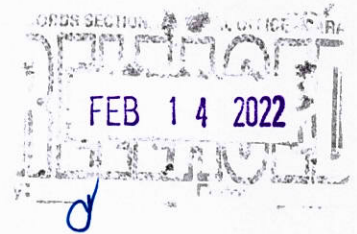




Republic of the Philippines
Department of Education
CARAGA REGION



February 14, 2022

REGIONAL MEMORANDUM

No. 0090 s. 2022

TO: SCHOOLS DIVISION SUPERINTENDENTS
Divisions of Bislig City and Surigao del Norte

MONITORING OF PILOT SCHOOLS IMPLEMENTING THE INCLUSION OF
ALTERNATIVE LEARNING SYSTEM (ALS) IN SCHOOL-BASED
MANAGEMENT (SBM)

1. In reference to DepEd Order No. 21, s. 2021 re: **Implementing Guidelines in the Release, Utilization and Monitoring and Reporting of Program Support Funds for the Pilot Implementation of Inclusion of Alternative Learning System (ALS) in School-Based Management Fiscal Year 2020-2021**, SDOs of Bislig City and Surigao del Norte are hereby informed of the conduct of monitoring on the implementation of this guidelines on February 28, 2022 to March 2, 2022.

2. This activity aims to:
- Conduct progress monitoring/evaluation of the ALS in SBM;
 - Document commendable points and opportunities for improvement in the implementation of ALS in SBM; and
 - Provide coaching and technical assistance to the concerned SDOs.

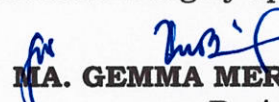
3. Below are the schools to be monitored:

School	Division
San Francisco NHS	Surigao del Norte
Coleto ES	Bislig City

4. The identified schools shall be monitored using the MONITORING TOOL FOR THE INCLUSION OF ALS IN SBM, Enclosure No. 4 to DepEd Order 21, s. 2021 (Annex A).

5. Travelling expenses and per diem of the monitoring team from the Regional Office shall be charged to the Program Support Funds (PSF) of Alternative Learning System (ALS) for CY 2021 subject to the usual accounting rules and regulations.

6. Immediate dissemination of this Memorandum is highly appreciated.


MA. GEMMA MERCADO LEDESMA
Regional Director

Encls.: As stated

Reference: DepEd Order No. 21, s. 2021

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



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Telefax No: (085) 342-5969
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ALS	SBM	MONITORING	PILOT SCHOOLS
FTA/apm 02/14/22			



Republic of the Philippines
Department of Education

27 MAY 2021

DepEd ORDER
No. **021**, s. 2021

IMPLEMENTING GUIDELINES ON THE RELEASE, UTILIZATION, MONITORING AND REPORTING OF PROGRAM SUPPORT FUNDS FOR THE PILOT IMPLEMENTATION OF INCLUSION OF ALTERNATIVE LEARNING SYSTEM IN SCHOOL-BASED MANAGEMENT FOR SCHOOL YEAR 2020-2021

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of Program Support Funds (PSF) for the Pilot Implementation of Inclusion of Alternative Learning System (ALS) in School-Based Management for School Year 2020-2021**.
2. The guidelines aim to promote and support the inclusion of ALS in School-Based Management as indicated in the ALS 2.0 Roadmap. This is in line with the thrust of DepEd to strengthen and expand the ALS program, to pivot from access to quality consistent with *Sulong Edukalidad*, and to provide implementation guidelines to schools during the COVID-19 Pandemic.
3. All DepEd Orders and other related issuances, rules and regulations, and provisions which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
4. This DepEd Order shall take effect upon its approval. Certified true copies of this DepEd Order shall be filed with the University of the Philippines Office of the National Administrative Register (UP-ONAR) at the University of the Philippines Law Center, UP Diliman, Quezon City.
5. For more information, please contact the **ALS Task Force**, 5th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at als.taskforce@deped.gov.ph or at telephone number (02) 8636-3603.
6. Immediate dissemination of and strict compliance with this Order is directed.



To authenticate this document,
please scan the QR code



DEPED-OSEC-443187


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:

As stated

Reference:

DepEd Order No. 033, s 2020

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

ALTERNATIVE LEARNING SYSTEM
FUNDS
MONITORING AND EVALUATION
PROGRAMS
PROJECTS

SMMA/APA/MPC, DO Implementing Guidelines on the Release...ALS
0114 - April 13, 2021



School: _____

Sub-office:

Name of School Head: _____

School Year:

0 - No evidence

- 1 - Evidences indicate that indicators/ artifacts were at least 25% met
- 2 - Evidences indicate that indicators/ artifacts were at least 75% met
- 3 - Evidences indicate practices and procedures satisfy quality standards (All or 100% of the indicators/ artifacts were met)

PRINCIPLE I: LEADERSHIP AND GOVERNANCE (30%, X 0.30)						
STANDARD	INDICATOR	ARTIFACTS	RATING			REMARKS
			0	1 a- b	2 a- c	
A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.	1. The development plan is evolved through the shared leadership of the school both formal and ALS and the community stakeholders	a. Original Enhanced School Improvement Plan (ESIP) S.Y. 2020-2021 b. School Planning Team (SPT) composition with duties and responsibilities. c. Annual Implementation Plan (AIP) 2020 d. School Operational Budget (SOB) e. Annual Procurement Plan (APP) f. Project Procurement Management Plan (PPMP)				

	4. A leadership network facilitates communication between and among the school and community leaders for informed decision-making and solving of School Community-wide learning problems	a. Words of confirmation on open communication between school and community (e.g. General Assembly minutes, comments on FB page, Messenger, School Website exchange of communication) b. Updated School Report Card (SRC) c. State of the School Address (SOSA) Face to Face or on stream (Memorandum, Agenda discussed, Narrative & Photo Documentation Report) d. Pictures of meetings conducted with short narrative showing an exchange of network communication regarding decisions and solving learning and administrative problems				
	5. Leaders undertake training modes that	a. School Head Developmental Plan				

	are convenient to them (on-line, off-line, modular, group, or home-based) and which do not disrupt their regular functions. Leaders monitor and evaluate their own learning progress.	b. School-Based Training Plan for School and community leaders with Training Design/Matrix on school leadership and governance					
TOTAL			0				
AVERAGE			0				
RATING (AVERAGE x 30%)			0				
PRINCIPLE II: CURRICULUM AND INSTRUCTION (30%, X 0.30)							
STANDARD	INDICATOR	ARTIFACTS	RATING				REMARKS
			0	1	2	3	
The curriculum learning systems anchored on the community and learners' contexts and aspirations are collaboratively developed and continuously improved.	1. The curriculum provides for the development needs of all types of learners in the school community	a. ILA b. RPL c. AF 1 and AF 2 generated from Learners Information System (LIS) d. Nutritional Status/ SF8 e. Learner's Anecdotal Records/Guidance Notebook f. List of School's Programs, Projects, and Activities (PPAs) concerning school performance g. List of Best Practices concerning curriculum & assessment	0	1	2	3	
			(4)	(6)	(8)		

		h. Accomplishment Report of Schools' Programs, Projects, and Activities (PPAs) regarding school performance in different types of learners					
	2. The implemented curriculum is localized to make it more meaningful to learners and applicable in the community	a. ESIP Project Work Plan and Budget Matrix b. Report on the Orientation on the innovation/developed localized DLL/WLL or IMs, where guidelines are agreed by the school and community. c. Implemented localized DLL/WLL and IMs was benchmarked by other schools evidently shown by the visitors' attendance and/or certification issued by the school to other school and feedback d. Monitoring & Evaluation results of the localized DLL/WLL or IMs e. Evidence showing the Innovations done by school for a meaningful learning outcome (e.g. DLL/WLL, Instructional Materials					
	3. Learning materials and approaches to reinforce strengths	a. Photos showing compilation of Instructional Materials (IMs)					

	and address deficiencies are developed and tested for applicability on school, family and community.	b. Sample of Strategic Intervention Materials (SIM) concerning least mastered skills c. Photos of Learning Materials (LMs)/ Instructional Materials (IMs) with identified various approaches addressing deficiencies was developed and tested by the school community. d. Accomplishment Report on the Implementation of the developed Instructional Materials (IMs)					
	4. The learning systems are regularly and collaboratively monitored	a. Sample accomplished Class Observation by the School Head/HT/MT (COT) b. Class observation agreement and technical assistance given c. Feedback from stakeholders (e.g. learners, parents, other external stakeholders) on teaching-learning process (screenshot of message/post or feedback form)					
	by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.						

	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.		a. Minutes of the meeting and photos on the conduct of advocacy campaign by the School Community and shared to stakeholders					
	6. Learning managers and facilitators nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.		a. Photos showing ALS teachers and ALS learners attending activities related to Child/Youth protection Policy					
	7. Methods and resources are learner and community friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and		a. Intervention Programs or Projects b. Sample Learner's Portfolio (Photos of actual accomplished Portfolio) c. Sample Self-Directed Materials (localized or contextualized modules)					

	accountability of their own learning					
TOTAL						
0						
AVERAGE						
0.00						
RATING (AVERAGE x 30%)						
0.00						

PRINCIPLE III: ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT (25%, X 0.25)						
STANDARD	INDICATOR	ARTIFACTS	RATING			REMARKS
			0	1 a	2 a-b	3 a-c
A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.	1. Roles and responsibilities of accountable persons and collective bodies are clearly defined and agreed upon by the community stakeholders.	a. School Memorandum on the ALS Teacher's Assignment, including assigned teachers for Team Teaching b. School Memorandum and Minutes of Meetings relating to ALS c. Memorandum on the Composition of Bids and Awards Committee with signed Terms of Reference, and Records of Meetings and/or d. Memorandum on the Composition of School Inspectorate Team and Authorized Receiving Personnel a. Gap Analysis (ESIP Annex 3)				
	2. Achievement of goals is recognized based on a					

	collaboratively developed performance accountable system; gaps are addressed through appropriate action	b. School Accomplishment Reports showing Target vs Output vs Gaps c. School Contingency Plans or Risk Management Plan					
	3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging needs and demands of the community.	a. Plan of Adjustments (ESIP) aligned with Division targets addressing the gaps for priority improvement area (PIAs) b. Memorandum and Minutes of meeting with stakeholders contributing to the Plan of Adjustments c. Memorandum and Minutes of the meeting in accomplishing the Plan of Adjustments and Communicating this to the community					
	4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	a. Feedback mechanism developed by the school stakeholders (i.e., School Governing Council, ALS Learners Organization) b. Accomplishment Report showing the collaborative work of the school and its stakeholders in the development of the feedback mechanism					

		c. Resolutions or Ratification on the developed school's Feedback Mechanism				
	5. Participatory assessment of performance is done regularly with the stakeholders/ community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.	a. Narrative and Pictorial Report showing the involvement of the ALS learner in the conduct of assessment FLT, ILA, and RPL) reporting as basis for feedback, technical assistance, and recognition				
TOTAL			0			
AVERAGE			0			
RATING (AVERAGE x 25%)			0			

PRINCIPLE IV: MANAGEMENT OF RESOURCES (15%, X 0.15)						
STANDARD	INDICATOR	ARTIFACTS	RATING			REMARKS
			0	1	2	3
Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.	1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders	a. ALS Learning Center Physical Plant, Property and Equipment (PPE)				
		b. Resource Inventory of Semi- Expandable Supplies and Consumable Supplies				
		c. Deeds of Donations				

	as basis for resource allocation and mobilization.	d. Brigada Eskwela (BE) Forms 1-7 e. Memorandum and Minutes of meeting showing stakeholders collaboration on resource inventory					
	2. A regular dialogue for planning and resource programming that is accessible and inclusive, continuously engage stakeholders, and support implementation of community education plans	a. List of school resources programmed for Access, Quality, and Governance b. Accomplishment report on the resources vis-à-vis outcome/ learner's achievement because of the school's resources c. Memorandum and Minutes of Meeting on the Regular Dialogue for Planning and Programming of Resources					
	3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.	a. List of resources given to the school by the stakeholders for the current school year b. Photos of updated reports posted on the Transparency Board with signatures c. Liquidation Report/Financial Report					
	4. Regular monitoring, evaluation, and reporting processes of resource management are developed and	a. Monitoring & Evaluation Tool on resource management collaboratively done by stakeholders					

	implemented collaboratively by the learning managers, facilitators, and community stakeholders	b. Memorandum and Minutes of meeting on the monitoring & evaluation reporting on resource management				
	5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.	c. Memorandum and Minutes of meeting on the monitoring & evaluation reporting on funds utilization				
		a. Process Flow Chart/Infographics on School/Learning Center Networking and Linkages for Partnerships				
		b. Memorandum on the development and orientation of Process Flowchart on School Networking and Partnerships				
		c. School Guidelines on the Process Flowchart on School Networking and Linkages for Partnerships with stakeholders' collaboration				
TOTAL			0			
AVERAGE			0			
RATING (AVERAGE x 15%)			0			

Evaluated by:

Checked & Verified:

Noted:

Division/Regional Focal Person

SGOD/CLMD Chief

SDS/RD