

**ENTRY FOR 2019
SEAMEO-JAPAN ESD
AWARD**

**Tignao Elementary School
Tignao, Lazi, Siquijor,
Philippines
6228**

ENTRY FOR 2019 SEAMEO-JAPAN ESD AWARD

A.PART I –Information About The School

1. Name of your school: Tignao Elementary School
2. Full Address: Tignao, Lazi, Siquijor
3. Postcode: 6228
4. Country: Philippines
5. School's telephone number(country code-city code-telephone number)_____
6. School's fax number (country code –city code-fax number)_____
7. School's email Address:_____
8. Name of Principal: Ana Lyn B. Jumantoc
9. Name of Teacher Coordinator: Rosita H. Agan
10. Email address of the Coordinator: rositaagan@deped.gov.ph.com
11. School website:
12. Educational Level-Kindergarten to Grade Six
- 13.Total number of teachers in your school: 8 teachers
14. Approximately number of teachers participated in this programme: 8 teachers
15. Total number of pupils in your school: 198 pupils
16. Approximate number of pupils participated in this program:

1. School name and contact details

Tignao Elementary School is located in Tignao, Lazi, Siquijor, Philippines..It is located along the National Highway. It has a total land area of 10,074 sq. meters. It is four kilometers from the heart of the town of Lazi, Siquijor, Philippines. The school serves the people of Tignao and three feeder barangays namely part of Upper Cabangalan, Lower Kinamandagan and part of Gabayan, Lazi, Siquijor.

Tignao Elementary School is surrounded with fresh air due to the trees planted. The school produces well rounded personality pupils that make the school high performing school. These are the result of the efforts done by the dedicated teachers , active school head and generous stake holder.

Our school can easily be contacted through our school head named Mrs. Analyn B. Jumantoc ,Tignao Elementary School, Tignao, Lazi, Siquijor, Philippines. with cell phone number 09666342177.

2. Brief Information About the School\Number of Teachers and Pupils And Educational Level

Tignao Elementary School have 8 teachers and 1 school head. For the SY 2019-2020 we have 198 pupils enrolled. We handled Kindergarten to Grade Six classes with single section. In terms of teachers' professional development , all teachers have attended MA program. They have also attended trainings and seminars called by the region and division office.

3. Contact Details of the Coordinator

The coordinator of this search is Mrs. Rosita H. Agan, Master Teacher 1 of Tignao Elementary School, Tignao, Lazi, Siquijor, Philippines, 6228 .She can be easily contacted with this cell phone number 09151638162.

PART II- Information About the School's Programme

1. Title of the school's programs

- a. Child-Friendly Classrooms and Campaign of Be a Buddy Not a Bully
- b. "Use Me, and Enjoy Eating"- Lunch Counter
- c. "It's Nice to be Clean"-Proper Waste Depositories
- d. "Visit Me, Sit and Relax"- Comfort Rooms For Grade Six and Industrial Arts Room
- e. "Come on, Let's Read"-Having Remedial Class in Reading During Noon Time and Off Hours.

2. Summary of the programs

One of the major goals of the Department of Education is to improve the pupils' performance and service to the stakeholders. Effective planning from all levels always remain an integral part of achieving the target. Tignao Elementary School strongly implements DepEd's mandate of insuring that all children shall be in school and that no child shall be left behind.

Pupils learn in a child-friendly classrooms. The school should implement gender-sensitive, safe, motivating environment. Teachers facilitate learning and constantly nurture every learner. That the pupils should have the core values of Maka-Diyos, Makatao, Makakalikasan at Makabansa in other words pupils should learn to love God, People, Environment and Country in order to build peace in school environment and in community.

Tignao Elementary School adheres to develop the spiritual, moral, mental and physical capabilities of a child. Pupils learn in a child-friendly school regardless of their gender and culture with adherence to the child protection and anti-bullying policies.

However, the school falls short in some aspects like presence of proper place for snacks and lunch for the pupils, proper waste depositories and comfort rooms for Grade Six and Industrial Arts rooms and poor in reading comprehension. These projects were the targets of Brigada Eskwela and the School Improvement Plan for a 3-year plan for the SY 2016-2019.

At the outset, the school officials reach out to the stakeholders and education partners and agree on some possible ways in order to address the gaps and needs of the school.

With the strong effort of the school officials and stakeholders, their targets of having friendly classrooms and campaigning of anti bullying practices., having proper waste depositories, proper eating place for lunch and snacks , comfort rooms for Grade Six and Industrial Arts room and Remedial Reading during noon time and off hours were achieved as shown in the supporting documents attached.

With the theme of the SEAMEO-Japan ESD Award –Building Peace in Schools &Communities, Tignao Elementary School participates with this search with the hope that this entry can contribute to the development of their programs and we can share our best practices to other nations.

3. Background Information or reasons why the school created the program.

A. Child Friendly Classrooms

The child friendly classroom is a child learner-centered. It can create fast learning, violence reduction, gender equality, inter-cultural understanding, interfaith, human rights, non-discrimination, conflict management and resolutions and most of all it prevents bullying. In Tignao Elementary School, we campaign to our pupils to be a BUDDY AND NOT A BULLY. With these activities pupils are aware of the importance of anti bullying. The teacher is the heart of the class. He/She must handle the class fairly. He/she is the crew in the classroom to handle everything that makes the classroom friendly for the pupils. The teacher is the model in good deeds. It will be easy for the pupils to follow the teacher because values are caught not taught.

The good values that the children learned in school can promote culture of peace by bringing and applying it to their homes or family and it reached out to their neighbors or community. Friendly classrooms are concerned to all teachers of Tignao Elementary School.

B. "Use Me and Enjoy Eating"-Lunch Counter

The Alumni Batch 1993 of Tignao Elementary School were the Grade Six Pupils of Mrs. Rosita H. Agan. When they had their reunion after 20 years of graduating their elementary education, they recalled their experiences on the said school. They remembered that they used to eat their packed lunch squatting on the ground or climbing the molave tree to eat their food since the school does not have proper place for eating. They said they will make lunch counter as their project in the school as thanksgiving of their success and giving back the blessings they had. They dreamed that the pupils of the said school cannot experience of what they had experienced during eating time. They created officers and members of their batch to handle the lunch counter project. With the support of their Grade Six Adviser, Mrs. Rosita H. Agan as member, Mr. Roniel L. Duhaylongsod as leader and Mr. Ray Daryl L. Borongan as secretary. Their project of having lunch counter came into reality with the collaborative efforts of the alumni by giving donations to the school and the support of the concerned teachers. Supporting documents were attached,

C. "It's Nice To Be Clean"-Proper Waste Depositories

The school does not have proper waste depository to contain the garbage in school. The teachers assigned to this project were Mrs. Marivel S. Camingawan as Leader, Mrs. Josephine S. Saplot as Member and Mrs. Cristina C. Sierras as Secretary. The teachers and the General Parents Teachers Association Officers agreed to have fund raising through having 2 candidates male and female as representative in each grade level from Kindergarten to Grade Six to have money contest. The proceeds of the said fund raising was used in making the proper waste depositories with 3 divisions-one part for biodegradable non-biodegradable and another division for plastic or cellophane. With the collaborative efforts of the school and community this project was realized. Attached are supporting documents.

D. Visit Me, Sit and Relax-Comfort Rooms or Toilet

The Grade Six and Industrial Arts rooms don't have comfort rooms or toilet. The absence of these toilets created problems to the pupils concerned. The teachers assigned to these project were Mrs. Lilia E. Balanay as Leader, Mrs. Grace D. Paalisbo as Member and Mrs. Josephine S. Saplot as Secretary. Through the collaborative efforts of the school and community these project was realized with the supporting documents attached.

E.” Come on, Let’s Read”

Reading is the basic tool for education. To increase the academic performance of the pupils they should be readers. Reader is not merely that the pupils can read the words, phrases, sentences, paragraph and stories. The most important is they can understand what they read and that is called a reader. If the pupils can understand what they read, they can get high academic performance in school.

Based on the PHIL IRI Pre Test, 42 out of 198 pupils in Grade III-VI both in English and Filipino fall under Frustration Level. The root cause for these is inability to comprehend the selections/situations read. With that problem, Mrs. Rosita H. Agan, the Leader of this project, together with the teacher –advisers have their remedial reading to the pupils during noon time and vacant hours to solve the problem in reading.

4. Objectives and goals of these programs

1. To have child friendly classrooms .and campaign of anti bullying .
2. To make lunch counter for eating place of the pupils.
3. To make 3 garbage depository pit.
4. To make comfort rooms for Grade Six and Industrial Arts rooms.
5. To have remedial class in reading during noon time and off hours.
6. To have all programs mentioned above contribute to the theme Building Peace In Schools and Communities.

5. Period of time when the programme has been started.

- The child friendly classrooms will be prepared during BrigadaEskwela before the classes started. The campaign for anti-bullying will be done year round.
- The lunch counter was started last March 31, 2017 and finished last January 24, 2019.
- The garbage depository pit was implemented last January 30, 2017 and ended last September 18, 2018.
- The comfort room was started last March 31, 2017 and ended last March 15, 2019.
- The remedial reading will be done every noon time and off hours.

6. Key knowledge, skills, attitudes/values and behaviors that you expect to develop from this program.

1. If the classrooms are conducive to learning, the pupils like to stay inside the classroom. Then they are proud to say this is our classroom and they will value it because it is nice to look at and the environment is inviting. The very most important, is the attitude of the teacher how he/she deals with the pupils. Even if the classroom is beautiful but the teacher is not friendly still the pupils get inside the room with fear and not comfortable. So the teacher must also be friendly to the pupils.

2. If the pupils have proper eating place, their proper way of eating can be utilized because they can sit down properly and besides they can have clean space for eating.

3. If they have proper garbage depository pit the pupils will not throw garbage anywhere. Pupils have discipline to where the trash will be placed and the school will be clean to look at.

4. If the rooms have their own comfort rooms the pupils can easily use if they need to and they cannot disturb other classes because they will not visit to other rooms to use C.R. or comfort room.

5. If all the pupils are readers they can get high academic performance because they can easily understand what they read.

6. If all the necessary needs of the pupils and teachers are available the peace of the schools environment and communities will be achieved,

7. Activities (Strategies, Activities or Steps for Implementation)

1. Call a General Parents Teachers Association Meeting .

2. Throw the problems to the group and have solicited ideas.

3. Have well organized plan.

4. Make a program of work.

5. Have sourcing out of funds.

6. Have project implementation.

8. Teaching and learning approaches or strategies that the school has integrated for peace education.

- Loving to your pupils whatever he or she is, respect to the parents, co-workers , superiors and neighbors.
- Loving to your work and most of all loving to God is the answer of peace in school environment and community.
- Explicit Teaching and Demonstration Teaching can be used as strategies for introducing the programs implemented.
- Being friendly and respectful to everyone and can be integrated to the lessons of the pupils and can build peace in schools and communities.
- By eating in the lunch counter pupils can have proper table manners and association with the peers.
- Using the toilets in times of need pupils can apply cleanliness, hygiene and sanitation.
- Introduce the saying-“Cleanliness is next to Godliness” and explain the meaning and importance of it. Cleanliness in thought, in words and in deed can be applied for building of peace in school environment and in the community.

9.A. Participation with the community (How the school and community work together in planning and implementing the school programs.

1. Call for a General Parents Teachers Association meeting. Invite Barangay Officials and stakeholders to attend the meeting. Introduce the problems or needs in the school. Solicit ideas to the group how and what to do to solve the problems and how to achieve the needs of the school. Appreciate the group for their presence and plan together for the implementation of the school programs. Most of all be friendly and approachable to everyone to build peace in school and community.

9.B Engagement of partners in community and their roles/contribution. (Please provide the name of your partners in these programs and their roles and contributions.)

Name of Partners	Roles and Contributions
1. General Parents Teachers Association Officials and members	Help in planning and implementing the programs and projects.
2. School Governing Council Officials and Members	Help in planning and implementing the programs and projects.
3. Barangay Officials	Help in planning and implementing the programs and projects.
4. Department of Social Welfare and Development	Assist the project of 4Ps wherein the government will give financial aid to the needy that can help finance the food and education for the pupils.
5. Department of Health	Immunize, deworm and care the teeth and health of the pupils.
6. Alumni	The pupils who graduated on the said school gave their donations to improve the school.
7. Community residents	The people living in the barangay help the projects of the school.

10. Activities that the school, students and teachers have contributed to the community.

- The teachers and pupils have time in cleaning beside the streets of the barangay where they belong especially during camping of scouts.
- Give time to help in cleaning the church.
- Teachers serves during fiestas and contest in the barangay by serving as ushers, gate keepers and judges.
- Pupils can help the barangay by participating if there are contests made.
- Be a good citizen.

11. Programme For Monitoring and Evaluation Mechanisms And Summary of Results

Name of Projects	Projects Objectives and Targets	Date of Monitoring	Accomplishments	Signature of Project Team Leader
1. Child friendly classrooms	To make classrooms conducive to learning	May 24, 2019- June 2, 2019 during BrigadaEskwela	Accomplished	All teachers of Tignao Elementary School
2. Lunch Counter	To make lunch counter for eating place of the pupils	March 31, 2017 To January 24, 2019	Accomplished	
3. Waste Management	To make 3 garbage for depository pit.	January 30, 2017 to September 19, 2018	Accomplished	
4. Comfort Rooms	To make 2 comfort rooms for Grade VI and Industrial Arts room..	March 31, 2017 to January 24, 2019	Accomplished	
5. Remedial In Reading	To have remedial in reading	During noon time and off hours.	Accomplished	

12. Resources used for program implementation.

- a. Personal funds from teachers, parents, alumni, and stakeholders as their donations..
- b. Money from the fund raising through raffle tickets.
- c. We create Pupil candidates from Kindergarten to Grade Six –pair male and female through money contest. The sharing is 70 % for the pupil and 30% for the school. For example the money of the candidate is 100,000, P70,000 for the pupilshare and P30,000 for the school share . That is one way of having our money for our school projects.
- d. SBM- School Board Money

13. Benefits/Impacts/Positive outcomes of the programs to students, school and the wider community.

The projects that we implemented are for the pupils, teachers, parents and for the wider community. For the pupils they will be motivated to go to school if the school can provide their needs. The teachers will be inspired to teach if all the needed materials and the availability of the place needed is available. The school head will be proud if what is the outcome of the school performance and most of all the parents of the community or the residents of the barangay will be motivated to support the school if it has good performance.

-7-

a. Having child friendly classrooms can prevent bullying, conflict, violence reduction, non-discrimination, human rights, gender equality, inter-cultural understanding, interfaith and can build peace in school and community.

b. Conflict management and resolutions can be answer to the physical development that we implement like having our proper place for eating-the lunch counter that we have. It can create correct table manners, socialization and sharing. Through togetherness in eating we can develop the pupils of having non-discrimination because all pupils are treated equally during eating time

14. Interrelationship of the school programs with other Sustainable Development Goals(SDGs)

a. With the projects and programs that we had shared to this organization SEAMEO – Japan we can be proud that we are part of their goal.

b. We can exchange knowledge and best practices on ESD Schools across Southeast Asia and Japan.

c. We can support the Sustainable Development Goals (SDG) of United Nations.

15. Plan for sustainability and plan for scaling –up/expansion

a. Continue the projects and programs of the school that can help improve the performance of the pupils and can develop the value of building peace to the school and community.

b. Sustain the good values to the pupils.

c. Expand the projects and programs of the school by soliciting funds to the community and to the stakeholders.

d. By participating this program and sharing these best practices to other nations it can scale and expand the good values to others and make proud of Tignao Elementary School.

16. Achievement from the school's programme "Building Peace In Schools and Communities".

Out of the programs and projects implemented in Tignao Elementary School all of them contributed to the development of the wholesome personality of the pupils. It gave inspirations to the teachers and school head and make the community and residents of Tignao being happy and proud. Most of all it can build peace to the schools and communities.

Prepared by:

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Master Teacher 1
Tignao Elementary School
Tignao, Lazi, Siquijor
Philippines
6228

Noted by: ANA LYN B. JUMANTOC

Principal 1
Tignao Elementary School
District II of Lazi
Division of Siquijor
Region VII, Central Visayas
Republic of the Philippines

Supporting Documents

Of

Project No. 1

Child Friendly

Classroom

And

Anti Bullying

Campaign



TIGNAO ELEMENTARY SCHOOL
Tignao, Lazi, Siquijor

SCHOOL-BASED CHILD PROTECTION AND ANTI- BULLYING POLICIES

I. Adoption of School-Based Anti- Bullying Policy

Pupils, teachers and parents of Tignao Elementary School shall adopt the school policies to address the existence of bullying in the school.

II. PROHIBITED ACTS

The anti-bullying policy shall prohibit

1. Bullying at the following:
 - a. Classrooms
 - b. School grounds
 - c. Property immediately adjacent to school grounds
 - d. School sponsored or school-related activities, programs whether on or off school grounds
2. Bullying while walking to and from school
3. Bullying through the use of cell phones
4. Retaliation against a person who reports bullying, who provides information during an investigation of bullying or who is a witness to or has reliable information about bullying.

III. PREVENTION AND INTERVENTION PROGRAM TO ADDRESS BULLYING

A. Prevention Program

- a. Positive school climate or child- friendly environment
- b. Orientation to pupils during classes and parents during Homeroom and PTA Meetings.
- c. Integration of anti-bullying laws and policies to lessons.
- d. Periodic assessment and monitoring of the nature, extent and perception of bullying behaviours and attitudes of pupils.
- e. Periodic review and enhancement of the pupils and personnel's manual or code of conduct in relation to bullying.
- f. Conduct of activities to pupils, parents and teachers on how to recognize and respond to bullying.
- g. Coordination with Local Government Units; barangay council for the protection of children and other stakeholders

1. Classroom-level initiatives that focus on
 - a. Reinforce school-wide rules pertaining bullying
 - b. Build a positive sense of self and interpersonal relationship through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem solving.
 - c. Discussion of issues related to bullying and strategies for responding to and reporting of incidents of bullying.
 - d. Teaching positive online behaviour and safety and how to recognize and report cyber-bullying.
 - e. Provide an inclusive and caring learning environment for pupils.

2. Involve parents in bullying prevention activities
 - a. Discussion of the anti-bullying policy of the school, emphasizing bullying prevention during Parents-Teachers Association meetings and seminars.
 - b. Conduct education sessions for parents to learn, teach, model and reinforce positive social and emotional skills to their children.

3. Monitor pupils who are vulnerable to committing aggressive acts or who are perpetrator of bullying or who are possible targets or victims for the purpose of early intervention.

B. Intervention Program

The school shall provide intervention programs to promote the continuity of comprehensive anti-bullying policies. These interventions shall cater to the following:

1. Issues that influence the pupils to commit bullying
2. Factors that make a pupil a target of bullying
3. Effects of bullying.

Interventions may include programs such as counselling, life skills Training education, and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim And the bully.

Such programs may:

1. Involve activities that will address acts of bullying.
2. Emphasize formative and corrective measures rather than punishment.
3. Conform to principles of child protection and positive and non-violent discipline.
4. Help the victim, the bully and the bystanders understand the bully incident and its negative consequences.
5. Provide opportunities to practice pro-social behaviour

IV. MECHANISMS AND PROCEDURES IN HANDLING BULLYING INCIDENTS IN THE SCHOOL

A. Duties and Responsibilities

1. School

- a. Adopt and implement the Anti-Bullying Policy of the school.**
- b. Provide pupils and their parents a copy of the child protection or anti-bullying policy adopted by the school.**
- c. Educate the pupils on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanism for the anonymous reporting of acts of bullying or retaliation.**
- d. Educate parents and guardians about the dynamics of bullying the child protection or anti-bullying policy of the school and how parents and guardians can provide support and reinforce the said policy at home.**
- e. Ensure effective implementation of the anti-bullying policy and monitor compliance therewith.**
- f. Maintain a record or statistics of incidents of bullying and retaliation.**

2. Teachers

- a. Participate in all prevention, intervention and other measures related to bullying implemented by the school.**
- b. Refer to school authorities any incident of bullying**
- c. Perform the duties and specified in the IRR.**

3. Pupils

- a. Participate in all prevention, intervention and other measures related to bullying implemented by the school**
- b. Avoid from any act of bullying**
- c. Intervene to protect the victim unless it will jeopardize his safety and security.**
- d. Report to school authorities any incident of bullying.**

B. ANTI- BULLYING COMMITTEE

Chairperson: Ana Lyn B. Jumantoc 09666342177

Vice- Chairperson: Marivel S. Camingawan 089173141313

Members/Representatives:

Teacher : Rosita H. Agan 09151638162

Parents :JudelynTamparong 09059383024

Pupil : Mae Angel Ligutom -----

Community: Kag. Rosalie M. Aljas 09754454354

The committee shall perform the following:

- 1. Conduct awareness- raising programs with stakeholders in preventing and addressing bullying.**
- 2. Ensure that the anti-bullying policy adopted by the school is implemented.**
- 3. Monitor all cases or incidents related to bullying reported or referred by the teacher, guidance counsellor or any person designated to handle prevention measures mentioned above.**
- 4. Make the necessary referrals to appropriate agencies, offices, as may be required by the circumstances.**

C. Procedure in Handling Bullying Incidents in School

1. Procedures

- a. The victim or anyone who witnesses or has personal knowledge or a bullying incidents or retaliation shall immediately call the attention of the school personnel.**
- b. The school personnel who was notified of a bullying incident or retaliation shall intervene by:**
 - i. Stopping the bullying or retaliation immediately.**
 - ii. Separating the pupils involved**
 - iii. Removing the victim or, in appropriate cases , the bully or offending pupil from the site.**
 - iv. Ensuring the victim's safety by;**
 - Determining and addressing the victim's immediate safety needs**
 - Ensuring medical attention, if needed and securing a medical certificate, in case of physical injury.**
 - v. Bringing the bully to the Guidance Office or the designated school personnel.**

D. Reporting the Bullying Incident or Retaliation

- 1. A victim or a bystander, or a school personnel who receives information of a bullying incident or retaliation, or any person, who witnesses or has personal knowledge of any incident of bullying or retaliation, shall report the same to the teacher, guidance coordinator or any person designated to handle bullying incidents.**
- 2. The bullying incident or retaliation shall be immediately reported to the school head. The designated school personnel shall fill-up the intake sheet. The school head or designated personnel shall inform the parents or guardian of the victim and the bully about the incident.**

E. Fact-Finding and Documentation

The school head or guidance counsellor shall:

- 1. Separately interview in private the bully or offending pupil and the victim.**
- 2. Determine the levels of threats and develop intervention strategies.**
- 3. Inform the victim and the parents or guardian of the steps to be taken to prevent any further acts of bullying or retaliation.**
- 4. Make appropriate recommendations to the Child protection Committee on proper interventions, referrals and monitoring.**

F. Disciplinary Measures

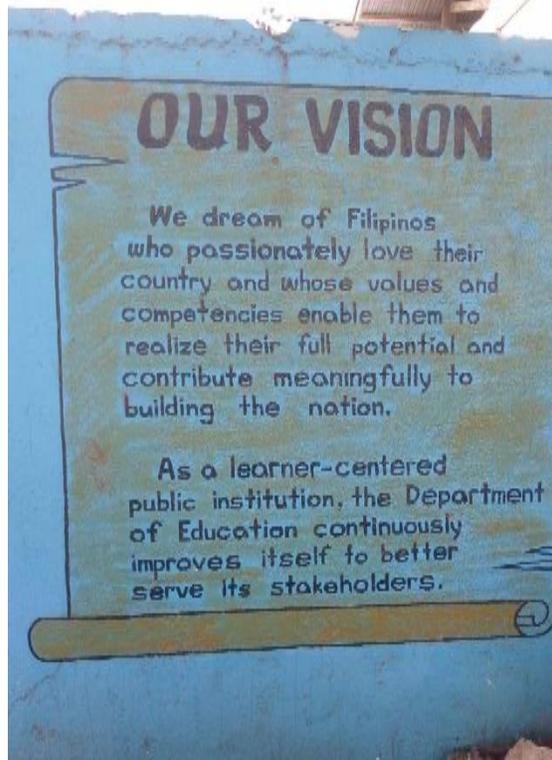
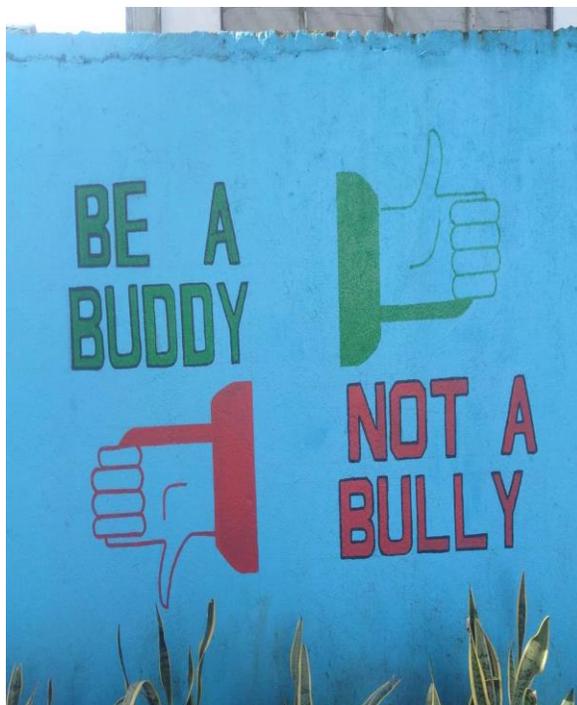
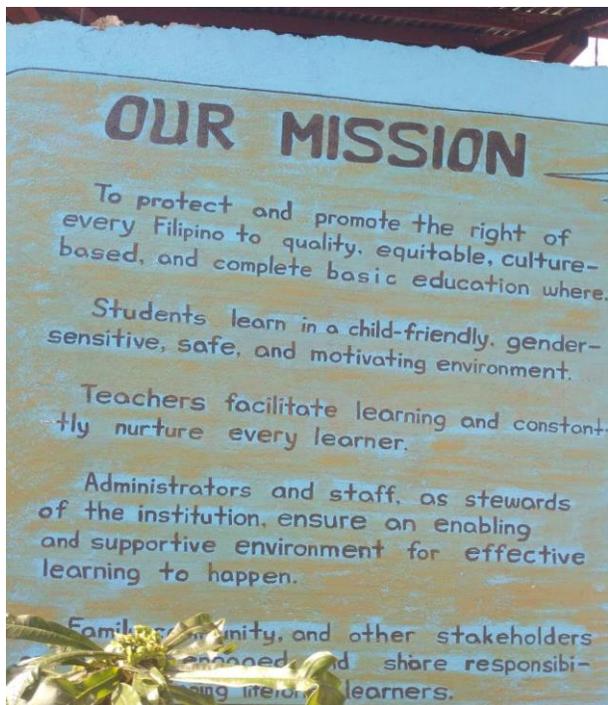
Bullying incidents or retaliation shall be treated according to their nature, gravity or severity and attendant circumstances.

- 1. The school head considering the nature, gravity, or severity, previous incidents of bullying or retaliation and attendant circumstances, may impose reasonable disciplinary measures on the bully or offending pupils that is proportionate to the act committed.**
- 2. Written reprimand, community service, suspension, exclusion or expulsion, in accordance with existing rules and regulations of the school.**
- 3. In addition to the disciplinary sanction, the bully shall undergo an intervention program which shall be administered or supervised by the school's Child Protection Committee. The parents of the bully shall be encouraged to join the intervention program.**

G. Due Process

In all cases where a penalty is imposed on the bully or offending pupil, the following minimum requirements of due process shall be complied with:

1. The pupil and the parents or guardians shall be informed of the complaint in writing.
2. The pupil shall be given opportunity to answer the complaint in writing with the assistance of the parents or guardian.
3. The decision of the school head shall be in writing, stating the facts and the reasons for the decision.
4. The decision of the school head may be appealed to the Division Office.



**Supporting Documents
Of
Project No. 2**

**Use Me, And Enjoy Eating-
Lunch Counter**



Supporting Documents

of

Project No. 3

It's Nice To Be Clean-

**Proper Waste
Depositories**



**Supporting Documents
Of
Project No. 5**

Come on, Let's Read-

Remedial Reading

