



Department of Education
Region VI – Western Visayas

SCHOOLS DIVISION OFFICE OF KABANKALAN CITY

Tayum St., Barangay 8, Kabankalan City, Negros Occidental
Tel. No. (034) 471-2003 • (034) 471-0192 • kabankalan.city001@deped.gov.ph



DIVISION MEMORANDUM

No. 46 s. 2020

February 17, 2020

PASIDUNGOG SA TATAK GALING ESKWELAHAN 2020

To: Asst. Schools Division Superintendent
CID and SGOD Chiefs
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Cognizant of the value in recognizing exemplary performance of teachers and school communities as outlined in the PRAISE award, the DepED SDO of Kabankalan City will conduct the Pasidungog sa "Tatak Galing Eskwelahan" 2020. The annual search for seal of excellence in school performance will culminate on April 17, 2020, 9:00 AM at Zaycoland Resort and Hotel, Brgy. 9, Kabankalan City, Negros Occidental.
2. The Pasidungog sa "Tatak Galing Eskwelahan" aims to:
 - a. To recognize the best practices of schools and the outstanding performance of the personnel in compliance to CSC PRIME guidelines.
 - b. To enhance the morale of personnel and instill a deeper commitment to the teaching profession and public service;
 - c. To celebrate the achievements/accomplishments of schools and personnel and build a platform for benchmarking and documentation of best practices.
3. Pasidungog sa Tatak Galing Eskwelahan 2020 shall cover performance for SY 2019-2020 of all schools and nominees for the different categories, public elementary, Junior and Senior High school heads and all the personnel comprising the three main divisions namely: CID, SGOD and Administration of SDO Kabankalan City.
4. On the Awarding Rites on April 17, 2020, participants shall wear Filipiniana - inspired gown (floor length) using local and indigenous fabric/textile and long sleeved Barong for men. A shortlist of nominees/awardees and participants will be issued in the succeeding memorandum.
5. Mechanics, criteria, timeline and working committees are stipulated in the enclosures.
6. All expenses incurred relative to this activity shall be charged against Division and school MOOE or local funds subject to the usual accounting and auditing rules and regulations.

For immediate and widest dissemination.


PORTIA M. MALLORCA, PhD., CESO V
Schools Division Superintendent






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Enclosure No. 1 to Division Memorandum No. 46, s. 2020

MECHANICS FOR THE SEARCH

Pasidungog “Tatak Galing Eskwelahan” Awards

1. All schools and teacher/personnel must be evaluated as necessary. Results of evaluation shall be integrated in the IPCRF of the school head and IPCRF of teachers/personnel as applicable.
2. The school PRAISE Committee shall conduct a self -assessment of the provided checklist/assessment tools.
3. School PRAISE Committee will submit result of their self-assessment for validation to the District PRAISE Committee.
4. The District PRAISE after validation will prepare the consolidated result per category to the Division PRAISE committee who may conduct on-site validation of the result as necessary.
5. Division finalists will submit a 2 – 2.5-minute video presentation highlighting their best practices and accomplishments or innovations.
6. The Top 5 Elementary Schools and Top 5 Secondary Schools will be awarded “Tatak Galing Eskwelahan”.
7. School Head & Teacher/s of the Top Schools, with Outstanding OPCR/IPCRR Rating, will automatically be awarded as the Best Performing School Head & Best Performing Teacher/s.
8. Public Schools District Supervisors of the District with the most number of Best Performing Schools will automatically be the Best Performing Public Schools District Supervisors.
9. Winners and awardees will be informed through a Division Memorandum. Awardees are enjoined to wear the prescribed attire.

Division PRAISE Committee

Chairman: ASDS Peter J. Galimba
Members: Cecilia G. Abello, PhD – Chief, SGOD
Bernadin T. Bendo, PhD – OIC, CID
Arnold S. Magdaet – Administrative Officer V
Eulyne D. Lucerna – SEPS-HRD
Saturnino T. Pabalinas, Jr., PhD – OIC-SEPS – Planning & Research

DISTRICT PRAISE COMMITTEE

Kabankalan I

Mareli T. Doniña
Mario Q. Diagmel
Analie V. Almaiz
Rene S. Erillo
Sheina S. Saquian

Kabankalan II

Mary Joan G. Dayon
Jesusa G. De la Paz
Eden Joy B. Nifras
Junry M. Esparar
Jake Carlyne G. Tugbang

Kabankalan V

Faustino T. Padilla, Jr.
Jolly G. Gariando, Jr.
Elvie R. Verde
Romeo G. Poyogao
Jonalyn A. Dela Cerna

Kabankalan III

Larlin Q. Quirit
Miguel G. Peñaranda, III
Blas P. Tabayag Jr.
Mary Helen M. Bocol
Dr. Amely Love C. Gelsanao

Kabankalan IV

Helen M. Mambalos
Ann Yvonne B. Vingno
Angela T. Malala
Julieta V. Gempison
Dr. Aldwin Marco P. Bendo



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TIMELINE FOR THE SEARCH FOR AWARDEES TO THE YEARLY PASIDUNGOG

3rd Week of February	-	Self-Assessment of Schools
4th Week of February	-	Submission of results to the District PRAISE Committee;
1st – 2nd Week of March	-	District/Division Field Validation of finalists
3rd week of April	-	Awarding of Winners

LIST OF AWARDS FOR THE TATAK GALING ESKWELAHAN 2020

1. Top 5 Best Performing Elementary School
2. Top 5 Best Performing Secondary School
3. Top 5 Best Performing Elementary School Head
4. Top 5 Best Performing Secondary School Head
5. Best Performing Teacher/s – Elementary Level
6. Best Performing Teacher/s – Secondary Level
7. Best Performing ALS Mobile Teacher
8. Best Performing Public Schools District Supervisor
9. Best Performing Office Personnel – Level 1 (Male & Female)
10. Best Performing Office Personnel – Level 2 (Male & Female)



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Enclosure No. 2 to Division Memo No. 46, s. 2020

**"TATAK GALING ESKWELAHAN 2020"
VALIDATION FORM**

School: _____ School Head: _____
School Address: _____ Position/Designation: _____
District: _____ Date of Validation: _____

CRITERIA/INDICATORS	POINTS	WEIGHT	RATING
A. PROGRAMS IMPLEMENTATION		20	
1. DRRM (Comprehensive School Safety and Preparedness Tool) Enclosure No. ____ to Div. Memo No. _____, s. 2020		2	
2. SSG/SPG Programs and Projects Tool Enclosure No. ____ to Div. Memo No. _____, s. 2020		2	
3. Child-Friendly School Tool Enclosure No. ____ to Div. Memo No. _____, s. 2020		2	
4. Gender and Development Tool Enclosure No. ____ to Div. Memo No. _____, s. 2020		2	
5. Brigada Eskwela Implementation Tool Enclosure No. ____ to Div. Memo No. _____, s. 2020		3	
6. SBM Level of Practice (Data will be taken from SMME - SGOD) SBM Monitoring, Evaluation and Validation Tool 0.50 – 1.49 (Good) – 1 pt 1.50 – 2.49 (Better) – 2 pts 2.50 – 3.00 (Best) – 3 pts		3	
7. SBM WinS (Data will be taken from SMME - SGOD) 3 - Star Approach Monitoring Tool 1 Star – 0.5 pt 2 Stars – 1 pt 3 Stars – 2 pts		2	
8. School-Based Feeding Program (SBFP) Tool Enclosure No. ____ to Div. Memo No. _____, s. 2020		2	
9. Sustainable Gulayan sa Paaralan Tool Enclosure No. ____ to Div. Memo No. _____, s. 2020		2	
B. SCHOOL MANAGEMENT		3	
1. Teaching Loads of Teachers a. All teachers have the required regular load (3 pts) a. 90% of teachers have the required regular load (2 pts) a. 80% of teachers have the required regular load (1 pt)			
C. ACCESS (Data c/o Planning)		20	
1. Gross Enrolment Rate		4	
2. Net Enrolment Rate		4	
3. Completion Rate		4	
4. Zero Drop-Out Rate		4	
5. Cohort Survival Rate		4	
D. QUALITY		30	



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1. Average School MPS for SY 2019-2020 75% - up - 10 50% - 74% - 7 25% - 49% - 5 1% - 24% - 1 <i>(The basis for MPS is the average of the 4 Quarterly Assessments given in S.Y. 2019-2020)</i>						10	
2. Reading Literacy (Filipino–Grades 3-6; English–Grades 4-6; Eng. & Fil.–Grade 7) – Phil-IRI (Percentage of Independent Readers x 5)						5	
3. Numeracy (Grades 1 - 10) - RUNT (Percentage of Numerates x 5)						5	
4. Awards/Recognition Received for SY 2019-2020 (Highest Level – maximum of 10 points) Table 5. WEIGHT PER WINNING <i>(in ALL DepEd-Sanctioned/-Endorsed Contests)</i>						10	
Level	Winning	No. of Winnings	Point	No. of Winnings	Point		
National	Participant		10		10		
Regional	Participant		7		7		
Division	1 st Place	2 individuals / 1 group	4	1-2 only	4		
	2 nd Place	2 individuals / 1 group	3	1-2 only	3		
	3 rd Place	2 individuals / 1 group	2	1-2 only	2		
District/ Municipal/ City	1 st Place	2 individuals / 1 group	1.25	1-2 only	1.25		
	2 nd Place	2 individuals / 1 group	1	1-2 only	1		
	3 rd Place	2 individuals / 1 group	0.75	1-2 only	0.75		
E. GOVERNANCE						22	
1. Transparency Financial statements of all income generated projects: 1.1 Canteen (1 pt) 1.2 IGP (1 pt) 1.3 Donations (1 pt) 1.4 PTA (1 pt) 1.5 Other sources (1 pt) 1.6 Issuances of School Memorandum - minimum of 10 issuances (2 pts)						7	
2. MOOE No Unliquidated Cash Advances for every quarter <i>(The list of schools with no unliquidated cash advances will be provided by the Accounting Office.)</i>						5	
3. SBFP Liquidation No Unliquidated SBFP Cash Advances <i>(The list of schools with no unliquidated SBFP cash advances will be provided by the Accounting Office.)</i>						4	
4. PTA						3	

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4.1 Organized PTA (1.5)			
4.2 PTA-Crafted Policies (1)			
4.3 PTA-Initiated Projects (0.5)			
5. School Governing Council (SGC)			
5.1 Organized SGC (1.5)		3	
5.2 SGC-Crafted Policies (1.5)			
F. INNOVATION		5	
1. Action Research (Finished and Implemented) <i>Division-approved action research adopted in:</i> <i>Respective class only – 2</i> <i>School Level – 3</i> <i>District Level – 4</i> <i>Division Level – 5</i>			
2. Basic Research (Finished and results were made as bases for improvement of the school; Theses and dissertations are NOT counted) - 1			
TOTAL		100	
G. PLUS FACTOR			
1. School Hosting (1 pt)			
2. School Participation in Barangay/Municipality – Initiated Activities (1 pt)			
3. Titling of School Sites (1 pt)			
4. Participation in DepEd-Sanctioned/Endorsed Int'l Competitions (1 pt)			
5. Establishment of extension/integrated/annex schools (1 pt)		5	
FINAL RATING			

Validated by:

Validation Committee Chairman

Validation Committee Member

Validation Committee Member

Validation Committee Member

Validation Committee Member

Validation Committee Member

Conforme:

School Head



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Enclosure No. 3 to Division Memo No. 46, s. 2020

CRITERIA FOR COMPREHENSIVE SCHOOL SAFETY & PREPAREDNESS

Name of School: _____ District: _____ Date: _____
School Head: _____ Position/Designation: _____

CRITERIA	RATING	POINTS
1. SAFE LEARNING FACILITY	30%	
<ul style="list-style-type: none"> a. Facilitate the assessment of school electrical system to make necessary repairs and/or upgrade to prevent fire incident b. Repair minor classroom damages such as broken windows, doors, blackboards, roofs c. Install appropriate and available fire suppression equipment or resources such as fire extinguishers and water source d. Make sure that corridors and pathways are unobstructed e. Clean and clear drainage to prevent clogging. Cover drainage canals and provide necessary warnings f. Cordon off and post safety signage for on-going construction, unfinished, damaged and condemned building g. Secure cabinets and drawers and ensure that heavy objects are below head level h. Post safety measures in laboratories and workshops i. Prepare an evacuation/exit plan and directional signage on every floor of the building j. Identify evacuation areas and classrooms that can be used as temporary shelters during disasters and emergencies k. Prune trees to avoid entanglement from electrical wirings and avoid potential harm to life and property 		
2. SCHOOL DISASTER MANAGEMENT	53%	
<ul style="list-style-type: none"> a. Post a directory of emergency contact numbers of relevant government agencies and offices, in various areas of the school b. Establish early warning mechanism and inform all students and personnel on this c. Equip school with first aid kits, flashlights, megaphones and other necessary supplies that may be needed in emergencies d. Identify alternative sources and/or maintain supply of drinking water within the school e. Ensure that students, teachers and personnel have identification cards with relevant information f. Create data base of students and their family contact details g. Secure vital school records and store in safe locations h. Coordinate with barangay officials on pedestrian safety of students i. The school has a Contingency Plan, i.e. Preparedness turned into response actions when a disaster strikes j. The school has available, accessible, and adequate first aid kit in every instructional room k. The school has pre-identified spaces for putting up Temporary Learning Spaces/Shelters in the aftermath of a disaster 		



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<ul style="list-style-type: none"> l. The school has ready resumption strategies and alternative delivery modes to ensure education continuity m. The school has established a school personnel tracking system/protocol in the event of a disaster n. The school has trained personnel to administer first aid to students and personnel o. The school has psychological interventions for personnel and students p. The school has trained teachers and other personnel who could provide psychological support to students q. The school DRRM Plan is integrated with the School Improvement Plan (SIP) r. The school has an evacuation plan and procedures s. The school has a student-family reunification plan that is clearly disseminated to students, teachers and parents 		
<p>3. DISASTER RISK REDUCTION IN EDUCATION</p>	<p>17%</p>	
<ul style="list-style-type: none"> a. The school has identified storage areas for safe keeping of vital records, textbooks, teaching manuals, computers and other equipment b. The school has integrated Disaster Risk Reduction and Climate Change Adaptation in the curriculum based on the National Curriculum Guide c. The school has a capacity building plan for teachers and school personnel d. The school has available and accessible quality and up-to-date DRRM materials e. The school has DRRM corner, with updated IEC (Information-Education-communication) materials posted in every classroom f. The school carries out monitoring and evaluation to assess sustainable implementation 		
<p>TOTAL</p>		

Assessed by:

School Head



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Enclosure No. 4 to Division Memo No. 46, s. 2020

SSG / SPG IMPLEMENTATION

Name of School: _____ District: _____ Date: _____
School Head: _____ Position/Designation: _____

CRITERIA FOR JUDGING

CRITERIA FOR JUDGING					POINTS
1. IMPACT OF THE PROJECT – 30%					
a) Addresses the problem of the school / community (Maximum of 15 points)	The SPG/SSG was able to identify and address a specific problem of the school by providing a solution such as sustainable and long-term program/project – 15 pts.	The SPG/SSG was able to identify and address a specific problem of the school by providing a solution such as information dissemination, seminar, orientation, training, etc. – 10 pts.	The SPS/SSG was able to identify a specific problem of the school and provide solution that is relevant but did not hit the problem of the school. – 5 pts.		
b) Frequency of the Project Implementation (Maximum of 10 points)	Conducted Year round – 10 pts.	Conducted Weekly – 8 pts.	Conducted Monthly – 6 pts.	Conducted per quarter or once – 4 pts.	
c) Level of Impact (Maximum of 5 points)	Regional-wide – 5 pts.	Division-wide – 4 pts.	Bar angay-wide – 3 pts.	School-wide – 2 pts.	
2. TEAMWORK ON IMPLEMENTING PROJECTS – 25%					
a) Engaged stakeholders (Maximum of 15 points)	The SPG/SSG was able to engage the students, teachers, administrators, parents and the barangay/community, and other external stakeholders in implementing the project – 15 pts	The SPG/SSG was able to engage the students, other school-based youth organizations and interest groups, teachers, administrators and parents in implementing the project – 10 pts.	The SPG/SSG was able to engage the students, teachers and administrators in implementing the project – 5 pts.		
b) Involvement of the school (Maximum of 10 points)	The school officials, teachers and students were involved during the planning and implementation of the project – 10 pts	The teachers and students were involved during the planning and implementation of the project – 8 pts.	Only the students planned and implemented the project – 6 pts		



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3. CREATIVITY AND INNOVATION OF THE PROJECT – 25%

a) Uniqueness of the project (Maximum of 10 points)	The project idea was new, unique and goes beyond the mandated programs, projects, and activities of the SPG/SSG – 10 pts	The project was unique although somewhat patterned/adopted from other organizations or DepEd mandated programs, projects, and activities of the SPG and SSG – 5 pts			
b) Introduction of Innovative Solutions (Maximum of 10 points)	The SPG/SSG introduced highly innovative solution to the problem – 10 pts	The SPG/SSG introduced innovative solution to the problem although somewhat usual to the other organizations – 5 pts			
c) Use of local materials (Maximum of 5 points)	The SPG/SSG used local material in their project – 5 pts				

4. EFFECTIVE USE OF RESOURCES – 20%

a) Partnership with other organizations (Maximum of 10 points)	The SPG/SSG was able to partner with regional or division office for the project implementation – 10 pts	The SPG/SSG was able to partner with private organizations for the project implementation – 8 pts	The SPG/SSG was able to partner with the barangay officials/committee for the project implementation – 6 pts	The SPG/SSG was able to partner with other clubs inside the school for the project implementation – 4 pts	
b) Accountability and Transparency (Maximum of 10 pts)	The SPG/SSG provided / submitted disbursement and liquidation report to the student through a financial report posted in Bulletin Boards / website – 10 pts	The SPG/SSG provided/submitted disbursement and liquidation report to the SSG officers and advisers, and school heads – 8 pts	The SPG/SSG provided/submitted disbursement and liquidation report to the SSG officers and adviser – 6 pts	The SPG/SSG provided/submitted records of budget to the teacher-adviser – 4 pts	

TOTAL POINTS

Assessed by:

School Head



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Enclosure No. 5 to Division Memo No. 46, s. 2020

CRITERIA FOR CHILD-FRIENDLY SCHOOL

Name of School: _____ District: _____ Date: _____
School Head: _____ Position/Designation: _____

CRITERIA	RATING	POINTS
1. CHILDRENS' PARTICIPATION IN SCHOOL & COMMUNITY	10%	
<ul style="list-style-type: none"> a. The school has a working student government b. The school involves students in meetings and planning sessions that concern their well-being c. The school involves students in organizing, planning, and execution of the disaster preparedness and response plan d. The school encourages students to get involved in community work e. The school has a mechanism or mechanisms- such as school publication, students' bulletin board, or opinion box 		
2. CHILDRENS' HEALTH & WELL-BEING	20%	
<ul style="list-style-type: none"> a. The school maintains and regularly updates a health record of each learner b. The school holds annual weighing and health examination of learners c. The school holds annual dental examination of learners d. The school refers learners with health problems e. The school assists/refers learners with decayed teeth f. The school has a feeding program for malnourished children g. The school serves or sells healthy and nutritious foods in the premises h. The school practices proper waste disposal i. The school has a steady supply of clean and safe drinking water j. The school has a separate toilet facilities for boys and girls that are regularly maintained and kept clean 		
3. SAFE & PROTECTIVE SPACES FOR CHILDREN	30%	
<ul style="list-style-type: none"> a. Classroom desks and furniture are sized to the age of the learners. In the case of shared desks, each pupil has enough space to do seatwork b. Classroom's layout and furniture allow pupils to interact and do group work c. Classrooms have bulletin board or a corner that displays helpful learning materials such as posters, illustrations, newspaper and magazine clippings, and pupils' own work d. Classrooms, facilities, and premises are regularly maintained and kept clean e. The school has safe facilities in place to address hazard threats (e.g. fire exits, fire extinguishers, appropriate electrical wirings) f. The school has identified and prepared alternative learning spaces in cases of emergencies 		



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<ul style="list-style-type: none">g. The school has adequate emergency/first aid kits that are readily availableh. The school conducts regular evacuation drills for earthquake, fire, flooding or tsunamii. The school has a library for reading and for studyj. The school has facilities and equipment for recreation and sportsk. The school has duly assigned personnel in charge of securing its premises, its properties, and those of its learners and teachersl. The school coordinates with the barangay and local authorities to ensure the safety and protection of learnersm. The school has policy against discrimination with regard to gender, cultural origin, social status, religious belief, and othersn. The school has a program for children with special needso. The teachers use non-threatening styles of discipline		
4. ENCOURAGE ENROLLMENT & COMPETITION	8%	
<ul style="list-style-type: none">a. The school has a master list of all school-age children in the community, whether enrolled or notb. The school regularly coordinates with the local barangay council to identify school-age children who are out of school, for the purpose of bringing them to schoolc. The school conducts campaigns to encourage parents to enroll their childrend. The school has a system to regularly check on the attendance of its learners and address problems concerning non-attendance		
5. CHILDRENS' ACADEMIC ACHIEVEMENT & SUCCESS	12%	
<ul style="list-style-type: none">a. The principal and teachers are familiar with child-centered and child-friendly principlesb. The school provides each student a complete set of textbooksc. Teachers regularly prepare their lesson plans/logsd. The school encourages and promotes cooperative and "hands-on" learning ("learning by doing")e. The principal has data on the past three years' performance in the National Achievement Test for the purpose of improving its current year performancef. Teachers regularly monitor and assess their learners' academic performance with the view of improving their performance		
6. TEACHERS' MORALE & MOTIVATION	10%	
<ul style="list-style-type: none">a. Teachers undergo continuing and advance professional training at least once a yearb. Teachers are regularly trained in new and effective teaching-learning strategiesc. The principal provides strong direction and leadership guided by a written supervisory pland. The principal regularly monitors teachers' performance and provides needed supporte. Teachers support their co-teachers by sharing teaching techniques and experiences		



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7. MOBILIZE COMMUNITY SUPPORT FOR EDUCATION	10%	
a. The school has a Parent-Teacher Association (PTA) that has elected leaders, meets regularly, and has a plan of action b. The school enlists the support of community organizations to help raise funds and resources for learning c. The school invites parents to discuss with teachers the learning experiences and progress of their children d. The school consults parents in the drafting of its policies, and in the planning and implementation of school activities e. The school has strong partnership with external stakeholders in order to address disaster risk reduction and CCA-related needs of the school (i.e. data and statistics, capacity building, resources, etc.)		
TOTAL		

Assessed by:

School Head



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Enclosure No. 6 to Division Memo No. 46, s. 2020

CRITERIA FOR GENDER and DEVELOPMENT

Name of School: _____ District: _____ Date: _____
School Head: _____ Position/Designation: _____

CRITERIA	RATING	SCORE
1. Foundation Formation- raise people’s awareness on gender, generate support for gender mainstreaming.	20%	
a. Formulates policies articulating support to GAD Mandates (4 points)		
b. Integration of policies formulated to AIP/PPMP/ APP (4 points)		
c. Teachers and personnel attended appropriate and relevant trainings on GAD (4 points)		
d. Top management attended Basic GAD Orientation of GST (4 points)		
e. Stakeholders’ involvement on GAD Mandates (4 points)		
2. Installation of Strategic Mechanism- put in place the key people, necessary policies, support structures, systems and mechanisms to facilitate and sustain mainstreaming of ineffective implementation of GAD Concepts and Tools	20%	
a. Policies reflecting the organization’s interest for gender mainstreaming formulated (4 points)		
b. Policies addressing gender sensitivity issues of the organization formulated (4 points)		
c. Observance of gender sensitivity in organizational structure and programs initiated (4 points)		
d. Top management directs/supervises GAD implementation (4 points)		
e. Clients address gender needs/issues in the development of organizational goals and objectives (4 points)		
3. GAD Application- integrate and consolidate gender efforts to produce intended or desired impact on women, integrate GAD in the MFO’s, mandates and performance indicators	20%	
a. GAD agenda/strategic framework adopted by the organization (4 points)		
b. Organizational plans integrated with GAD perspective (4 points)		
c. GAD policies formulated by the organization (4 points)		
d. Integration of GAD in the development of the organization’s PAP’s (4 points)		
e. Top management directs integration of GAD in the organization’s PAP’s (4 points)		
4. Commitment Enhancement and Institutionalization- implement continuous monitoring, evaluation and improvement of gender mainstreaming efforts	20%	
a. Creation of M&E Team in terms of GAD implementation (4 points)		
b. Formulation of M&E Plan for GAD implementation (4 points)		
c. GAD Accomplishment report based on PAP’s implemented (4 points)		
d. Received recognition as Outstanding GAD Implementer by a reputable organization (4 points)		
e. Calibration of GAD PAP’s to address emerging gender issues (4 points)		
5. Replication and Innovation- Institutionalized GAD programs are replicated in other organizations	20%	
a. Organization’s GAD policy/ies used as model of other organizations (4 points)		



Department of Education
Region VI – Western Visayas

SCHOOLS DIVISION OFFICE OF KABANKALAN CITY

Tayum St., Barangay 8, Kabankalan City, Negros Occidental
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b. GAD PAP's benchmarked by other organizations (4 points)		
c. GAD implementers were invited as resource person in terms of effective GAD implementation (4 points)		
d. Received recognition as Outstanding GAD Implementer by a reputable organization (4 points)		
e. Maximum utilization of GAD Fund (4 points)		
TOTAL		

Assessed by:

School Head



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Enclosure No. 7 to Division Memo No. 46, s. 2020

BRIGADA ESKWELA IMPLEMENTATION

Name of School: _____ District: _____ Date: _____
School Head: _____ Position/Designation: _____

CRITERIA	WEIGHT	RATING
A. SCOPE OF WORK	35%	
B. DIVERSE VOLUNTEER PARTICIPATION	25%	
<i>B.1 Parent Volunteers</i>	<i>15%</i>	
<i>B.2 Other Volunteers</i>	<i>10%</i>	
C. RESOURCE GENERATED	15%	
D. ALIGNMENT TO BRIGADA THEME	10%	
E. CREATIVITY and INNOVATION	10%	
F. INCREMENT of RESOURCES and VOLUNTEERS	5%	
TOTAL	100%	

Assessed by:

School Head



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Enclosure No. 8 to Division Memo No. 46, s. 2020

SCHOOL-BASED FEEDING PROGRAM IMPLEMENTATION

Name of School: _____ District: _____ Date: _____
School Head: _____ Position/Designation: _____

CRITERIA/INDICATORS	WEIGHT	RATING
1. Percentage of Beneficiaries rehabilitated to normal status 10 points- if all beneficiaries rehabilitated to normal status 8 points- if at least 90%-99% beneficiaries rehabilitated to normal status 6 points- if at least 70%-89% beneficiaries rehabilitated to normal status 4 points- if below 70% beneficiaries rehabilitated to normal status	10	
2. Percentage of attendance of beneficiaries 3 points- if all beneficiaries attained at least 90-100% attendance 2 points- if all beneficiaries attained at least 70-89% attendance 1 pt.- if all beneficiaries attained below 70% attendance	3	
3. Compliance to guidelines 3.1 Creation of SBFP Core Group 3.2 Orientation for Implementers conducted 3.3 Provisions of RA 9184 (complete with supporting documents) complied with 3.4 Nutritional assessment conducted 3.5 Deworming conducted 3.6 Separate area for feeding provided 3.7 Food Safety standards followed 3.8 Daily feeding supervised by school head	8 1 1 1 1 1 1 1	
4. Vegetable Garden 10 pts- if establishment of vegetables garden and at least 50% of harvest channeled to feeding (supported with complete and updated documents) 8 pts.- if vegetables garden was established but less than 50% of harvest channeled to feeding (supported with complete and updated documents) 6 pts.- if vegetables garden was established but less than 50% of harvest channeled to feeding (supported with complete <u>but not updated documents</u>)	10	
5. Establishment of home gardens by the families of beneficiaries 5 pts -if 100% of the families of the beneficiaries were able to establish home garden 4 pts -if at least 90-99% of the families of the beneficiaries were able to establish home gardens 3 pts.- if 80% -89% of the families of the beneficiaries were able to establish home gardens 2 pts.- if less than 80% of the families of the beneficiaries were able to establish home gardens	5	
6. Development of health and nutrition values and behavior 2pts each- if the activities below were conducted daily 1 pt. each - if the activities below were conducted but not daily 0 pt- if the activities below were not conducted 6.1 Hand washing before and after feeding 6.2 Prayer before and after feeding 6.3 Good table manners 6.4 Good grooming & personal hygiene 6.5 Nutrition Education	10 2 2 2 2 2	



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<p>7. Presence completeness of the following forms: 2 points for every form properly filled up and updated 1 point only if filled up but not complete and updated</p> <ul style="list-style-type: none"> 7.1 Cycle Menu 7.2 Market Form (each menu) 7.3 Work and Financial Plan 7.4 PPMP/APP 7.5 Request for Quotation 7.6 PhilGEPS files 7.7 SBFP Form 1-3 7.8 SBFP Form 4 Attendance Sheet 	<p>16</p> <p>2 2 2 2 2 2 2 2</p>	
<p>8. Financial Accountability 3 points If religiously followed 1 point If not followed</p> <ul style="list-style-type: none"> 8.1 The school were able to comply with the procurement process in a complete and timely manner 8.2 Prescribe Menu Plans followed to ensure effective budget and management 8.3 Food served is with in prescribe budget 8.4 Expenses are supported by required receipts (base on mode of delivery) 	<p>12</p> <p>3 3 3 3</p>	
<p>9. Prompt submission of liquidation Reports</p> <ul style="list-style-type: none"> 3 pts.- If Cash Advance liquidated on time 2 pts.- 3-5 days late but liquidated 1 pt.- previous Cash Advance liquidation still on going 	<p>3</p>	
<p>10. Documentation of good practices developed</p> <ul style="list-style-type: none"> 3 pts.- If good practices developed are recorded and documented 1 pts.- If good practices developed but not documented 	<p>3</p>	
<p>11. Involvement /support of parents and community</p> <ul style="list-style-type: none"> 2pts.- If meeting with stakeholders is/are held at least once a year and completely documented 1 pts.- If meeting with stakeholders is/are held at least once a year and completely documented 2pts.-If involvement /support of parents and community completely documented 1 pts. - If the involvement /support of parents and community but not documented 	<p>4</p>	
<p>12. Practiced composting in schools</p> <ul style="list-style-type: none"> 4 points - If composting was followed and compost pit is functional 2 points - If compost pit is functional but waste not segregated <p>13. Practiced waste segregation in schools</p> <ul style="list-style-type: none"> 5 pts. -If waste segregation is being practiced and trash cans provided in the classroom, outside the feeding and in the kitchen area 3 pts -If waste segregation is being practiced and trash cans provided in the classroom only 2 points. -If waste segregation is less practiced 	<p>4</p> <p>5</p>	
<p>14. Coordination with the barangay</p> <ul style="list-style-type: none"> 2pts. -If livelihood trainings for the parent of SBFP beneficiaries were coordinated and conducted by the barangay 1pt. -If livelihood trainings for the parent of SBFP beneficiaries were coordinated and but not conducted by the barangay 	<p>2</p>	



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15. Result of Interview with parents	5	
5 points -If all respondents gave positive feedback from the interview		
4 points -If not all respondents gave positive feedback from the interview		
Total	100%	

Assessed by:

School Head



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Region VI – Western Visayas

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Enclosure No. 9 to Division Memo No. 46, s. 2020

CRITERIA FOR SUSTAINABLE GULAYAN SA PAARALAN

Name of School: _____ District: _____ Date: _____
School Head: _____ Position/Designation: _____

INDICATORS	WT	POINTS
A. Presence of a school nursery with homemade pest control	5 %	
B. Vermi Culture as a source of Organic Fertilizer	5 %	
C. Properly maintained Compost Pit	5 %	
D. Source of Water Supply	10 %	
➤ Presence of water faucet within the garden (3 or more) - - - 10 pts		
➤ Deep Well within the garden - - - - - 10 pts		
➤ Only One (1) water faucet in the garden - - - - - 5 pts		
➤ Water Faucets (not more than 100m from the garden) - - - - 5 pts		
➤ Water Faucets (not more than 100m from the garden) - - - - 5 pts		
E. Garden Tools	20 %	
➤ Sprinklers/Pails/Containers (at least 5 pcs.) - - - - - 5 pts		
➤ Spade (at least 5 pcs.) - - - - - 5 pts		
➤ Hoe (at least 5 pcs.) - - - - - 5 pts		
➤ Bolo (at least 10 pcs.) - - - - - 5 pts		
F. Appearance of the Garden	15 %	
➤ Clean, green & healthy plants - - - - - 15 pts		
➤ Presence of wedges in garden plants - - - - - 10 pts		
➤ Plants appeared yellowish in color - - - - - 5 pts		
G. Plants Grown	20 %	
➤ Go (root crops) - - - - - 5 pts		
➤ Grow (legumes) - - - - - 5 pts		
➤ Glow (leafy vegetables) - - - - - 5 pts		
➤ Others (spices, i.e. onions, ginger, tomatoes, lemon grass) -- 5 pts		
H. Utilization of Garden Space	20 %	
➤ 100% of 200sqm or more - - - - - 20 pts		
➤ 75 % of 200sqm or more - - - - - 15 pts		
➤ 50% of 200sqm or more - - - - - 10 pts		
➤ Below 50% of 200sqm of garden area - - - - - 5 pts		

Assessed by:

School Head



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Region VI – Western Visayas

SCHOOLS DIVISION OFFICE OF KABANKALAN CITY

Tayum St., Barangay 8, Kabankalan City, Negros Occidental
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Enclosure No. 10 to Division Memo No. 46, s. 2020

CRITERIA FOR OUTSTANDING ALS MOBILE TEACHER

Name: _____ School: _____ Date: _____
School Head: _____ Position/Designation: _____

DESCRIPTION	WT	INDICATORS	SUB	PTS
1. ADVOCACY AND COMMUNITY ORGANIZATION AND MOBILIZATION	40%	➤ Increase public awareness on ALS programs and projects within target (10 points)		
		• Conducted ALS orientation involving LGU, NGO, parents, OSY and civic spirited citizens in 100% of coverage	10	
		• Conducted ALS orientation involving LGU, NGO, parents, OSY and civic spirited citizens in 80% of coverage	8	
		• Conducted ALS orientation involving LGU, NGO, parents, OSY and civic spirited citizens in 60% of coverage	6	
		• Conducted ALS orientation involving LGU, NGO, parents, OSY and civic spirited citizens in 40% of coverage	4	
		• Conducted ALS orientation involving LGU, NGO, parents, OSY and civic spirited citizens in 20% of coverage	2	
		➤ Conducted literacy mapping prior to opening of a community learning center within target dates (10 points)		
		• Conducted literacy mapping and designed spot map for 5 & above CLCs	10	
		• Conducted literacy mapping and designed spot map for 4 CLCs	8	
		• Conducted literacy mapping and designed spot map for 3 CLCs	6	
		• Conducted literacy mapping and designed spot map for 2 CLCs	4	
		• Conducted literacy mapping and designed spot map for 1 CLC	2	
		➤ Identified potential target learners for the rating period (10 points)		
		• Identified potential learners through mapping, referrals, casual talk with parents or guardians, personal observation and inquiries from community people with following evidences: learners profile, 100% enrolment and proposed ALS programs.	10	
• Identified potential learners through mapping, referrals, casual talk with parents or guardians, personal observation and inquiries from community people with following evidences: learners profile, 80% enrolment and proposed ALS programs.	8			
• Identified potential learners through mapping, referrals, casual talk with parents or guardians, personal observation and inquiries from community people with following evidences: learners profile, 60% enrolment and proposed ALS programs.	6			



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		<ul style="list-style-type: none"> Identified potential learners through mapping, referrals, casual talk with parents or guardians, personal observation and inquiries from community people with following evidences: learners profile, 40% enrolment and proposed ALS programs. 	4	
		<ul style="list-style-type: none"> Identified potential learners through mapping, referrals, casual talk with parents or guardians, personal observation and inquiries from community people with following evidences: learners profile, 20% enrolment and proposed ALS programs. 	2	
		<p>➤ Strengthened partnership with community leaders within the rating period (10 points)</p>		
		<ul style="list-style-type: none"> Linked with 4 stakeholders: city government, LGU, parents' association, church leaders, and community association or clubs and service providers with the following evidences: Stakeholders profile, letter of invitation, project proposal and implementations reports. 	10	
		<ul style="list-style-type: none"> Linked with 3 stakeholders: city government, LGU, parents' association, church leaders, and community association or clubs and service providers with the following evidences: Stakeholders profile, letter of invitation, project proposal and implementations reports. 	8	
		<ul style="list-style-type: none"> Linked with 2 stakeholders: city government, LGU, parents' association, church leaders, and community association or clubs and service providers with the following evidences: Stakeholders profile, letter of invitation, project proposal and implementations reports. 	6	
		<ul style="list-style-type: none"> Linked with 1 stakeholder: city government, LGU, parents' association, church leaders, and community association or clubs and service providers with the following evidences: Stakeholders profile, letter of invitation, project proposal and implementations reports. 	4	
		<ul style="list-style-type: none"> With linkage but no project or programs 	2	
2. MATERIAL DEVELOPMENT AND/OR ADAPTATION	15%	<p>➤ Developed and adapted instructional materials to address the learning needs of learners within the rating period (15 points)</p>		
		<ul style="list-style-type: none"> 100% of developed and adapted instructional materials were very appropriate to all ALS learners, supported with needs/competency assessment data. 	15	
		<ul style="list-style-type: none"> 80% of developed and adapted instructional materials were very appropriate to all ALS learners, supported with needs/competency assessment data. 	12	
		<ul style="list-style-type: none"> 60% of developed and adapted instructional materials were very appropriate to all ALS learners, without needs/competency assessment data. 	9	
		<ul style="list-style-type: none"> 40% of developed and adapted instructional materials were very appropriate to all ALS learners, without needs/competency assessment data. 	6	



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		<ul style="list-style-type: none"> 20% of developed and adapted instructional materials were very appropriate to all ALS learners, without needs/competency assessment data. 	3	
3. LEARNING OUTCOMES FOR ALS	20%	<ul style="list-style-type: none"> ➤ Increased achievement rate through Accreditation and Equivalency Test within the rating period (10 points) 		
		<ul style="list-style-type: none"> • 100% of A & E Test takers passed the examination. 	10	
		<ul style="list-style-type: none"> • 80% of A & E Test takers passed the examination. 	8	
		<ul style="list-style-type: none"> • 60% of A & E Test takers passed the examination. 	6	
		<ul style="list-style-type: none"> • 40% of A & E Test takers passed the examination 	4	
		<ul style="list-style-type: none"> • 20% of A & E Test takers passed the examination. 	2	
		<ul style="list-style-type: none"> ➤ Determined the strengths and weaknesses of the learners within the rating period (10 points) 		
		<ul style="list-style-type: none"> • 100% of the learners with FLT results and accomplished Individual Learning Agreement (ILA). 	10	
		<ul style="list-style-type: none"> • 80% of the learners with FLT results and accomplished Individual Learning Agreement (ILA). 	5	
		<ul style="list-style-type: none"> • 60% of the learners with FLT results and accomplished Individual Learning Agreement (ILA). 	3	
<ul style="list-style-type: none"> • 40% of the learners with FLT results and accomplished Individual Learning Agreement (ILA). 	2			
<ul style="list-style-type: none"> • 20% of the learners with FLT results and accomplished Individual Learning Agreement (ILA). 	1			
4. MANAGEMENT INFORMATION SYSTEM	20%	<ul style="list-style-type: none"> ➤ Gathered accurate data on ALS learner profile, community learning center, A & E takers and passers, service providers within the rating period (10 points) 		
		<ul style="list-style-type: none"> • Encoded 100% complete & accurate data on Learners' Information System (LIS) of learners' profiles, program level of academic competence, and updated status of completion within the target date. 	10	
		<ul style="list-style-type: none"> • Encoded 75-99% complete & accurate data on Learners' Information System (LIS) of learners' profiles, program level of academic competence, and updated status of completion within the target date. 	8	
		<ul style="list-style-type: none"> • Encoded 50-74% complete & accurate data on Learners' Information System (LIS) of learners' profiles, program level of academic competence, and updated status of completion within the target date. 	6	
		<ul style="list-style-type: none"> • Encoded 25-49% complete & accurate data on Learners' Information System (LIS) of learners' profiles, program level of academic competence, and updated status of completion within the target date. 	4	
		<ul style="list-style-type: none"> • Encoded 1-24% complete & accurate data on Learners' Information System (LIS) of learners' profiles, program level of academic competence, and updated status of completion within the target date. 	2	
		<ul style="list-style-type: none"> ➤ Established prompt reporting of learners' data within the target (10 points) 		
		<ul style="list-style-type: none"> • 100% Prompt submission of accomplishment reports, learners' portfolio and other ALS related reports. 	10	
<ul style="list-style-type: none"> • 80% Prompt submission of accomplishment reports, learners' portfolio and other ALS related reports. 	8			



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		<ul style="list-style-type: none">• 60% Prompt submission of accomplishment reports, learners' portfolio and other ALS related reports.	6	
		<ul style="list-style-type: none">• 40% Prompt submission of accomplishment reports, learners' portfolio and other ALS related reports.	4	
		<ul style="list-style-type: none">• 20% Prompt submission of accomplishment reports, learners' portfolio and other ALS related reports.	2	
5. PROFESSIONAL ADVANCEMENT	5%	➤ Certified true copy of transcript of records of the highest degree attained and degree being pursued (5 points)		
		<ul style="list-style-type: none">• PhD/EdD	5	
		<ul style="list-style-type: none">• With Units in Doctorate Degree	3	
		<ul style="list-style-type: none">• MA	2	
		<ul style="list-style-type: none">• M.A. CAR	1	
		<ul style="list-style-type: none">• With Masteral Units	0.5	

Assessed by:

Education Program Specialist – ALS

Education Program Specialist - ALS

Asst. Schools Division Superintendent



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Enclosure No. 11 to Division Memo No. 46, s. 2020

SEARCH FOR SELECTION OF OUTSTANDING NON-TEACHING PERSONNEL

Qualified for the Nomination are the following:

1. All Non-Teaching Personnel of the Schools Division Office of Kabankalan City
2. At Least Two (2) years in service
3. Level 1 (Salary Grade 1 – 9), One Male & One Female
4. Level 2 (Salary Grade 10 – 22), One Male & One Female

Exempted from the Nomination are the following:

1. Chiefs of the CID & SGOD
2. All Unit Heads of the SGOD (HRTD, SMME, Planning & Research, Social Mobilization & Networking, Education Facilities & HNU)
3. Accountant III
4. Administrative Officer V – Personnel
5. Administrative Officer V – Budget

Requirements:

1. Accomplished Nomination Form
2. 2 x 2 picture taken during the current year
3. Individual Performance Commitment and Review Form (IPCRF) for the last two (2) years with Outstanding Rating accompanied with MOV's

Evaluators:

Chairman: Portia M. Mallorca, PhD., CESO V
Members: Peter J. Galimba
Cecilia G. Abello, PhD
Bernadin T. Bendo, PhD
Arnold S. Magdaet
Lyn Rose E. Otea
Claire Joy G. Doñesa