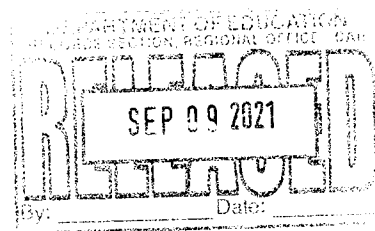




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



September 9, 2021

Regional Memorandum
No. 397-2021

**CONTEXTUALIZED OPLAN BALIK ESKWELA (OBE) MONITORING AND
EVALUATION TOOL FOR THE SCHOOL YEAR 2021-2022**

TO: Regional Functional Division Chiefs/OICs
Schools Division Superintendents
RO/SDO OBE Team
All Divisions
All Others Concerned

1. In line with Regional Memorandum 367, s. 2021 "Support to the 2021 Oplan Balik Eskwela (OBE)", and as result of Office Memorandum No. 140, s. 2021 "Revisiting the OBE Monitoring and Evaluation Tool", the regional office disseminates the contextualized OBE tool for utilization in the conduct of monitoring and evaluation of the opening of classes for the School Year 2021-2022.
2. The tool shall be used in gathering reliable data which shall present the status of schools' readiness upon start of the school year and shall serve as basis for gaps' analysis and provision of appropriate technical assistance.
3. Anent, all Schools Division Offices (SDOs) are directed to monitor all public and private schools using the tool in **Enclosure 1** and submit consolidated data by accomplishing the template in **Enclosure 2** to **ftaddepedcar@gmail.com**. Editable copies of the tools are accessible in Google Drive through link **<https://tinyurl.com/2021OBETool>**. Deadline of submission is **September 20, 2021**.
4. Furthermore, all regional office teams scheduled for school visits from September 13-17,2021 shall include in their tasks a brief monitoring of the school's opening using the tool to be shared by the Field Technical Assistance Division (FTAD) through the link mentioned above. Filled-up tool shall be submitted to FTAD for consolidation.
5. Should there be queries or clarifications relative to this, feel free to contact the FTAD through email address **ftaddepedcar@gmail.com** or cellphone number 09189659179.



Address: Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 - 1318 | **Fax No.:** (074) 422-4074
Website: www.depedcar.ph | **Email Address:** car@deped.gov.ph




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6. Immediate and widest dissemination of and strict compliance to this memorandum is directed.

ESTELA L. CARIÑO EdD, CESO III
Director IV/Regional Director

By Authority of the Regional Director:


FLORENTE E. VERGARA
Schools Division Superintendent
OIC, Office of the Assistant Regional Director



Republic of the Philippines
Department of Education
 Cordillera Administrative Region

CONTEXTUALIZED OPLAN BALIK ESKWELA MONITORING AND EVALUATION FORM FOR SCHOOL YEAR 2021-2022

I. BASIC INFORMATION			
Division:		District:	
Name of School:		School ID:	
Name of School Head:		Number of Personnel	Non-teaching: Teaching:
Type:	Please check. <input type="checkbox"/> Private <input type="checkbox"/> Public	Level:	Please check. <input type="checkbox"/> Elementary o Complete/Incomplete Elementary > If incomplete, please specify grade level: _____ o Integrated (K-10, K-12) o Elementary/Secondary with ALS o ALS CLC <input type="checkbox"/> Secondary o Secondary (JHS only) o Secondary (SHS only) o Secondary (JHS and SHS) <input type="checkbox"/> Multigrade <input type="checkbox"/> SPED Center Others, please specify: _____
Date of Monitoring:			
Monitoring Strategy	Please check <input type="checkbox"/> Field monitoring/On-site Monitoring <input type="checkbox"/> Online Monitoring <input type="checkbox"/> Focus Group Discussion (Please check: ___ face to face ___ online) <input type="checkbox"/> Others (please specify): _____		



II. SIGNIFICANT DATA

(Note: Data shall include enrollees in Special Interest Programs and Gifted/Talented learners from SPED Centers.)

Grade/Level	Sex		Total	No. of IP learners out of the total number of enrollees <i>(IP identification reference: RA 8371 of 1997 or Indigenous Peoples Rights Act 1997)</i>		Total
	Male	Female		M	F	
Kindergarten/Headstart	<i>e.g. 50</i>	50	100	10	30	40
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Non-Graded <i>(for SPED)</i>						
ALS						
TOTAL						

If offering Senior High School Programs, please accomplish this table:

Grade/ Level	Academic				Technical-Vocational-Livelihood				Sports	Arts and Design
	ABM	HUMSS	STEM	General Academic	Agri-Fishery	Home Economics	ICT	Industrial Arts		
Grade 11										
Grade 12										
Total										

If offering Special Programs, please accomplish this table:

Grade/ Level	NUMBER OF LEARNERS											
	Special Science for Elementary Schools (SSES)	Special Science Program (SSP)	Special Program in Journalism (SPJ)	Special Program in the Arts (SPA)	Special Program in Foreign Language (SPFL)	Muslim Education Program (MEP)	Special Education (SPED)/ Inclusive Education (Learners with Disabilities)		Special Program for the Sports (SPS)	Special Program for Technical and Vocational (SPTV)	Open High School Program	Others not mentioned, please specify. (You may add columns.)
							With medical diagnosis	With manifestations				
Kindergarten												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												
TOTAL												

For SPED Centers, please accomplish this table:

NON-GRADED								GIFTED AND TALENTED			
With Diagnosis from Licensed Medical Specialist	No. of enrollees		Total	With manifestations	No. of Enrollees		Total	Grade Level	No. of Enrollees		Total
	Male	Female			Male	Female			Male	Female	
Visual Impairment				Difficulty in Seeing				Headstart			
Hearing Impairment				Difficulty in Hearing				Grade 1			
Intellectual Disability				Difficulty in Applying Knowledge				Grade 2			
Autism Spectrum Disorder				Difficulty in Remembering, Concentrating, Paying Attention and Understanding				Grade 3			
Emotional Behavior Disorder				Difficulty in Applying Adaptive Skills				Grade 4			
Orthopedic/Physical				Difficulty in Displaying Inter-				Grade 5			

Handicap				Personal Behavior							
Speech/Language Disorder				Difficulty in Mobility (walking, climbing, grasping)				Grade 6			
Cerebral Palsy				Difficulty in Communicating							
Special Health Problem/Chronic Disease											
Multiple Disabilities											
TOTAL:				TOTAL:				TOTAL:			

Grade level	Number of Learners using the chosen modality/ies				
	Modular Learning <i>(Either printed or digital)</i>	Radio-based Instruction (RBI)	Television-based Instruction (TVI)	Online Learning	Blended <i>(combination of Modular, RBI, TVI and Online Learning)</i>
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
TOTAL					

Grade level	Self-Learning Modules <i>(printed or digital)</i>			Learning Activity Sheets			Tablets			Others, please specify.		
	Target	Actual	Percentage of Completion	Target	Actual	Percentage of Completion	Target	Actual	Percentage of Completion	Target	Actual	Percentage of Completion
Kindergarten/Headstart												
Grade 1												

Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												
Non-Graded (SPED)												
ALS												
Total												

III. READINESS ASSESSMENT FOR THE DISTANCE LEARNING DELIVERY MODALITY								
	Time Frame/ Frequency of Monitoring	Areas to Monitor				SDO Monitoring Team Remarks/ Observations		
Preparation of the learning materials, weekly study guides and other resources for distance learning	August 23 to September 10, 2021	1. School personnel health and welfare				% Fully vaccinated: Number of unvaccinated: Reasons for being unvaccinated: 1. 2. 3. 4. 5.		
		a. Vaccination status (Target is > 70% completely vaccinated)						
		Category	Eligible population (number)	Incomplete/ 1 st dose only	Complete dose		Listed/ Waiting for schedule	Refused/ Unvaccinated
		A1 (health worker)						
		A2 (senior)						
		A3 (With comorbidities)						
		A4 (healthy adult below 60 y/o)						
		TOTAL						
		%						
		b. Number of school personnel on Alternative Work Arrangement					Are there A2 and A3 personnel working purely onsite? If yes, why? For those in AWA (especially Work-from-Home), are they capable of accomplishing expected work output at home?	
Category	Purely onsite		With AWA					
	Teaching	Nonteaching	Teaching	Nonteaching				
A1								
A2								
A3								
TOTAL								
2. Physical Facility								
a. Is the school used in the local COVID-19/ disaster response? <input type="checkbox"/> YES, currently <input type="checkbox"/> YES, previously <input type="checkbox"/> NO (if YES, proceed to b. and c.)								
b. Type of activity <input type="checkbox"/> Temporary Treatment and Monitoring Facility (TTMF) <input type="checkbox"/> Vaccination Site <input type="checkbox"/> Evacuation center <input type="checkbox"/> Others (specify): _____								
c. Rooms/facility used for this activity Number of academic rooms: _____ Number of non-academic rooms: _____ Others (please specify): _____								

3. Minimum Public Health Standards					
CONTROLS	Indicators	Observed	Not observed	MOV seen <i>(Please check)</i>	SDO Monitoring Team Remarks/ Observations
Administrative Controls	Policy on Health protocols				
	Policy on AWA				
	Contingency plan (presence of COVID-19 active cases)				
Engineering controls	Triage area at school entrance with thermal scanner				
	Barriers/ signage/ nudges in place				
	WASH in Schools is being implemented (3-star classification of school)				
	Well-ventilated workspaces				
Personal Protective Equipment (PPE)/ sanitation supplies	Mask/face shield worn by all personnel				
	70% alcohol available at entrances and in workspaces				
	** Health habits and disinfection observed (wearing of mask, distancing, hand hygiene and proper knowledge on COVID19 and the importance of vaccination			** Noted during spot-checks and conversations 😊	

4. Other Areas			
	Indicators	Number	SDO Monitoring Team Remarks/Observations
	Number of untrained community learning facilitators/volunteers		
	Number of teachers/school personnel with pre-existing health condition and/or disease		
	Number of school personnel trained for the Distance Learning Delivery modality opted for?		
	Number of community learning facilitators/volunteers to support learners while learning from home?		
	Number of learners to be provided with community learning facilitators/volunteers		
	Number of trained community learning facilitators/volunteers		

	Time Frame/ Frequency of Monitoring	Controls	Indicators	Please check.		MOV Seen	SDO Monitoring Team Remarks/Observations
				Observed	Not Observed		
Instructional Packet Distribution and Retrieval	September 13, 2021 onwards	Administrative Controls	School guideline on picking/dropping off modules				
		Engineering controls	Triage area at school entrance with thermal scanner				
			Designated areas for specific activities				
			Barriers/ signage/ nudges in place				
			Well- ventilated work-spaces				
		Personal Protective Equipment (PPE)/ sanitation supplies	Mask/face shield worn by all personnel and clients				
			70% alcohol available at entrances and in workspaces				
			** Health habits and disinfection observed (wearing of mask, distancing, hand hygiene and proper knowledge on COVID19 and the importance of vaccination				
		Distribution/ Retrieval	Distributed and retrieved the instructional packets to learners through the following:				
			a. Dap-ayan ti parentes				
b. School-on-wheels project							
	c. Barangay or Community Learning Center Delivery Support						

		d. Others (please specify)				
		Are there guardians or para-teachers (who will help in supervising learners)				
		Is there an area in the community designated by the schools as pick up points of instructional packets for parents who cannot go to school?				
		Is there mechanism is used by the schools to monitor if the instructional packets are received by parents or learners?				

Notable Findings/Issues:

Best Practices/Interventions to Improve Learning/Technical Assistance Provided:

Monitoring Team:

 Name and Signature
 Position:
 Date:

 Name and Signature
 Position:
 Date:

 Name and Signature
 Position:
 Date:

SUMMARY OF THE CONTEXTUALIZED OPLAN-BALIK ESKWELA MONITORING AND EVALUATION TOOL FOR THE SCHOOL YEAR 2021-2022

Division:	
Date/s of Monitoring:	
Monitoring Strategy/ies	Please check <input type="checkbox"/> Field monitoring/On-site Monitoring <input type="checkbox"/> Online Monitoring <input type="checkbox"/> Focus Group Discussion (Please check: ___face to face ___online) <input type="checkbox"/> Others (please specify): _____
Total Number of Schools Monitored:	

NUMBER OF SCHOOLS MONITORED

A. Public Schools

Level	Total No. of Schools in the Division	Actual No. of Schools Monitored	Total Number of Personnel	
			Non-Teaching	Teaching
Elementary				
Complete				
Incomplete				
Integrated (K to 10, K-12)				
Elementary/Secondary with Alternative Learning System				
ALS CLC				
Total				
Secondary				
Junior High School only				
Senior High School only				
JHS and SHS				
Total				
Multigrade				
SPED Center				
Others, please specify: _____				
Over-all Total				

II. SIGNIFICANT DATA

Over-all Enrolment

(Note: Data shall include enrollees in Special Interest Programs and Gifted/Talented learners from SPED Centers.)

Grade/Level	Sex		Total	No. of IP learners out of the total number of enrollees <i>(IP identification reference: RA 8371 of 1997 or Indigenous Peoples Rights Act 1997)</i>		Total
	Male	Female		M	F	
Kindergarten/Headstart	<i>e.g. 50</i>	<i>50</i>	<i>100</i>	<i>10</i>	<i>30</i>	<i>40</i>
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Non-Graded <i>(for SPED)</i>						
ALS						
TOTAL						

Senior High School Enrolment

Grade/ Level	Academic				Technical-Vocational-Livelihood				Sports	Arts and Design	Total
	ABM	HUMSS	STEM	General Academic	Agri- Fishery	Home Economics	ICT	Industrial Arts			
Grade 11											
Grade 12											
Total											

Number of Enrollees in Special Programs:

Grade/ Level	NUMBER OF LEARNERS/ENROLLEES											
	Special Science for Elementary Schools (SSES)	Special Science Program (SSP)	Special Program in Journalism (SPJ)	Special Program in the Arts (SPA)	Special Program in Foreign Language (SPFL)	Muslim Education Program (MEP)	Special Education (SPED)/ Inclusive Education (Learners with Disabilities)		Special Program for the Sports (SPS)	Special Program for Technical and Vocational (SPTV)	Open High School Program	Others not mentioned, please specify. (You may add columns.)
							With medical diagnosis	With manifestations				
Kindergarten												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												
TOTAL												

Enrollees in SPED Centers:

NON-GRADED							GIFTED AND TALENTED				
With Diagnosis from Licensed Medical Specialist	No. of enrollees		Total	With manifestations	No. of Enrollees		Total	Grade Level	No. of Enrollees		Total
	Male	Female			Male	Female			Male	Female	
Visual Impairment				Difficulty in Seeing				Headstart			
Hearing Impairment				Difficulty in Hearing				Grade 1			
Intellectual Disability				Difficulty in Applying Knowledge				Grade 2			
Autism Spectrum Disorder				Difficulty in Remembering, Concentrating, Paying Attention and Understanding				Grade 3			
Emotional Behavior				Difficulty in Applying Adaptive				Grade 4			

Disorder				Skills							
Orthopedic/Physical Handicap				Difficulty in Displaying Inter-Personal Behavior				Grade 5			
Speech/Language Disorder				Difficulty in Mobility (walking, climbing, grasping)				Grade 6			
Cerebral Palsy				Difficulty in Communicating							
Special Health Problem/Chronic Disease											
Multiple Disabilities											
TOTAL:				TOTAL:				TOTAL:			

Grade level	Number of Learners using the chosen modality/ies				
	Modular Learning <i>(Either printed or digital)</i>	Radio-based Instruction (RBI)	Television-based Instruction (TVI)	Online Learning	Blended <i>(combination of Modular, RBI, TVI and Online Learning)</i>
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Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
TOTAL					



Grade level	Self-Learning Modules (SLM) <i>(printed or digital)</i>			Learning Activity Sheets (LAS)			Tablets			Others, please specify.		
	Target	Actual	Percentage of Completion	Target	Actual	Percentage of Completion	Target	Actual	Percentage of Completion	Target	Actual	Percentage of Completion
Kindergarten/ Headstart												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												
Non-Graded (SPED)												
ALS												
Total												

III. READINESS ASSESSMENT FOR THE DISTANCE LEARNING DELIVERY MODALITY								
	Time Frame/ Frequency of Monitoring	Areas to Monitor				SDO Monitoring Team Remarks/ Observations		
Preparation of the learning materials, weekly study guides and other resources for distance learning	August 23 to September 10, 2021	1. School personnel health and welfare					% Fully vaccinated: Number of unvaccinated: Reasons for being unvaccinated: 1. 2. 3. 4. 5.	
		a. Vaccination status (Target is > 70% completely vaccinated)						
		Category	Total Eligible population	Incomplete/ 1 st dose only (Total number)	Complete dose (Total Number)	Listed/ Waiting for schedule (Total Number)		Refused/ Unvaccinated (Total Number)
		A1 (health worker)						
		A2 (senior)						
		A3 (With comorbidities)						
		A4 (healthy adult below 60 y/o)						
		TOTAL						
		%						
		b. Number of school personnel on Alternative Work Arrangement						Are there A2 and A3 personnel working purely onsite? If yes, why? For those in AWA (especially Work-from-Home), are they capable of accomplishing expected work output at home?
Category	Purely onsite		With AWA					
	Teaching	Nonteaching	Teaching	Nonteaching				
A1								
A2								
A3								
A4								
TOTAL								
2. Physical Facility								
		Number of Schools						
How many schools used in the local COVID-19 or any disaster responses?		YES, Currently		YES, previously		NO		
If there are schools used, please accomplish the ff:								
Type of Activity				No. of Schools				
Temporary treatment/monitoring facility								
Vaccination site								
Evacuation Center								
Others, please specify: _____								

3. Minimum Public Health Standards					
CONTROLS	Indicators	Observed (No. of Schools)	Not observed (No. of Schools)	MOV seen (Please check)	SDO Monitoring Team Remarks/ Observations
Administrative Controls	Policy on Health protocols				
	Policy on AWA				
	Contingency plan (presence of COVID-19 active cases)				
Engineering controls	Triage area at school entrance with thermal scanner				
	Barriers/ signage/ nudges in place				
	WASH in Schools is being implemented (3-star classification of school)				
	Well- ventilated workspaces				
Personal Protective Equipment (PPE)/ sanitation supplies	Mask/face shield worn by all personnel				
	70% alcohol available at entrances and in workspaces				
	** Health habits and disinfection observed (wearing of mask, distancing, hand hygiene and proper knowledge on COVID19 and the importance of vaccination)				

4. Other Areas			
	Indicators	Total Number in all Schools Monitored	SDO Monitoring Team Remarks/Observations
	Number of untrained community learning facilitators/volunteers		
	Number of teachers/school personnel with pre-existing health condition and/or disease		
	Number of school personnel trained for the Distance Learning Delivery modality opted for?		
	Number of community learning facilitators/volunteers to support learners while learning from home?		
	Number of learners to be provided with community learning facilitators/volunteers		
	Number of trained community learning facilitators/volunteers		

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Instructional Packet Distribution and Retrieval	September 13, 2021 onwards	Administrative Controls	School guideline on picking/dropping off modules				
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			Well- ventilated work-spaces				
		Personal Protective Equipment (PPE)/ sanitation supplies	Mask/face shield worn by all personnel and clients				
			70% alcohol available at entrances and in workspaces				
			** Health habits and disinfection observed (wearing of mask, distancing, hand hygiene and proper knowledge on COVID19 and the importance of vaccination				
		Distribution/ Retrieval	Distributed and retrieved the instructional packets to learners through the following:				
			a. Dap-ayan ti parentes				
b. School-on-wheels project							
		c. Barangay or Community Learning					

		Center Delivery Support				
		d. Others (please specify)				
		Are there guardians or para-teachers (who will help in supervising learners)				
		Is there an area in the community designated by the schools as pick up points of instructional packets for parents who cannot go to school?				
		Is there mechanism is used by the schools to monitor if the instructional packets are received by parents or learners?				

Notable Findings/Issues:

Best Practices/Interventions/Technical Assistance Provided:

Consolidated by/Monitoring Team:

Certified Correct:

 Name and Signature
 Position:
 Date:

 Name and Signature
 Position:
 Date:

 Schools Division Superintendent
 Date: