



Republic of the Philippines
 Department of Education
 CORDILLERA ADMINISTRATIVE REGION
 Wangal, La Trinidad, Benguet



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REGIONAL MEMORANDUM
 NO. 157 - 2017

ADOPTION OF THE SUPPORTING DOCUMENTS FOR THE SCHOOL BASED MANAGEMENT (SBM) ASSESSMENT TOOL FOR DEPED CAR AS REFERENCE IN THE SBM ASSESSMENT PROCESS

TO: Schools Division Superintendents
 All Divisions

1. In support to DepED Order No. 83, s. 2012, re Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT) and to guide the Schools Division Offices and schools in the assessment of their management level of practices, the attached **Supporting Documents for the School Based Management (SBM) Assessment Tool For Deped Car** was formulated to serve as reference in the SBM assessment process.
2. The content of the herein enclosed **Supporting Documents for the SBM assessment tool** are the identified mode of verification (MOV) for each indicator in the different levels of practices which are: level I- (Developing), level II- (Maturing), and level III- (Advanced or the accredited level). These verifiable documents should be in place and duly signed by the proper/concerned authority before these are used as evidences.
3. Wide dissemination of this memorandum and use of the herein regional annex to the revised SBM assessment tool is directed.

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 OIC, Office of the Regional Director
 And Concurrent Officer-In-Charge
 Office of the Schools Division superintendent

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SUPPORTING DOCUMENTS FOR THE SCHOOL BASED MANAGEMENT ASSESSMENT TOOL FOR DEPED CAR

School : _____

Date: _____

District: _____

School Head: _____

RATING:

- 0** No evidence
- 1** Evidence indicates developing structures and mechanisms are in place to demonstrate ACCESS
- 2** Evidence indicates planned practices and procedures implemented and aligned to ACCESS
- 3** Evidence indicate practices and procedures satisfy quality standards

INDICATOR	LEVEL 1	LEVEL 2	LEVEL 3
I. LEADERSHIP AND GOVERNANCE			
1. In place is a Development Plan (e.g. ESIP) developed collaboratively by the stakeholders of the school and community	<ul style="list-style-type: none"> • Enhanced SIP • Letter of invitation to stakeholders • Attendance sheet • Minutes of meetings/ Pictorials 	<ul style="list-style-type: none"> • All documents in Level 1 • SIP/AIP copy furnish LGUs • Roles of Stakeholders are identified in the implementation of plans/organization 	<ul style="list-style-type: none"> • All documents in Level 1 & 2 • PTA-Homeroom/Action Plans • Project initiated and implemented by stakeholders with pictorials • Technical Assistance(Resolutions/project proposal) • Program of work/Acceptance Report/Acknowledgement receipt of donations received
2. The development plan (e.g.	<ul style="list-style-type: none"> • Letter of invitation to concerned 	<ul style="list-style-type: none"> • All documents in Level 1 	<ul style="list-style-type: none"> • All documents of Level 1 & 2

<p>SIP)is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities</p>	<p>stakeholders</p> <ul style="list-style-type: none"> Attendance Sheet of participants M & E Sheet Minutes of meeting SMEA (School Monitoring & Evaluation Adjustment) 	<ul style="list-style-type: none"> Enhanced school clubs/ organizations Re-entry plans Pictorials 	<ul style="list-style-type: none"> Reports on the school performance by stakeholders. Certificates of Participation/Recognition to deserving stakeholders
<p>3.The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders</p>	<ul style="list-style-type: none"> Letters to stakeholders Attendance Sheet Minutes of the meetings Organized PTA, SGC, SSG/SPG 	<ul style="list-style-type: none"> All documents in Level 1 Drafts of the Constitution and By-Laws of PTA, SGC, SSG 	<ul style="list-style-type: none"> All documents of Levels 1 and 2 Final copy of the Constitution and By-Laws of PTA, SGC, SSG Final copy of the Student Handbook Certificates of Participation/Recognition Photos on Technical support and records of the same activities
<p>4. A leadership network facilitates communication between and among school and community leaders for informed decision making and solving of school community wide learning problems.</p>	<ul style="list-style-type: none"> Parents Contact numbers Hotline Nos. of partners: BLGU, MLGU, PTA, Police Station, etc. Letters e-mail address of DepEd, and organizations Citizen's Charter 	<ul style="list-style-type: none"> All documents in Level 1 DepEd Memos - school, district, division, regional, national Action plan Resolutions/Project Proposals/MOU/MOA Involvement of CPC, SSG/SPG, PTA, SGC on school concerns. Resolution of the case, if any or CPC (Child Protection Committee) report 	<ul style="list-style-type: none"> All documents in Levels 1 & 2 DepEd Forum Website School Website (optional) Programs, projects, activities uploaded to DepEd Forum Facebook account Compilations of communications like requests, approved requests/communications Performance Indicators are regularly published.
<p>5. A long term program is in operation that addresses the training and development needs of school and community leaders.</p>	<ul style="list-style-type: none"> IPDP of Teachers and other school personnel NAT Result (optional)/MPS Quarterly General Average of students per subject are, per year level and school Updated SRC Corner/Bulletin 	<ul style="list-style-type: none"> All documents in Level 1 List of teachers enrolled in post-graduate studies List of teachers with post graduate courses List of trainings attended 	<ul style="list-style-type: none"> All documents of Levels 1& 2 IPDP (Individual Professional Development Plan) SLAC (School Learning Action Cell) IPCRF & OPCRF Compilations of Post-training reports with certificates Mentoring reports signed by mentors and mentees and photos
<p>II. CURRICULUM AND INSTRUCTION</p>			
<p>1. The curriculum learning</p>	<ul style="list-style-type: none"> List of Learners at risk. 	<ul style="list-style-type: none"> Copy of issued certificate of 	<ul style="list-style-type: none"> Comparative Results of MPS per grading,

<p>systems anchored on the community and learner's contexts and aspirations are collaboratively developed and continuously improved</p>	<ul style="list-style-type: none"> List of Slow Learners, Average & Fast Learners List of Learners with Disability. List of interventions & instructional materials to address each type of learners. List of IP Learners 	<p>recognition to achievers</p> <ul style="list-style-type: none"> Monitoring and evaluation report. Narrative report on programs implemented. Compilation of classroom observations conducted. Report on Benchmarking Activity 	<p>NAT results</p> <ul style="list-style-type: none"> Performance indicators Certificate of Participation to all Academic and non-academic Contest Logbook of visitors from other schools who visited the school for benchmarking purposes
<p>2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.</p>	<ul style="list-style-type: none"> Compiled and Quality Assured by the School /Council of Elders - indigenized Learning materials suited to the learners integrating local beliefs, norms, values, Traditions, folklores worth teaching to learners validated by the council of elders. Hard copy of localized guidelines on the curriculum to be implemented as agreed by the school- community. Minutes of meetings on teachers' orientation relative to the localized guidelines on the curriculum implementation. Pictorials Attendance 	<ul style="list-style-type: none"> All documents in level 1 Class supervision <ul style="list-style-type: none"> Observation Sheets w/ integration of IKPS. Copy of Lesson Plans Observed Project Proposals for schools living traditions (SLT) Little Museum in the school Quality assured by Schools Division Learning Resource Development & Quality Assurance Team 	<ul style="list-style-type: none"> List of identified best practices In localizing the curriculum Additional Supplementary Reading Materials in IKSP in the community Learning Center: <ul style="list-style-type: none"> Legends Folktales Myths Chants Songs Ballads Dances Poems Riddles Stories Practices Quality Assured by the Region / Uploaded
<p>3. A representative group of schools and community stakeholders develop the methods & materials for developing creative thinking & problem solving</p>	<ul style="list-style-type: none"> List of representatives <ul style="list-style-type: none"> Council of Elders PTA Teachers Records showing the involvement of stakeholders <ul style="list-style-type: none"> minutes of meetings attendance Action plan Technical Assistance reports that support critical thinking & 	<ul style="list-style-type: none"> Indigenized Learning Materials validated by the council of elders Observation sheets MPS Result 	<ul style="list-style-type: none"> List of identified best practices in localizing the curriculum Additional Supplementary Reading Materials in IKSP in the Community Learning Center: <ul style="list-style-type: none"> Legends, Folktales Myths, Chants Songs, Riddles, Stories, Ballads, Poems

<p>4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.</p>	<p>problem solving.</p> <ul style="list-style-type: none"> • Transparency Board Showing the following: <ul style="list-style-type: none"> ✓ NAT & RAT Result ✓ Schedule of Remedial classes ✓ School Reading Action Plan ✓ General average per subject area. ✓ Results of periodical test per grade level per subject ✓ Results of the following: <ul style="list-style-type: none"> - Phil-IRI, SREA, EGRA-ARATA ✓ Portfolio of teachers and pupils ✓ Classroom observation ✓ TNA and MPS 	<ul style="list-style-type: none"> • All items of level 1 Organized M&E • Organized M&E • Minutes of the HPTA meetings conducted quarterly • Remedial action plans and implementation report • Test Questions with Table of Specification (include answers) 	<ul style="list-style-type: none"> • Copy of developed monitoring tool • Monitoring and Evaluation Report
<p>5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.</p>	<ul style="list-style-type: none"> • Copy of the reviewed assessment tool • Rubrics, test questions with Table of Specifications 	<ul style="list-style-type: none"> • Presentation of assessment tool to community stakeholders <ul style="list-style-type: none"> ✓ minutes ✓ letter of invitation ✓ attendance 	<ul style="list-style-type: none"> • Certification from the School Head, that the LM is being used in the school. • MPS Results • Result of Action Research
<p>6. Learning Managers and Facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.</p>	<ul style="list-style-type: none"> • CPC – Child Protection Policy • CPP • Attendance • Minutes • Orientation • Advocacy 	<ul style="list-style-type: none"> • Accomplishment Reports of Stakeholders. • LM created slogans, Posters, books, modules, visuals aids) • Activities / activity sheets • Serve as resource speakers/ lecturers • Certificate of Appreciation/ Recognition 	<ul style="list-style-type: none"> • BDP • Barangay/ Municipal Ordinance on child Protection Policy • Integration of Children's Right in the curriculum • Child friendly environment <ul style="list-style-type: none"> ✓ presence of learning parks ✓ Visibility of community stakeholders in the school. ✓ Zero cases of bullying and child abuse case
<p>7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive,</p>	<ul style="list-style-type: none"> • Library • ICT integration • Learning Park..... 	<ul style="list-style-type: none"> • Documented interviews of parents by the teachers relative to the application of knowledge, skills by 	<ul style="list-style-type: none"> • Attendance of Stakeholders' visit to the school. • Certificate of home visitation from the

<p>accessible and aimed at developing self-directed learners.</p> <p>Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.</p>	<p>(Science, English, Math...)</p> <ul style="list-style-type: none"> Learning Modules of the different subjects per grade level. Action Plans of the different school organizations. Narrative report with pictorials (specially labeled with captions) 	<p>the learners at home.</p> <ul style="list-style-type: none"> Presence of educational materials in the home. 	<p>parents with pictorials and gist of the visit.</p> <ul style="list-style-type: none"> Barangay library or reading centers. Internet cafe
<p>III. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT</p>			
<p>1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders</p>	<p>List of organized active parties</p> <ol style="list-style-type: none"> PTA SGC CPC (Child Protection Committee) BAC and Inspectorate Team INSET Team SPT DRRM 	<ul style="list-style-type: none"> All documents in Level 1 Defined Roles and functions Attendance Sheet Action Plan Pictorials 	<ul style="list-style-type: none"> All documents in Level 1 and 2 Accomplishment reports with pictorials of project / activities done / implemented
<p>2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.</p>	<ul style="list-style-type: none"> Basic Education Information System (BEIS) Corner with the following data/indicators <ul style="list-style-type: none"> *Cohort survival rate *Drop-out rate *Retention rate *Completion rate Academic Performance <ul style="list-style-type: none"> *National Achievement Test (NAT) / Language Assessment for Primary Grades (LAPG) / Early Language Numeracy Assessment (ELNA) and GSA MPS * Phil-IRI Result (Elem) * Early Grade Reading Ability 	<ul style="list-style-type: none"> All documents in level I Invitation letter Attendance Minutes of the Meetings Action Plans <ul style="list-style-type: none"> *Home visitation Teacher's portfolio/ logbook 	<ul style="list-style-type: none"> All documents in Level I and II Report on the Analysis/ interpretation & utilization of Data. MOA with organized stakeholders Inspection and Acceptance Report Rewards for outstanding employees *Certificate of Appreciation/Recognition Implemented Plan report

	<p>(EGRA) and Early Grade Mathematical Ability (EGMA) (Elem) if applicable *Early Childhood Care Development ECCD/SREYA (Elem) if applicable * Certificates of Recognition (academic and non-academic competitions) • School Property Inventory (Buildings, Equipment and textbook) • School Personnel Inventory (SF 7) • Fiscal Inventory (CDR, SOB) • AIP M & E Checklist • TNA • IPDP</p>		
<p>3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanism are responsive to the emerging learning needs and demands of the community.</p>	<ul style="list-style-type: none"> • PDF (Position Description Form) of Teachers, School Head & other personnel. • Constitution and by-laws of the organized teams(PTA, SGC, SPG) 	<ul style="list-style-type: none"> • All documents in level I • Letter of invitation to stakeholders • Minutes of meetings on how to develop the accountability system • Action plan • Attendance sheet 	<ul style="list-style-type: none"> • All items in Level I and II • Enhanced/final copy of accountability system • Attendance during the review • Regular reports by the stakeholders on how to develop
<p>4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.</p>	<ul style="list-style-type: none"> • An Organized School Monitoring & Assessment Team • A Formulated Assessment Tool • Minutes of the general assembly conducted (on school performance/achievement) • Attendance Sheets • Guidelines on Assessment • Accomplishment reports of teachers 	<ul style="list-style-type: none"> • All documents in Level I • Records of implementation of School M & E activity as planned and scheduled • Records of stakeholders participation in the conduct of M & E • M & E Checklist / Assessment Tools 	<ul style="list-style-type: none"> • All documents in level I and II • Revised and improved M & E tools and mechanism • Records of participation by stakeholders in the revision and improvement of M & E tools

<p>5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.</p>	<ul style="list-style-type: none"> • Photocopy of CDR (Cash Disbursement Register) for 1 FY or Ledger coming from the Division Accountant. • Quarterly HPTA Meeting • Minutes of the meeting • Attendance sheet • Pictorials • Agreements • Re-entry plan 	<ul style="list-style-type: none"> • All documents in level I • Sample of received Letter of invitation to representatives of the BLGU, PTA, SGC, Alumni and other organizations • Minutes of attendance, pictorials, agreements • Intervention Plan & accomplishment report • Records on Remediation, Home visitation, tutoring, coaching and mentoring and technical assistance given 	<ul style="list-style-type: none"> • All documents in level I and II • MOA to improve school performance • Rewarding System • Reports on school initiated interventions
<p>IV. MANAGEMENT OF RESOURCES</p>			
<p>1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stake holders as basis of resource allocation and mobilization</p>	<p>WFP, AIP, PPMP/APP, Transparency board, NSBI</p>	<ul style="list-style-type: none"> • all documents in level I • frequency of meeting of internal stakeholders, minutes of meeting, attendance, pictorials • SRC • SIP • List of donations (solicitations, resolutions, MOA) 	<ul style="list-style-type: none"> • all documents of levels I and II • meeting with external stakeholders on resource allocation, minutes, attendance,
<p>2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stake holders and support implementation of community education plans</p>	<p>SIP meeting with stakeholders, minutes, attendance</p>	<ul style="list-style-type: none"> • all documents in level I, • frequency of meetings with stakeholders (minutes, attendance, proposals) 	<ul style="list-style-type: none"> • all documents of Level I and II, • list of donations • certificate of recognition • Project proposals, terminal reports, pictorials on the implementation of projects, request letters
<p>3. In place is a community-developed resource</p>	<p>compliance of membership committee BAC-SGC, PTA, LGU;</p>	<ul style="list-style-type: none"> • all documents in level I • frequency of meetings with 	<ul style="list-style-type: none"> • all documents of Level I and II • quarterly meetings conducted

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<p>management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources</p>	<p>inspectorate team</p>	<p>stakeholders (minutes, attendance, pictorials)</p>	
<p>4. Regular monitoring, evaluation, and reporting processes or resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stake holders</p>	<p>invitation letter, M&E reports</p>	<ul style="list-style-type: none"> all documents of level I contingency plans/re-entry plan/adjustment plan/catch up plan 	<ul style="list-style-type: none"> all documents in level I and II minutes, attendance in the implementation of M&E Reports
<p>5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.</p>	<p>meeting, attendance, pictorials, MOA</p>	<ul style="list-style-type: none"> All documents in level I resolutions/request letters/proposals dissemination of updates / improvements / network / linkages 	<ul style="list-style-type: none"> all documents of level I and II sustainability and continuity of programs (accomplishment reports and pictorials)

REFERENCE:

1. DepED Order no. 83, s. 2012 Implementing Guidelines on the Revised School Based Management (SBM) Framework, Assessment Process and Tool (APAT)
2. DepED Order No. 45, s. 2015- Guidelines on School Based Management (SBM) Grants for Fiscal Year (FY) 2014
3. Revised SBM Assessment Tool (Nov. 27, 2012)

APPROVED :



BEATRIZ G. TORNO, Ph.D., CESO IV
 OIC, Office of the Regional Director
 And Concurrent Officer-In-Charge
 Office of the Schools Division Superintendent