July 7, 2020

**REGIONAL MEMORANDUM
NO. 187 . 2020**

To: Assistant Regional Director
       Regional Office Division Chiefs
       Schools Division Superintendents
       Chiefs, Curriculum Implementation Division
       All Others Concerned
       All Divisions
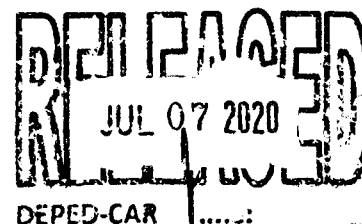
DISTANCE LEARNING DELIVERY MONITORING
AND EVALUATION GUIDELINES

1. Pursuant to the operationalization of the Regional Learning Continuity Operational Plan, which is anchored on the Basic Education-Learning Continuity Plan, the DepEd-CAR adopts Distance Learning Delivery as its learning delivery modality for School Year 2020-2021.

2. In accordance with RM 164, s. 2020, distance learning delivery has three modalities: Modular Distance Learning, Online Distance Learning, and TV/Radio-Based Instruction.

3. Relative to the implementation of this learning delivery, the DepEd CAR adopts the Distance Learning Delivery Monitoring and Evaluation Guidelines *(See Enclosure 1)* to ensure that the set objectives, outputs and desired outcomes at the different implementation stages of distance learning delivery are met. The monitoring and evaluation guidelines help identify gaps and weaknesses in the implementation so that timely and appropriate adjustments and interventions are made to guarantee effective and efficient implementation of distance learning delivery in the whole region.

4. Attached also to this Memorandum are the different monitoring and evaluation forms for use by the Curriculum and Learning Management Division (CLMD), Curriculum Implementation Division (CID), and schools.

5. Immediate dissemination of and strict compliance with this Memorandum is directed.

MAY B. ECLAR, PhD, CESO V
Regional Director

CLMD/CFM/bah

Enclosure 1

DISTANCE LEARNING DELIVERY MONITORING
AND EVALUATION GUIDELINES

I. Introduction

To operationalize the Regional Learning Continuity Operational Plan (LCOP), which is anchored on the Basic Education-Learning Continuity Plan (BE-LCP), the DepEd CAR adopts Distance Learning Delivery as its learning delivery mechanism for SY 2020-2021.

As stipulated in Regional Memorandum No. 164, s. 2020, Distance Learning Delivery (DLD) is a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. It has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and Television (TV)/Radio-based Instruction. The learning delivery modalities that schools can adopt may be one or a combination of the three types of DLD, depending on the specific context of the learners in the school or locality.

To further guide the Curriculum and Learning Management Division (CLMD), the Curriculum and Implementation Division (CID), and the schools in refining and continuously gathering information on how to improve the implementation of Distance Learning Delivery in DepEd CAR, a Monitoring and Evaluation Framework anchored on the Basic Education Monitoring and Evaluation Framework is being adopted. This framework is tailored to the needs of the learners during this emergency. It shall animate the planned interventions and activities and will show the desired outcomes as we navigate through the situation.

II. Flow of Distance Learning Delivery

To guide the Curriculum and Learning Management Division (CLMD) and the Curriculum and Implementation Division (CID) in monitoring and evaluation and in providing the necessary technical assistance to all schools in the region in implementing Distance Learning, the flow of Home-based Learning through Distance Learning Delivery is presented in **Figure 1**.

All school heads should use the diagram as a reference in managing the delivery of distance learning in their respective schools. The diagram also mandates the regional and division offices and schools to design programs and activities that aim at improving the effectiveness and efficiently of delivery at each stage.

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Figure 1 Flow of Distance Learning Delivery

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Cordillera Administrative Region

III. Considerations and Strategies in the Implementation of Distance Learning Delivery Modalities

The following considerations and strategies (DO 12, s. 2020) shall guide school heads in implementing distance learning delivery modality/ies in their respective schools.

Distance Learning Modalities	Strategies

	Strategies across all Learning modalities as alternative delivery mode
	1. Establish the needed health and safety protocols as appropriate
	2. Established safety nets for learners against violence and abuses at home and in the community. This can include the provision of hotlines and setting-up of help desks in coordination with DSWD.
	3. Provide mental and psychosocial support services to learners
	4. Prepare the following for K to 3 learners
	  a. ADM learning modules of various formulas
	  b. Leveled reader materials in print and digital format with consideration for mother tongue of learners
	  c. Primer lessons in mother tongue
	  d. Primer lessons for Grade 1 to 3 (including bridging materials) in print, digital and audio formats, accompanied by big and small books
	5. Train school personnel for the learning Delivery Modality/ies opted for
	6. Conduct regular Parent-Teacher Conferences to ensure updating and mutual support in facilitating the learning process
	7. Establish strong home-school-community collaboration
	8. Continue developing self-learning modules (SLMs) for Alternative Delivery Mode (ADM)
	9. Map CGs/MELCs, delivery and assessment with materials currently available in LR Portal and DepEd Commons
	10. Provide SLMs to learners in their appropriate format
	11. Check availability of gadgets and equipment for learners and teachers as appropriate
	12. Provide load allowance and travelling expenses for teachers who provide assistance to learners needing assistance and remediation, subject to

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	availability of funds and applicable rules and regulations 13. Require teachers to prepare learning plans, home learning tasks of learners and individual monitoring plan for learners 14. Ensure the availability of community learning facilitators (e.g., parents, guardians, other adults) to support learners while from home 15. Assign personnel at the school and division level who can respond to queries from families and community learning facilitators regarding the modality opted for
a. Modular Distance Learning	*Additional Specific Strategies* 16. Train community learning facilitators for distance learning delivery sub-modality 17. E-IMPACT can be implemented as appropriate
b. Online Distance Learning	*Additional Specific Strategies* 18. Train school officials, teachers and partners to convert SLMs to PDF flat, interactive digital format, inclusive e-books, video-taped lessons and radio scripts from SLMs 19. Upload PDF flat SLMs in the LP Portal and SLM interactive digital format and inclusive e-books and video-taped lessons to the DepEd Commons 20. Maximize LR Portal and DepEd Commons as source of materials 21. Maximize MS Teams, Google Meet, Zoom and other virtual classroom meeting platforms 22. Schedule online screen time 23. Train community learning facilitators for this distance learning delivery sub-modality
c. TV and Radio-based Instruction	*Additional Specific Strategies* 24. Teachers and partners to produce video-taped lessons and radio-scripts from SLMs 25. Explore institutional partnerships with media partners for radio and TV-based instruction 26. Train community learning facilitators for this distance learning delivery sub-modality.

IV. Distance Learning Delivery Monitoring and Evaluation Guidelines

Monitoring and Evaluation Committee will be set up at each governance level to provide guidance in the conduct of monitoring and evaluation of the implementation of distance learning delivery in the region. Below are the composition, roles and responsibilities of the committees per governance level.

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A. Regional Monitoring and Evaluation Committee (RMEC)

The RMEC will be composed of the following:

Chair:	Assistant Regional Director
Co-Chair:	Chief of Curriculum and Learning Management Division (CLMD)
Adviser:	Regional Director
Members:	All CLMD EPS's in-charge of each SDO
	Quality Assurance EPS
	1 External Stakeholder
Secretariat:	FTAD EPS

The RMEC has the following roles and responsibilities:
1. Conduct quarterly monitoring and evaluation of the implementation of distance learning delivery in the SDOs using the *Distance Learning Delivery Monitoring and Evaluation Form 1 (Enclosure 2).*
2. Prepare quarterly monitoring and evaluation reports.
3. Provide feedback to the Regional Executive Committee on the status of the implementation of distance learning delivery in the region.
4. Conduct orientation of CID Chiefs and EPSs on monitoring and evaluation of the implementation of distance learning delivery.
5. Resolve emerging issues in the conduct of monitoring and evaluation in the region.
6. Provide technical assistance to SDOs in the conduct of their monitoring and evaluation.
7. Organize, facilitate, and document meetings of the committee and focus group discussions with the Division Monitoring and Evaluation Committee (DMEC).
8. Develop policies or guidelines to improve the implementation of distance learning delivery in the region.

B. Division Monitoring and Evaluation Committee (DMEC)

The composition of the DMEC is as follows:

Chair:	Assistant Schools Division Superintendent
Co-Chair:	Chief of Curriculum and Implementation Division (CID)
Adviser:	Schools Division Superintendent
Members:	All Education Program Supervisors in the CID
	All Public Schools District Supervisors
	1 External Stakeholder
Secretariat:	SGOD-SMME

The DMEC has the following roles and responsibilities:

1. Conduct quarterly monitoring and evaluation of the implementation of distance learning delivery in all schools using the *Distance Learning Delivery Monitoring and Evaluation Form 2 (Enclosure 3)*.
2. Prepare and submit quarterly monitoring and evaluation reports to the RMEC.
3. Conduct orientation of school heads on monitoring and evaluation of the implementation of distance learning delivery.
4. Resolve emerging issues in the conduct of monitoring and evaluation in the division.
5. Recommend issues or concern for the RMEC to address.
6. Provide technical assistance to schools in the conduct of their monitoring and evaluation.
7. Participate in the focus group discussions organized by the RMEC.
8. Organize, facilitate and document meetings of the committee and focus group discussions with the School Monitoring and Evaluation Committees (SMECs)

C. School Monitoring and Evaluation Committee (SMEC)

The composition of the SMEC will be as follows:

Chair:	School Head
Co-chair:	Assistant Principal/Head Teacher
Members:	Learning Area Head Teachers/Key Teachers
	1 Community Learning Facilitator
	PTA President
	Barangay Captain/s

The SMEC has the following roles and responsibilities:

1. Conduct monthly monitoring and evaluation of the implementation of distance learning in their respective schools using *Distance Learning Delivery Monitoring and Evaluation Form 3 (Enclosure 4)*.
2. Identify learning facilitators who will help in conducting monitoring and evaluation in the community.
3. Prepare and submit quarterly monitoring and evaluation reports to the DMEC.
4. Resolve emerging issues in the conduct of monitoring and evaluation in the school.
5. Recommend issues or concerns for the DMEC to address.
6. Participate in the focus group discussions organized by the DMEC.
7. Organize, facilitate and document meetings of the committee and focus group discussions with community learning facilitators, parents, and learners.

Reference:

Regional Memorandum No. 164, s. 2020. Regional Pilot Testing of Blended/Distance Learning Delivery. DepEd CAR Regional Office.

DepEd Order No. 12, s. 2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the Covid-19 Public Health Emergency.

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Enclosure 2

DISTANCE LEARNING DELIVERY MONITORING AND EVALUATION FORM 1
(For Curriculum and Learning Management Division Use)

_____ **Quarter Monitoring**

Division	
Date of Monitoring	
Monitoring Strategy	Please check □ Field monitoring □ Online Monitoring □ Focus Group Discussion □ Others (please specify): _____

Flow of Home-Based Learning through DLD	Time Frame/ Frequency of Monitoring	Areas to Monitor	Division Team Response	Remarks
Preparatory Stage Readiness of the School and Community for the DLD	June 1 – August 14	What is the Distance Learning Delivery modality established in the Division?		
		How many schools in the division adopted the following DLD modalities?		
		a. Modular Distance Learning		
		b. Online Distance Learning		
		c. TV and Radio-Based Instruction		
		d. Blend of two or three of the DLD modalities		
		What is the context of the learners?		
		What is the context of the school?		
		Is the Distance Learning Delivery modality adopted by the schools in the division appropriate and relevant?		
		Are there health and safety protocols established in the division?		
		Are there safety nets for learners against violence and abuses at home and community established in the division?		
		How many school personnel in the division are trained for Distance Learning Delivery modality opted for?		
		What are the inclusive education programs being implemented in the division? (Please check all that is applicable)		

		a. Indigenous People's Education (IP Ed)		
		b. Madrasah Education Program		
		c. Special Education Program/Learner with Special Needs		
		d. Special Interest Programs		
		e. Others (Please specify)		
		How many schools implement the following inclusive programs?	████████	
		a. Indigenous People's Education (IP Ed)		
		b. Madrasah Education Program		
		c. Special Education Program/Learner with Special Needs		
		d. Special Interest Programs		
		e. Others (Please specify)		
		Is the Distance Learning Delivery Modality for inclusive education appropriate and relevant?		
		Are there enough available gadgets and equipment for learners and teachers for the Distance Learning Delivery modality opted for in each school in the division?		
		Are there available community learning facilitators to support learners while from home?		
		Are the community learning facilitators trained for distance learning delivery modality of the schools in the division?		
		How many learning facilitators were trained?		
		Is there assigned personnel in the division who will respond to queries from families and community learning facilitators?		
		How many learning resources are procured by the division?		
		How many learning resources were developed by the division?		
		How many learning resources were produced by the division?		

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		What is the ratio of learning resource materials to learners in the division?		
Stage 1 Teachers prepare the learning materials, weekly study guides and other resources for distance learning	Quarterly (fourth week of each Quarter)	Are school officials, teachers and partners in the division trained to convert SLMs to PDF flat, interactive digital format, inclusive e-books, video-taped lessons and radio-scripts from SLMs?		
		Are the following learning materials for K to 3 learners available in the Division?	██████	██████
		a. ADM learning modules of various formats		
		b. Leveled reader materials in print and digital format with consideration for mother tongue		
		c. Primer lessons in mother tongue		
		d. Primer lessons for Grade 1 to 3 in print, digital and audio formats, accompanied by big and small books		
		How many learning materials for K to 3 of the following kinds are available in the division?	██████	██████
		a. ADM learning modules of various formats		
		b. Leveled reader materials in print and digital format with consideration for mother tongue		
		c. Primer lessons in mother tongue		
		d. Primer lessons for Grade 1 to 3 in print, digital and audio formats, accompanied by big and small books		
		Are the following learning materials prepared by the teachers in each school in the division?		
		a. Learning plan		
		b. Self-learning modules in various formats		
		c. Home learning tasks of learners		
		d. Individual monitoring plan for learners		
		How many learning materials of the following kinds were produced and		

		are readily available in the division?		
		a. SLMs in PDF format		
		b. SLMs in Interactive digital format		
		c. Inclusive e-book		
		d. Video-taped lessons		
		e. Radio-script format		
		Are all learning materials aligned with the Most Essential Learning Competencies (MELCs)?		
Stage 2 Packaging of instructional Packet	Quarterly (fourth week of each Quarter)	Are all learners in the division given instructional packets?		
		How many schools provide the following learning materials in the instructional packet?	███████	
		a. SLMs in all subjects		
		b. Learning plan		
		c. Home learning tasks of learners in all subjects		
		d. CD/Flash drives containing the digital formats of all learning tasks and SLMs in all subjects, video-taped lessons and radio-scripts from SLMs.		
		e. Parent's Guide		
		f. Parent/Guardian learning support checklist		
		g. Others (Please identify)		
		What is the average number weeks or months given to learners to accomplish all the learning tasks provided in the instructional packet?		
Stage 3 Instructional Packet Distribution	Quarterly (fourth week of each Quarter))	How many schools adopt the following strategies in distributing instructional packets to learners?	███████	
		a. Dap-ayan ti parentes (parent/guardian picks up instructional packet at school)		
		b. School-on-wheels project		
		c. Barangray or Community Learning Center Delivery Support		
		d. Others (please specify)		
		How many schools conduct weekly orientation for guardians or para-teachers		

		who will help in supervising learners from home?		
Stage 4 Picking up of Instructional Packets by Parent/Guardian	Quarterly (fourth week of each Quarter)	Is there an area in the community designated by the all schools as pick up points of instructional packets for parents who cannot go to school?		
		What mechanism is used by the schools to monitor if the instructional packets are received by parents or learners?		
Stage 5 Accomplishment of Learning Tasks by Learners	Quarterly (fourth week of each Quarter)	What is the percentage of learners receiving learning resources per Distance Learning Delivery modality?		
		a. Modular Distance Learning		
		b. Online Distance Learning		
		c. TV and Radio-Based Instruction		
		d. Blend of two or three of the DLD modalities		
		What is the percentage of learners receiving learning resources responsive to their needs?		
		What are the learning support systems established in the school?		
		Are the learning support systems established in school appropriate and relevant?		
		What is the percentage of learners receiving support from learner support system?		
		What mechanism is used by schools in monitoring the progress of learners in a week?		
		How many teachers conduct home visitation (if allowed)?		
		How many teachers who are giving support to learners needing assistance and remediation are provided load allowance and travelling expenses?		
Stage 6 Accomplishment of Learning Support	Quarterly (fourth week of each Quarter)	What support systems are provided by schools to parent/guardian in supervising their children at home?		

Checklist by Parents		Are the support systems established in the schools appropriate and relevant?		
		What is the percentage of parents/guardians accomplishing and submitting learning support checklist?		
		How often is a parent-teacher conference conducted?		
Stage 7 Collection of Instructional Packets	Quarterly (fourth week of each Quarter)	How many schools do collect instructional packets using the following strategies?		
		a. Dap-ayan ti parentes (parent/guardian brings instructional packet at school)		
		b. School-on-wheels project		
		c. Teacher collects it from designated areas		
		d. Others (please specify)		

Notable findings: _____

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Monitoring Team: _____

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Date of Monitoring: _____

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Enclosure 3

DISTANCE LEARNING DELIVERY MONITORING AND EVALUATION FORM 2
(For Curriculum and Implementation Division Use)

_____ Quarter Monitoring

Name of School	
Date of Monitoring	
Monitoring Strategy	Please check □ Field monitoring □ Online Monitoring □ Focus Group Discussion □ Others (please specify): _____

Flow of Home-Based Learning through DLD	Time Frame/ Frequency of Monitoring	Areas to Monitor	School Team Response	Remarks
Preparatory Stage Readiness of the School and Community for the DLD	June 1 – August 14	What is the distance learning delivery modality established in school?		
		What is the context of the learners?		
		What is the context of the school?		
		Is the Distance Learning Delivery modality adopted appropriate and relevant?		
		Are there health and safety protocols established in school?		
		Are there safety nets for learners against violence and abuses at home and community established in school?		
		How many school personnel are trained for Distance Learning Delivery modality opted for?		
		What are the inclusive education programs being implemented by the school?		
		Is the Distance Learning Delivery Modality for inclusive education appropriate and relevant?		
		Are there enough available gadgets and equipment for learners and teachers for the Distance Learning Delivery modality opted for?		
		Are there available community learning facilitators to support learners while from home?		
		Are the community learning facilitators trained for		

		distance learning delivery modality of the school?		
		How many learning facilitators were trained?		
		Is there assigned personnel in the school who will respond to queries from families and community learning facilitators?		
		How many learning resources are procured by the school?		
		How many learning resources were developed by the school?		
		How many learning resources were produced by the school?		
Stage 1 Teachers prepare the learning materials, weekly study guides and other resources for distance learning	Quarterly (First week of each Quarter)	Are school officials, teachers and partners trained to convert SLMs to PDF flat, interactive digital format, inclusive e-books, video-taped lessons and radio-scripts from SLMs?		
		Are the following learning materials for K to 3 learners available?	███████	███████
		a. ADM learning modules of various formats		
		a.1. How many are available?		
		b. Leveled reader materials in print and digital format with consideration for mother tongue		
		b.1 How many are available?		
		c. Primer lessons in mother tongue		
		c.1. How many are available?		
		d. Primer lessons for Grade 1 to 3 in print, digital and audio formats, accompanied by big and small books		
		d.1. How many are available?		
		Are the following learning materials prepared by the teachers?	███████	███████
		a. Learning plan		
		b. Self-learning modules in various formats		
		c. Home learning tasks of learners		
		d. Individual monitoring plan for learners		

		How many learning materials of the following kinds were produced and are readily available?		
		a. SLMs in PDF format		
		b. SLMs in Interactive digital format		
		c. Inclusive e-book		
		d. Video-taped lessons		
		e. Radio-script format		
		Are all learning materials aligned with the Most Essential Learning Competencies (MELCs)?		
Stage 2 Packaging of instructional Packet	Quarterly (First week of each Quarter)	Are all learners given instructional packet?		
		What are the learning materials included in the instructional packet? (Kindly check all LMs in the instructional packet)		
		a. SLMs in all subjects		
		b. Learning plan		
		c. Home learning tasks of learners in all subjects		
		d. CD/Flash drives containing the digital formats of all learning tasks and SLMs in all subjects, video-taped lessons and radio-scripts from SLMs.		
		e. Parent's Guide		
		f. Parent/Guardian learning support checklist		
		g. Others (Please identify)		
		How many weeks or months are given to learners to accomplish the learning tasks provided in the instructional packet?		
Stage 3 Instructional Packet Distribution	Quarterly (First week of each Quarter)	How is the distribution of instructional packets done? (kindly check all that is applicable)		
		a. Dap-ayan ti parentes (parent/guardian picks up instructional packet at school)		
		b. School-on-wheels project		
		c. Barangray or Community Learning Center Delivery Support		
		d. Others (please specify) Is there an orientation being conducted weekly for		

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		guardians or para-teachers who will help in supervising learners from home?		
Stage 4 Picking up of Instructional Packets by Parent/Guardian	Quarterly (First week of each Quarter)	Is there a designated area in the community where parents who cannot go to school can pick up the instructional packet?		
		What mechanism is used by the school to monitor if the instructional packets are received by parents or learners?		
Stage 5 Accomplishment of Learning Tasks by Learners	Quarterly (First week of each Quarter)	How many learners are receiving learning resources per Distance Learning Delivery modality?		
		How many learners are receiving learning resources responsive to their needs?		
		What are the learning support systems established in the school?		
		Are the learning support systems established in school appropriate and relevant?		
		How many learners are receiving support from learner support system?		
		What mechanism is used by teachers in monitoring the weekly progress of learners?		
		How often do teachers conduct home visitation (if allowed)?		
		Are teachers who are giving support to learners needing assistance and remediation provided load allowance and travelling expenses?		
Stage 6 Accomplishment of Learning Support Checklist by Parents	Quarterly (First week of each Quarter)	What support systems are provided to parent/guardian in supervising their children at home?		
		Are the parents/guardians guided in accomplishing the Learning Support Checklist?		
		How often is a parent-teacher conference conducted?		
Stage 7 Collection of Instructional Packets	Quarterly (First week of each Quarter)	How is the collection of instructional packets done? (kindly check all that is applicable)		
		a. Dap-ayan ti parentes (parent/guardian brings instructional packet at school)		

		b.	School-on-wheels project		
		c.	Teacher collects it from designated areas		
		d.	Others (please specify)		

Are there concerns or issues recommended for CLMD to address? Please identify them below.

Monitoring Team:

Date of Monitoring:

Enclosure 4

DISTANCE LEARNING DELIVERY MONITORING AND EVALUATION FORM 3
(For School and Community Learning Facilitators Use)

Monthly Monitoring

Name of Parent/Guardian (Optional)	
Name of Learner (Optional)	
Date of Monitoring	

Monitoring Strategy	Please check ☐ Field monitoring ☐ Online Monitoring ☐ Focus Group Discussion ☐ Others (please specify): _____

Flow of Home-Based Learning through DLD	Time Frame/ Frequency of Monitoring	Areas to Monitor	Learner's Response *(Parent's Response for K to 3 Learners)*	Remarks
Stage 5 Accomplishment of Learning Tasks by Learners	Monthly (Every first week of the month)	What are the learning materials included in the instructional packet that you received? (Kindly check all LMs in the instructional packet)	███████	███████
		a. Self-Learning Modules in all subjects		
		b. Learning plan for the week		
		c. Home learning tasks in all subjects		
		d. CD/Flash drives containing the digital formats of all learning tasks and SLMs in all subjects, video-taped lessons and radio-scripts from SLMs.		
		e. Parent's Guide		
		f. Parent/Guardian learning support checklist		
		g. Others (Please identify)		
		Do you have gadget/s at home to open the learning materials in the CD or flash drive?		
		How many hours do you spend in doing each activity assigned to you?		
		Are you able to do all the activities you need to accomplish in a week?		
		Are the instructions in doing the activities assigned to you clear?		

		Do the self-learning modules help you to do the activities assigned to you?		
		Are the lessons in the self-learning modules easy to understand?		
		Do you experience any difficulty in doing the activities assigned to you?		
		Do you always need help when doing the activities assigned to you?		
		From whom do you ask help, every time you have difficulty in doing your activity?		
		How often does your parent/guardian help you in your activities?		
		How often does your teacher help you in doing your activities?		
		Is there always someone available to help you if you have difficulty in doing your activity?		
		How often does your teacher visit you at home?		
		Is there always somebody from the school that you can call every time you need help?		
		Is there a community learning facilitator who comes to your home to tutor you?		
		How often do you receive feedback from your teacher for submitted activities?		
		How does your teacher check your weekly progress?		

Flow of Home-Based Learning through DLD	Time Frame/ Frequency of Monitoring	Areas to Monitor	Parent's/Guardian's Response	Remarks
Stage 6 Accomplishment of Learning Support Checklist by Parents	Monthly (Every first week of the month)	How often is a teacher-parent conference conducted?		
		What is discussed in the parent-teacher conference?		
		Are you guided in accomplishing the weekly learning support checklist?		
		Are you trained by the school to handle the lessons to your child/ward?		

		How often do you help you child/ward in his or her lessons?		
		Are you always available to help your child/ward in his or her lessons?		
		If you are not around, who helps your child/ward in his or her lessons?		
		What help do you always give to your child?		
		If you do not know the lesson, what do you do to help your child/ward?		
		What support do you receive from the school to help your child/ward in his or her lesson		
		Is there always somebody from the school that you can call every time you need help?		
		Is the support being given by the school to your child enough?		
		What other support do you think shall the school provide to address the needs of your child/ward?		

Are there concerns or issues recommended for CID to address? Please identify them below.

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Monitoring Team:

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Date of Monitoring: _____