|    |                      | on my own actions and how I treat others.  |  |  |  |
| 4  | Help-Seeking         | I learned what to do and who to approach if I or someone else is being bullied.                |  |  |  |
| 5  | Responsibility       | I now understand that bystanders also have a responsibility to stop bullying.                  |  |  |  |
| 6  | Learning Engagement  | The activities and discussions during the session were interesting and easy to follow.         |  |  |  |
| 7  | Psychological Safety | I felt safe to express my thoughts and feelings during the guidance session.                   |  |  |  |
| 8  | Empathy              | The adviser encouraged us to show empathy and kindness to our classmates.                      |  |  |  |
| 9  | Positive Climate     | I believe our classroom environment has improved because of the guidance session.              |  |  |  |
| 10 | Confidence           | I am now more confident to speak up or help when I see someone being bullied.                  |  |  |  |
| 11 | Respect              | I now value the importance of treating others with respect, both offline and online.           |  |  |  |
| 12 | Program Continuity   | I hope more sessions like this will be conducted to help students understand important issues. |  |  |  |

Optional:

1. What did you like most about the session?

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2. What can we do better in the next session?

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**REGIONAL MEMORANDUM**

No. 895 s. 2025

**REITERATION ON THE IMPLEMENTATION OF HOMEROOM GUIDANCE PROGRAM FOR SY 2025-2026**

To: Schools Division Superintendents

1. Pursuant to Regional Memorandum No. 724, s. 2022 and in alignment with national directives, this memorandum reaffirms the region's full commitment to the effective and consistent implementation of Homeroom Guidance Program (HGP) for School Year 2025-2026.

2. The following key provisions are hereby reiterated:

1.1. Implementation Compliance

The proper implementation of the Homeroom Guidance Program (HGP) is an essential part of the wholistic development of every learner, thereby "developing their full potential." Teachers are expected to deliver the program as prescribed, ensuring relevance and responsiveness to the needs of learners, especially during challenging circumstances.

1.2. Teaching Load Allocation

As specified in DO No. 5, s. 2024, class advising duties, as part of the ancillary tasks of teachers, shall be treated as a teaching load equivalent to one (1) hour per day or five (5) hours a week. Included in the five (5) hours is the prescribed time for the Homeroom Guidance Program (HGP). The delivery of the HGP should be included in the computation of total teaching hours.

1.3. Time Allotment

As specified in DO No. 12, s. 2024, paragraph 2.a (ii) and 2.b the weekly HGP time allocation of once a week (not be less than 45 minutes) will be observed. However, in certain instances and/or when the need arises, intervention on individual cases may be conducted with proper documentation and coordination with the School Head or proper school authorities.

1.4. Resources

Learning materials for HGP are accessible at <https://tinyurl.com/HGP-SLM2022>. Teachers are encouraged to review and integrate these into their actual instruction.

1.5. Fund Source

As per DM OUCI-2021-346, DepEd schools shall include all expenses relative to HGP in their Annual Implementation Plan (AIP) and School Improvement Plan (SIP).

3. In developing the **Personal and Social Development Domain** and in providing learners with a **safe and nurturing learning environment**, this Office reiterates the



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| Doc. Ref. Code | RM-ORD     | Rev  | 00     |
| Effectivity    | 11 18 2024 | Page | 1 of 9 |



importance of strengthening awareness on the negative effects of bullying, both online and offline, through the Homeroom Guidance Program (HGP).

4. The Class Advisers are directed to allocate one (1) Homeroom Guidance session per month, starting August 2025 until March 2026, dedicated to discussions, activities, and reflections on the following:

- Understanding the different forms of bullying (physical, verbal, social, and cyberbullying);
- Recognizing the short- and long-term effects of bullying on victims, perpetrators, and bystanders;
- Promoting empathy, kindness, and positive peer relationships;
- Reporting mechanisms and the role of students in preventing bullying; and
- Encouraging responsible digital citizenship among learners.

5. The School Guidance Advocates, Class Advisers, and Homeroom Guidance Coordinators shall collaborate to ensure the age-appropriateness and effectiveness of activities. Schools are encouraged to utilize interactive strategies such as role-playing, storytelling, journaling, and group discussions.

6. To ensure the effective and consistent implementation of the HGP, particularly in addressing anti-bullying initiatives, the EsP/GMRC/VE Education Program Supervisors, Division Guidance Coordinators, and other designated school and division personnel are hereby directed to conduct systematic monitoring and evaluation of the scheduled HGP sessions. This shall include, but is not limited to, classroom observations, validation of session documentation, learner and teacher feedback, and the provision of technical assistance as necessary.

7. A consolidated monitoring report shall be submitted to the Regional Office through the Curriculum and Learning Management Division on or before the last Friday of each month for appropriate action and reference.

8. For this purpose, the enclosed Student Feedback Survey Form, Class Adviser's Implementation Checklist, and Supervisor's Monitoring Checklist shall be utilized to guide the implementation and monitoring processes and shall form part of the required school and division-level documentation.

9. For advance coordination and further information, please contact CLMD through telephone number (072) 682-2324 local 120 and email at [clmd.region1@deped.gov.ph](mailto:clmd.region1@deped.gov.ph).

10. For information and compliance.



**TOLENTINO G. AQUINO**  
Director IV

Encl.: Monitoring Tool/Survey/Checklist  
Reference: As stated

To be indicated in the Perpetual Index  
Under the following subject

**HOMEROOM GUIDANCE PROGRAM**



DepEd RO1



CLMD 251362

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CLMD/magd/RM\_ReiterationoftheImplementationofHomeroomGuidanceProgram  
July 10, 2025



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|----------------|------------|------|--------|
| Effectivity    | 11.18.2024 | Page | 2 of 9 |



## HOMEROOM GUIDANCE SESSION ON ANTI-BULLYING

### Supervisor Monitoring Checklist

(To be accomplished by the Division Education Program Supervisor)

School: \_\_\_\_\_

Date of Monitoring: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Designation: \_\_\_\_\_

#### Instructions:

1. This tool is designed to help monitor and assess the implementation of the Homeroom Guidance Program (HGP) session on Anti-Bullying at the school level.
2. It must be accomplished by the Division Education Program Supervisor, during the school visit or session observation.
3. Review the list of indicators carefully and place a check mark (✓) under "Yes" if the item was observed or verified, or "No" if it was not.
4. Use the Remarks column to provide additional comments, observations, or recommendations for each item, if applicable.
5. Supporting documents such as photos, session plans, attendance sheets, and learner outputs should be validated during the visit.
6. At the end of the checklist, affix your name, designation, signature, and date to validate the monitoring activity.
7. Submit the accomplished checklist to the Regional Office (CLMD) as part of the division's monitoring report.

| No. | Theme                 | Indicator  | Yes | No | Remarks |
|-----|-----------------------|--|-----|----|---------|
| 1   | Scheduling & Planning | The school conducted the Homeroom Guidance session on anti-bullying as scheduled.                    |     |    |         |
| 2   | Preparation           | A session plan or guide was prepared and followed by the adviser.                                    |     |    |         |
| 3   | Content Relevance     | The session content aligned with the Homeroom Guidance Program objectives.                           |     |    |         |
| 4   | Facilitation          | The adviser demonstrated understanding of bullying concepts and facilitated the session effectively. |     |    |         |
| 5   | Learner Engagement    | Learners were actively engaged and   |     |    |         |

|    |                      |   |  |  |  |
|----|----------------------|---|--|--|--|
|    |                      | participated in the activities.   |  |  |  |
| 6  | Learner Output       | There were materials or outputs (e.g., drawings, journals, posters) produced by the learners. |  |  |  |
| 7  | School-Wide Advocacy | The school displayed or shared anti-bullying advocacy messages.                               |  |  |  |
| 8  | Child Protection     | Reporting mechanisms and support systems were discussed with the learners.                    |  |  |  |
| 9  | Documentation        | Session documentation (attendance, photos, reports) was available and complete.               |  |  |  |
| 10 | Learning Environment | The environment was conducive for meaningful discussion and learner reflection.               |  |  |  |
| 11 | Consistency          | The school shows consistency in implementing values-based guidance activities.                |  |  |  |
| 12 | Feedback & Support   | Recommendations and feedback were provided to the adviser after observation.                  |  |  |  |

Signature over Printed Name of Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

## HOMEROOM GUIDANCE SESSION ON ANTI-BULLYING IMPLEMENTATION CHECKLIST

(To be accomplished by Class Adviser)

Division: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Grade Level/Section: \_\_\_\_\_  
 Date of Session: \_\_\_\_\_  
 Name of Adviser: \_\_\_\_\_

**Instructions:**

1. This checklist is intended to monitor your class's implementation of the Homeroom Guidance Program (HGP) session on Anti-Bullying.
2. Please review each indicator carefully based on what actually occurred during the session.
3. Place a check mark (✓) under "Yes" if the activity or indicator was implemented or observed, or "No" if it was not.
4. Use the Remarks column to add any important notes, clarifications, or observations related to each indicator.
5. Ensure that documentation (such as attendance sheets, photos, and learner outputs) is completed and ready for validation.
6. Reflect on the success of the session and note any challenges or suggestions for improvement.
7. Accomplish this form honestly and accurately.
8. Sign and date the checklist before submitting it to your Guidance Coordinator or School Head as part of the school's report.

| No. | Theme                    | Indicator   | YES | NO | Remarks |
|-----|--------------------------|---|-----|----|---------|
| 1   | Planning & Scheduling    | The Homeroom Guidance session on anti-bullying was conducted as scheduled.  |     |    |         |
| 2   | Clarity of Objectives    | Session objectives were clearly explained to the learners.                  |     |    |         |
| 3   | Content Knowledge        | Various forms of bullying (verbal, physical, social, cyber) were discussed. |     |    |         |
| 4   | Learner Engagement       | Learners actively participated in the session.                              |     |    |         |
| 5   | Reflection & Expression  | Learners were encouraged to share reflections/experiences.                  |     |    |         |
| 6   | Instructional Strategies | Strategies used were age-appropriate and engaging.                          |     |    |         |
| 7   | Child Protection         | Reporting mechanisms and how to seek help were discussed.                   |     |    |         |
| 8   | Documentation            | Pictures, attendance, and session outputs were documented.                  |     |    |         |
| 9   | Values Integration       | Positive values such as empathy, respect, and inclusion were emphasized.    |     |    |         |

|    |                  |   |  |  |  |
|----|------------------|---|--|--|--|
| 10 | Safe Environment | The session environment was safe and open for learners to express themselves. |  |  |  |
| 11 | Program Fidelity | The session followed the official Homeroom Guidance Program guide.            |  |  |  |
| 12 | School Advocacy  | The activity helped strengthen the school's anti-bullying advocacy.           |  |  |  |

Signature over Printed Name of Adviser: \_\_\_\_\_

Date: \_\_\_\_\_

### EXTENT OF IMPLEMENTATION RATING SCALE

This rating scale is applicable to both the Class Adviser's Implementation Checklist and the Supervisor's Monitoring Checklist.

**ii** Total Score = Number of "Yes" responses

For a checklist with 12 indicators, the maximum score is 12 points.

| Score Range | Descriptive Rating    | Interpretation  |
|-------------|-----------------------|---|
| 10 - 12     | Fully Implemented     | The anti-bullying session was well-prepared, conducted effectively, and documented. |
| 7 - 9       | Partially Implemented | Most key elements were done; a few improvements are needed.                         |
| 4 - 6       | Minimally Implemented | Several key elements were missing; intervention/support needed.                     |
| 0 - 3       | Not Implemented       | The session was not conducted or poorly executed.                                   |

*Note: Use the remarks column in the checklist to explain any indicators marked "No," and suggest actions for improvement.*

**Student Feedback Survey**  
**(To be answered anonymously by learners after the session)**

Grade Level/Section: \_\_\_\_\_

Date of Session: \_\_\_\_\_

**Instructions for Student Feedback Survey**

Dear Learner,

This survey is part of your Homeroom Guidance session on **Anti-Bullying**. Your **honest feedback** is important and will help us improve future sessions to make your classroom and school a safer and more respectful space for everyone.

Please follow the instructions below:

1. Read each statement carefully.
2. Place a check mark (✓) in the box that best describes your opinion:
  - **Strongly Agree** – You completely agree with the statement.
  - **Agree** – You generally agree with the statement.
  - **Disagree** – You do not agree with the statement.
  - **Strongly Disagree** – You completely disagree with the statement.
3. There are two optional questions at the end. Feel free to share your thoughts in your own words.
4. There are no right or wrong answers. What matters is your honest experience.
5. Your answers will be kept anonymous and confidential.

Thank you for your participation!

Directions: Please check (✓) the box that best describes your answer.

| No. | Theme                | Statement  | Strongly Agree | Agree | Disagree |
|-----|----------------------|--|----------------|-------|----------|
| 1   | Awareness            | I understand what bullying is and the different types such as verbal, physical, and cyberbullying. |                |       |          |
| 2   | Impact Understanding | I became more aware of how bullying can affect a person's emotions, mental health, and behavior.   |                |       |          |
| 3   | Self-Reflection      | The Homeroom Guidance session helped me reflect on my own actions and how I treat others.          |                |       |          |
| 4   | Help-Seeking         | I learned what to do and who to approach if I or someone else is being bullied.                    |                |       |          |

|    |                      |  |  |  |  |
|----|----------------------|--|--|--|--|
| 5  | Responsibility       | I now understand that bystanders also have a responsibility to stop bullying.                  |  |  |  |
| 6  | Learning Engagement  | The activities and discussions during the session were interesting and easy to follow.         |  |  |  |
| 7  | Psychological Safety | I felt safe to express my thoughts and feelings during the guidance session.                   |  |  |  |
| 8  | Empathy              | The adviser encouraged us to show empathy and kindness to our classmates.                      |  |  |  |
| 9  | Positive Climate     | I believe our classroom environment has improved because of the guidance session.              |  |  |  |
| 10 | Confidence           | I am now more confident to speak up or help when I see someone being bullied.                  |  |  |  |
| 11 | Respect              | I now value the importance of treating others with respect, both offline and online.           |  |  |  |
| 12 | Program Continuity   | I hope more sessions like this will be conducted to help students understand important issues. |  |  |  |

Optional:

1. What did you like most about the session?

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2. What can we do better in the next session?

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