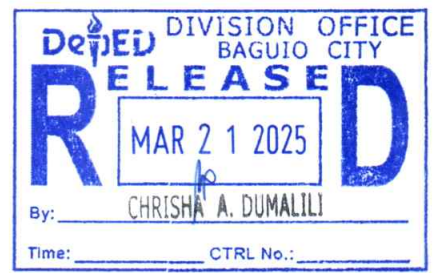




Republic of the Philippines
Department of Education
 Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY



March 21, 2025

DIVISION MEMORANDUM

No. 204-2025

**GUIDANCE TO SCHOOL HEADS ON VALIDATION OF SY 2024-2025
 ACCOMPLISHMENTS VIS-À-VIS OFFICE PERFORMANCE AND COMMITMENT**

To : Assistant Schools Division Superintendent
 Chief Education Supervisors
 Section/Unit Heads
 Public School Heads
 Others Concerned

1. In reference to DO No. 2, s. 2015 on Performance Cycle, Phase III: Performance Review and Evaluation, this office announces the conduct of the onsite validation and assessment of Office Performance Commitment of School Heads for SY 2024-2025.
2. The objective of the activity is as follows:
 - a. To assess the school head's performance level based on the commitment and measures as contained in the signed OPCRf; and
 - b. To determine the progress in achieving the objectives.
3. The template of the OPCR for the School Heads can be accessed and downloaded through this link: <https://tinyurl.com/PPSSHBasedOPCR2024Final>
4. Important schedules to remember:

ACTIVITY	DATE (2025)	PERSONS RESPONSIBLE
Self-assessment	March to June	School Heads
Compilation of MOVs for Document Analysis		
PMT Validation of Accomplishments/Onsite validation at the Districts	June 30 to July 4	Performance Management Team
Submission of rated OPCRf	July 7 to 11	School Heads
PMT Meeting to Finalize and Sign OPCRf	July 7 to 11	PMT
Submission of OPCRf to Approving Authority	July 14 to 16	PMT
Retrieval of Approved OPCRf	July 17 to 18	School Heads
Commitment Planning for SY 2025 - 2026	July 8	School Heads, PSDS, and all members of PMT

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5. Validation Team:

PMT	DISTRICTS TO BE VISITED	DATE OF VISIT
Team A Carmel F. Meris Nieves D. Ebanio Jovelyn T. Balantin Olivia G. Gomez	District 10	June 30
	District 9	July 1
	District 8	July 2
	District 7	July 3
	District 6	July 4
Team B Niño M. Tibangay Marina D. Tabangcura Lilibeth G. Degsi Ma. Louella C. Moncada	District 5	June 30
	District 4	July 1
	District 3	July 2
	District 2	July 3
	District 1	July 4

6. Enclosure 1: Proofs of Accomplishments vis-à-vis OPCR and Description of Validation Strategy/ies.
7. Immediate and wide dissemination of this Memorandum is desired.

SORAYA T. FACULO PhD, CESO VI
Schools Division Superintendent

For the Schools Division Superintendent:


CARMEL F. MERIS
OIC – Assist. Schools Division Superintendent



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Enclosure 1: PROOFS OF ACCOMPLISHMENTS VIS-À-VIS OPCR and DESCRIPTION OF VALIDATION STRATEGY/IES

KRA	OBJECTIVES	PROOFS OF ACC. (MOV'S)	STRATEGY/IES FOR VALIDATION
PART 1A: COMMITMENT TO ORGANIZATIONAL OUTCOMES			
Leading Strategically	Ensured engagement of school community in the implementation of school plans aligned with DepEd vision, mission, core values, and instructional goals and practices	Copy of AIP with accomplishment reports proving that physical and financial implementation of PAPs were implemented and monitored	Document Analysis – compilation of documentary evidence/s Discussion with School Head – conversation or forum with the school head and the PMT
	Managed collaboration with school personnel in the conduct of research and utilization of findings in facilitating data-driven and evidence-based innovations to improve school performance	1 SDS-approved research proposal and final research	Document Analysis – compilation of documentary evidence/s Discussion with School Head – conversation or forum with the school head and the PMT
	Managed the design of supplemental monitoring and evaluation tools following standard processes to promote learner achievement	a. Quarterly SMEA reports b. Sample M and E tool/s designed or modified by the school showing evidence of standards followed	Document Analysis – compilation of documentary evidence/s Discussion with School Head – conversation or forum with the school head and the PMT
Managing school operations and resources	Managed school data and information using technology, including ICT, to ensure effective and efficient school operations	Evidence of data collection and analysis and data reporting mechanisms using ICT (e.g. data on MPS analyzed with school personnel)	Document Analysis – compilation of documentary evidence/s Discussion with School Head – conversation or forum with the school head and the PMT

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	<p>Ensured establishment of shared accountability in managing school facilities and equipment in adherence to policies, guidelines, and issuance on acquisition, recording, utilization, repair and maintenance, storage, and disposal</p>	<p>a. Certification from the Supply Officer on Property inventory report;</p> <p>b. Maintenance report on inspection or monitoring of facilities and equipment upkeep</p>	<p>Document Analysis – compilation of documentary evidence/s</p> <p>Discussion with School Head – conversation or forum with the school head and the PMT</p> <p>Certification from Supply Officer (certification need not be requested by the School Heads. PMT shall bear the certification during on-site validation)</p>
	<p>Ensured engagement of school personnel in managing staff such as teaching load distribution and grade level and subject assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school</p>	<p>Certification by SDO Planning Office on the school's compliance to accomplishment of School Form 7 and timelines</p>	<p>Planning unit report and certification (certification need not be requested by the School Heads. PMT shall bear the certification during on-site validation)</p>
	<p>Managed school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction in collaboration with the wider school community</p>	<p>Certification from SDO DRRM Focal of the completeness and timeliness of reports and overall evaluation of school safety preparedness</p>	<p>SDO DRRM focal certification (certification need not be requested by the School Heads. PMT shall bear the certification during on-site validation)</p>



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Focusing on teaching and learning	Managed teamwork in the conduct of review, contextualization, and implementation of learning standards to make the curriculum relevant for learners	<ul style="list-style-type: none"> a. Instructional Supervisory Plans; and b. LAC Plan relative to curriculum review, contextualization, and implementation 	<p>Document Analysis – compilation of documentary evidence/s</p> <p>Discussion with School Head – conversation or forum with the school head and the PMT</p>
	Ensured engagement of school personnel such as master teachers, head teachers and department heads in providing Technical Assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice	<ul style="list-style-type: none"> a. Summary of conduct of COT for all teachers; b. 3 sample accomplished COTs; c. Accomplished coaching plan or TA plan for teacher/s needing more technical support 	<p>Document Analysis – compilation of documentary evidence/s</p> <p>Discussion with School Head – conversation or forum with the school head and the PMT</p>
	Managed engagement with the wider school community in developing data-based interventions to sustain learner-achievement and attain other performance indicators	<ul style="list-style-type: none"> a. Minutes of meeting with SPTA highlighting discussions about learning outcomes; b. Phil-IRI post test result 	<p>Document Analysis – compilation of documentary evidence/s</p> <p>Discussion with School Head – conversation or forum with the school head and the PMT</p>
	Engaged the wider school community in maintaining a learner-friendly, inclusive, and healthy learning environment	Accomplished Child friendly school survey validated by School CFSS Validating Team	<p>Document Analysis – compilation of documentary evidence/s</p> <p>Discussion with School Head – conversation or forum with the school head and the PMT</p>

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	<p>Ensured that learner discipline policies developed with stakeholders are integrated into various school processes and are applied consistently at all times, by all school personnel at all levels</p>	<p>a. Copy of student handbook or GRaNdSDisM (Gender Responsive and Non-discriminatory Student Discipline) manual;</p> <p>b. Evidence of utilization of handbook or GRaNdSDisM in school processes:</p> <ul style="list-style-type: none"> * Minutes of conference relative to adherence to child protection policy * Child protection policy committee reports * LSIS report 	<p>Document Analysis – compilation of documentary evidence/s</p> <p>Discussion with School Head – conversation or forum with the school head and the PMT</p>
<p>Developing self and others</p>	<p>Managed the conduct of monitoring and evaluation with school personnel on the implementation of performance management system to ensure career advancement for individual school personnel and to improve office performance</p>	<p>a. IPDP;</p> <p>b. PMCF;</p> <p>c. Minutes of commitment planning and review;</p> <p>d. Summary of IPCRF rating of teaching and non-teaching personnel; 2 sample IPCRFs of teaching personnel (1 MT and 1 Teacher) and 1 sample IPCRF of non-teaching personnel</p>	<p>Document Analysis – compilation of documentary evidence/s</p> <p>Discussion with School Head – conversation or forum with the school head and the PMT</p>

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		e. Proof of any awarding done relative to performance management	
	Managed fair and equal distribution of capacity-building or professional development opportunities for individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability	School Personnel Profile detailing any of the listed professional development opportunities provided	Document Analysis – compilation of documentary evidence/s Discussion with School Head – conversation or forum with the school head and the PMT
	Worked with school personnel to encourage stakeholders to support the implementation of the school rewards system in recognizing and motivating learners, school personnel and other stakeholders to sustain exemplary performance and/or continued support	School Rewards System Profile to highlight plans and accomplishments	Document Analysis – compilation of documentary evidence/s Discussion with School Head – conversation or forum with the school head and the PMT
Building connections	Engaged the wider school community in promoting inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to strengthen awareness, acceptance, and respect	a. Action Plans and Accomplishment Reports of SGC and/or PTA; b. DPDS Certification from SocMob	Document Analysis – compilation of documentary evidence/s Discussion with School Head – conversation or forum with the school head and the PMT SOCMOB Certification (certification need not be requested by the School Heads. PMT shall bear the certification during on-site validation)

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	Empowered the community, such as parents, alumni, authorities, industries, and other stakeholders, to participate in addressing concerns on learner development, as well as school and community improvement	a. Subscribed MOA/MOU; Deed of Donation or Deed of Acceptance b. Implementation Reports of the program; and c. Utilization report of the resources donated	Document Analysis – compilation of documentary evidence/s Discussion with School Head – conversation or forum with the school head and the PMT
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PART 1B: INNOVATING AND INTERVENING ACCOMPLISHMENTS

Note:

- a. Schools to input their collective school innovations under the following categories (limit to 3 innovations only):
 - 1 Learning resource-related innovation (e.g. development of modules, digitized or digitalized modules/activity sheets/resources)
 - 2 Non-LR related innovations (e.g. GO and LEAD project on blended learning strategy for the school, others)
- b. MOVs to be verified through document analysis and discussion

PART 1C: ORGANIZATIONAL EFFECTIVENESS

Note:

- a. MOVs to be verified by the accountant, HRMO, and PAO focal
- b. Accountant to rate schools on financial stewardship; HRMO on process improvement; and PAO focal on client satisfaction

PART II-A: LEADERSHIP COMPETENCIES

Note:

- a. To be converted to an E-version
- b. School Heads to be rated by fellow school heads, teachers in the school, non-teaching staff, 3 members of the SPTA

PART II-B: CORE BEHAVIORAL COMPETENCIES

Note:

- a. To be converted to an E-version
- b. School Heads to be rated by fellow school heads, teachers in the school, non-teaching staff, 3 members of the SPTA