



**DIVISION MEMORANDUM**

No. 131, s. 2018

TO: **OIC – Asst. Schools Division Superintendent  
Chiefs, Curriculum Implementation and  
School Governance and Operations Divisions  
Education Program Supervisors  
Division Section Heads  
Cluster Heads  
Elementary and Secondary School Heads  
This Division**

FROM:   
**LEONARDO M. BALALA, CESE**  
Schools Division Superintendent

SUBJECT: **SUPPLEMENTAL GUIDELINES AND CORREGINDUM TO DIVISION  
MEMORANDUM No. 102, s. 2018 (Integrated Monitoring of Schools cum  
Instructional Supervision)**

DATE: October 3, 2018

1. In reference to Division Memorandum No. 102, s. 2018 entitled Integrated Monitoring of Schools cum Instructional Supervision, hereunder are the supplemental guidelines for the information, guidance and appropriate action of all concerned:

● **On Classroom Observation**

- The Tool to be used during the observation of classes shall be the Classroom Observation Tool which was presented during the Orientation – Workshop on RPMS and PPST.

- The Clusters of schools in the elementary shall identify seven (7) entries for Proficient Teachers and three (3) for Highly Proficient teachers per cluster who shall be the teachers to be observed by the Division Supervisor/Principal II or group of Division Supervisors and Principal II;

- Each of the Junior High School shall have two (2) entries for Highly Proficient Teachers and the following number of entries for Proficient Teachers:

Tacurong NHS	-	2 entries per Grade level
Virginia F. Grino NHS	-	1 entry per Grade level
San Emmanuel NHS	-	1 entry per Grade level
ASBernardo NHS	-	2 entries
Rajah Muda HS	-	2 entries
Upper Katungal Annex	-	2 entries
San Emmanuel NHS – Annex	-	2 entries

- Each of the schools offering Senior High School shall identify one (1) teacher to be observed.

● **On Classroom Restructuring**

- The cluster of schools in the elementary shall have seven (7) entries per cluster while the number of entries for secondary schools shall be the same as the number of entries (Proficient Teacher) in classroom observation.

- The Monitoring Tool to be used shall be adopted from the Region.

● **On School Effectiveness/Model School**

- Attached is a Monitoring/Evaluation Tool which shall be used by the Team during the scheduled school visits.

- Presence or absence of the documents as per checklist and observation/inspection shall be employed by the Team during validation.

- The evaluation of schools shall focus on the School – Based Management practices anchored on the four (4) principles.

2. Paragraph 4 of Division Memorandum No. 102, s 2018 which reads that, "The Division Integrated Monitoring of Schools cum Instructional Supervision will be conducted within the month of October" is hereby corrected and be read as:

*"The Division Integrated Monitoring of Schools cum Instructional Supervision will be conducted on October and November".*

2. Also, in view of the Five – Day In - Service Training for Teachers (INSET) on October 22 – 26, 2018 as stipulated in DepEd Order No. 25, s. 2018 (School Calendar for SY 2018 – 2019), the schedule is hereby corrected and shall be read as:

<b>Date</b>	<b>Cluster</b>
October 17 – 19, 2018	East Tacurong
November 5 – 9, 2018	Secondary Schools
November 12 – 16, 2018	South Tacurong

3. All other provisions of Division Memorandum No. 102, s. 2018 shall still be enforced and followed.

4. Widest dissemination of this Memorandum is enjoined.



### MODEL SCHOOL MONITORING SHEET

#### Leadership and Governance

<b>1. The organization's vision, direction, and aspirations are periodically revisited and adjusted by the learning managers, learning facilitators, and community stakeholders to respond to the community's conditions and emerging needs.</b>	Yes	No	Remarks
<ul style="list-style-type: none"> <li>The mechanism empowers the community to lead not only in the development of the VMG but in making programs guided by community aspirations and thrusts. <i>*SIP/AIP</i> <i>*Membership Project Teams</i></li> </ul>			
<ul style="list-style-type: none"> <li>School Planning Team is in place <i>*Memo for the Composition of SPT</i></li> </ul>			
<ul style="list-style-type: none"> <li>The Parent-Teacher Association is functioning effectively <i>*PTA Resolutions</i></li> </ul>			
<ul style="list-style-type: none"> <li>The Principal assesses school strength and identifies areas of improvement <i>*SIP/AIP</i></li> </ul>			
<ul style="list-style-type: none"> <li>School Education Basic Information System (eBEIS) and Learning Information System (LIS) are in use <i>*Updated eBEIS as certified by the SEPS for Planning and Research</i> <i>*100% of learners enrolled in LIS as certified by the Planning Officer</i></li> </ul>			
<ul style="list-style-type: none"> <li>The principal promotes teachers' well-being and positive morale <i>*Plan for Professional and Personal Development of Teachers</i></li> </ul>			
<ul style="list-style-type: none"> <li>Students participate in school leadership and decision-making through Student Councils based on clear guidelines <i>*SPG/SSG Minutes of Meetings</i></li> </ul>			
<ul style="list-style-type: none"> <li>Induction and mentoring of new teacher is practiced in a systematic way <i>*SLAC Plan</i> <i>*SLAC Journal</i> <i>*LF Mentors</i></li> </ul>			

<ul style="list-style-type: none"> <li>• Has programme and activities to build students' self-esteem <i>*School calendar of activities</i></li> </ul>			
<ul style="list-style-type: none"> <li>• Ensures all aspect of the schools' environment is clean, sanitary and attractive (classroom, yard, etc) <i>*Observation / Ocular Inspection</i></li> </ul>			

**B. Management of Resources**

<p><b>1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.</b></p>			
<ul style="list-style-type: none"> <li>• Resource inventories are systemically developed and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization <i>*Updated transparency board (MOOE, other local funds)</i> <i>*Financial Accomplishment based on WFP and APP</i></li> </ul>			
<p><b>2. There is in place a community developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.</b></p>			
<ul style="list-style-type: none"> <li>• Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent focused resource management system. <i>*Liquidation of Funds on time</i> <i>*Approved proposals</i></li> </ul>			
<p><b>3. There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management.</b></p>			
<ul style="list-style-type: none"> <li>• An established system of partnership is managed and sustained by the stakeholders for continuous improvement of resource management. <i>*Development Plans</i> <i>*SMEPA conducted with minutes</i></li> </ul>			

Additional Observations: \_\_\_\_\_

\_\_\_\_\_

Name of School: \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Rater: \_\_\_\_\_

Date \_\_\_\_\_

(SIGNATURE OVER PRINTED NAME)





### CLASSROOM STRUCTURING MONITORING SHEET

School: \_\_\_\_\_  
Grade & Section: \_\_\_\_\_  
Class Adviser: \_\_\_\_\_

**Instruction: Put a check (/) next to the items if observed.**

1	A signboard is posted, showing the following identification at the entrance of the room	
	*Grade and section occupying the room	<input type="checkbox"/>
	*Name of the class adviser	<input type="checkbox"/>
<b>Sub-Total For Item No. 1 (Total Item/s checked (2):</b>		
2	A framed copy of glass program is displayed on the door of the classroom at adult eye level	<input type="checkbox"/>
3	On the front wall (facing the class), the classroom chalkboard is located with the ff: features:	
	*Properly framed;	<input type="checkbox"/>
	*with chalk ledge;	<input type="checkbox"/>
	*with curtains	<input type="checkbox"/>
	*Installed at a height which is in accordance with the maximum comfortable reach reach of the children to the top of the board. (The proper height of the chalkboard from the floor to its top-ledge is determined by multiplying the mean standing height of the class by the constant 1.2)	<input type="checkbox"/>
<b>Sub-Total For Item No. 1 (Total Item/s checked (4):</b>		
4	Above the chalkboard, a framed portrait of the current President of the Philippines shall be displayed at the center.	<input type="checkbox"/>
5	Flanked on one side at a lower level framed motto (for the month/week) and the other side by a framed picture preferably relevant to the motto. (In Grades 1 and 2. Framed perception strips are displayed along the top edge of the frame of the chalkboard, while framed conceptualizing strips along the bottom-edge of the chalk ledge.)	<input type="checkbox"/>
6	The bulletin boards are the tack boards, as well as charts, are placed on the walls at the sides or at the back of the room.	<input type="checkbox"/>
7	The attendance chart and the DepED School Forms (SF) rack are place near the door.	<input type="checkbox"/>
8	The Teacher's table and chair is located at the rear of the room.	<input type="checkbox"/>
9	One corner of the room is set-up as reading corner with reading materials on it.	<input type="checkbox"/>
10	Another corner of the room is set-up as health corner with:	
	*first aid or medicine cabinet;	<input type="checkbox"/>
	*mirror;	<input type="checkbox"/>
	*soap dish; and	<input type="checkbox"/>
	*Towel rack	<input type="checkbox"/>
11	Have washing facility	<input type="checkbox"/>
12	Have drinking facility	<input type="checkbox"/>
13	Above the chalkboard, a framed copy of the National Anthem shall be displayed at the upper left corner.	<input type="checkbox"/>
14	Above the chalkboard, a framed copy of the Pledge of Allegiance to the Philippine Flag shall be displayed at the upper corner.	<input type="checkbox"/>
16	A classroom-based data of the Basic Education Information System is placed on the walls at the sides or at the back of the room with the following modules:	

*Module A: Students' EIS (Students'/pupils profile)	<input type="checkbox"/>
*Module B: Teachers' EIS (Organizational Chart of DepED Officials, School Officials, Profile of Class Adviser, Subject Teachers)	<input type="checkbox"/>
*Module C: Curriculum Development (K to 12 Basic Education Curriculum)	<input type="checkbox"/>
*Module D: Legislative (Rights of a Child, Schools and Classroom Policies)	<input type="checkbox"/>
*Module E: Physical Facilities (Inventory of Classroom property)	<input type="checkbox"/>
*Module F: Finance (HRPTA Proposed Projects & Current Financial Statements)	<input type="checkbox"/>
*Module G: Community Involvement (HRPTA & Brigada Eskwela Reports)	<input type="checkbox"/>
*Module H: Research and Evaluation	
H1- Proficiency Level per Subject Area per Grading Period; and	<input type="checkbox"/>
H2-Classroom-based Action Research	<input type="checkbox"/>
<b>Sub-Total For Item No. 1 (Total Item/s checked (9):</b>	
<b>GRAND TOTAL:</b>	

GRAND TOTAL: \_\_\_\_\_  
Rating (GRAND TOTAL/16): \_\_\_\_\_  
Descriptive Rating: \_\_\_\_\_

**KEY TO RATING SCALE:**

RANGE	DESCRIPTIVE RATING	INTERPRETATION
0-0.25	Needs Improvement (NI)	Many improvement needed-have rarely achieved established goals requires significant and immediate improvement.
0.26-0.49	Fair (F)	Several improvements needed- have completed 4-7 items of the established goals.
0.50-0.75	Satisfactory (S)	Some improvement needed-have completed 8-12 items of the established goals.
0.76-0.94	Very Satisfactory (VS)	Few improvements needed- have completed 8-12 items of the established goals
0.95-1.0	Outstanding (O)	Meets the standard requirements – have completed 15-16 items of the established goals

Rater: \_\_\_\_\_  
(SIGNATURE OVER PRINTED NAME)

Date \_\_\_\_\_



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
**REGION XII**

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### SCHOOL CANTEEN MONITORING TOOL

Name of School : \_\_\_\_\_ District: \_\_\_\_\_  
 Name of School Head: \_\_\_\_\_ Date: \_\_\_\_\_

Type of School Canteen	Number of Students/Pupils	Areas/Location (Urban/Rural)
School-Managed	500 pupils/students or more	
	500 pupils/students or less	
Teachers' Cooperative-Managed	500 pupils/students or more	
	500 pupils/students or less	

A. Permits/Clearances	/ or x	Remarks
Sanitary Permit		
Health Certificate of Canteen Personnel		
MOA & CDA		
<b>B. Food Safety Standard</b>		
Provides potable drinking water and hand washing facilities		
Cooking and feeding area maintains clean, well-ventilated and pest free environment		
Uses food covers and containers for safekeeping		
Practices hygienic food preparation, cooking display, serving and storage		
Uses equipment/utensils, facilities, furniture and other supplies in canteen operations.		
Sells root crops, rice and corn products in native preparation		
Offers fruits and vegetables in seasons		
Provides proper labeling of condiments		
Prohibits the selling of foods under the red category like carbonated drinks, sugar-based synthetic or artificially flavored foods		
Foods are sold at low cost/ reasonable price		
Regulates the use of flavor enhancers and uses iodized salt		
Practices waste segregation and disposal		
<b>C. Physical Facilities</b>		
Screened doors and windows		
Adequate lighting and ventilation		
Up to date and informative structuring on Nutrition Information		
Menu Board Available		
<b>D. Canteen Personnel/Staff</b>		
Wears clean and proper attire ( hairnet, apron, gloves, spit guard/ mask, appropriate footwear)		
Wears identification cards with photo while inside the premises of the canteen		

Attends training on proper food handling and preparation		
Parent volunteer/ school staff with ailment are not allowed to handle food		
<b>E. Report/Documents</b>		
Daily Updated Book of Accounts		
Cash Receipt Book		
Cash Disbursement Book		
Sales Journal/ Record of Expenses of Food Prepared		
Purchase Journal/ Record of Daily Sales		
Record of Net Profit for the Day		
Record of Food Daily Inspection		
<b>F. Transparency and Accountability</b>		
Monthly Financial Statements posted on Bulletin Board		
Schedule of Utilization of School Share Program Received from the Canteen		
Schedule of Utilization of Gross Income Generated from the Canteen Laboratory		
Organizes a school level auditing committee headed by Mathematics department head/teacher, Home Economics department head/teacher and the Faculty President as member.		
Audited statement shall be posted on the school's bulletin board		
<b>G. Sharing of Proceeds</b>		
<b>• Teachers' Cooperative Managed Canteen</b>		
Observes 80-20 percentage of sharing		
Utilizes the share of school on:		
*Supplementary feeding program ( 35%)		
*School clinic fund (5%)		
*Faculty and student development fund (15%)		
*H.E. instructional fund (10%)		
*School operations fund (35%)		
<b>• School -Managed Canteen</b>		
Utilizes the net income derived from the operations on:		
*Supplementary feeding program (35%)		
*School clinic fund (5%)		
*Faculty and student development fund (15%)		
*H.E. instructional fund (10%)		
*School operations fund (25%)		
*Revolving capital (10%)		

**Summary of Findings/Comments:**

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Good things observed:	Areas for Improvement:

\_\_\_\_\_  
Name and Signature of School Head

\_\_\_\_\_  
Name and Signature of Monitoring Representative