

DepEd Cebu Province Advisory No. 006, s. 2020
February ____, 2020

In compliance with DepEd Order (DO) No. 8, s. 2013, this advisory is issued not for endorsement per DO 28, s. 2001, but only for the information of DepEd officials, personnel/staff, as well as the concerned public.

**LATTER- DAY SAINT CHARITIES PROGRAM OF VISION SCREENING AND
ENGLISH LITERACY PROJECT**

1. This office is hereby disseminating the communication received from Elder James Whitmore and Sister Linda Whitmore, Latter Day Saint Charities, Lite Cloud Bldg. # 202, Lahug, Cebu City, designed to provide programs for vision screening and English literacy to the districts on the islands of Cebu .
2. Participation of interested schools is subject to the provisions of DECS Order No. 28, s. 2001 entitled "Prohibiting the Commercialization of DECS organization through Endorsements and Accreditation of Goods and Services" , and DepEd Order No. 9, 2005 entitled " Instituting Measures to Increase Engaged Time-On-Task" and all other existing DepEd policies, regulations, and compliance therewith. (Please see enclosures of DepEd Order No. 28, s. 2001 and DepEd Order No. 9, s. 2005)
3. The communication with its project overview is attached for further reference.
4. For the information of interested and concerned districts.

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February 6, 2020
Dr. Marilyn S. Andales
Cebu Province Division Superintendent

Dear Mam Andales,

Greetings from Latter-day Saint Charities, Thank you for meeting with us this week. As discussed we would like to express the willingness of Latter-Day Saint Charities to provide programs of vision screening and English literacy to the districts on the island of Cebu.

We look forward to working with Mam Juvy on these two programs. We ask your blessing and permission to proceed.

We would like to be given contact with the DEP-ED principals on Bantayan Island to begin a vision screening program, as soon as possible. In order to propose project funding from our area office we will need a letter of request. Would you please have your staff prepare and forward that request.
God Bless You,

Elder James Whitmore
Sister Linda Whitmore
Latter-Day Saint Charities
Lite Cloud Bld #202
Lahug, Cebu City
Phone: 0999-884-8527
Jwhitmore@churchofjesuschrist.org

Latter-Day Saint Charities



Literacy Initiative Project Overview

The intent of this letter is to introduce you to Latter-day Saint Charities and share a successful literacy program that has helped struggling readers.

A reading program has been developed by the Department of Education in Sarangani and is being used successfully in that province. Using this program, the number of struggling readers has been reduced by more than 50% during a one-year period.

Latter-day Saint Charities is partnering with interested school divisions to share this program and provide some of the supplies needed for implementation.

This document outlines expectations and requirements for both Latter-day Saint Charities and partnering organizations.

Latter-Day Saint Charities

Latter-day Saint Charities is the humanitarian arm of the Church of Jesus Christ of Latter-day Saints. Our purpose is to relieve suffering, foster self-reliance and provide opportunities for service. We serve all people without regard for religion, ethnicity or nationality.

Latter-day Saint Charities works with one or more partners on every project. We seek partners that are NGOs, governments, schools, hospitals, orphanages and similar organizations that focus non-profitable efforts on lifting the plight of the poor and needy. Latter-day Saint Charities follows the admonition of Jesus Christ to feed the hungry, give drink to the thirsty, take in the stranger, clothe the naked and visit the sick and afflicted.

Our funding comes from both members and friends of The Church of Jesus Christ of Latter-day Saints who generously give of their means. None of our funding comes from government grants or large corporate donations. One hundred percent of donations go toward projects dedicated to humanitarian aid; overhead costs are paid fully by The Church of Jesus Christ of Latter-day Saints.

Literacy Program

An educated populace is fundamental to health and prosperity. Latter-day Saint Charities supports this premise and is happy to partner with the Department of Education in Sarangani Province and other interested schools to help improve the reading and comprehension ability of young students. There are three essential elements to the program.

- Training
- Acquisition of needed materials
- Implementation of the plan

Training: The initial training for a few key educators from areas outside of Sarangani was held in November 2018 in Sarangani. Participants learned first-hand from those who have made this program successful. These instructors helped develop the program and have first-hand experience in its implementation.

Latter-day Saint Charities created a training video during this event. The video describes the School-Based Tutorial program and will be available to assist educators choosing to implement the program in their division. Educators in Sarangani also created a School Based Tutorial instruction manual that is a valuable source of reference material.

Materials: A key element of the program is a series of reading cards that are used as worksheets by student tutors and tutees. Other beginning reading materials supplement the reading cards. Latter-day Saint Charities will provide reading cards and laminating equipment to reduce obstacles to rapid implementation. After reading cards are laminated, they can be used multiple times by multiple students.

Plan: An energetic leader—a champion—is needed at each school. The first step to implementation is a pre-test that is included as part of the program. How are the students doing now? Tutoring of young struggling students by accomplished older students the key part of the plan. Adult tutoring and involvement of parents, teachers and others will enhance effectiveness. Tutoring and student worksheet activities take place at lunch time and before or after school. Current teaching plans do not

need to be changed. In addition to ongoing monitoring, a post-test will measure the success of the effort.

Commitment

Latter-day Saint Charities Commitments

- Facilitate training of educators in the School-Based Tutorial Reading Program Training used in Sarangani
- Provide a training video that was created during the initial training in Sarangani
- Provide an instruction booklet created by DepEd in Sarangani
- Provide Program Reading Card Sets (Approximately one set of cards for every three students in the program)
- Provide laminators and laminating film

Department of Education Commitments

- Select influential educators to learn and direct the program
- Develop a plan to train educators and teachers in your schools
- Plan and conduct MOA signing and material turnover event
- Oversee distribution and lamination of reading cards and other teaching aid materials
- Implement and execute Reading Program

Experience in Sarangani demonstrates that this reading program works. The program is being used on a pilot basis in multiple school divisions in all three major areas of the Philippines. The proposed literacy project has all the elements to create more successful students in your division.

Please feel free to contact us at any time regarding questions or concerns. We want you to succeed and will help in any way we can.

Sister Marilyn Owen or Elder Charles Owen

LATTER-DAY SAINT CHARITIES

Area Welfare Specialist - Humanitarian

13 Temple Drive, White Plains

1110 Quezon City, Manila

Office: 632-683-7214

Mobile: 0998-592-6326

marilyn.owen@churchofjesuschrist.org

charles.owen@churchofjesuschrist.org

<https://www.latterdaysaintcharities.org>

School-based Tutoring Proposal for Latter-day Saint Charities

Name of Division:
Provide a general description and any unique characteristics of the division
Why does your division need a literacy project?
Total number of elementary schools in the division:
Total number of elementary students in the division:
Number of elementary schools to be involved in the project:
Total number of students at schools to be involved in the initial project:
Approximate number of struggling/frustrated/non-readers at schools to be involved in the initial project:
Attach a list of participating schools with the number of struggling/frustrated/non-readers at each school:
Contact Person for this project (Who is the project champion?):
Contact information for Contact Person Phone: Email: Best method to contact you, phone, text, messenger, etc.:
Division Office information Address: Phone: Email:
Name of entity to list on MOA (Memorandum of Agreement):
Name and title of person who will sign MOA:
Add any other information you desire such as additional details about your division, your situation, how you plan to implement the reading program, etc.

Return this information to: jwhitmore@churchofjesuschrist.org



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City

Dep
DEPARTMENT OF EDUCATION

Office of the Secretary

Direct Line: 633-72067228
Fax: 636-4876
DETxt: 0919-458027
E-mail: osec@deped.gov.ph
Website: <http://www.deped.gov.ph>

DepED ORDER
No. 9, s. 2005

MAR 02 2005

To : Undersecretaries
Assistant Secretaries
Bureau/Service/Center Directors
Schools Division Superintendents
School Heads

**INSTITUTING MEASURES TO INCREASE ENGAGED TIME-ON-TASK
AND ENSURING COMPLIANCE THEREWITH**

1. To arrest the deteriorating quality of education, one of the immediate tasks that need to be undertaken is to increase engaged time-on-task. The objective is to meet the required number of school days in every school year and the time allotment for the different subjects in every school day by lessening activities that take teachers and/or students away from the classroom, maximizing the use of the time allotment for every subject, and reducing the non-teaching duties of teachers.

2. As a matter of policy, the prescribed 205 school days shall be strictly spent on engaged time-on-task. A school day is defined as a day devoted to instructionally relevant activities pursuant to engaging students in learning the lessons of the curriculum. Any school day or part of a school day spent otherwise is classified as a disruption. Any suspension of classes that involves instructionally relevant activities may be classified as a valid school day. However, any other suspension of classes that constitutes a disruption shall be avoided and shall be made up by another school day outside of the school calendar.

3. Suspension of classes for any reason shall be carefully considered, decided and authorized by the Schools Division Superintendent and school heads, while teachers are authorized to alter scheduled activities of their individual classes. The exercise of this authority, however, shall be balanced by the professional responsibility of superintendents, school heads and teachers to insure that students obtain the full benefit of the curriculum-based instruction for the prescribed number of school days contained in the school calendar.

4. Guided by this general objective and its implementing strategy, the following specific measures shall be adopted:

a. Classes should not be suspended even while there are school celebrations of important historical events or significant occasions. Discussions on the significance of these events or occasions, such as United Nations Day, Arbor Day, School Nutrition Month, Environment Month, AIDS Awareness Day, etc., should be integrated in related subject areas during the regular classroom discussions. Streamers should no longer be put up in schools to announce such celebrations. Simple announcements in bulletin boards would suffice.

b. Similarly, with regard to national programs which DepEd is expected to support, integration in regular classroom discussions in the relevant subjects shall serve as the mode of imparting important messages to students. The holding of contests in schools to support such programs shall be conducted outside of school hours.

c. DepED Central Office will no longer endorse competitions sponsored by certain government or non-government entities.


d. Enrichment and remediation classes and individual instruction shall be encouraged to support teaching and learning, and may be conducted during the period to be determined by the School Head.

e. In-service training programs and write shops/module-making, whether organized by the central, regional or division offices as well as the training components of foreign-assisted projects, requiring attendance of classroom teachers shall be scheduled during the five-day mid-year break and during the summer vacation. In the case of school-based or school-cluster based training program, this may be held preferably on Fridays or on weekends.

f. Only schools with school papers shall be allowed to participate in local schools press conferences.

g. Schools Division Superintendents shall ensure that the five-day break at the middle of the school year, which is counted as part of the required number of school days, shall be optimally used by school heads for review and assessment of activities for the first half of the school year, planning for the second half of the school year, and conduct of in-service training programs. Every school head shall prepare an implementation plan for the five-day mid-year break which shall include the in-service training program for teachers and the assignments/projects/homework to be given to students for that period.

h. National, regional or division athletic meets or academic and non-academic competitions, including practices for said meets and competitions shall be allowed on condition that these are held after class hours and days. In determining the composition of delegations to these competitions, regional directors and schools division superintendents should only include the competitors, their coaches, and officiating personnel.



5. To ensure compliance with these measures to increase engaged time-on-task, the following procedures are prescribed:

a. Every school shall prepare its school calendar detailing the day-to-day activities of the prescribed number of school days to be submitted to the Schools Division Superintendent at the start of the schoolyear. Said calendar shall be prepared in consultation with the students, the PTCA and the local government unit concerned.

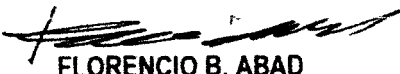
b. Suspension of classes for specific school(s) or school district shall be submitted by the school head or the district supervisor, as the case may be, to the Schools Division Superintendent at least one week before the planned suspension, stating the reason for the suspension of classes and the schedule for the make-up classes. Thereafter, a report on the actual conduct of make-up classes shall also be submitted.

c. At the end of the every school year, the Schools Division Superintendent shall submit a report to the regional office on the actual number of school days held in every school in the division, together with recommendations on how the policy on engaged time-on-task can be further strengthened. Such information shall be used in the performance appraisal of schools, their respective school heads, and the schools division superintendents. Regional and division office supervisors shall monitor the strict compliance of individual school with the required number of school days for each school year. Regional offices shall submit not later than two weeks after the end of the schoolyear to the central office a report on the number of actual school days in the different school divisions under their jurisdiction, together with recommendation on how the policy can be further improved.

6. This DepED Order supersedes DepED Orders No. 20, s. 2003; No. 11, s. 2003 and No. 20, s. 2002.

7. Every school head must send to the Division Office a letter acknowledging receipt of this DepED Order including the date of receipt and committing to comply with its provisions. Schools Division Superintendent shall issue a certification that every school in his/her division has received the DepED Order, attaching therewith a list of schools and date of receipt. These certifications shall be sent to the Central Office (Attention: Undersecretary Ramon C. Bacani), copy furnished the Regional Offices, not later than March 31, 2005.

8. Immediate dissemination of and strict compliance with this Order is mandated.


FLORENCIO B. ABAD
Secretary

References: DepED Orders: Nos. 11 and 20, s. 2003 and 20, s. 2002

Allotment: 1—(D.O. 50-97)

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

CALENDAR, SCHOOL
CLASSES

CELEBRATIONS & FESTIVALS
POLICY



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
DECS Complex, Meralco Avenue
Pasig City, Philippines



Sama-Sama
sa DECS

Tanggapan ng Kalihim
Office of the Secretary

JUL 09 2001

DECS ORDER
No. 28 s. 2001

**PROHIBITING THE COMMERCIALIZATION OF THE DECS
ORGANIZATION THROUGH ENDORSEMENTS AND
ACCREDITATION OF GOODS AND SERVICES**

To : Undersecretaries
Assistant Secretaries
Directors of Bureaus/Centers/Services
Regional Directors
Schools Division/City Superintendents
School Principals
Heads of Private Elementary and Secondary Schools

1. Pursuant to law and public policy, the Department of Education, Culture and Sports has two goals: to raise the academic standards of basic education and enhance administrative efficiency in the delivery of educational services. The DECS also seeks to promote good governance, leadership by example and enhanced services to the poor in line with the programs of Pres. Gloria Macapagal Arroyo.
2. Recently however, it has been called to the attention of the Secretary that various products and services are advertised as DECS-accredited. Thus, desks, food items, school paraphernalia, private teacher training programs, and other services are marketed with endorsements from the DECS. While the products and services may be of good quality or utility, there is no need to give them institutional endorsements.
3. Henceforth, there will be no endorsements or accreditation officially issued or sanctioned by DECS. Goods and services must compete for the attention of all schools, teachers and students, in the ordinary course of the free market. If there is need or value in the goods and services, they will be purchased or utilized without the coercive persuasion of DECS issuances.
4. There are cogent reasons for this policy:
 - 4.1 Endorsements by DECS distort market forces and may give the impression of superior quality or performance. Yet DECS has no competence or duty to say so.
 - 4.2 Government agencies are dissuaded from favoring one commercial product or service as against another. Thus, transparent public bidding is required for whatever government buys or uses. Experience also shows that market forces instead of government intervention, creates better products and more efficient services.

- 4.3 Endorsement or accreditation tends to create the impression of private gain. This should be avoided.
- 4.4 The DECS institutional name and logo must only be used for public purposes as determined by the Department. Constant use of the DECS name and logo for all sorts of goods, services and projects, depreciates the Department's goodwill.
5. The DECS may at times disseminate information on events, scholarships and training opportunities for teachers and students. This will be issued as ADVISORIES purely for the information of the organization. You may participate on the basis of your own judgment, time and resources. Deductions to teacher's salaries and compulsory contributions from students for these activities, will not be allowed and are prohibited under the Ganson Law (RA 5546).
6. For your information and guidance.

Raul S. Roco
RAUL S. ROCO
Secretary

Reference:
none

Allotment: 1—(D.O. 50-97)

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

ACCREDITATION
POLICY