



Republic of the Philippines
Department of Education
REGION II - CAGAYAN VALLEY
SCHOOLS DIVISION OF TUGUEGARAO CITY

gpd-20-058

February 25, 2020

DIVISION MEMORANDUM

No. 61, s. 2020

DIVISION GUIDELINES ON SCHOOL-TO-SCHOOL PARTNERSHIPS

**To: Assistant Schools Division Superintendent
SGOD and CID Chiefs
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary Public School Heads
School SBM and SMME Coordinators
All Concerned**

1. With SDO Tuguegarao City's aim to strengthen School-Based Management (SBM) through building partnerships and networks between and among stakeholders, schools and communities, all school heads are advised to forge partnerships with other schools to intensify cooperation and collaboration in improving learning outcomes and performance.
2. Through Division School-to-School partnerships, designated leader schools can share their effective practices, and help partner schools improve school performance using the Learning Action Cell (LAC), Continuous Improvement (CI) Program and SBM.
3. This Division policy is based on DO 44, s. 2016, otherwise known as the *Guidelines on the School-to-School Partnerships for FY 2016*. Its purpose is to generate short-term positive outcomes among schools involved in partnerships which are enabling mechanisms to effective schools. These outcomes include the following:
 - Partner Schools are engaged in collaborative professional development activities such as CI, LAC, and action research;
 - Partner Schools jointly undertake planning, problem-solving, and resource mobilization activities to address community-wide educational problems; and
 - Partner Schools improve social trust, awareness and understanding with other schools.
4. The City Division has identified four (4) Leader Schools (LS) in each district:
 - a. Tuguegarao North Central School-North District
 - b. Tuguegarao West Central School-West District



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- c. Tuguegarao East Central School-East District
 - d. Tuguegarao Northeast Central School-Northeast District
5. The Partner Schools (PS) are the schools that will be assisted by the Leader Schools in their respective districts.

6. Roles and Responsibilities

The Schools Division Office (SDO) has the following functions:

- a. Providing orientation on the contents of this policy;
- b. Mentoring and coaching to both schools during joint planning, problem solving, action research and resource mobilization;
- c. Ensuring that the resources (e.g. materials, technical, human resources) that the schools need are available according to the schedule of their proposed activities;
- d. Monitoring the progress and milestones of the partnership activities and projects;
- e. Reporting and other assistance that may be needed by the partnership;
- f. Forming communities of practice and professional learning sessions to facilitate sharing of good practices and lessons learned;
- g. Reviewing Division-wide program implementation of school-to-school partnerships; and,
- h. Creating advocacy activities and materials on school-to-school partnerships to gather the support of stakeholders; and

7. Furthermore, the partnership building activities may be undertaken following these phases:

I. INITIATION PHASE		
SCHOOLS DIVISION OFFICE (SDO)	LEADER SCHOOL (LS)	PARTNER SCHOOL (PS)
Provides technical inputs on school-to-school partnerships		
Assists LSs in selecting their PSs	Select a nearby PS	
Division SBM Coordinator facilitates communication between the LSs and PSs	Makes initial contact with potential PS	
	Creates a core team who will provide technical assistance (TA) and support needed by the PS	
	The School SBM Coordinator serves as the liaison officer with the PS	



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		The School SBM Coordinator liaises with the LS.
	Orients teaching and non-teaching personnel about the school's involvement in the partnership to ensure that everybody is committed to the success of the partnership.	Orients teaching and non-teaching personnel about the school's involvement in the partnership to ensure that everybody is committed to the success of the partnership.
	<p>Assesses the needs of the PS based on their Enhanced School Improvement Plan (ESIP) to ensure that targets are focused on critical areas</p> <p>Does a collaborative review with the PS</p> <p>Asks the targets of the PS what specific resources and support they need, what are the challenges in implementing the plans in the ESIP, and what are the current gaps in the plans</p> <p>Interviews parents, students and stakeholders if necessary</p>	<p>Prepares ESIP and School Report Card (SRC) and other school data</p> <p>Participates in the collaborative review</p> <p>Identifies teachers and parents to be interviewed for needs assessment if necessary</p>
	<p>Identifies the school's strengths and its capacity to support the PS</p> <p>Communicates this to the PS</p>	<p>Discusses and agrees on the scope of help to be given by the LS</p> <p>Assigns the Project Team (PT) (preferably the PT assigned in the Priority Improvement Area (PIA) to work with the LS)</p>



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	Creates a timetable with duration of activities and consults the PS on this	
	Enters into a formal school-to-school agreement Submits Memorandum of Agreement (MOA) and timetable to the SDO	Reviews partnership agreement

II. PARTNERSHIP BUILDING PHASE		
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SDO	LEADER SCHOOL (LS)	PARTNER SCHOOL (PS)
Conducts trainings/coaching to LSs pertaining to partnership planning, joint problem solving, and resource mobilization if necessary		
Involves Local Government Units or other stakeholders when needed		
	Starts project implementation	Starts project implementation

III. SUSTAINING PHASE		
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SDO	LEADER SCHOOL (LS)	PARTNER SCHOOL (PS)
Monitors progress and impact of projects	Monitors project implementation outcomes through SMEA/PIR or other means of monitoring progress	Continues coordination with the LS
Coordinates with Regional Field Technical		



Assistance Teams (RFTATs) and Division Field Technical Assistance Teams (DFTATs) for other TA needs		
Documents reported accomplishments	Documents the gains/impact of the project	Documents the gains/impact of the project

IV. CONCLUDING PHASE		
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SDO	LEADER SCHOOL (LS)	PARTNER SCHOOL (PS)
	Transfers process/innovation/technology to PS as part of the transition	Actively participates
	Conducts meetings and debriefings	Conducts meetings and debriefings
	Submits accomplishment reports to SDO	Submits accomplishment reports to SDO
Identifies and documents Best Practices of schools		

8. Best Practices in Curriculum, Instruction and Assessment

The partnership activities and projects must be aligned to the spirit and intention of this policy which is to build genuine partnerships between and among schools, and share effective practices.

For illustrative purposes, sample partnership activities that can be implemented are presented. **These activities are just examples and are in no way complete and exhaustive. Therefore, these activities should not be taken as the only means of achieving authentic partnerships. Based on its needs, the Leader and Partner Schools should prioritize which activities to implement.**



A. Best Practices on Curriculum, Instruction and Assessment
(adopted from DO 44, s. 2016)

KEY STAGE	PARTNERSHIP ACTIVITIES	SAMPLE ACTIVITIES
Kinder to Grade 3	Activities on Mother Tongue-Based Multilingual Education	<ul style="list-style-type: none"> ● Contextualization of learning materials and teaching guides; ● Creation of teacher-made learning materials for use in differentiated and innovative instruction; ● Capacity-building for teachers on content, pedagogy, classroom management, differentiated instruction, and inclusive education; ● Conduct of activities for teaching and assessment including the purchase of supplies and materials necessary to conduct them; ● Tapping Indigenous People (IP) resource persons from the community to share their knowledge and practices; ● Implementation of LAC projects particularly for Special Education (SPED), Multigrade Education, and SHS; and ● Organization, mobilization, and other supporting activities LAC Project Teams.
Grades 4 to 6	Activities on Technology and Livelihood Education (TLE)	
Grades 7 to 10	Activities on TLE or Technical-Vocational-Livelihood (TVL), Senior High School (SHS) and Career Guidance Advocacy	
Grades 11 to 12 (For integrated SHS)	Activities on TVL, SHS and Career Guidance Advocacy, and industry partnership engagement	

B. Best Practices on leadership and governance

- School improvement planning and SBM assessment;
- CI Methodology, LAC, and Action Research;
- Transparency and accountability (e.g. School Report Card (SRC) and Transparency and Accountability Board);
- Water, sanitation and hygiene;
- Solid waste management;
- Advocacy and education campaigns for internal and external stakeholders;
- Enrolment management;



- Child-mapping or tracking of learners, especially boys, who are at risk of dropping out; and
- Information, Communication and Technology.

C. Best Practices on disaster risk reduction

- Resource-sharing and rapid response;
- Education continuity strategies;
- School-community emergency preparedness drills;
- Temporary Learning Spaces following national or local designs;
- Joint clean up after disasters;
- Psychosocial support for students and teachers after disasters;
- Collaborative hazard-mapping; and,
- Helping nearby schools become more resilient to disasters.

9. Monitoring and Evaluation

The SDO shall conduct regular monitoring and evaluation to ensure successful collaboration and partnerships of schools. Progress and impact are to be reported during the School Management Monitoring and Adjustment/Program Implementation Review (SMEA/PIR) and the Division Management Committee (MANCOM) meetings.

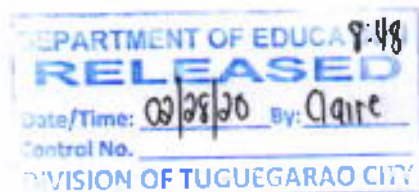
10. Attached is the sample template of the Memorandum of Agreement (MOA).

11. For information and compliance.

REYNANTE Z. CALIGUIRAN
Assistant Schools Division Superintendent
OIC- Office of the Schools Division Superintendent

Reference: DO 44, s. 2016
To be indicated in the Perpetual Index
Under the following subjects:
PROGRAMS

SGOD/ SMME/GMD/ACI



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SCHOOL-TO-SCHOOL PARTNERSHIP AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This **PARTNERSHIP AGREEMENT** (hereinafter referred to as "Agreement") is entered into this ____ day of _____, 20__ at _____, by and between:

[NAME OF SCHOOL], located at _____, represented by the School Head, [Name], (hereinafter called the "**Leader School**");

-and-

[NAME OF SCHOOL], located at _____, represented by the School Head, [Name], (hereinafter called the "**Partner School**");

WITNESSETH:

WHEREAS, the Leader School sees that supporting the Partner School reach its full potential will ultimately benefit the community as a whole;

WHEREAS, the Leader School has signified its willingness and commitment to support and assist the Partner School through a partnership agreement;

WHEREAS, the Partner School, sees that the Leader school can be its coach, mentor and role model in curriculum implementation and school-based management;

WHEREAS, the Partner School, likewise, is willing and committed to be supported and assisted by the Leader School in order to reach the desired performance;

NOW THEREFORE, above premises considered, the Parties hereby commit themselves to perform their respective obligations under this Agreement:

Responsibilities of Leader School	Responsibilities of Partner School

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed in their names on the day and place above written.

**[NAME OF LEADER
SCHOOL]**

Name of the School Head

[NAME OF PARTNER SCHOOL]

Name of the School Head

WITNESSES:

**SGC/SPT/PTA/COMMUNITY
REPRESENTATIVE**

Superintendent/Chief, School Governance

Operations Division/SBM Coordinator