

PART I: Details of Your School

1. Name of your school: **San Isidro Elementary School**
2. Full address: **Sitio Gitna, San Isidro, Batangas City, Batangas, Philippines**
3. Postcode: **4200**
4. Country: **Philippines**
5. School's telephone number (country code+city code+telephone number): **+63 (043) 740 - 0439**
0917 503 3140 / 0921 558 0864
6. School's fax number (country code+city code+fax number): N/A
7. School's email Address: sies_08@yahoo.com
8. Name of the Head Master/Principal/School Director: **Mrs. Elsie E. Abag**
9. Name of the Teacher Coordinator: **Mrs. Maribel A. De Leon**
10. Email address of the Coordinator: maribel.asi@deped.gov.ph
11. School website (if available): N/A
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): **Kindergarten to Grade 6**
13. Total number of teachers in your school: **16 teachers**
14. Approximately number of teachers participated in this programme: **16 teachers**
15. Total number of students in your school: **550 pupils**
16. Approximate number of students participated in this programme: **550 pupils**



PART II: Information about the School's Programme

The information of part II from no.1 to 13 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12-point size.

1. Title of the school's programme

SIES Project I-LEDGE (San Isidro Elementary School Initiatives and Promises to Love the Earth and Do Great for the Environment)

2. Summary of the programme (one half to 1 page of A4 sheet size)

San Isidro Elementary School is an institution that goes beyond teaching and learning; better known to be a child and environment friendly school. The school staff, pupils, parents with the barangay council and residents together with the other support groups and stakeholders join hand and hand to fulfill the dream of becoming a "Green School." Thus, the school body is developing our learners to be academically equipped and responsible to be the entrusted protector of our Mother Nature.

The **SIES Project I-LEDGE (San Isidro Elementary School Initiatives and Promises to Love the Earth and Do Great for the Environment)** is the totality of all the initiated environmental programs and projects of the school in lined with the focus of "**Addressing PLASTIC Problems for Transforming Communities,**" thus will promote a kind of environment and nature dreamt by all, a better world even for the next generations ahead.

The sustainability of the school's environmental initiatives and its environmental innovative projects brought up positive impact to our students and community residents. Through monitoring, conservation and recycling, concerns to the environment through actions were visualized, fronted by the rigid moves of SIESians.

Definitely, SIESians had sustained positive environmental impact and had helped its populace experience a balance and healthful ecology, yet we don't want to stop. At present, we are still doing our part for Mother Nature, and still in quest for the search of programs and projects to have a "Greener Planet."

EXISTING SCHOOL'S ENVIRONMENTAL PROJECTS

- ✓ Project SNLG (Strictly No Litter on the Ground)
- ✓ Project E-POT (Environmental Pot Out of Trash)
- ✓ Project ZPPOG (Zero Plastic and Paper on the Ground)
- ✓ Eco Fence
- ✓ Eco Patrol
- ✓ ECO PATROL (Water, Electricity, Garden, Beautification and Cleanliness (BAC), Garbage and Community Patrol) (Each group performs a special task of monitoring if the different environmental programs are being sustained. Classrooms and different areas were inspected by the patrollers. They are the one in-charge for ensuring the cleanliness, beautification and conservation for the maintenance of the Eco-Friendly School.)
- ✓ THE SIES ECO- QUEST (THE ECO-PATROLLERS' QUEST FOR A GREENER PLANET)
 - a. Intensified Eco Drums by Water Patrol
 - b. Eco Sky-Lighting by Electricity Patrol
 - c. Project ECG (Embracing Community Garden) by Garden Patrol
 - d. Project HOT (Herbs on Tires) Beautification and Cleanliness (BAC) Patrol
 - e. Eco PAB (Paper and Board) by Garbage Patrol
 - f. Bambuseae Bins by Community Patrol (with the additional patrols)
 - g. Emergency and Eco (E2) Buzzer by Children Task Force Patrol
 - h. Project HELP (Home Environment and Livelihood) by PTA Patrol
 - i. SIESians' Eco Video (Part I and Part II) by Child E-Care Patrol

(The conceptualization of the Eco Patrol that is divided into six groups becomes nine patrols, and had come up with the SIESians' innovations for each group. This is the SIES ECO QUEST that gears toward the Eco Patrollers' Quest for a Greener Planet. The quest comes up with environmental innovative project of each patrol. These are in line with the campaign of the school 'Yes for **LOVE**' (**Learn to Offer** your time **Voluntarily** for the **Environment**), that is already on its 10th year of implementation. And, all of these innovations will be campaigned in every corners of the world to all races, to share and disseminate the school's eagerness to save Mother Earth, and for humans to act and participate in our quest for a greener planet.

Each project is under the supervision and actions of the Eco Patrollers, together with the whole body of the school, parents, stakeholders and the support of the barangay council with the residents of the community together with the individuals, who has heart for the environment.

The SIES ECO-QUEST comes up with the environmental and conservational projects and programs with regards on the elements of our Mother Earth which are fire, water, air, land and humans, whom are the caretaker of everything. This is to monitor, preserve and conserve those elements that embodied planet Earth. With these, the dream of a greener planet will arise.)

- ✓ **SIES Project I-LEDGE (San Isidro Elementary School Initiatives and Promises to Love the Earth and Do Great for the Environment)**

To sustain and affirm our commitment as child and eco -friendly institution, we are still doing our part for Mother Nature by intensifying our eco-friendly initiatives, and still in quest in search of programs and projects to promote environmental awareness, the reason why we had launched our Project I-LEDGE to have a “Greener Planet.” Through this project, the school strengthen our programs and projects for the environment specifically on energy efficiency, water conservation and protection, waste management, greening initiatives and on students’ and parents’ participation on environment and sanitation practices together with our partnership with the various organizations and agencies which are connected on these matters.

- a. Solar Bottle Bulb and the school’s-initiated partnership with the MERALCO-Batangas City and disseminating 15 ways to LED’s
(Low Emission Development Strategies)
- b. Project WASH (Water Accessibility Sanitation and Hygiene) and
Project RHWG (Rainwater Harvesting and Water Conservation) with the school’s-initiated partnership with SIRWASA
- c. Intensified **5Rs (Refuse, Reduce, Reuse, Repurpose, Recycle)**
- d. Project BAGER (Biodegradable Assistance Generating Economical Resources)

3. Background information or reasons why the school created this programme

San Isidro Elementary School seeks to raise awareness on environmental concerns and protection by intensifying school’s environmental programs related to **“Addressing Plastic Problems for Transforming Communities,”** which focus on energy conservation, water conservation, waste management, paper conservation, pollution prevention, ecological gardening, utilization of green power, nature preservation, beautification and cleanliness, safety and preparedness, environmental information dissemination and home and livelihood aspects that would define greening and environmental conservation and awareness at its peak.

Moreover, the school inculcates the value of protecting the environment through various activities like integrating the ways of protecting the environment in daily lessons and strict implementation of the different environmental activities.

Further, the school also looks forward to develop innovative projects and at the same time raise funds through it, which will be used for environmental concerns and issues. The constant practice of environmental programs in SIES, had developed and molded individuals, with love and concern for the environment. We had established different environmental programs that strengthened environmental awareness of school head, teachers, pupils, parents, stakeholders and the community itself. We had been working as one in combating environmental problems since then.

4. Objectives/goals of the programme

San Isidro Elementary School has been committed on its advocacy on environment concerns, because of this, environmental aspects have been included on some action plans of the school, together with the School Improvement Plan (SIP) formulated by the different individuals who are behind the progress of the school.

The school is under the umbrella of the Department of Education (DepED), which brought down a nationwide vision and mission for its subordinates. Thus, the school mandates this protocol. In relation to this, the school has its means of disseminating different information and policies to all its clienteles and stakeholders. Thus, the school is committed to its different objectives and goal in relation to its **“SIES Project I-LEDGE (San Isidro Elementary School Initiatives and Promises to Love the Earth and Do Great for the Environment).** The goals of the program is in lined with the target initiatives on the school to sustain and intensify the existing environmental programs of SIES in all aspects which are; (b) make efforts to create awareness on any of the 17 Sustainable Development Goals (SDGS) and the national level development plans among the students; (c) continue the notions on Waste Management and Paper Conservation Program dealing with the 5Rs of the school (Refuse, Reduce, Reuse, Repurpose, Recycle); (d) act to answer the call on Energy efficiency and conservation program; (e) participate on the need to continue Water conservation program; (f) be active on dealing with the Pollution Prevention Program; (g) sustain and encourage parents to adopt the Greening Program of the school; (h) participate on the Other Environmental and Natural Resources Management Program/s of other agencies and organizations; (i) initiate activities on Climate Change and Disaster Risk Reduction Programs; (j) initiate ways on Environment and Climate Change-related Features of

the School Curriculum; (k) maximize the Presence of Vibrant Eco Organizations in Campus; (l) seek Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities of the school and (m) make actions on Socio-Cultural Sustainability and Economic Sustainability.

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

San Isidro Elementary School has been active in its initiatives to sustain all its environmental programs and initiatives. Its recent environmental project, “SIES Project I-LEDGE (San Isidro Elementary School Initiatives and Promises to Love the Earth and Do Great for the Environment) is launched last year 2019.

Actually, the school is proud to proclaim the ever since 2009, the school has been very active in protecting the environment and conducting activities related to it. In this regard, pointed persons and committees has been designated through school memorandum to be the focal persons to lead the different environmental programs and activities. These committees are composed of teachers, parents, barangay council members and other externals stakeholders, who truly work hard to achieve target goals. The aforementioned programs and projects on the first part of this paper (Summary of the programme) can justify this notion.

6. Key knowledge, skills, attitudes/values and behaviors that the school expects to develop from this programme.

The sustainability of the school’s environmental initiatives and its environmental innovative projects brought up positive impact to our students and community residents. Through monitoring, conservation and recycling, concerns to the environment through actions were visualized, fronted by the rigid moves of SIESians.

Our sustainable environmental programs hone our pupils’ values of being environment - friendly in and out of the school premises, thus it inculcates the values of being God loving, patriotic, humane and environment-friendly

Definitely, SIESians had sustained positive environmental impact and had helped its populace experience a balance and healthful ecology, yet we don’t want to stop. At present, we are still doing our part for Mother Nature, and still in quest for the search of programs and projects to have a “Greener Planet.”

7. Activities (Strategies/activities of implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented and brief information of each activity). Details of each activity can be attached as a part of supporting documents.

I. Clear articulation and integration of social, ethical, environment and climate change dimensions in the institution’s vision, mission and governance

A. The School Improvement Plan or its equivalent, incorporates, integrates and clearly articulates sustainability thrust, to include climate change dimensions

-The school has been committed on its advocacy on environment concerns, because of this, environmental aspects have been included on some action plans of the school, together with the School Improvement Plan (SIP) formulated by the different individuals who are behind the progress of the school.

B. The Policy of the school is communicated to constituents in the school (students, academic and nonacademic staff, and parent-teachers’ association)

-The school has specific vision-mission to target a common goal, which is to holistically develop our student, to be the best that they can be oriented with their duties and responsibilities as a responsible and productive citizen. Presented below is an example of the implemented rules and regulations regarding this matter.

School Policies on Environmental Awareness

1. Use natural ventilation whenever possible.
- Turn on electric fans only from 10:30-12:00 and 1:00- 3:00 PM.
2. Use energy savers bulb instead of incandescent bulbs.
3. Turn on lights only when needed.
4. Report leaks promptly.
5. Use water from artesian well in watering plants in the morning. Use the well also in washing rags, curtains etc.
6. Do not throw used papers. Put them in the paper boxes which can be found in every classroom.
7. Recycle used papers, plastics, candy wrappers etc.

(Excerpt from San Isidro Elementary School Pupil Handbook)

C. A person or a committee is assigned to implement programs and projects for the school

D. Efforts to create awareness on any of the 17 Sustainable Development Goals (SDGS) and the national level development plans among the students

II. Environment and Climate Change Dimensions in School Operations

A and B. Waste Management and Paper Conservation Program

“5R’s can sustain the future.”

-The school aims to create and maintain a zero-waste environment by establishing a comprehensive and ecological solid waste management program that will ensure the school populace free of hazards from improper waste disposal and has maintain resource conservation. With these, some groups of the Eco Patrollers spearheading the waste management authored a poem to show their deep commitment as patrollers of the school.

My PLEDGE

I promise to begin now
To reduce what I use
To reuse what I have
To recycle what I can
To repurpose what is possible
And to refuse what is harmful

This is the poem that tells the goal of the Garbage Patrollers in line with the Project I-pledge of the school. It specifies the 5Rs which are intensified on the environmental programs and projects of the school. During flag ceremony in school and start of class, pupils recite the poem in order to instill in the young minds of the SIESians the importance of 5Rs. Through the Project I-pledge, 5Rs (Refuse, Reduce, Reuse, Repurpose and Recycle) were heightened through the management and initiatives of the Garbage, BAC, Community and Task Force Patrollers.

1. Refuse - Refuse to buy / use products that can harm the environment.

a. Say No to Plastics!!!

-Since 2009, the school had already raised environmental awareness to pupils, Zero Plastic and Paper on the Ground (ZPPOG) is one of the projects that mandated our pupils to avoid the use of plastics, and maintain the cleanliness on the school's surroundings. In connection to the continuity of this project, the school prohibited the use of plastics. The school has been doing these practices since before the city issued an ordinance of E-Code. Through ZPPOG, each classroom has a paper box for used papers so that it will be recycled to form a new product such as Eco-PAB, Eco-POT, supot and other recyclable materials.

b. Be Organic!

-In SIES, we refuse the use of chemical fertilizers. We adhere the use of our organic fertilizers, which are being processed and made in school. In one of our compost pits, animal manures are decomposed naturally so that it will become fertilizers for our plants and vegetables. We do also make "Tea Manure" out from the animal manures brought by our pupils so that they will be aware of the importance of using organic fertilizers. The waste coming from the canteens were also processed to become fertilizers. Through our partnership with the Pilipinas Shell Foundation Incorporated (PSFI), our students, teachers and parents were trained on how to make organic fertilizers from the waste coming from the kitchen after cooking. Because of this, our practices in preferring to be organic was also adopted by our parents in their respective houses.



2. Reduce...

a. Reduce Plastic Bottle Waste-tumbler

-At SIES, we lessen the amount of trash. As many knew, plastic bottle waste is an enormous and detrimental issue around the world. To answer this dilemma, we reduce plastic bottle waste by requiring our pupils to bring their own reusable bottle (tumbler) for drinking purposes, especially in getting water from the drinking area of the school. This project does not only reduce the waste but saves water consumptions of the school.

b. Intensified Waste Segregation Program

-Intensifying the school waste segregation and improving the school's waste facilities are another achievable way of reducing wastes. In relation to this, a School Memorandum No. 7, s.2016, which is in lined with Ecological Solid Waste Management Act of 2000 is issued. It is in support with the Project I-pledge of the school where Waste Management is one of the major concerns. It states that all teachers are mandated to incorporate in their lessons the proper ecological waste management towards the attainment of Project I-pledge goals. It mandates teachers and pupils are hereby directed to implement Ecological Solid Waste Management through the following; (a) Waste Segregation-biodegradable, recyclable/reusable, residual waste (b) composting (c) recycling (d) not using plastics

3. Reuse...

a. The Other Side...

-To find the other uses for materials that are already used is also one of our advocacies in implementing 5 Rs. In school, we are maximizing the use of papers. For printing purposes of the reports and other documents in school, we use the back portion of the used bond papers.

b. Reused Jars and Tin Cans

-At SIES, we are aware that reuse means to find other uses of materials which already used for its own purpose. In connection to this, to lessen the scattered jars and tin cans in the community, SIESians are advised to think of ways in reusing it. Some jars, bottles and tin cans are also reuse for specific purposes.

4. Repurpose...

a. Project OOTB (Ornamentals on Tires and Bamboos)

-In our school, some of the used materials are used again for another purpose. This is because, we are oriented that to repurpose means to adopt or use a material but not for its original function. Thus, a specific material is modified for a new purpose. The Project HOT (Herbs on Tires) was put up by the BAC Patrollers, wherein some of the medicinal plants were planted. Through this, the used tires were repurposed, which served as the home of the medicinal plants. Further, this initiative is part of the school's Project I-LEDGE, wherein patrollers upgraded their project to Project OMTB (Ornamentals and Medicinal on Tires and Bamboos.)



b. "Supot Nyo, Sagot Ko!"

In the project "Supot Nyo, Sagot Ko," students are making 'supot' (bags) during their vacant time, and even at home. These "supot," we distributed to the nearby stores, classrooms and canteen.

5. Recycle...

a. E-POTS (Environmental Pots Out of Trash)

-The last R in 5Rs is the recycling of the used materials in school. The making of the E-POT (Environmental Pots Out of Trash), is one of the school's initiatives in recycling. This is spearheaded by the Garbage Patrollers. The patrollers are collecting the used papers from the paper boxes in each classroom and offices, and through a process of tearing, dyeing, molding and drying, recycled pots were made, which are used as pots for plants.

b. Eco PAB (Environmental Paper and Boards)

-Recently, Garbage Patrollers came up with their Project Eco-PAB (Environmental Paper and Boards). Through a process, Garbage Patrollers made the used paper into paper and boards, which can be used in the art activities and other paper purposes. The initiatives of the garbage patrollers to think of more ways to recycle used materials show their commitment and support to Project I-LEDGE. Related to this initiative, we discovered that 1kg of wet used papers can make 39 pieces, suited for one section. Through various trials, finest product was produced.

The PTA Patrollers, with its Project HELP (Home and Environmental and Project), make eco bags and "supot" out of collected plastic wrappers, cloth and sacks using the sewing machine of the school and even manual sewing.

Through these different initiatives, our commitment to pledge that the waste management of the school is in control. In relation to the mentioned waste management initiatives, the school mandated the following activities.

Activities implemented:

- Mandatory segregation of solid waste is conducted in every classroom. Labelled garbage cans can be seen in strategic places
- Zero Plastic and Paper On the Ground (ZPPOG) continues through the leadership of the pupil government
- Functional Materials Recovery Facility. Recyclable materials are placed in MRF
- Bottles and other materials are sold to one of the cooperatives in Batangas City engaged in buying recyclables materials.
- Plastic containers are made into useful and decorative materials like hanging plants containers and Christmas lanterns.
- Used papers are used in making paper seedling pots and Eco PAB, also used as paper purposes in the canteen.

- Biodegradable waste are placed in basket composting drums, which when decayed are used as fertilizers in school garden.

- To prevent soil erosion, Eco Fence is built around some areas in school

The MRF in the school had sustained its usefulness by means of being the place where waste materials are segregated. These materials proved the initiative of the Garbage Patrollers, which is “May Pera Sa Basura.” The money earned from it was used in other environmental purposes.

C. Energy efficiency and conservation program

“Do right! Save the light.”

The School Memorandum #2, s.2018, states that everyone is encouraged to conserve energy. Electric fans will be used only from 9:30 – 12:00 and 1:00 – 3:30 pm, the remaining school hours will use natural ventilation from opened windows to allow the fresh air to enter. The Junior Fire Marshals and Electricity Patrollers are also obliged to check if the rules are being followed in every rooms, inspect electrical connections and constantly remind teachers and students about the conservation of electricity.

At SIES, we are aware that electricity question is a major global problem and is drawing up the attention of all. This is one of the reasons why the school through the initiatives of the Electricity Patrollers, came up with the Eco-Sky Lighting Project, wherein polycarbonated plastic is used instead of galvanized roof in some portions of the roofing. It is suited in dim classrooms because of the trees covering the sunlight to lighten up the room during daytime. During the time frame of using the Eco-Sky Lighting, we had proven that our electric bills decreased.



However, as the patrollers and marshals are monitoring and evaluating their actions for energy efficiency, the direct sunlight makes the room hot. These made the Electricity Patrollers think of innovations on their project. Through modification, the Eco Sky Lighting was modified into Solar Bottle Bulb. In modifying; a transparent 1.5 L plastic bottle as typically used for carbonated drinks is filled with distilled water plus a little bleach to inhibit algal growth and is fitted into holes made in the galvanized roof.

The device functions like deck prism. During daytime, the water inside the bottle refracts sunlight, delivering about as much light as 40 to 60-watt incandescent bulb to the interior.

Electricity signages are also present in every premise of the school. The mandatory replacement of LED bulbs in every rooms and hallways is also intensified. And through Project I-LEDGE, we encourage our students, parents and other community residents to use LED bulbs on their homes, and to also have the Solar Bottles Bulbs as for their lightning purposes.

Moreover, during the launching of SIES Project I-Pledge, the school hold a seminar/forum to disseminate the 15 ways to LED's (Low Emission Development Strategies).

The school initiates partnership with the MERALCO, and Mrs. Gloria P. Jovero, Branch Head of MEARALCO-Batangas City gives positive response through sending Mrs. Thelma E. Nayve, the Relationship Management Representative of the branch during the launching of the project, wherein she shares various measures on how to conserve electricity/energy to our parents and students. She also emphasizes more part of her talk on energy efficiency that can be done in school and at home.

The school is also taping the Bureau of Fire Protection-Batangas City Chapter to train our students, teachers and parents, and give precautionary measures on fire prevention, which is connected on the conservation of electricity. Because of our partnership with the BFP, Junior Fire Marshals of the school become more knowledgeable in constant checking of the electrical connections in the school premises.

D. Water conservation program

“Save water to preserve Mother Earth, every drop of water counts a human's breath.”

Safe water and adequate sanitation are basic to the health of every person, yet many people throughout the world don't access to these fundamental needs. SIES Water Patrol made an important innovation towards resolving this global crisis. Project-WASH (Water Accessibility Sanitation and Hygiene) and Project-RHWC (Rainwater Harvesting and Water Conservation) are some of the initiatives of the Patrollers to support water conservation and protection. These environmental projects are the latest and ultimate actions of the school to combat water shortages, to sustain water sanitation, protection and conservation.

Project-WASH and Project- RHWC are the greenest innovations of SIES' Water Patrol in water conservation and protection. The focal point of Project-WASH is water protection, wherein Water Patrollers initiated its partnership with SIRWASA (San Isidro RuralWater and Sanitation Association). Water patrollers and water advocates (water patrol advisers, homeroom P.T.A. officers and concerned individuals) immediately report water problems in school and even in the community, give

updates about SIES environmental programs and projects' achievements and conduct visitation every quarter of the year on the six water motors of SIRWASA. We do also demand the use of the artesian for more water purposes before considering the water from the faucet. The constant checking of faucets and all the water pipes are also intensified through the actions of the Water Patrollers. Through these, the checking and repairing of the water flow are constantly done if leaking and malfunctioning occur.

Intensifying the use of our Eco Drums, wherein rainwater is collected through the so – called “Rainwater Harvesting” is also maximized. The collected water in the Eco Drums is used for different purposes particularly in sustaining the bountiful harvest of the garden.

Moreover, various signage calling the attention of everyone to conserve water is visible in every classrooms and other premises of the school.

E. Pollution Prevention Program

“Pollution can be the reason for a life to be at risk, so let’s act on this matter to the best that we can.

SIES had established pollution prevention programs to combat the problem. Projects under this program are 3Ts (Tree planting, Tree Growing and Tree Caring) and the Program of the School “Gulayan sa Paaralan.” These projects focus on planting variety of trees and vegetables in and outside the school.

In addition, SIESians are always participating on the in the International Coastal Clean up, because we are aware that it will not only clean the surroundings. It will prevent air pollution and at the same time will help in easing the climate change which is experienced by most of us.

Further, to inculcate the values of pollution prevention to the pupils, teachers include this topic on the E-Curr program of the school. It is where there are compiled modules which will be used to teach pupils about this matter specified on their level of understanding suited for each grade level in the school.

Consequently, we are also initiate partnership with the San Isidro Multipurpose Cooperative (SIMCO) “Sagip Ilog,” the “Ilog Clean Up and Tree Planting as one of their initiatives for the environment.

Further, we are extending our environmental programs and projects to our community and even to the whole world, simply by means of Youtube and other social media platforms.

F. Greening Program

“Green leaves are call for us to secure our tomorrow.”

The trees and other plants abundantly grow in the school. School vegetable garden yields plenty of vegetables throughout the year. Malunggay Avenue, Ginger Lane, and other hanging vegetables in the school garden and other premises make our surroundings ever green.

The school has an allotted 1000 sq.m. lot for sustainable agriculture, which is the “Gulayan of the Paaralan.” There is crop museum, wherein variety of plants and vegetables are labeled by their respective names. There are also indigenous plants with labels and its benefits are included. This “Gulayan sa Paaralan” is managed and monitored by the Garden Patrollers to maintain its cleanliness and abundant harvest every season.

Moreover, the school adopts the Bio-Intensive gardening and was able to raise and harvest vegetables like ube, ginger, bell pepper, okra, malunggay, radish, eggplant, tomato, sitaw, mustard, pechay, patani, cassava, camote, squash, cucumber and patola. Among the fruit-bearing trees present are mango, jackfruit, banana, papaya, guyabano, calamansi, camias, asuete, chico, rambutan and atis. Part of the vegetables and fruits harvested are being sold to the community, given to the undernourished children through the school’s feeding program and served in the canteen.

The adviser-teachers of the different patrollers together with the student-patrollers join hand-in-hand in order to have maximum participation of our stakeholders on the different greening initiatives of the school. In the recently launched Project I-pledge, more stakeholders commit and promise to support us.

One of the organizations that pledge their support in our greening initiatives is the AMEN (Archdiocesan Ministry on Environment). Ms. Catherine B. Taday, Head of the Archdiocesan Youth Ministry, and the representative of AMEN shares different environmental activities that their ministry had engaged in. She mentioned that their organization is active in participating on the different environmental concerns. And, to prove that they will be part of the Project I-pledge, she promised that the youth ministry will support and be one of us in the greening initiatives of the school.

To extend our greening program to the community, initiative of the Garden Patrollers was brought up in the barangay. This becomes possible when they tied up with the barangay council and put up their Project

G. Other Environmental and Natural Resources Management Program/s

“Care for the environment needs genuine dedication in order to conserve and preserve its natural resources for the life on Earth be always possible up to future generations.”

At SIES, we also give focus on biodiversity. We upkeep all the variety of life that can be found in and out of the campus, as well as to the communities that they form and the habitats in which they live.

One of the actions of the school to show its commitment in maintaining a good ecosystem and intensifying action to adhere biodiversity is putting up of three fish ponds in some corners of the school. There are Tilapia on it which SIESians cared of.

There is also the project called Emergency and Eco (E2) Buzzer, that were installed in the campus. "Preparedness can lead you to safety. It is an alarm that signals safety and preparedness inside the campus. It is a project initiated by the added patrol called Children Task Force. This will signal our clinic teacher if emergency arises, all in the campus if unnecessary incidents will arise and patrollers' attention to perform their duties and responsibilities.

Another thing, that we have done is our environmental innovative project entitled "Eco Quest, The Eco Patrollers' Quest for a Greener Planet," and under this project is our Child E (Environment)-Care Patrol. The Patrollers' primary role here is to encourage people in every corners of the world to lend time voluntarily for the environment through social media.

We believed that touching the heart of every individuals who have concern of caring for the environment will have a great impact on worldwide change. Further, interviewing our stakeholders, known personalities, leaders, organizations and establishments was also done by this group in order to spread out their message, for the purpose of challenging everyone to lend their time voluntarily for the environment.

The Child-E Care Patrollers do also have their variety of ways in order to share the school's best practices on environment and sanitation through giving flyers, having a parade, talk during school's general assembly and other meetings with the parents, radio broadcasting and uploading videos on youtube about the different programs and projects of the school on environmental concerns, so that many individuals from other races will be one of use in our Project I-PLEDGE.

Another thing, that we sustain to share on social media the "Eco Videos, wherein, all the patrollers and SIESians are voicing their quest for a "Greener Planet,"

Thus, Child E-Care Patrollers had already uploaded two videos on YouTube (<https://www.youtube.com/watch?v=xqV9QC8De0>, <https://www.youtube.com/watch?v=V4MMbTDL55A>) these past years, and to strongly show our commitment in search for more individuals to have sincere heart for the environment, another video was made and that focus on 15 Ways to LEDS (Low Emission Strategies), which our students disseminate after attending the LEDS Camp for two days, sponsored by the City ENRO in partnership with the USAID and DepED-Batangas City. The video also gives importance on energy efficiency, water conservation and protection, waste management and greening initiatives.

Through this, all the different environmental program and projects can be adopted by others, together with the different ways on managing those programs and projects toward a common goal.

H. Climate Change and Disaster Risk Reduction Programs

"Fighting climate change is one of the keys for human beings to be away from calamity risks, and for Mother Earth to be safe."

SIES has been implementing its combat to Climate change. Under unnumbered memorandum dated June 22, 2010, the office of the principal issued circulars on how to combat climate change. The Project ZPPOG is intensively implemented, 3TS or Tree Planting, Tree Growing and Tree Caring should always be applied.

On the other hand, Project Emergency and Eco (E2) Buzzer is also added to the innovative and environmental projects of the school. The said buzzer was installed in the campus. One of the reasons on the born of the project is the SIESians believe that "Preparedness can lead you to safety."

The project is an alarm that signals safety and preparedness inside the campus. It is one of the risk reduction initiatives which is initiated by the added patrol called Children Task Force with the Disaster and Risk Reduction Committee spearhead by its coordinator, Mrs. Evelyn C. Ebor.

The said buzzer will signal our clinic teacher if there are unnecessary incidents that might happen in the campus. Also, it serves as an alarm if earthquake arises and a calling for all the school personnel if there will be an emergency meeting. There are codes related to safety and environmental concerns in every number of buzzes in the buzzer.

III. Socio-Cultural Sustainability

A. The prevailing values of the school and the curriculum are sensitive to issues of gender equity

At SIES, we consider the rights of every individuals. We are having seminar to our students and parents with regards on Gender and Development. In connection with this, a specific corner in our Guidance Office is designated to be the "GAD Corner". This is where we settle concerns, which has something to do with gender sensitivity.

Meanwhile, some of the school clubs and organization in school are led by girls. One proof for this is the Supreme Pupil Government (SPG), which is spearheaded by Rein Ann Jill Fortu.

B. Pupils are given opportunities and skills to participate constructively in helping to solve local community problems

Our school has a close partnership with our barangay council. Thus, with the community residents in our barangay, the school inhibits good communication.

On the other hand, the different projects, programs and activities in the campus are extended to our community. And, these are fronted by SIESians, specifically some of the groups of our Eco Patrollers. Our Water Patrollers becomes partner of SIRWASA in reporting water leaks in their places.

Additional to this is the answer of the Community Patrol to the problem of the barangay residents, with regards on their problem during the schedule day of garbage collection.

The Eco Bins, which were put on the nearby sitios of the school will not be possible without the initiative of our pupils to bring bamboos to the school. They merely see that those bamboos will be the answer to solve one of the problems of the barangay residents regarding the maintenance of the community's cleanliness.

C. With Existing Student Organizations/School Clubs on socio-cultural sustainability affair

The school has different pupil organizations and club with focus on different aspects of academic, extracurricular activities and other concerns.

One of those clubs is Performing Arts Organization (PAO) which focuses on socio-cultural sustainability undertakings and trainings.

This is because the school knows the fact that cultural sustainability as it relates to sustainable development (to sustainability), has to do with the maintaining of cultural beliefs, cultural practices, heritage conservation, culture as its own entity, and attempts to answer the question of whether or not any given cultures will exist in the context of the future. And, these concepts helped in the holistic development of a child. Since one of the missions of the school is to holistically develop SIESians up to its best to upgrade their level of education, the PAO participates in the different programs in school wherein, pupils who are member of this club exhibits folk dances which is one of the aspects of our culture.

Moreover, if there are affair at the San Isidro Labrador Parish, PAO members are also exhibiting their learned folk signatures to the audiences.

We also believed that socio-cultural aspect is intertwined with the environmental concepts which pupils must know and apply.

D. The prevailing values of the school and the curriculum adequately prepare students for life as citizens of a multi-cultural society and global community; Presence of global awareness program in the curriculum and Instruction

The presence of Environmental Curriculum (E-Curr) in the class and teacher's program in school answer this criterion. In delivering the said curriculum, set of lessons which focus on the global awareness are imparted to the pupils

Further, it is now a protocol to all the staff of the school to integrate environmental awareness on their daily teaching in the classroom. This is to ensure that there are prevailing values which pupils will apply in and outside the campus.

E. The special needs of all students, especially those with physical or learning disabilities are catered for (Special Education Programs, Inclusive education, Presence of accessibility structures for Persons with Disabilities or children with special needs

The school is a child-friendly school as indicated in its vision. This depicts the fact that the school is ready to accept and give the best to all its learners. The special needs of all students, specifically with physical learning disabilities such as poor eyesight and other disabilities are catered in school.

In relation to this, some of the teachers in school and school head had attended trainings to cater pupils who need special kind of attention in relation to learning.

Mrs. Marife D. Abdon, Grade One teacher attends the Training of Trainers (TOT) on Multi-Factored Assessment Tool (MFAT), which is used assess Grade 1 learners enrolled in regular schools, who may exhibit developmental advancement or delays or have manifestations of learning disability.

Meanwhile, Mrs. Rowena B. Cueto, Grade three teacher attends the training on Inclusive Education in the division. This is for the school to have a teacher who will help other teachers on how to handle pupils under inclusive education.

Moreover, other teachers in school are engaging to further research and studies on how to deal on to pupils with special needs.

Through these different ways, teacher in school were able to handle pupils in school whom are considered as with learning disabilities. And, in relation to MFAT, the school has its various materials on how to accurately assess pupils with learning disabilities.

F. The staff are skilled in conflict resolution strategies as a support for positive student behavior

It is indicated in the mission of San Isidro Elementary School to be a child and eco-friendly school for our clienteles. In relation to this, we are developing our learners to be academically equipped and responsible to be the entrusted protector of our Mother Nature.

Hence, in relation to this, we do make sure that the staffs of the school are well-oriented, skilled enough, fully aware and updated on the different skills, techniques and strategies to be done if the need arise concerning issues about pupil's attitude and behavior. These are done by pursuing graduate studies, attending seminars and training and inviting resource speaker to train teachers.

The school do also have a guidance coordinator, who set programs focusing on the strategies on conflict resolution and support for positive behavior of the pupils.

Consequently, teachers do also have their own anecdotal records which show the record of their pupils' behavior with its corresponding date, pupils involve, action taken and remarks undertaken to resolve such conflict or incident happened where their advising class is involved.

Teachers do also undertake home visitations to their students who don't come on class for few days without prior notice of being absent.

A grievance committee is also present in action if need arises, and a school handbook of DepED Child Protection Policy is existing for the mere purpose of securing our children in any kind of concerns.

IV. Economic Sustainability

A. A spirit of cooperation and sharing – not competition –is modeled in the allocation of resources in the school

At this part, to show a spirit of cooperation and sharing in the allocation of the resources in school there are different aspects that the school administration spearheaded by Mrs. Elise E. Abag, school principal considered to portion the resources of the school.

In relation to this, the MOOE of the school is well liquidated every month by the school principal allocating all the funds to the priorities of the school.

There is a so called "small coop," which is functional for all the teachers and staffs of the school. This becomes active since 1994. The mere purpose of having this one is to help our fellow workers, whom are in need of financial assistance. One of our entrusted teachers is the one being coordinated if a need rises.

Meanwhile, the MRF and Gulayan sales are allotted to some environmental concerns and other priority projects of the school for the benefits of the pupils. The same with the PTS Fund and other fund-raising activities initiated by the parent organization.

The Adopt-A- School program serves also as a help in the accomplishment of the different programs and projects of the school together with the pledges and other donations coming from the supportive stakeholders of the school.

Therefore, through these different means, the spirit of cooperation and sharing is visible together with the camaraderie for each members of the school body.

B. Students learn small business skills through opportunities to organize school and community projects

Gulayan sa Paaralan," which is one of the productive sights in SIES serves also as an opportunity for our students to experience a generating income activity. With this, students apply the things they've learned on their EPP class on how to plant, take good care and to harvest vegetables and root crops.

Also, a joint project of the school and the Malampaya Foundation is the so-called "Young Eco Saver." This kind of program is open to all of our students, that has the purpose of letting the youths experience to have money out of trash. To elaborate this project, it is indicated in its objectives to let the student bring certain kind of materials, considered as used things at home be brought to the school. These will be put together and will be sold to the junk shop. The student who had brought the most number will be awarded.

Additional to this is the project "Supot Nyo, Sagot Ko." Students are making supot during their vacant time, and even at home. These "supot," will be distributed to the nearby stores. By this means, there are store owners who give money in exchange of the students' "supot".

There is also an annual "food fair," school every celebration of the Nutrition Month. Here, students were given the opportunity to experience to put up their chosen food booths, wherein the sales which they will accumulate will be used for a specific project in school.

For the past years, we do have this activity for the students to experience how to have an income and be responsible on how to deal with their income as a group.

Moreover, the school organized a so called “Laboratory Coop” (Lab Coop) wherein pupils will be encouraged to invest and save. There are certain guidelines which were set in the Lab Coop which were clearly explained to all the parents and pupils. Mrs. Evelyn C. Ebor, Grade three teacher and one of the barangay cooperative’s board serves as the coordinator of the Lab Coop. In his classroom, there is a small school supplies store which cater some of the needs of the pupils in school, and the fund used here is the savings of the pupils, so that at the end of a school year, their saving will have an interest.

This year, Eco Club initiates a project involving the pupils in school. They asked the help of the other clubs in school together with the Mother’s Club to help them in the realization of ‘Project BAGER’ (Biodegradable Assistance Generating Economical Resources).

This project is in lined with the ‘Yes for LOVE (Learn to Offer Your Time Voluntarily to the Environment) program of the school. Here, the Eco Club officers together with the Community Patrol and Mother’s Club officers seek of the piggery, bakery and rice stores in the community to become their partners in Project BAGER.

To elaborate, their partners will supply sacks and bags of the flour (katsa) which will be made into different eco bags in school. Thus, these bags will be marked by (I-PLEDGE) logo encouraging the users to do their part to save Mother Earth.

Further, the eco bags will be sold to the business establishment partners of the school into economical price. Through this means, bought partners will benefit on the project. The said bags will be also sold to other people who is in need of it.

The money collected on this project will be used for the other finances towards the environmental campaigns and initiatives of the school.

C. A culture of maintenance ensures that school buildings and equipment are kept in good repair and maintained in good condition

San Isidro Elementary School is lucky enough to have supportive parents. We do also have active external stakeholders, which are always behind us. They are one of the mere reasons on the success of the school.

One best proof for this is the success of every Brigada Eskwela in school. For the past years, our stakeholders are giving its continuous supports which contribute ti the success of this activity. Through “Bayanihan,” chairs are being repaired by our parents, electrical connections are always being inspected by the Bureau of Fire Protection and the repairs in the classrooms are also accomplished. Repainting of the classrooms and other buildings are also done, and the used were donated by our parents and other stakeholders and organizations supporting the schools.

The Project I-PLEDGE covers variety of aspects, since we are committed to become trailblazers of the nature, the concept of addressing plastic problems transforming communities is one of our goals in doing such environmental initiatives.

8. Teaching and learning approaches/strategies that the school has integrated for this school programme.

****Environment and Climate Change-related Features of the School Curriculum****

A. Integration of environment themes into the curriculum and Presence of climate change and disaster risk reduction themes in the curriculum

It is now a protocol to all teachers in school to integrate environmental awareness in their daily teaching.

The school had the so called “E-Curr” (Environmental Curriculum) on the Teachers’ Program, wherein teachers will have a 20-minute specific time, once every week to discuss and the E-Curr module specified on the grade level that they are handling. There is specific flow of the given lesson based on the given objectives, with designated topic which will be followed by the teachers from Kinder up to Grade Six. Also, in some programs and events held in the school, theme of having concern for the environment is present.

As a proof , the flow of the last Recognition Day is “Reaching Out for Love (Learn to Offer your time Voluntarily for the Environment,” wherein a skit was shown and the emphasis is the objection of the school to the “Coal Power Plant,” that will be put up in Batangas City.

Meanwhile, the integration of the environmental concepts in the everyday teaching of the teachers are always executed, and it is always indicated on the lesson planning of the teachers.

On the other hand, the E-Curr initiated by the teachers clearly manifest their commitment to integrate environmental concerns to instill in the young minds of the pupils their roles as caretaker of the nature. It is a compiled specific module allotted for each grade level, which were authored by the teachers in school.

Subsequently, the focus of the planned modules for each grade levels are: 1. Seedlings Propagation, 2. Soil Cultivation, 3. Plants/ Trees Preservation, 4. Water preservation, 5. Proper Waste Management 6. Animal Sanitation and Protection, 7. Socio-Cultural Involvement, 8. Pollution Prevention - water, air, land and noise, 9. Paper Conservation, 10. Electricity Conservation with Added topics this year: 11. Climate Change and 10. Disaster Risk Reduction Management.

Further, with our Project I-PLEDGE, the school's commitment to do great things for the environment becomes more intense, to dream of a greener planet with the hands of our youngsters, with our guide for the sake of the environment, everyone's future and for the next generations coming ahead.

B. Presence of in-service environment and climate change training for faculty members

SIES has its own in-service environment and climate change training for all faculty members. This year, the focus on this concern is the refresher of all the environmental programs and projects of the school together with the climate change programs which the school have, because there are new faculty members in school.

It can be justified on the School Memo No. 3, s. 2019, wherein Mrs. Elsie E. Abag, school principal serves as the trainer.

C. Presence of environment and climate change support instructional materials for use by teachers and students

Since the school is a child and eco-friendly school, integration of values related to these aspects are always integrated by teachers in their daily teaching, school programs and activities. With this actuation, they make, innovate and modify instructional materials and props to fully integrate the value of conservation and protecting the environment.

The Eco Club in the school, spearheaded by its adviser, Ms. Atanacia R. Macalalad together with the YES-O (Youth for Environment Student Organization) members are very active on their duties and responsibilities. Evidences are visible in the school campus and in our community. The annual tree planting activity, which is already on its 9th year of implementation is always "On the Go," with more and more volunteers every year.

D. Allocation of financial and logistical support by the schools to the student eco-club

An organization will not function well, if there is no fund to be used for its operation. The Eco Club has its fund through MRF sales, vegetables and fruits harvested in the school garden sales, lantern from coke bottles sales and other income generating projects. That's why when the artesian well was repaired and was able to buy some materials and snacks for the laborers from City Engineers Office, the Eco Club was ever ready to give.

E. The campus as a "living laboratory" – student involvement in environmental learning to transform to a learning environment

SIES wants to be part of positive change from within the education system by empowering SIESians to become environmentally responsible. For this reason, the school tries to make the campus as a "living laboratory," wherein student involvement in environmental learning to transform to a learning environment by not only instilling environmental concepts to the pupils' young minds, but by ensuring that pupils are applying everything that they learned. The different environmental programs and projects of the school with all its environmental initiatives and undertakings, pupils have its major roles and responsibilities to make the school's environmental initiatives positive at hand.

9. A) Participation with the community (How the school and community work together in planning and implementing the school's programme)

SIES can proudly say that almost all its environmental projects and programs will not be possible and in a success without the participation of the community. The school has been also extending its various environmental initiatives in the community. Luckily, positive responses were gathered not only from the community of the school, but even with other localities.

****Presence of Vibrant Eco Organizations in Campus****

A. Linkages with Local and National Agencies

Local Government Units supporters such as Barangay Council headed by Engr. Andres B. Malibiran, City government offices like Office of the City Veterinary and Agricultural Services (OCVAS), City Engineers Office (CEO), Environment and Natural Resources Office (ENRO) and Public Information Office (PIO) are some of the supportive agencies of the school in implementing its programs and projects related to environment protection and conservation.

In addition to this the Malampaya Foundation Incorporated, Pilipinas Shell Petroleum and its Foundation, School Governing Council (SGC) the Parents Teachers Association (PTA) and San Isidro

Rural Waterworks Sanitation Association (SIRWASA) are also doing its parts to cooperate and participate on the undertakings of the school.

Further, we also gain the support of the Provincial ENRO under the province of Batangas, Batangas Provincial Government, and even the Philippine National Red Cross-Batangas City Council. One proves of their support for being one of us in our quest to have a greener planet is the project of our students, the the Child E- Care Patrol.

Moreover, the support of the Bureau of Fire Protection (BFP) and San Isidro Multipurpose Cooperative (SIMCO) are also the reason behind the initiatives of the school. Because, in just one tap to them, they give positive response and feedback.

And, as additional, to campaign the environmental innovative programs and projects of the school, short messages were on aired at Spirit FM by one of our stakeholders, who is a resident DJ (DJ Sky) of the station, which are about our Project I-PLEDGE for the purpose of challenging everyone to lend their time voluntarily for the environment.

On the other hand, there are other agencies, organizations and other individuals who exerted their time and effort to train our students about different environmental awareness.

Recently, after the echoing of the LEDs, the school launches the Project I-PLEDGE, it initiates partnership with the different agency to pledge their commitment to be part of the different environmental programs which will show love for the Earth and do great for the environment to have a livable society. During that time, parents and students become part of the seminar/forum with the speakers from MERALCO-Batangas City, SIRWASA, Archdiocesan Ministry on Environment and the barangay council of San Isidro. Each representative share specific ways on how to have energy efficiency, water conservation and protection, waste management and greening initiatives.

B. Outreach and service to wider community, including partnerships with non-government organizations and industries

The school is also active on the different environmental programs and practices outside the school through the sponsorship of our stakeholders and other agencies.

On the other hand, the school finds ways of having partnership with different stakeholders, whether public or private individuals and agencies. One of our reasons for this is for our students to have training / forum on environmental issues, which are beyond the school premise. And, as an impact of this different partnerships with the different agencies and organizations, our students able to have the opportunity to engaged with the different environmental training / forum / camp. Some of the agencies which sponsored our pupils on these activities are the PSFI, Malampaya Foundation, City Enro of Batangas, DENR-Calabarzon Region, Bureau of Fire Protection, San Isidro Multipurpose Cooperative (SIMCO), First Gas Power Corporation, Greenminds Inc. and we do also tied up with the MERALCO-Batangas City, SIRWASA, San Isidro-Brgy Council and Archdiocesan Ministry on Environment (AMEN) to give enlightenment to our students on their great responsibility as the entrusted protectors of Mother Nature.

Therefore, outreach and service to wider community, including partnerships with non-government organizations and industries happened to extend the environmental initiatives of the school.

**B) Engagement of partners in community and their roles/contribution into the school's programme
(Please provide the name of your partners in this programme and their roles/contributions)**

Name of Partners	Roles and Contributions
Parents Teachers Association (PTA)	Always present in all the environmental programs and projects that the school initiates
School Governing Council (SGC)	Take part in all the planning and implementing of the environmental practices of the school
Local Government Unit-Barangay Council of San Isidro	Always present in all the environmental programs and projects that the school initiates
Office of the City Veterinary and Agricultural Services (OCVAS)-Batangas	The school's partner in providing us with seedlings and other seeds which the school use during its tree planting drive and sustain the vegetable garden in school
City Engineers Office (CEO)	Pledged their support in all the environmental initiatives of the school
Environment and Natural Resources Office (ENRO)-Batangas City	Pledged their support in all the environmental initiatives of the school
Public Information Office (PIO)	Pledged their support in all the environmental initiatives of the school

Malampaya Foundation Incorporated	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns
Provincial ENRO	Pledged their support in all the environmental initiatives of the school
Pilipinas Shell Petroleum	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns
Pilipinas Shell Foundation Incorporated	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns
Batangas Provincial Government	Pledged their support in all the environmental initiatives of the school
the Philippine National Red Cross-Batangas City Council.	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns
Batangas City Government through its partnership with the USAID	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns
Bureau of Fire Protection (BFP)	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns
San Isidro Multipurpose Cooperative (SIMCO)	Pledged their support in all the environmental initiatives of the school Involve us in their environmental activities
Spirit FM radio station-through its DJ	Pledged their support in all the environmental initiatives of the school Help the school in disseminating information about SIES-I- PLEDGE and all its objectives
MERALCO-Batangas City	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns
Archdiocesan Ministry on Environment (AMEN)	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns
School's Alumni	Pledged their support in all the environmental initiatives of the school Always present in all the undertakings of the school when it comes to environmental concerns
Philippine National Police-Batangas City	Pledged their support in all the environmental initiatives of the school Provided trainings for the school's staff and parents in relation with the environment concerns

10. Transformation to the community and ecosystem (Brief information of activities that the school, students, and teachers have contributed for the improvement of community/ecosystem.)

Since the school has been active to raise awareness on the different aspects of environment matters, it manages to hold symposiums for the pupils to create consciousness about some of the 17 SDGs which focus on: the poverty eradication; sustainable agriculture, food security and nutrition; health and population dynamics; education; gender equality; water and sanitation; energy; promote equality; climate; Conservation and sustainable use of marine resources, oceans and seas ; and Ecosystems and biodiversity.

Moreover, during school assemblies and meetings with parents and other stakeholders, the school included some of the mentioned topics to disseminate information relevant for the participants.

At SIES, we also give focus on biodiversity. We upkeep all the variety of life that can be found in and out of the campus, as well as to the communities that they form and the habitats in which they live.

The importance of this biodiversity really affects SIESians. Its intrinsic value of is not the only reason why it is important. The natural environment provides the basic conditions without which humans could not survive. Ecosystem services are the benefits provided by ecosystems. These include provisioning services such as food, water and even genetic resources; regulating services such as the regulation of climate, floods, disease, and water quality as well as waste treatment; cultural services such as recreation, aesthetic enjoyment, and spiritual fulfillment; and supporting services such as soil formation, pollination, and nutrient cycling.

With these, the school body with all its environment advocates work hand to preserve the kind of environment that will promote a balanced ecosystem. One of the actions of the school to show its commitment in maintaining a good ecosystem and intensifying action to adhere biodiversity is putting up of three fish ponds in some corners of the school. There are Tilapia on it which SIESians cared of.



11. Programme for monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

The school is firm in its commitment to sustain all the environmental programs and projects of the school. The various initiatives of the school regarding this matter undergoes systematized monitoring and evaluation mechanism.

Since the school has a formulated various committee on this concern, effective supervision is adhered.

Actually, the school is proud to proclaim the ever since 2009, the school has been very active in protecting the environment and conducting activities related to it. In this regard, pointed persons and committees has been designated through school memorandum to be the focal persons to lead the different environmental programs and activities. These committees are composed of teachers, parents, barangay council members and other external stakeholders, who truly work hard to achieve target goals.

Moreover, the school's learners are responsible on their assign duties and responsibilities to monitor their assigned environmental concerns. Those are the Eco-Patrollers of the school who has their Daily Monitoring Sheet as one of the proofs to justify this concern.



Summary of results:

The **SIES Project I-PLEDGE** (**S**an **I**sidro **E**lementary **S**chool **I**nitiatives and **P**romises to **L**ove the **E**arth and **D**o **G**reat for the **E**nvironment) is considered the latest environmental initiative of the school, and can be considered as the heart of all the environmental programs and projects of the school because it strengthens and intensifies the school strong commitment as one of the caretakers of our nature for us to have a greener planet. The concern of addressing the plastic problems for the transforming communities in one of the targets of the school to continue its mission to preserve the unique features of our environment.

In relation to this, as what the rigid moves of all the SIESians in school with the help of all its stakeholder, positive impact happened.

The summary of results obtained from all the monitoring and evaluation done by all the designated individuals in school who work hand in hand to obtain specific goals justify good summary results.

1. The school is considered 100% litter free.
2. The paper trash is made into Project E-POT (Environmental Pots Out of Trash)
3. The scattered and used plastic bottles in school and at the community is used as Eco Fence
4. The Eco Patrollers are transparent in all their positive reports.
 - a. Water Patrol-The water bill of the school decreased
 - b. Electricity Patrol – The electric bill of the school decreased
 - c. Garden Patrol – The school maintains its green surroundings and the harvested vegetables are used for other programs of the school
 - d. Beautification and Cleanliness (BAC) Patrol – The beauty and cleanliness of the school are maintained with the help of the school body and disciplined pupils
 - e. Garbage Patrol – Proper Waste Segregation is maintained
 - f. Community Patrol-Constant monitoring in the cleanliness outside the campus is sustained
5. THE SIES ECO- QUEST (THE ECO-PATROLLERS' QUEST FOR A GREENER PLANET)
 - a. Intensified Eco Drums by Water Patrol; b. Eco Sky-Lighting by Electricity Patrol; c. Project ECG (Embracing Community Garden) by Garden Patrol; d. Project HOT (Herbs on Tires) by BAC Patrol; e. Eco PAB (Paper and Board) by Garbage Patrol; f. Bambuseae Bins by Community Patrol; g. Emergency and Eco (E2) Buzzer by Children Task Force Patrol; h. Project HELP (Home Environment and Livelihood Project) by PTA Patrol; i. SIESians' Eco Video (Part I and Part II) by Child E-Care Patrol – These initiatives had brought up positive impact to all its target concerns.

These summarizes that the **SIES Project I-PLEDGE** (**S**an **I**sidro **E**lementary **S**chool **I**nitiatives and **P**romises to **L**ove the **E**arth and **D**o **G**reat for the **E**nvironment) really is one of the good practices if the school to address plastic problems for transforming communities and other environmental concerns of our nation.

12. Resources used for programme implementation

When it comes to resources, there are times that the school has limitation when it comes to financial matters. But, with the school governing funds, specific percent is allotted to environmental matters. The funds gained from the sold harvested vegetables and sold recyclable materials of the school is also a great help. The school's fund raiding activity with the proceeds for environmental activities also served as the resources of the school when it comes to program implementation.

The support of our various stakeholders is indeed of great help for the school to realizes specific environmental initiatives.

Above all, the best resources that we have is the willingness of our partners along with the parents and community residents in all the undertakings of the school when it comes to environmental concerns.

13. Benefits/Impacts/ positive outcomes of the programme to **students, teachers, parents and school.**

Please include evidence of achievements.

(How the school's programme has transformed the behavior of students, teachers, and parents to improve the school's environment in reducing plastic usage and wastage.?)

The sustainability of the school's environmental initiatives and its environmental innovative projects brought up positive impact to our students, teachers, parents and even to community residents. Through monitoring, conservation and recycling, concerns to the environment through actions were visualized, fronted by the rigid moves of SIESians.

Our sustainable environmental programs hone our pupils' values of being environment - friendly in and out of the school premises, thus it inculcates the values of being God loving, patriotic, humane and environment-friendly

Definitely, SIESians had sustained positive environmental impact and had helped its populace experience a balance and healthful ecology.

The best thing so far is the disciplined we inculcate within the minds of our pupils about the different undertakings about environmental concerns. And these best practices were brought to the homes of our learners. Wherein all the things that they have learned in school is also applied in their residences.

Indeed, the school's programme has transformed the behavior of students, teachers, and parents to improve the school's environment in reducing plastic usage and wastage, and the goof thing is that these practices can be applied wherever they are.

Some of the evidence of achievements that the school garnered in relation to environmental concerns are: *Environmental award received (from 2017 to present)* (a)First Runner Up on the Project Search for the Most Innovative and Livable Environmental Schools in Batangas City on the category of Public School Elementary; (b) School with Best in Energy Efficiency; (c)School with Best in Greening Initiatives; (d)School with Most Environmental Sustainability Programmes; (e)Recognized by the Shell Foundation Incorporated as a Green School in Batangas City; (f) 2019 Champion on the Division Search for Most Sustainable and Eco Friendly School; and (g) First Runner Up on the Regional Search for Most Sustainable and Eco Friendly School.

14. Benefits/Impacts/ positive outcomes of the programme to people in community, and ecosystem. Please include evidence of achievements.

(How the school's programme has transformed the behavior of people in the community in reducing the plastic usage and wastage and improve the ecosystem of the community?)

The **SIES Project I-PLEDGE** (**S**an **I**sidro **E**lementary **S**chool **I**nitiatives and **P**romises to **L**ove the **E**arth and **D**o **G**reat for the **E**nvironment) had brought up benefits and positive impacts and outcomes to the people in the community because they were able the do-good deed for the environment. With this, we had noticed that Dengue cases in the community were gone together with the other diseases related to untidy environment were lessen.

Meanwhile, the ecosystem in the community were remained balance since almost all the backyards of our parents in school had their own vegetable gardens. Tree planting activities of the school has been also a means of balancing the chain in nature. The clean surroundings also contributed much in this aspect.

Further, the school can affirm that the school's environmental initiatives has transformed the behavior of people in the community in reducing the plastic usage and wastage and improve the ecosystem of the community. All of these can be notices in the different premises of the school and even in almost all sites in the community.

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

Plan for sustainability:

This school year, even if pandemic is a threat to the lives of mankind, the commitment of the school towards addressing plastic problems for transforming communities and other environmental concerns will be sustained. All the best practices of the school will be evaluated and all will be sustained depending upon the impact it bought in school and to the community, especially in molding the holistic development of our clientele.

All the environmental programs and projects will be sustained with the help of the school's stakeholders and the school body. There will be changes in the environmental committee, but these changes will only proceed to additional members in each committee because the school believed that more hands are better than limited individuals for a specific program to continuously succeed.

Plan for scaling-up/expansion:

Considering the trying times that we have these days, we will still plan for calling-up/expansion. The school community will utilize the online platforms to disseminate the different best practices if the school when it comes to environmental concerns, specifically in addressing plastic problems for transforming communities. The transformation that will provide positive impact for all human race.

We will think of more ways on how we will encourage everyone to be one of us in our quest to have a better planet not only for today but for the next generations ahead.

16. Interrelationship of the school programme with other Sustainable Development Goals (SDGs)
(Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

The school is under the umbrella of the Department of Education (DepED), which brought down a nationwide vision and mission for its subordinates. Thus, the school mandates this protocol. In relation to this, the school has its means of disseminating different information and policies to all its clientele and stakeholders. Thus, the school is committed to its different objectives and goal in relation to its "**SIES Project I-LEDGE** (San Isidro Elementary School Initiatives and Promises to Love the Earth and Do Great for the Environment). The goals of the program is in lined with the target initiatives on the school to sustain and intensify the existing environmental programs of SIES in all aspects which are; (b) make efforts to create awareness on any of the 17 Sustainable Development Goals (SDGS) and the national level development plans among the students; (c) continue the notions on Waste Management and Paper Conservation Program dealing with the 5Rs of the school (Refuse, Reduce, Reuse, Repurpose, Recycle); (d) act to answer the call on Energy efficiency and conservation program; (e) participate on the need to continue Water conservation program; (f) be active on dealing with the Pollution Prevention Program; (g) sustain and encourage parents to adopt the Greening Program of the school; (h) participate on the Other Environmental and Natural Resources Management Program/s of other agencies and organizations; (i) initiate activities on Climate Change and Disaster Risk Reduction Programs; (j) initiate ways on Environment and Climate Change-related Features of the School Curriculum; (k) maximize the Presence of Vibrant Eco Organizations in Campus; (l) seek Presence of Environmental Partners and Linkages in Various Programs, Projects and Activities of the school and (m) make actions on Socio-Cultural Sustainability and Economic Sustainability

Since the school has been active to raise awareness on the different aspects of environment matters, it manages to hold symposiums for the pupils to create consciousness about some of the 17 SDGs which focus on: the poverty eradication; sustainable agriculture, food security and nutrition; health and population dynamics; education; gender equality; water and sanitation; energy; promote equality; climate; Conservation and sustainable use of marine resources, oceans and seas ; and Ecosystems and biodiversity.

17. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are in the local language, please provide a brief description in English language.

Maximum of 5 supporting documents can be submitted with this Submission Form.

Document 1) School Improvement Plan and Policy of the School-Narrative on Environmental Concern
Document 2) School Environmental Committee
Document 3) Some Sustainable Environmental Programs of the School
Document 4) Some Environment-Related Instructional Materials
Document 5) Some Environmental-Related Trainings Attended by School Personnel

18. Photos related to the activity/programmed (Maximum of 5 photos with captions in English)

Photo1



Strict compliance on proper waste segregation in school is adhered. The collected wastes are recycled and repurpose to be used in helpful manners. This has been one of the school's best practices in order to address plastic problems in the school community

Photo 2



The Grade two pupils of San Isidro Elementary School as they raise their own water tumblers which they kept in their bag filled with water that can satisfy their thirsty in school. At their young age, they already know importance of bringing the said tumbler to lessen the use of bottled waters that can increase the volume of plastic problems in our nation.

Photo 3



Instead of buying plastic pots, the school recycled trash of papers in order to create pots out of it which served as safe and eco beds for our seedlings and other plants.

Photo 4



The illustration portrays the steps on how the school make papers and boards out of used papers in school accumulated from the paper boxes in every classrooms and offices in school. Through this innovative manner, we answer the call of our nation to be innovative in order to help our world become a better place to live in wherein Mother Earth can also comfortably breath like us.

Photo 5



The parent-volunteers of the school collecting plastic trashes in every classroom which they will use in creating eco bags to be used in various purposes. The collected plastics and wrappers will be sewed and will be given to people who is in need of it. Through this, plastic trashes will be recycled and repurpose in useful manners which is indeed in lined with notable objectives of the 2020 SEAMEO-Japan Education for Sustainable Development (ESD) Award, with the theme of "Addressing Plastic Problems for Transforming Communities." The reason why we salute all the individuals behind it for considering Mother Earth as precious of any gems on Earth...

SIES Project I-PLEDGE (Initiatives and Promises to Love the Earth and Do Great for the Environment)



I PLEDGE
*I promise to begin now
 To reduce what I use
 To reuse what I have
 To recycle what I can
 To repurpose what is possible
 And to refuse what is harmful
 I will do my part to care for PLANET EARTH*

SIES I-PLEDGE
*San Isidro Elementary School's
 Initiatives and Promises
 to Love the Earth and
 Do Great for the Environment*

*We PLEDGE to conserve water...
 save energy...
 intensify waste segregation and
 pollution prevention
 instill Disaster Risk Reduction and
 Climate change awareness...
 enhance school's greening program...
 and wholeheartedly pledge to participate and
 advocate environment-friendly institution*

*We initiate our Project I-PLEDGE
 To promote a livable environment for all...
 We challenge you to be one of us in our
 Initiatives and Promises to Love the Earth and
 Do Great for the Environment!!!*



-SIES Family

-To GOD be the Highest Glory-