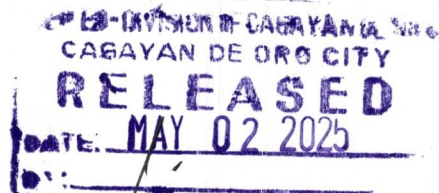




Republic of the Philippines
Department of Education

REGION X
SCHOOLS DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

29 Apr 2025

DIVISION MEMORANDUM
No. 360 s. 2025

MANDATORY USE OF APPROVED STANDARD FORMS

To: Asst. Schools Division Superintendent
Chief Education Supervisors, SGOD and CID
SGOD, CID and OSDS Personnel
All Division Office Personnel
All Elementary and Secondary School Heads
All Others Concerned

1. Regarding the implementation of the Quality Management System in this Division, the field is hereby mandated to use the following approved standard forms, as needed:

Social Mobilization and Networking

- Deed of Donation and Acceptance
- Memorandum of Agreement for Work Immersion Partnership
- Non-legal Intervention Plan
- School-based Child Protection Committee Functionality Monitoring Tool
- Children in Conflict with the Law (CICL) Intake Form
- Enhanced Intake Sheet
- Intake Sheet (Learner to Learner Intake Sheet)
- School-based Report on Incidents of Bullying

Youth Formation

- Learner Government (LG) COMEA Monitoring Tool
- Learner Formation Program Monitoring Tool
- Monitoring Tool for a Learner-Participant in an Activity

Disaster Risk Reduction Management

- Comprehensive School Safety Monitoring Tool
- Fire Drill Evaluation Form
- Earthquake Drill Evaluation Form

Planning & Research Unit

- Peer Review Evaluation Form for Basic Research
- Basic Education Completed Research Approval Sheet
- Basic Education Research Proposal Approval Sheet
- Monitoring and Technical Assistance Form
- List of Action/Basic Research for BERF Funding Template
- Permit to Conduct Study
- Journal Distribution List
- Rubric Tool for Action Research Proposal
- Rubric Tool for Basic Research/Applied Research Proposal

2. The forms are accessible at: <https://depedcdo.net/forms/forms>
3. In adherence to Equal Opportunity Principle (EOP), inclusive and fair treatment is accorded to all personnel regardless of disability, sexual orientation, gender, age, religion, and ethnicity.
4. This Office directs immediate dissemination and compliance to this Memorandum.

ROY ANGELO E. GAZON
Schools Division Superintendent

Encl: As stated

Reference: As stated

To be indicated in the Perpetual Index
under the following subjects:

QMS. FORMS

DM010-SGOD-YF-LLT / mandatory use of approved standard forms
April 28, 2025



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

DEED OF DONATION AND ACCEPTANCE

KNOW ALL MEN BY THESE PRESENTS:

That I, _____ of legal age, with postal address at _____ hereinafter referred to as the DONOR.

That FOR AND IN CONSIDERATION of the DONEE'S trust, devotion and affection shown to the DONOR, and as an act of gratitude and liberality on his part, the DONOR hereby voluntarily GIVES, TRANSFERS, and CONVEYS by way of donation, unto the said DONEE, his/her _____ of goods as donation for the Adopt-A-School-Program.

That the DONOR affirms that this donation is free and voluntary act and deed.

That the DONEE hereby accepts and receives this donation made in his favor by the DONOR, and hereby manifests his gratefulness for the latter's generosity.

Be it known that I, as a DONEE, accepted and acknowledged the said donation. That the same person (DONOR) who executed the foregoing Deed of Donation and acknowledged to me that the goods as donation for the Adopt-A-School-Program _____ is free and voluntary act and deed.

IN WITNESS WHEREOF, both the DONOR & DONEE have hereunder subscribed their names this _____ day of _____ 2025 at _____, Cagayan de Oro City, Philippines.

(Donor)

(Name of Organization)

WITNESSES:

Print Name and Signature

Print Name and Signature

MEMORANDUM OF AGREEMENT FOR WORK IMMERSION PARTNERSHIP

This Memorandum of Agreement is entered into this _____ of _____, 2025 in _____, by and between:

The <NAME OF SCHOOL >, with School Identification Number _____ a public high school with principal address at _____, represented in this Agreement by its < position>, <Name>, <nationality> of legal age, and hereinafter referred to at the SCHOOL;

WITNESSETH:

WHEREAS, the Department of Education of the Philippines, hereinafter referred to as "DepEd", is the primary government instrumentality mandated to formulate, implement, and coordinate policies, plans, programs and projects in the areas of formal and non-formal basic education; supervise all elementary and secondary education institutions, including alternative learning systems, both public and private; and provide for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development;

WHEREAS, the DepEd has introduced the K to 12 basic education reform program that includes Senior High School, hereinafter referred to as "SHS", with the major objective of ensuring that graduates of basic education are ready for employment, entrepreneurship and higher learning;

WHEREAS, the SHS curriculum can be customized at the local levels to take into consideration the needs of local industries and the labor market;

WHEREAS, the DepEd believes that for the effective delivery of SHS instruction, there is a need for school-industry partnerships that will provide the school the necessary expertise and venue for practical, on-the-job, enterprise-based training for SHS learners;

WHEREAS, the DepEd will start full implementation of SHS in School Year 2016-2017;

WHEREAS, the SCHOOL is among those that will offer SHS to students in the community to carry out DepEd's objectives for SHS as spelled out above;

WHEREAS, to achieve this objective, the SCHOOL needs to enter into a Work Immersion Partnership with the _____;

WHEREAS, the _____ operates in the area where the School is located and has offices, facilities, project sites, and expertise that it can make available to the School for purposes of student work immersion;

WHEREAS, the _____ considers going into a work immersion partnership with the School as part of its mission to create a positive impact on the community, especially the young people;

WHEREAS, the _____ recognizes the need for a work immersion environment that is safe for the students and teachers, and conducive to learning, and has the capability to provide these;

WHEREAS, the SCHOOL and the _____, hereinafter collectively referred to as "the PARTIES", undertake to collaborate for the successful implementation of the SHS in cognizant of the need for special protection of the child and with the best interest of the SHS learner at heart;

NOW, THEREFORE, for and in consideration of the foregoing premises, the PARTIES hereby agree as follows:



Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO
DIVISION OF CAGAYAN DE ORO CITY

(District)
(Name of School)

INTERVENTION PLAN

S.Y. _____

Name of Recipient: _____

Grade & Section: _____

OBJECTIVES	ACTIVITY / STRATEGY	TIME FRAME	PERSONS INVOLVED	RESOURCES NEEDED	EXPECTED OUTPUT

No. _____

School-Based Child Protection Committee Functionality Indicators Monitoring Tool

Name of School: _____
 Address: (Barangay, Municipality/City, Province) _____
 School ID: _____ Contact Number: _____
 District: _____ Division: _____ Region: _____
 Designation/Position: _____ Length of Service as CPC member _____

This is a self-assessment tool designed to monitor and help strengthen the child protection committee in the school/s in accordance with the Department of Education's Child protection and Anti-Bullying policy.

To answer the tool, put a check mark (✓) on the appropriate box/space: Yes, if the Indicator is met; No, if the indicator is not met; Not Sure if status of indicator is not known or is neither Yes nor No.

Findings will be based on the scores and their corresponding functionality level. These will also be the basis for the plan of action by the school and the assistance from the different levels of DepEd.

Functionality Indicators	Indicator is met:		
	YES	NO	Not Sure
1. ORGANIZATION AND COORDINATION			
a) Establishment/Reorganization of the Child Protection Committee (CPC)			
1. Immediate assistance on how to convene the CPC was sought.			
2. There is a list of CPC members			
3. Meeting with possible CPC members had been scheduled			
4. The orientation for identified CPC members had been scheduled.			
5. The CPC was organized and convened.			
6. CPC members were identified and their names posted in school			
7. Turnover of reports and other CPC documents to the new CPC was done			
8. New CPC members oriented on the functions and work of CPC			
9. CPC Members have identified and divided the tasks among themselves			
10. CPC has a clear organizational chart			
11. CPC members have reviewed its functions			
12. CPC members have analyzed the Child protection situation in the school			
13. CPC Holds quarterly meetings to discuss appropriate interventions/responses to school problems on bullying and child abuse cases, as well as updating on status of the CPC plan			
14. CPC has written orientation material/ guidebook for CPC members (printed/ digital)			
15. Each CPC member has a copy of the orientation material/guidebook (printed/ digital)			
16. CPC has a strategic goal or VMG and plan (3 years; and an annual plan with tasking based on a Child Protection situation analysis)			
17. 90-100% of planned meetings of the CPC are conducted			
18. 80%-100% of annual objectives/targets in plans accomplished			
19. CPC has clear mechanisms for ensuring protection of Children with disabilities			
20. CPC has integrated the responsibilities of CPC from DO 55 2013 (anti-bullying) and DO 18, 2015 restorative justice panel (RJP re CICL)) and other child protection policies of DepEd			
21. Has clear plans for strengthening the child protection system in school			

1.a TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
b) Coordination mechanisms				
1. Immediate assistance on how to develop coordination mechanism on child protection was sought.				
2. Has mapped out available resources in their community for possible linkages/networking for cases needing referrals				
3. Has identified specific areas of work for coordination/collaboration with other agencies or service providers				
4. Has informal or initial coordination arrangements for referral system with WCPD, LSWD, LHO, other agencies or non-government organizations				
5. Actively coordinates with the Schools District/ Division office				
6. Has formal coordination mechanism (e.g. MOA), with the LHO, WCPD, LSWD, private practice counselling (Psychiatrist, Psychologist) for the referral services.				
7. Actively coordinates with the Schools District/ Division office				
8. Has implemented cooperative/collaborative work				
9. Coordination mechanism for planning, implementation, monitoring and assessments have been formalized and functioning of this mechanism is reviewed and disseminated.				
1.b TOTAL COUNT				
2. POLICIES AND GUIDELINES				
a) Child Protection policy and operational guidelines				
1. Immediate assistance on how to draft the school-based child protection policy was sought				
2. Has identified the policy and program gaps and challenges that need to be addressed				
3. Has initiated meetings to review and craft the school-based child protection policy and code of conduct				
4. Has drafted the school-based child protection policy based on Department Order No. 40 series of 2012				
5. Draft Child Protection policy includes code of conduct for Learners, School administrators, Non-teaching personnel, Teachers, Visitors, and Off campus activities				
6. Draft code of conduct may have specific provisions to address potential risks to students				
7. Conflict resolution may be in practice				
8. School has a written school-based child protection and anti-bullying policy with a code of conduct for Learners, School administrators, Non-teaching personnel, Teachers, Visitors, and Off campus activities				
9. School has a conflict resolution mechanism that respects children's rights				
10. There are written procedures to guide the conduct of disciplinary proceedings in cases of offenses committed by pupils, students or learners				
11. School has a handbook/ manual on its school-based child protection and anti-bullying policy with a code of conduct and a plan to ensure child protection and safety, which is reviewed every 3 years				
12. School has a clear policy on the use of positive and non-violent discipline for children				
13. School has specific guidelines that ensure child protection for children with disabilities				
14. CPC integrates other Child protection policy related orders in this school-based CP policy.				

2.a TOTAL COUNT				
Functionality Indicators	Indicator is met:			
	YES	NO	Not Sure	
3. CAPACITIES AND RESOURCES				
a) Orientation and capacity building activities for the members of the CPC				
1. Seeks immediate assistance on how the CPC can develop an annual capacity building activities for its members				
2. CPC has identified capacity building needs of its members				
3. Initiated plans for capacity building needs which includes: Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan				
4. Initiated plans and request for technical assistance or capacity building activities from DepEd, LGU, or CSO				
5. At least one CPC member participated in training for CPC conducted by the School District / Division Office/Central Office for roll out to other CPC members				
6. CPC has received training based on their capacity needs which may include: Child's Rights; DepEd child protection training module/s; First responder training; Training on 4Rs of VAC (Recognizing, Recording, Reporting & Referring VAC cases); Positive Discipline; Monitoring & Evaluation of policy and plan.				
7. Capacity building plan is partially implemented				
8. Capacity building plan is fully implemented and participated in by all CPC members				
9. Trainer's training conducted for CPC members				
10. CPC members capable of rolling out the training modules among teachers, administrators and non-teaching personnel				
3.a TOTAL COUNT				
b) Budget allocation for CPC operations and its financial sustainability				
1. Seeks immediate assistance on how to craft a budget for the CPC				
2. Has identified budgetary requirements for CPC operations				
3. Has initiated plans or requests for budget from LGU/LSB				
4. There is minimal allocation from the school MOOE				
5. LGU and/or LSB allocates some amount for the planned activities of the CPC				
6. Budgets allocated and utilized for hiring and training of Guidance counsellors for CPC work or In lieu of guidance counsellors, Teacher-guidance (graduates of psychology)				
7. Budgets allocated and utilized for the establishment of Room or Infrastructure for the CPC and a private interview/ counselling room				
8. Partial allocation for Capability building activities				
9. Partial allocation for Information Dissemination				
10. Partial allocation for Operations for service delivery				
11. CPC has secured budget allocation for its Strategic and annual plans in implementing the child protection policy based on its investment programming				
12. CPC plan and budget included in the school improvement plan and the Annual work and financial plan				
13. The School, PTA, LGU and LSB are coordinating to ensure budget allocation for the strategic and annual investment program of the CPC				
14. School is able to generate funds from external sources.				

3.b TOTAL COUNT			
Functionality Indicators	Indicator is met:		
	YES	NO	Not Sure
4. SERVICE DELIVERY			
a) Prevention programs: Information dissemination program; and, Organizing activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse			
1. Immediate assistance on how to develop an information dissemination program was sought.			
2. There is some information on Child protection policy posted on the bulletin board in school			
3. Has conducted meetings to flesh out the details and schedules of orientation on CP policy and other awareness raising activities on the policy			
4. CPC conducts orientation of learners on the school's child protection and anti-bullying policy once during the school-year			
5. CPC organizes activity/ies on child protection during children's month celebration			
6. CPC conducts orientation sessions on the school's child protection policy for learners, school administrators, teachers, non-teaching staff			
7. CPC conducts training among teachers and non-teaching staff on First Responder system and referral system for VAC incidents within the school			
8. CPC able to roll out and implement the capability building program on child protection for learners, teachers, administrators, non-teaching staff			
9. CPC has IEC materials (Handbook, Guidebook) on the child protection policy and disseminated these to the learners, teachers, parents, non-teaching staff			
10. CPC monitors and evaluates the impact of the trainings and awareness raising activities			
4.a TOTAL COUNT			
b) Existence of quick response system for child protection			
1. Seeks immediate assistance on how to develop a quick response system for CP			
2. Meetings are conducted to develop the quick response system			
3. In practice, witnesses call on the school principal or guidance counsellor for immediate response to an ongoing case			
4. All school personnel are oriented on the quick response system			
5. There is a written quick response system which is substantially implemented			
6. All learners are oriented on the quick response system			
7. Quick response system is implemented where teachers, administrators and non-teaching staff, are able to act as first responders.			
4.b TOTAL COUNT			
c) Referral system, case management and monitoring and documentation of cases			
1. Seeks immediate assistance on how to establish a referral system			
2. Seeks immediate assistance on how to conduct a case conference			
3. The CPC is drafting a school-based referral and monitoring system to address child abuse and bullying cases.			
4. Informal referral system in practice			
5. Meetings with other agencies or service providers are conducted to discuss the referral system and case management			
6. CPC has developed and is implementing a school-based referral and monitoring system to address child abuse and bullying cases			
7. System is substantially implemented			
8. At least 50% of incidents/cases of bullying and child abuse were managed according to quick			

response and referral system			
Functionality Indicators	Indicator is met:		
	YES	NO	Not Sure
9. At least 50% of bullying and VAC cases are documented			
10. At least 50% of cases/complaints can be tracked and immediate feed backing on status of case provided to concerned parties			
11. 100% of incidents/cases of bullying and child abuse were managed according to quick response and referral system			
12. 100% of bullying and VAC cases are documented			
13. 100% of cases/complaints can be tracked and immediate feed backing on status of case provided to concerned parties			
14. Documents are well kept and 0% violation of confidentiality			
15. Assistance provided to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions			
4.c TOTAL COUNT			
d) Proactive identification and reporting of VAC cases (Early detection)			
1. Seeks immediate assistance on how to develop a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs			
2. The CPC is drafting a system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs			
3. Teachers, administrators, guidance counselors and non-teaching staff are trained on this system			
4. Teachers, administrators, guidance counselors and non-teaching staff are able to recognize and identify signs of abuse			
5. Identified cases are referred for appropriate action			
6. 90%-100% of recognized and reported possible cases of abuse are investigated.			
7. All identified cases are provided with appropriate intervention			
4.d TOTAL COUNT			
5. ACCOUNTABILITY AND PERFORMANCE			
a) Availability and accessibility of statistical report on cases handled			
1. Seeks immediate assistance on how to generate Data or Statistical reports on VAC cases handled by the CPC /School			
2. CPC finalizes intake sheets, other monitoring and reporting forms on VAC			
3. CPC sets schedules for the submission and consolidation of reports			
4. CPC fills up intake sheets, and other monitoring and reporting forms on VAC			
5. Submits consolidated reports on bullying and child abuse cases to the division office			
6. Data may be incomplete; Partial implementation of statistical reporting on VAC cases			
7. Substantial documentation and implementation of statistical reporting on VAC cases handled is done and is always updated			
8. Regularly submits updated consolidated reports on bullying and child abuse cases to the division office			
9. CPC is able to document VAC cases and responses and presents a situational analysis of VAC in school based on statistical report on VAC cases handled by the CPC.			
10. CPC Situation on VAC is discussed among teachers, guidance, administrators and non-teaching staff and parents of learners			
11. Situational analysis with statistical report is regularly submitted and discussed with the division office			
12. Situational analysis is also made available and accessible to the public			

5.a TOTAL COUNT				
Functionality Indicators		Indicator is met:		
		YES	NO	Not Sure
b) Child participation in CPC planning, implementation and evaluation - Solicits feedback from learners				
1. Seeks immediate assistance on how to facilitate student participation in CPC activities				
2. Orientation on child participation is conducted for all CPC members				
3. There are initial plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities				
4. Plans on how children can meaningfully participate in the planning, implementation, and evaluation of CPC activities are finalized				
5. CPC provides information to all learners about how they can participate in the planning, implementation, and evaluation of CPC activities				
6. CPC creates safe spaces for child participation				
7. CPC encourages feedback from learners on the CPC activities informally				
8. CPC orients all learners about the child-friendly CPC functionality booklet				
9. CPC provides regular venue for learners and student bodies in the CPC planning, implementation and evaluation				
10. CPC conducts survey among learners on child protection in school				
11. Learners start using the CPC booklet				
12. Learners actively participate in the planning, including investment programming, implementation, monitoring and evaluation of the CPC plan				
13. CPC collects feedback from learners through the child-friendly CPC booklet				
14. CPC gives due weight to the learners' feedback (CPC considers and analyses the feedback)				
5.b TOTAL COUNT				
c) CPC Monitoring and evaluation				
1. Seeks assistance on how to monitor and evaluate the implementation of the child protection and/or anti-bullying policies				
2. CPC is drafting the monitoring and evaluation design and tools it will use				
3. All CPC members are oriented on the tools and their tasks relative to monitoring and evaluation				
4. CPC is using the tools				
5. CPC conducts assessment exercises				
6. 100% of learners affected by bullying and VAC are reporting and availing of the programs and services of the CPC				
7. 70%-100% of objective of Child protection strategic plan met				
5.c TOTAL COUNT				
GRAND TOTAL COUNT				
Comments				
Recommendations				



Children in Conflict with the Law (CICL) Intake Form

Division: _____ Region: _____
Name of School: _____
Address: _____
Case No.: _____
Date: _____

I. Identifying Information

Name: _____
Nickname: _____
Age: _____ Sex: _____
Date of Birth: _____
Place of Birth: _____
Address: _____
Grade/Year Level & Section: _____
Class Adviser: _____

Parents/Guardian Information:

Parents/Guardian: _____
Address: _____
Contact No.s: _____

II. Problem Presented (Information on the Reported Offense)

Alleged offense committed by the student (describe incident as reported):

Place and Date of Alleged Commission of Offense: _____

Name of referring party/relation to the child: _____

Name of victim/s (if any): _____ Grade/Level: _____

Previous Offense reported in school, *if any* (please indicate date):

III. Actions taken, if any

IV. Disposition:**Referred and/or Released to:**

☐	LSWDO Name: _____	Contact No. _____
☐	PNP Name: _____	Contact No. _____
☐	NGO/FBO Name of Organization _____	
	Contact No. _____	

Released to:☐

Parents

☐

Guardian

☐

Relative/s Name: _____

Contact No. _____

Name and Signature of Receiving Party

Address: _____

Prepared by:_____
Name and Signature_____
Designation**Noted by:**_____
Name and Signature_____
Designation



Republic of the Philippines

Department of Education

REGION X - NORTHERN MINDANAO

DIVISION OF CAGAYAN DE ORO CITY

**STRICTLY
CONFIDENTIAL**

IV. INITIAL ACTIONS TAKEN

- 1)
- 2)
- 3)

V. RECOMMENDATIONS/ NEXT STEPS

Referral: () Yes () No

Referral to: _____

Reason for referral: _____

Other recommendations/ next steps:

- 1)
- 2)
- 3)

Date of intake: _____

Prepared by:

Reviewed by:

GUIDANCE COUNSELOR/ DESIGNATE

SCHOOL HEAD



Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO
DIVISION OF CAGAYAN DE ORO CITY

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C - 2. If respondent is a Student

Name: _____

Date of Birth: _____ Age: _____ Sex: _____

Gr. / Yr. and Section: _____

Parents/ Guardian

Mother: _____ Age: _____

Occupation: _____

Address: _____

Contact Number: _____

Father: _____ Age: _____

Occupation: _____

Address: _____

Contact Number: _____

II. DETAILS OF THE CASE:

III. ACTION TAKEN

1)

2)

IV. RECOMMENDATION

1)

Prepared by:

Signature over Printed Name

Designation

Date

Noted by:

Signature over Printed Name

Designation

Date

(To be submitted to the Division Office a week after the start of each school year)

School-Based Report on Incidents of Bullying
School Year _____

School: _____
Address: _____

Classification: (Private/Public) _____
Level: (Kindergarten/Elementary/Secondary) _____

[illegible]

Note: Bullying is perpetrated by a student against another student which may be:

- **Physical** – unwanted physical contact (punching, shoving, pushing, kicking, slapping, tickling, headlocks etc.)
- **Social** – refers to any deliberate, repetitive and aggressive social behavior intended to hurt or belittle an individual (name-calling, cursing, labelling, etc.)
- **Gender-Based** – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity
- **Cyber Bullying** – any bullying done through the use of technology or any electronic means (texting, email, chatting, online games etc.)

Reviewed and Conformed by:

Date:

Prepared by:

Date:

Name and Designation

Name/Designation



Republic of the Philippines
Department of Education

LEARNER GOVERNMENT (LG) COMEA MONITORING TOOL

Data Privacy Notice: Data and information in this form are intended exclusively for the purpose of this activity. Serving other purpose not intended by the process owner is a violation of Data Privacy Act of 2002.

This monitoring tool shall be utilized and filled out by all Division Learner Formation Coordinators (DLFCs) in Schools Division Offices (SDOs) nationwide and must be submitted to their respective Regional Learner Formation Coordinator (RLFC) for consolidation. The deadline of the submission will be determined by their RLFC.

I. Monitoring Tool

Region/Division: _____ Date Accomplished: _____
 School Year: _____ Mode of Election
 Date of Election: _____ ☐ Manual ☐ Blended
 Time of Election: _____ ☐ Digital ☐ Others (please specify): _____

II. Results

List of Division Federated Officers for the Learner Government (DFSELG/DFSSLG)

Division Federated Supreme Elementary Learner Government Officers for SY: 2023-2024

Position	Name of Learner	School
President		
Vice-President		
Secretary		
Treasurer		
Auditor		
Public Information Officer		
Protocol Officer		

Division Federated Supreme Secondary Learner Government Officers for SY: 2023-2024

Position	Name of Learner	School
President		
Vice-President		
Secretary		
Treasurer		
Auditor		
Public Information Officer		
Protocol Officer		

III. Recommendations

Summarize the recommendations submitted by the schools and provide some salient points from the monitoring and evaluation that was initiated during the conduct of school-based elections.

Prepared by:

Noted by:

Learner Formation Coordinator

SGOD Chief

Approved by:

Schools Division Superintendent



Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO

LEARNER FORMATION PROGRAM MONITORING TOOL
SY _____

Division: _____
School: _____
District: _____
School Head: _____
Total No. of Learners: _____

School ID: _____
Date: _____

Component Program	Means of Verification	Evident	Not Evident	Remarks
Learner Government Program				
Memorandum DM-OUOPS-2024-11-02487 - Schedule on the Conduct of School-based Supreme Elementary Learner Government (SELG) and Supreme Learner Government (SSLG) Elections				
Establishment and composition of LG COMEA	School Memorandum Resolution Notice of Meeting Minutes of the Meeting List of LG COMEA Commissioners and Committees			
Schedule on the Conduct of School-based Supreme Elementary Learner Government (SELG) and Supreme Learner Government (SSLG) Elections	School Memorandum Adherence to the Election and Appointment Procedures (Accomplished election forms) List of Newly elected Officers Data on learner participation during elections (per grade level)			
SELG/SSLG Plans and Activities	Organizational Chart Composition of the Coordinating Council Approved General Plan of Action (GPOA)			



Republic of the Philippines
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Component Program	Means of Verification	Evident	Not Evident	Remarks
	Integration of the GPOA in the Annual/ School Improvement Plan (AIP/ SIP)			
	Accomplishment Report for each Activity - Activity Design - Notice of Meeting - Minutes of the Meeting - Attendance Sheet - Resolution (if any) - Narrative Report with Photo Documentation - Financial Report			
Learner Representation in the School Child Protection Committee	Attendance Sheets Minutes of the Meeting Signed Non-Legal Intervention Plan (if any)			
Learner Representation in the School Governing Council	Attendance Sheet Notice of Meeting Minutes of the Meeting			
Learner-Initiated Activities	List of Conducted/ Facilitated Activities			
LGP Designated Office	Existence of LGP Room/ Office			
Leadership, Advocacies, and Campaigns Development Program				
Creation and Establishment Youth for Environment in Schools Organization (YES-O)/ DepEd Order No. 72, s. 2003	List of Officers/ Organizational Chart Action Plan No. of learner-members per grade level			
	Accomplishment Report for each Activity - Activity Design - Notice of Meeting			



Republic of the Philippines
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Component Program	Means of Verification	Evident	Not Evident	Remarks
	-Minutes of the Meeting -Attendance Sheet -Resolution (if any) -Narrative Report with Photo Documentation -Financial Report (if any)			
Learner-Initiated Activities	List of Conducted/ Facilitated Activities			
YES-O Designated Office	Existence of YES-O Room/ Office			
Barkada Kontra Droga (BKD) Program Implementation	List of Officers/ Organizational Chart Action Plan No. of learner-members per grade level			
	Accomplishment Report for each Activity - Activity Design -Notice of Meeting -Minutes of the Meeting -Attendance Sheet -Resolution (if any) -Narrative Report with Photo Documentation -Financial Report (if any)			
School Clubs and Organizations	List of Recognized School Clubs and Organizations (With data on learner-members per Grade Level) Related to Subject Areas			
Learner-Initiated Activities	List of Conducted/ Facilitated Activities			
BKD Designated Office	Existence of BKD Room/ Center/ Office			



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Component Program	Means of Verification	Evident	Not Evident	Remarks
	Any other function/s of the Teacher-Adviser			

Challenges/ Issues/ Bottlenecks:

Recommended Actions (To be filled out by the Monitoring Team):

Monitored by:

(Signature Over Printed Name)

(Signature Over Printed Name)

Noted by:

(Name and Signature of the Teacher-Adviser/Coordinator)

(Name and Signature of the School Head)



Address: DepEd Regional Office X, Zone 1, Upper Balulang, Cagayan de Oro City
Telephone No: (088) 881-3137
Email: region10@deped.gov.ph



Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO

MONITORING TOOL FOR A LEARNER-PARTICIPANT IN AN ACTIVITY

Name of Student: _____
School: _____ School ID: _____
District: _____ Date: _____
School Head: _____

Indicators	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Remarks
I. PUSO						
1. Conflicts between people were a problem.						
2. I learned to work with others as a team.						
3. Serving others and volunteering was important.						
4. I felt like I didn't belong.						
5. All kinds of learners were welcomed.						
6. I learned to accept differences in others.						



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Indicators	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Remarks
II. GALING						
1. Activities taught me to develop a plan to reach my goals.						
2. I was challenged to think and build skills.						
3. There were opportunities to learn new skills.						
III. TALINO						
1. I felt that I could make a difference.						
2. I was encouraged to take responsibility.						
3. Perfect performance was more important than learning from mistakes.						



Republic of the Philippines
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REGION X - NORTHERN MINDANAO

Indicators	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Remarks
IV. OTHERS						
1. I felt safe from being hurt or injured.						
2. I was embarrassed or put down.						
3. Activities promoted healthy habits.						
4. Speakers and participants listened to what I say.						
5. I felt comfortable going to the speakers for advice.						
6. Rules and expectations were clear.						
7. Discipline was not too strict, not too loose.						
8. Activities were just right for my age.						



Republic of the Philippines
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Indicators	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	Remarks
9. I gained a lot of knowledge from the activity.						
10. Activities were related to issues in my school and community.						

What motivated you to initially get involved with the activity?

What specific skills or knowledge have you gained through participating in the activity?

Comments/ Suggestions to improve the activity:

COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

PILAR 3: RISK REDUCTION AND RESILIENCE EDUCATION									
Related Framework for DRR (SFDRR) Priorities	Comprehensive School Safety (CSS) Target Areas	DepEd DRRMS CSS INDICATORS (Based on DepEd)	BASELINE (2017)		TARGET / PLANS	PROGRESS (2018)	PROGRESS (2019)	PROGRESS (2020)	
Priority for Action 1	Integration of common knowledge and skills in the curriculum	1 has integrated key DRR and CCA concepts in curriculum based on the National Curriculum	YES	NO					
		2 Year when DRR and CCA integration in the curriculum started							
		3 Grade levels and subjects where DRR and CCA been integrated							
		Skills and competencies of students are assessed through measurable learning and risk reduction (RR) outcomes	YES	NO					
Priority for Action 3	Integration of risk reduction and resilience in extra-curricular activities	5 Percentage of students actively participating in various DRRM/CCA/IEF activities							
Priority for Action 3	Capacity building for and personnel on risk reduction and resilience education	6 School has DRRM capacity building plan for teachers and school personnel	YES	NO					
		7 Number of personnel trained on DRRM and/or CCA	YES	NO					
		8 School has available and accessible quality and up-to-date DRRM	YES	NO					
		9 Presence of DRRM corner, with updated IEC materials posted in it, in every classroom	YES	NO					
Priority for Action 3	Monitoring and Evaluation	10 School carries out monitoring and evaluation to assess sustainable implementation	YES	NO					

Date Signed and Approved: _____

Name and Signature of School Head

COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL										
ENABLING ENVIRONMENT										
Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) Target Areas	DepEd DRRMS CSS INDICATORS (Based on DepEd)	BASELINE (2017)		TARGET / PLANS	PROGRESS (2018)	PROGRESS (2019)	PROGRESS (2020)		
			YES	NO						
Priority for Action 2	Legal Framework & Policies	1	Adopted/adapted/Localized existing policies relating to DRRM in education/school safety.							
		2	Designated School DRRM Focal Person							
Priority for Action 2	Organizational arrangements, leadership, and coordination	3	Formed School DRRM Team, consisting of personnel from different offices; with defined membership and roles and responsibilities/functions							
		4	Has a comprehensive School DRRM Plan, which includes CCA and EIE measures, covering risk assessment, risk reduction and rehabilitation and recovery.							
Priority for Action 1	Integration of risk reduction and resilience into education sector strategies, policies and plans	5	Students participated in the planning process							
		6	Integrated DRRM into the School Improvement Plan (SIP)							
		7	100% completion of DRR related questions in the EMIS/EBEIS							
		8	Regular DRRM activities are supported by school budget							
Priority for Action 3	Funding for risk reduction and resilience of education	9	Funding sources for interventions in the aftermath of a disaster or emergency exist and can easily be tapped.							
		10	School has partnership that could be tapped to support its DRRM programs and activities, including those after disaster.							
Priority for Action 1	Child-centered Risk Assessment	11	Conducted student-led school watching and hazard mapping (DO 23 S 2015)							
		12	Incorporated results of student-led school watching hazard mapping in the School DRRM Plan and SIP							
		13	Linked student-led school watching and hazard mapping with the community hazard maps of LGUs provided by DOST							
		14	School Planning Team have linked the community hazard maps with education data to better understand the School's risk.							
Priority for Action 3	Monitoring and Evaluation	15	School submitted Rapid Assessment Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of hazard in the area							
		16	Data Collection and consolidation of programs and activities on DRRM, covering the 3 PILLARS, to monitor results and impact exist.							

Date Signed and Approved: _____

Name and Signature of School Head

COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

PILAR 1: LEARNING FACILITIES									
Related Sendai Framework for DRR	Global Comprehensive School Safety (CSS) Target Areas	DepEd DRRMS CSS INDICATORS (Based on DepEd)	BASLINE (2017)	TARGET / PLANS	PROGRESS (2018)	PROGRESS (2019)	PROGRESS (2020)		
		EXISTING SCHOOLS ARE BEING MADE							
Priority for Action 1	Assessment and prioritization for retrofitting and replacement of unsafe schools	# of school buildings that has been inventoried							
		# of school buildings with risk assessment							
		# of unsafe school buildings identified							
			YES NO						
Priority 3	Resources and Plan to address unsafe school buildings	4 Systems for monitoring and quality assurance of school building construction exist							
		Financial resources are allocated for completion of needed action to address unsafe school building within a specified period.							
		# of unsafe school buildings with approximate action undertaken by the School Head (e.g. 6 upgraded, retrofitted, non-usage, etc.)							
Priority for Action 3	Maintenance to increase safety and protection of investments in schools	7 Conducted regular school inspection and maintenance of facilities conducted (state how							
		8 Undertaken regular repair of minor classroom (including facilities) damages							
		9 Roles and responsibilities for maintenance are defined, documented and assigned							
Priority for Action 3	Planning for limited use of schools as evacuation centers, day-care, the school	School heads have allotted budget for routine maintenance of school facilities for safety and to protect investments, with transparent monitoring oversight at the school level.							
		School heads have identified those schools that are expected to be used as temporary evacuation.							
		School Heads are clear with the roles and functions of the school in camp management vis-à-vis the LGU and DSWD as per Joint Memorandum Circular No. 1 - s. of 2013 "Guidelines on Evacuation Center Coordination and Management" and RA 10821 "Children's Emergency Relief and Protection Act and its corresponding IRR.							
		12							
		EVERY NEW SCHOOL BUILT IS SAFE							
Priority for Action 3	Guidance and regulations for safe school construction	Guidance and regulations on the following are followed:							
		13 SAFE SCHOOL SITE SELECTION							
		RESILIENT DESIGN							
		RESILIENT CONSTRUCTION							
Priority for Action 2	Monitoring of safe school site selection, design and construction	New School construction is monitored for compliance with:							
		SAFE SCHOOL SITE SELECTION							
		SAFE SCHOOL DESIGN							
		14 SAFE SCHOOL CONSTRUCTION							

Date Signed and Approved: _____

Name and Signature of School Head

DOA 7/10/2018 1:00 PM

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DOA 7/10/2018 1:00 PM

DOA 7/10/2018 1:00 PM

DOA 7/10/2018 1:00 PM

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DOA 7/10/2018 1:00 PM

DOA 7/10/2018 1:00 PM



COMPREHENSIVE SCHOOL SAFETY MONITORING TOOL

PILLAR 2: DISASTER RISK MANAGEMENT									
Related Sendai Framework for DRR (SFDRR) Priorities	Global Comprehensive School Safety (CSS) Target Areas	DepEd DRRMS CSS INDICATORS (Based on DepEd)	BASELINE (2017)		TARGET/PLANS	PROGRESS (2018)	PROGRESS (2019)	PROGRESS (2020)	
			YES	NO					
Priority for Action 2	Existence of national and sub-national plans for preparedness and response, education sector investments	1 School has a Contingency Plan, i.e. Preparedness Plan turned into response actions when a disaster strikes (This could be a separate section/chapter in the DRRM Plan)							
		2 School has available, accessible and adequate first aid kit in every instructional classroom							
		3 School has at least 2 necessary and functioning equipment, in case of a disaster (e.g. fire extinguisher, handheld/base radio, generator, etc.							
		4 School has pre-identified spaces for putting up Temporary Learning Spaces/Shelters in the aftermath of a disaster							
		5 School has ready resumption strategies and alternative delivery models to ensure education continuity							
		6 School has ensured that students completed the Family Earthquake Preparedness Plan; and school has reported completion to DepEd DRRM at Central Office.							
Priority for Action 4	Annual review of school disaster risk reduction and management measures (e.g. as part of school-based management and/or school improvements)	7 School has established a school personnel tracking system/protocol in the event of a disaster.							
		8 School has trained personnel to administer first aid to students and personnel							
		9 School has psychosocial interventions for personnel and students							
		10 School has trained teachers and other personnel who could provide psychosocial support to students							
		11 School DRRM Plan and SIP with DRRM Integration are reviewed annually							
		12 Conducted Brigada Eskwela to ensure school safety and preparedness measures are in place as per DO							
		13 Students, teachers, parents and other stakeholders participated in Brigada Eskwela							
		14 School has established functional early warning system to inform students and personnel of hazards and emergencies (protocol, warning signs, devices, IEC), considering national and LGU warning systems and protocols.							

Priority for Action 4	Conduct of regular simulation drill, at all levels, to practice response preparedness and to review response plans (i.e. Contingency Plan)	15	School conducted regular hazard-specific drills (at least 3 hazards) with participation of stakeholders (BFP, MEDIC, LGUS, NGOs, COMMUNITY, PTA, ALUMNI, and others).						
		16	# of Students who participated in the drills						
		17	School has an evacuation plan and procedures						
		18	School has student-family reunification plan that is clearly disseminated to students, teachers and parents.						
Priority for Action 3	Needs assessment strategy, and implementation plan to develop staff and student capacity for participation in school based DRRM	19	School Head has received DRRM training from division or region or partners						
		20	School DRRM Team has received DRRM training from division or region or partners (Indicate how many)						
		21	School has conducted awareness and capacity building for families and learners						
		22	School participated in the different DRRM/CCA/EIE activities of the LGU.						

Date Signed and Approved: _____

Name and Signature of School Head

Date of Drill: _____

Location: _____

What was the drill scenario? _____

Yes	No	Feedback	Comments
		Did the alarm sound clearly and without malfunctioning during the drill?	
		Could the alarm be heard in all areas?	
		Did all fire doors close properly?	
		Did all magnetically locked exit doors release?	
		Were all hallways and exits clear of obstructions?	
		Did all faculties, staff, pupils, and evacuate?	
		Are all members assigned to sweep the building for accountability purposes?	
		Was a staff member assigned to prevent re-entry into the building?	
		Did everyone avoid using the elevator?	
		Were any special needs persons identified during the drill?	
		Were all office doors closed but not locked?	
		Was the alarm reset?	

Drill start time: _____
evacuation: _____

Time of complete

Time of all clear signal: _____

Total elapsed time:

Summation:

Reported by: _____

Title: _____

Email/Phone: _____





EARTHQUAKE DRILL EVALUATION



Title: (N) Quarter NSED (Year)		Name of Agency/Organization/LGU:				
Place of Drill:		Name of DCG:				
Date of Drill:		Duration of Drill:				
Total Number of Participants:						
Quantitative assessment of EQ drill: Rate the following parameters with one (1) being the lowest and five (5) being the highest.						If you think that your response needs to be qualified, please fill-up the column below.
PART I – GENERAL EVALUATION:	1	2	3	4	5	COMMENTS and OBSERVATIONS
1. The alarm system used loud enough to be heard by all drill participants.						
2. The drill participants executed the "duck, cover, and hold" technique during the Alarm Phase or while the alarm system is being sounded.						
3. The drill participants waited for the alarm system to stop before evacuating.						
4. The drill participants executed the "buddy-buddy" system during the evacuation phase.						
5. The drill participants walked faster than normal during the evacuation phase.						
6. The drill participants followed their evacuation routes to the evacuation area/s.						
7. The drill participants covered their heads while vacating the building.						
8. The participants checked for any sustained injury in the evacuation/assembly area/s.						
9. A headcount was conducted while in the evacuation area.						
10. The participants stayed in the evacuation area until the drill was terminated.						
EVALUATION OF THE DISASTER CONTROL GROUP						
11. The Incident Commander established clear leadership during the drill.						
12. The First Aid/Medical Team immediately addressed all medical needs of the injured victims and casualties.						
13. The Search and Rescue Team was efficiently organized in responding to the incident.						
14. The Fire Safety/Brigade Team demonstrated proper fire suppression.						
15. The Evacuation Team properly executed the evacuation procedures.						
16. The Site Security Team adequately secured the perimeter for the drill area.						
17. The Maintenance Team observed protocols in ensuring the building safety before re-entering.						
18. The Communication utilized the equipment properly during the coordination and execution of response operations.						
19. The Transportation team ensured the availability of vehicles.						
SUB-TOTAL						
GRAND TOTAL/OVER ALL RATING						

RATING SCALE

90-100 - OUTSTANDING 70-79 - SATISFACTORY 59 & below - NEEDS IMPROVEMENT
 80-89 - VERY SATISFACTORY 60-69 - FAIR

PART II – RECOMMENDATIONS:

 Evaluator
 Signature over Printed Name

Conforme: _____
 Signature over Printed Name

Agency Represented : _____
 Designation : _____
 Landline and Mobile Numbers : _____
 E-mail Address : _____



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

Peer-Review Evaluation Form for Educational Research
(For Action Research, Basic Research, and Applied Research)

I. Research Information

Title of Research: _____

Author(s): _____

Reviewer Name: _____

Date of Review: _____

Type of Research:

☐ Action Research ☐ Basic Research ☐ Applied Research

II. Evaluation Criteria

A. Introduction and Rationale

Criterion	Yes	No	Needs Improvement
1. Is the research problem clearly stated?			
2. Does the study provide sufficient background and justification?			
3. Is the significance of the study well-articulated?			
Comments/Suggestions:			

B. Review of Related Literature

Criterion	Yes	No	Needs Improvement
4. Are the sources relevant, up-to-date, and properly cited?			
5. Does literature review establish a strong foundation for the study?			
Comments/Suggestions:			

C. Research Design and Methodology

Criterion	Yes	No	Needs Improvement
6. Is the research design appropriate for the study?			
7. Are the data collection methods adequately explained?			
8. Is the sample size and selection method justified?			



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DIVISION OF CAGAYAN DE ORO CITY

9. Are ethical considerations addressed?			
Comments/Suggestions:			

D. Data Analysis and Interpretation

Criterion	Yes	No	Needs Improvement
10. Are the data analysis techniques appropriate?			
11. Are the results clearly presented with relevant tables/graphs?			
12. Do the interpretations align with the findings?			
Comments/Suggestions:			

E. Conclusions and Recommendations

Criterion	Yes	No	Needs Improvement
13. Are the conclusions well-supported by the findings?			
14. Do the recommendations align with the study's objectives?			
Comments/Suggestions:			

F. Clarity and Organization

Criterion	Yes	No	Needs Improvement
15. Is the paper well-structured and coherent?			
16. Are there grammatical/spelling errors?			
Comments/Suggestions:			

G. Contribution and Impact

Criterion	Yes	No	Needs Improvement
17. Does the study contribute to the field of education?			
18. Is the research practical and applicable?			
Comments/Suggestions:			



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

III. Overall Recommendation

- ☐ Accept as is
☐ Accept with minor revisions
☐ Accept with major revisions
☐ Reject

Additional Comments:

Reviewer's Signature: _____

Date: _____



Republic of the Philippines
Department of Education

REGION X
DIVISION OF CAGAYAN DE ORO CITY

BASIC EDUCATION COMPLETED RESEARCH APPROVAL SHEET

This is to certify that the completed research entitled "[Title of Research]" submitted by [Proponent(s)] at [Name of School], has been reviewed and approved by the Schools Division Research Committee.

The final research report was evaluated based on its quality, contribution to the field, presentation, and adherence to the prescribed format and guidelines. The committee members found the report to be of high quality, substantial in its contribution, and in compliance with the prescribed standards.

****Approval Decision****

- ☐ The final research is approved.
- ☐ The final research is approved with minor revisions.
- ☐ The final research is not approved. Reasons for non-approval are enclosed.

If approved, the final research report is now officially accepted and considered a valuable contribution to the Department of Education. The principal investigator is commended for their dedication and commitment to the research process.

Approved in fulfillment of the requirements for the Basic Education Research by the following Schools Division Research Committee (SDRC):

SEPS, Planning and Research

EPS/SEPS/Program Holder

Chief, SGOD/CID

Assistant Schools Division Superintendent
Chairman, Schools Division Research Committee

Schools Division Superintendent/Consultant

Date of Accomplishment:	Remarks:
-------------------------	----------



DEPARTMENT OF EDUCATION CAGAYAN DE ORO CITY

BASIC EDUCATION RESEARCH PROPOSAL APPROVAL SHEET

This is to certify that the research proposal entitled "[Title of Research]" submitted by [proponent(s)] at [Name of School], has been reviewed and approved by the Schools Division Research Committee.

The proposal was evaluated based on its significance, research design, methodology, and ethical considerations. The committee members found the proposal to be well-structured, feasible, and ethically sound.

****Approval Decision****

- ☐ The research proposal is approved.
- ☐ The research proposal is approved with minor revisions.
- ☐ The research proposal is not approved. Reasons for non-approval are enclosed.

If approved, the research proposal is now authorized to proceed to the next stage of the research process, which may include data collection, analysis, and reporting. The principal investigator is expected to adhere to all ethical guidelines, legal requirements, and any additional recommendations provided by the committee.

Approved in fulfillment of the requirements for the Basic Education Research by the following Schools Division Research Committee (SDRC):

SEPS, Planning and Research

EPS/SEPS/Program Head

Chief, SGOD/CID

Assistant Schools Division Superintendent
Chairman, Schools Division Research Committee

Schools Division Superintendent/Consultant

Date of Accomplishment: _____

Remarks: _____

Competence. Diligence. Outstanding Integrity.



Republic of the Philippines

Department of Education

REGION X

DIVISION OF CAGAYAN DE ORO CITY

Monitoring and Technical Assistance Form

Research Implementation Support

I. General Information

Teacher-Researcher's Name: _____

School/Institution: _____

Research Title: _____

Implementation Period: _____ to _____

Assigned Research Mentor/Supervisor: _____

II. Monitoring Visit Details

Date of Monitoring: _____

Mode of Assistance: ☐ Face-to-Face ☐ Online ☐ Phone Call ☐ Email

III. Areas Monitored (Tick all that apply)

- ☐ Research Implementation Progress (alignment with timeline)
- ☐ Data Collection Process (correct methods followed)
- ☐ Challenges Encountered (issues affecting research progress)
- ☐ Ethical Considerations (proper guidelines being followed)
- ☐ Effectiveness of Innovation (preliminary results and observations)
- ☐ Documentation and Report Writing

IV. Technical Assistance Provided (Tick all that apply)

1. Research Process Support

- ☐ Clarification on research methodology
- ☐ Assistance in data collection techniques
- ☐ Guidance on ethical considerations
- ☐ Suggestions for refining research questions
- ☐ Help in developing research instruments

2. Implementation Support

- ☐ Identifying and addressing implementation challenges
- ☐ Recommendations for adjusting strategies
- ☐ Providing additional teaching or research resources
- ☐ Coordination with school leaders/stakeholders



Republic of the Philippines
Department of Education

REGION X
DIVISION OF CAGAYAN DE ORO CITY

3. Data Analysis and Interpretation

- ☐ Guidance on data organization and management
- ☐ Support in statistical analysis
- ☐ Assistance in interpreting results

4. Research Writing and Documentation

- ☐ Structuring the research report
- ☐ Reviewing and refining research discussions
- ☐ Checking for coherence, clarity, and grammar
- ☐ Formatting assistance (citations, referencing, etc.)

5. Others (Specify):

☐ _____

V. Summary of Monitoring & Next Steps

Observations:

Challenges Identified:

Recommendations for Improvement:

Next Monitoring Date: _____

VI. Signatures

Teacher-Researcher: _____ Date: _____

Research Mentor/Supervisor: _____ Date: _____



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

LIST OF ACTION/BASIC RESEARCH FOR BERF 2025 FUNDING

No.	Level	Title	Research Type (Action/Basic)	Theme	Proponent	Designation	School	Total Amount	Action Taken	Remarks/ Rating
1					1)	1)				
2					1)	1)				
3					1)	1)				
4					1)	1)				
5					2)	1)				

Prepared by:

BEVERLY ANNE E. NICOLASORA
SEPS, Planning and Research Unit

Noted by:

ROSALIO R. VITORILLO
Chief, SGOD

Recommending Approval:

AUDIE S. BORRED, PhD, CESO VI
Assistant Schools Division Superintendent

Approved by:

ROY ANGELO E. GAZO, PhD, CESO V
Schools Division Superintendent



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Mobile No: +63 975 6403 226 (Globe) | +63 951 1710 902 (Smart)
Email Address: cagayandeoro.city@deped.gov.ph



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

[Date]

[Name of Researcher]
[Institution Details]

Dear [Name of Researcher]:

Please be informed that your letter requesting to conduct research is granted. However, it is subjected to the following conditions:

- (1) that the administration of the research instruments with informed consent and/or assent from the respondents shall be observed strictly;
- (2) that the researcher shall coordinate with the [details of the participants] of the identified schools in [name of schools identified] during the conduct of data gathering;
- (3) that the researcher shall strictly adhere to DO 9, s. 2005 -re: Instituting measures to increase engaged time-on-task and ensuring compliance therewith;
- (4) that the research findings if published or presented in both local/international level shall adhere strictly to the ethical considerations, specifically on anonymity and confidentiality (i.e. avoid citing the name of the school); and
- (5) that the researcher shall submit the following to the SGOD-Planning and Research Section: (5.1) sample copies of Consent/Assent Forms and instruments before the official conduct of the study; and (5.2) research findings through the URL: <https://bit.ly/ThesisStudyManuscript> and 1 softbound copy of the research study for reference (after the conduct of the study).

Thank you.

Very truly yours,

ROY ANGELO E. GAZO
Schools Division Superintendent

DLXXXX-SGOD-PR



Republic of the Philippines

Department of Education

REGION X

DIVISION OF CAGAYAN DE ORO CITY

	is shown. (3 points)	to project specific expenses that she or he will be accountable for. (5 points)	
TOTAL SCORE			

Remarks:

- ☐ Research proposal is approved.
- ☐ Research proposal is approved with minor revision.
- ☐ The research proposal is not approved. Reasons for non-approval are enclosed.

NOTE: To qualify for approval in the District/Division/Region, the proponent/s must have a minimum average score of 70%.

Evaluated by: ☐ District Research Committee ☐ Schools Division Research Committee

Member

Member

Member

PSDS/ASDS



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Mobile No: +63 975 6403 226 (Globe) | +63 951 1710 902 (Smart)
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REGION X
DIVISION OF CAGAYAN DE ORO CITY

Journal Distribution List

Distribution Purpose (please check any that is applicable):

- ☐ Regular Distribution of Research Updates
- ☐ Sharing Educational Resources
- ☐ Dissemination of Conference Proceedings
- ☐ Professional Development
- ☐ Provide information to stakeholders

Purpose details:

No.	Name	Position/Title	Department/Organization	Email Address	Distribution Types	Remarks
					☐ Hard copy ☐ Electronic Copy	

Prepared by:

SEPS, P&R Unit

Purpose details guide:

Noted by:

Chief, SGOD



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Mobile No: +63 975 6403 226 (Globe) | +63 951 1710 902 (Smart)
Email Address: cagayandeoro.city@deped.gov.ph



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

1. Regular Distribution of Research Updates: To provide faculty and research staff with the latest issue of the [Journal Name], containing recent findings, methodologies, and updates relevant to ongoing studies in [specific field].
2. Sharing Educational Resources: To distribute monthly/bi – annual/annual Rapid Crossers to all department heads, providing them with resources, best practices, and insights to support their teaching and learning initiatives.
3. Dissemination of Conference Proceedings: To share the conference proceedings of the [Conference Name] with participants, ensuring they have access to key research papers and presentations discussed during the event.
4. Professional Development: To circulate the Rapid Crossers to staff as part of our professional development program, offering insights on teaching and learning trends, case studies, and innovations in [specific field].
5. Provide Information to Stakeholders: To update stakeholders with the latest developments and publications related [project, initiative, or organization], ensuring all parties are informed of progress and findings.



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Mobile No: +63 975 6403 226 (Globe) | +63 951 1710 902 (Smart)
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REGION X

DIVISION OF CAGAYAN DE ORO CITY

Annex Form 4B: Rubric Tool for Action Research Proposal

Proponent(s) Name: _____ Research Title: _____
Name of School/Office: _____ District: _____
Date of Review and Evaluation: _____ Final Rating: _____

Criteria	Beginning	Developing	Proficient	Excellent	Actual Score
Context and Rationale	Sub - criteria				
	Context	Not described (no points)	The action research proposal presents a general description of the problem or issue as its focus of inquiry. (8 points)	The educational relevance and timeliness of the problem or issue are shown. The need to conduct action research as a way to address or improve the situation is explained. (12 points)	The nature, extent and salience of the identified problem or issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing in depth and critical analysis of the situation. (15 points)
	Proposed Intervention, Innovation, Strategy	Not Presented (no points)	The action research proposal mentions an intervention, innovation or	The proposal outlines when and where the intervention, innovation or strategy to be tried out	The rationale, extent and limitation of the intervention, innovation or strategy



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			strategy to be tried out to address the problem or issue. (8 points)	to address the problem or issue. (12 points)	are explained in detail. Its plausibility as a way to address the problem or issue is given support. (15 points)	
Action Research Questions	Not Stated (no points)	The action research proposal has a stated aim, objective, or general research question(s). (15 points)	The research question(s) specifies the action research variable(s) or the focus of inquiry. Key elements of the research question(s) are reflected in the title of the proposal. (25 points)	The research question(s) logically proceed from the context of the inquiry. It clearly relates to the identified problem or issue and conveys the desired change or improvement. (30 points)		
Action Research Methods	Sub – criteria Participant s and/ or other Sources of Data and Information	Not stated (no points)	The action research proposal states the target participants and/ or other sources of data and information (ex: learners, teachers, documents, sampling procedure, if	Details are provided about the target participants (ex: number, characteristics, sampling procedure, if		



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Data Gathering Method(s) and Research Instruments	Not Described (no points)	The action research proposal presents a general description of the method(s) to be employed for gathering data. (5 points)	realia, learner's products, others) (5 points)	any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)
			Details of data gathering method(s) are provided: the specific kinds of data, how and when they will be collected (ex: pretest and posttest scores). Research instruments, if any, are described (ex: test, scale, survey questionnaire, checklist, interview guide, others). (8 points)	The proposal explains why the selected data gathering method(s) are suited to the nature and purpose of the action research. The data gathering method(s) is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data/information. (10 points)



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	Data Analysis Plan	Not stated (no points)	The action research proposal presents a general description of how the gathered data/information will be analyzed. (5 points)	Details of the method(s) of data analysis are given. Techniques (ex: quantitative/statistical, qualitative, or both methods), as well as tools (ex: software) to be employed are specified. (8 points)	The selected methods of data analysis are shown to be appropriate to the nature of the data/information to be gathered and for addressing the research question(s). (10 points)
Timeline and Work Plan	Not included (no points)		The action research proposal includes a list of major activities and their timelines. (3 points)	A detailed work plan is provided covering start to completion of the research. Timelines are realistic and show concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (5 points)	
Cost Estimates	Not included (no points)		The research proposal includes a list of major items and their estimated cost. The total cost	A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the action research and adhere to BERF guidelines. The overall plan reflects the proponent's capacity	



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Annex Form 4A: Rubric Tool for Basic Research/Applied Research Proposal

Proponent(s) Name: _____ Research Title: _____
Name of School/Office: _____ District: _____
Date of Review and Evaluation: _____ Final Rating: _____

Criteria	Beginning	Developing	Proficient	Excellent	Actual Score
Introduction and Rationale	Not described (no points)	The research proposal presents a general description of the topic or focus of inquiry. (5 points)	The educational relevance and timeliness of the research topic are shown. It explains the need to conduct research to understand a phenomenon, advance or validate knowledge, improve a situation, or address an issue/ problem. (8 points)	The nature, extent and salience of the research topic are comprehensively discussed. Different aspects of the research setting are elaborated showing in depth and critical analysis of the situation. Policy implications, benefits and limitations of the study are stated. (10 points)	
Research Questions	Not Stated (no points)	The research proposal has a stated aim, objective, or general	The research questions specify the variable or the focus of inquiry. Key	The research questions logically proceed from the context of the study. They	



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		research questions. 10 points)	elements of the research questions are reflected in the title of the proposal. (15 points)	are formulated to clearly show the extent and different angles of inquiry (ex: different variables of interest, relationships to be probed, geographical and temporal scope). (20 points)	
Use of Related Literature and Proper Citation	Not provided (no points)		The research proposal cites theories and/ or previous studies related to the present research. Sources are properly acknowledged. (5 points)	Viewpoints and issues underlying the present research are discussed and synthesized. They are critically evaluated to identify inconsistencies or gaps in current knowledge or educational policy that the study intends to address. Constructs are defined and presented in a conceptual framework. Citation of literature sources is consistent.	



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Research Methods	Sub - criteria		(10 points)	
	Participants and/or other Sources of Data and Information	stated (no points)	the study's target participants and/or other sources of information (ex: divisions, districts, offices, schools, learners, teachers, parents, documents, secondary data, others) (5 points)	the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)
Research Methods	Data Gathering Method(s) and Research Instruments	Not Described (no points)	The research proposal presents a general description of the methods to be employed for gathering data. (10 points)	The proposal explains why the data gathering methods are suited to the nature and purpose of the study. The data gathering methods are aligned with the research questions. Details about research instruments are presented such as their sources or how they will be developed and by whom, and their
			Details of data gathering methods are provided: the specific kinds of data, how and when they will be collected. It describes any research instruments (ex: test, scale, survey questionnaire, checklist, interview guide) to be developed or adopted. (15 points)	



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Work Plan and Timelines	Data Analysis Plan	Not stated (no points)	The research proposal presents a general description of how the gathered data/information will be analyzed. (5 points)	Details of the methods of data analysis are given. Techniques (ex: quantitative/ statistical, qualitative, or both methods), as well as tools (8 points)	appropriateness for obtaining the desired kind of data/ information. (20 points)
					The selected methods of data analysis are shown to be appropriate to the nature of the data/ information to be gathered and for addressing the research questions. (10 points)
		Not included (no points)		The research proposal includes a list of major activities and their timelines. (5 points)	A detailed work plan is provided covering start to completion of the research. Timelines are realistic and show concretely how the research will unfold over



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Cost Estimates	Not included (no points)	The research proposal includes a list of major items and their estimated cost. The total cost is shown. (5 points)	the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (10 points)	
			A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the research and adhere to BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he will be accountable for. (10 points)	
TOTAL SCORE				



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Remarks:

- ☐ Research proposal is approved.
- ☐ Research proposal is approved with minor revision.
- ☐ The research proposal is not approved. Reasons for non-approval are enclosed.

NOTE: To qualify for approval in the District/Division/Region, the proponent/s must have a minimum average score of 70%.

Evaluated by: ☐ District Research Committee ☐ Schools Division Research Committee

Member

Member

Member

PSDS /ASDS



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