



Southeast Asian  
Ministers of Education  
Organization



MEXT

MINISTRY OF EDUCATION,  
CULTURE, SPORTS,  
SCIENCE AND TECHNOLOGY-JAPAN



## 2021 SEAMEO-Japan ESD Award

Theme: Securing Educational Opportunities in COVID-19 Crisis

### SUBMISSION FORM

The submission deadline is 15 August 2021

Full Information: [link.seameo.org/2021SEAMEOJapanESDAward](http://link.seameo.org/2021SEAMEOJapanESDAward)



- To participate in the 2021 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Securing Educational Opportunities in COVID-19 Crisis" by using this template of Submission Form before 15 August 2021.
- The **digital format of this Submission Form** can be requested by sending an email to: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org)
- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 7-8 of this document.
- How to Submit the Entry:** Schools can submit the completed "Submission Form of 2021 SEAMEO-Japan ESD Award" and a "video clip of 3-5 minutes" together with maximum of 3 supporting documents/materials (optional) to the SEAMEO Secretariat's email: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org)
- Important Note: to align with the ESD practices and to save the environment and energy, the Committee **WILL NOT** accept the entry in hard/printed copies.
- More information, please visit: [link.seameo.org/2021SEAMEOJapanESDAward](http://link.seameo.org/2021SEAMEOJapanESDAward) or contact the SEAMEO Secretariat's email: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org) or Tel. +66-2391-0144.

#### PART I: DETAILS OF YOUR SCHOOL

- Name of your school: **Epiphany Christian Academy of La Trinidad, Inc. (ECALTI)**
- Full address: **IB-02, Epiphany Compound, Betag, Km. 5, La Trinidad, Benguet, Philippines**
- Postcode: **2601**
- Country: **Philippines**
- School's telephone number: landline - **(074) 309-6664** mobile - **(+63) 907-703-6821**
- School's Email Address: [epiphanychristianacademy@gmail.com](mailto:epiphanychristianacademy@gmail.com)
- Name of the Head Master/Principal/School Director: **Carlos B. La-us**
- Name of the Teacher Coordinator: **Charles A. Gawidan**
- Email address of the Coordinator: [princecharles.epiphany@gmail.com](mailto:princecharles.epiphany@gmail.com)
- School website (if available): n/a
- Educational level: **Pre-school to Grade 6**
- Total number of teachers in your school: **10**
- Approximate number of teachers participated in this programme: **10**
- Total number of students in your school: **230**
- Approximate number of students participated in this programme: **230**

## PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 13 should be no longer than five (5) pages long of A4 in total. The information should be written in Times New Roman/Calibri font, font size 11.

### 1. Title of the school's initiative

***Pansegshan ni Eskweda: Resilient ECALTI towards Quality Education***

### 2. Summary of the initiative (a half page of A4)

***Pansegshan ni Eskweda: Resilient ECALTI towards Quality Education*** is the institution's theme when the pandemic hit in March 2020 and was adopted in the school year 2020-2021. Now, it is still the continuing theme for the current school year 2021-2022. It aims to provide the best quality of education to the learners at the same time protecting the health and safety of the stakeholders. "*Pansegshan ni Eskweda*" is a phrase from the Ibaloi tribe of Benguet, meaning – *for the betterment of education*. Striving to keep the fire of education burning, teachers, parents, learners and the community folks have contributed and helped in their own capacity despite the limitations surrounding them. The cooperation, commitment and willingness to help each other in times of pandemic were greatly seen among the stakeholders.

Epiphany Christian Academy of La Trinidad, Inc. (ECALTI) have been guided by its philosophy that each child has potential to be developed, cultivated and trained through quality education. In this digital era, technology has helped provide alternatives for education to be delivered and of quality amid the current global predicament. The school did not become more resilient without cooperation and collaboration together with the different personas and institutions in the community. Despite the challenges, the teachers have lived their ordeal to render service that makes the learning experience better through the different learning modalities. Beyond the corners of the school, ECALTI have shared their blessings also to uplift others in the community. Disinfection drives, earthquake drill trainings, outreaches, involvement in the municipal school board, and community pantry are some of the rendered activities for benefit of the community folks.

With this pandemic, it has been witnessed that acknowledging the capability, strengths and potentials of everyone will result to the realization that individual blessings could be synergized towards the benefit of the learners and the community as a whole. With such grace, we endeavor to become more resilient and continue being instruments of quality education. So, at the end of a challenging day, we can say that we did it for the betterment of education.

### 3. Objectives/goals of the school's initiative

- a. To protect the health, safety and well-being of learners, teachers and personnel, and prevent further transmission of COVID-19;
- b. To implement learning continuity plan through K to 12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners;
- c. To create a comprehensive plan to make learning continue amidst COVID-19 threat; and
- d. To orient parents, guardians and learners on the actual learning activities to be done at home, and to help them get acquainted of the learning modalities to be used.

### 4. Period of the time when the initiative was/has been started

March 2020

5. Activities (strategies/activities of implementation, and brief information of each activity)

ECALTI have focused to develop their own modules thus bulk of the teachers' activities were on **module-making** and recording and/or qualifying learning videos. In order to comply with the directives of the Inter-Agency Task Force (IATF) against CoVid, the school has utilized and maximized its School-based Disaster Risk Reduction and Management (SBDRRM) team wherein all school personnel were involved to ensure that the health and safety protocols were being followed. To realize the project theme, different activities were conducted to empower the faculty and staff, learners, parents, and even other community folks beyond the corners of the school. The faculty and staff actively involved themselves to School Learning Action Cell (SLAC) sessions, Monthly meeting, psychosocial support seminar, Occupational Safety and Health (OSH) training among others. The learners were given psychosocial support activities and then followed-up or given remediation by the teachers. The parents and guardians have been engaged in vegetable donation (community pantry), disinfection drives, Parents' Orientation, and psychosocial support activities. The activities conducted were in line with existing policies of the school and department orders from Department of Education. Other activities in relation to community involvement were guided by Memorandum of Agreement with the Local Government Unit or Consent of Participation with the outreached public schools.

**Learning Resource Development**

Making of Alternative Delivery Mode (ADM) modules were crafted by teachers. These modules underwent peer reviews before being checked and approved by the school principal. The modular activities were printed and then picked up by parent in school. Constant communication through calls, short messaging system (SMS), and Facebook messenger were utilized to follow-up the learners on how they were dealing with the learning materials. The development of modules started last March 2020 and continued towards May 2020. Since it was during the 4<sup>th</sup> Quarter of the School Year 2019-2020 that the school was affected by the pandemic, it was during this time that the teachers created these Alternative Delivery Mode (ADM) modules. With the evaluation conducted after almost 3 months of initial implementation, it was recommended that the school can develop its own modules and to enhance further the scheduling of giving projects/performance output. This has become the benchmarking period of the school which made the teachers improve the Alternative Delivery Mode to be used in the Distance Modular Learning. The school's internal benchmarking has been very helpful in the development of the school's own learning modules for school year 2020-2021.

**Health and Safety Practice**

School-Based Disaster Risk Reduction and Management (SB-DRRM) Safety Protocols has been followed by all teachers and staff. It was then inculcated in the policy guidelines of the Epiphany Christian Academy of La Trinidad (ECALTI). The Department of Education (DepEd), Department of Health (DOH), Local Government Unit (LGU), Inter-Agency Task Force (IATF) and Office of the President (OP) have continuously emphasized the guidelines in relation to the opening of classes, public gatherings, assessment and School Learning Continuity Plan (LCP). The ECA Task Force (Covid-19 Pandemic) composed by the Principal, Safety Officer, and All School Personnel have systematized the process of delivering learning materials in consideration to the changing health and safety protocols. Protocols was given utmost considerations, thus there has been no reported case of CoVid-19 among the school personnel and families of the learners.

**Faculty and Staff Activities**

Brigada Eskwela was initiated for the school personnel to contribute their time, effort, and resources to prepare facilities or work space for the next school year. Last July 2021, the activity was done. It has prepared the physical set-up of the school such as work spaces, dropping/picking area of modules, reception area, audio-visual rooms for video-making, and remediation rooms.

IN-SERVICE TRAINING has been a regular strategy to help the teachers and staff as to their personal and professional developments. These were some topics rendered during the trainings: Video Making (OBS), Guided Home Psychosocial Support Activities for Elementary, Balancing the Challenges of the New Education Setting, Video Production and Workshop, Google Site and Mail Merge, Distance Learning through Google Application, Mental Health Awareness and Behavioral Management, Computer and Printer Maintenance. The trainings have equipped the teachers of needed knowledge and skills for better preparation and delivery of learning experience towards the learners. Invited lecturers and trainers were from the Department of Education, Benguet State University and other partner technicians. Some of the teachers in the school have shared their expertise as speakers also on

some of the topics. All school personnel participated with dedication. The trainings were conducted last September 2020 and July 2021. The skills developed and knowledge gain from the trainings were applied by the teachers in their respective subject areas. It is recommended to continue utilizing different partnerships and linkages to help the teachers in their personal and professional development. Mental Health Intervention (School Personnel Rest and Recreation) was planned and implemented at the end of school year 2020-2021 to help the faculty and staff get through any underlying stress/anxiety experienced during the pandemic time. Both teachers and staff joined in this event last June 2021. It has provided the teachers and staff an avenue to relax their mind and body. This made the school personnel become closer to each other towards a better working relationship between and among them. During the School Learning Action Cell (SLAC) Session of the teachers and staff last March 2021, the teachers and staff were given an input about CoVid-19 vaccine and how the municipality help in delivering the services towards the immunization of citizens. The municipal nurse graced the activity by sharing the Municipality of La Trinidad Covid 19 Vaccination *ResBakuna Kasangang Bida*. This was to provide more information to the teachers and staff about the CoVid-19 vaccination efforts of the government.

Module Making was continuously done to create more student friendly modules targeting the most essential learning competencies of Department of Education. All teachers of ECALTI have made the weekly modules from June 2020 to May 2021. The teachers have personally selected textbooks and online resources that could provide the needed learnings of the students. The teachers have delivered the modules on time since they have personally made the modules of their students. Furthermore, the creations of educational videos for Distance Learning were made to provide lecture and/or guide videos in the respective subject areas. These endeavors were undertaken to ensure that the modular distance learning become fruitful by providing quality learning alternatives through recorded/supplementary learning videos. In the School Year-end Evaluation last May 2021, a general evaluation was conducted to assess the strengths and weaknesses experienced. Re-assessing how was the programs and activities went through was important in making it better for the next school year. Now, the recommendations gained from the general evaluation were currently being implemented this current school year.

#### **Learners Activities/ Involvements**

Guided Home Psychosocial Support Activities for Elementary were given through printed activities for the psychosocial support of the learners last August 2020. The learners were given home activities that assess their preparedness and the availability of support at home before engaging in distance learning. For this current school year and as part of the enhanced implementation of the strategies and activities, Brigada Eskwela was included. This is to let the learners have an active role in preparing their learning places at home before the start of classes. The learners have sent photos and videos showing their participation in the activity.

#### **Parents Participation**

The parents were the greatest partners of the teachers in delivering the learning needs of the pupils through distance learning modalities. As such, Parents Orientation was conducted to orient them on the new normal set-up of education that will be implemented for the school year. The following are some of the discussions during orientations: School Based-DRRM Protocol, Guide to psychosocial Support Activities for Elementary, Learning Continuity Plan of the School. Mental Health Awareness lecture was included as an additional input during the Parents' Orientation 2021. Before the start of classes, the parents were oriented regarding the learning modality and all related aspects that the school will be implementing for the continuity of education. Health and safety protocols were explained to the participants. To further evaluate the learning process and to give advices or recommendations, Parents – Teachers Conferences were conducted. This was to communicate better the performance of the students to their parents. Aside from the weekly communication of teachers to parents, a post-grading period conferences either face-to-face or online were done to discuss concerns on the learner's performance. Being our partners and co-implementers of the learning activities of the pupils at this time of pandemic, the parents and guardians have supported and provided the required ICT materials. Parents provided two USB-OTG flash drives to be utilized by their respective children. The use of the offline means of providing visual aids such as supplementary videos or recorded discussions of lessons was observed to be effective. Learners utilized well the materials wherein the teachers saved their weekly learning videos for their distance learning. With it being considered as best practice of the school, it was then continued for the ongoing school year.

6. Teaching and learning approaches/strategies that the school has integrated for this school initiative

Teachers made the modules as it was contextualized in the school setting following the Most Essential Learning Competencies (MELCs) provided in the guidelines of Department of Education. The module format in making the lessons and activities for the learners was adjusted also according to the needs of the learners. Further, pre-recorded videos were also made by the teachers through the use of OBS to further enrich the knowledge and skills of the learners. A follow-up of the lesson thru social media like messenger, e-mail, short messaging system (sms) and call to the parents and the learners were also made to further enhance the lessons delivered. Every grade level has created their Messenger Group Chats and Google Drives to make any concerns raised more direct and with privacy in consideration to Privacy Protection Act of the Philippines and Child Protection Policy of ECALTI. This platform was being used also for the submission of photos of projects and videos of performances of the learners. Any issue that needs the intervention of the school as a whole was deliberated well in the meetings of the faculty and staff. A home visit was also conducted by the teachers with learners who struggle with their lessons. A remediation was also made virtually and face to face to better deliver the lesson to the learners. Tutorials were also made available for those who would like to avail.

7. Participation of community and parents in the school initiative

The institution is very active in partnering with the parents and community. For the parents, they initiated the vegetable community pantry in partnership with the church to which the school belongs. This initiative was seen as an opportunity to provide nutritious and healthy foods for the learners, and to help the disposal of vegetables which the farmers might just throw due to struggles in doing trades caused by border restrictions. Another, the parents had the virtual psychosocial support orientation during the PTA Orientation for psychosocial activity of the learners. Also, they donated school supplies (bond papers, inks, PPE) to the school and to the identified public schools as part of camaraderie and partnership, plus their donation of a refrigerator and PPEs for the faculty and staff's utilization and for protecting the employees. There was also some help to the school received from the community. They provided school supplies such as printer (Municipality of La Trinidad), PPE (Office of the Congressman), provided technical support in implementing the AITF guidelines (MDRRMC), provided IEC for vaccination (MHO), provided training for employees (Safety Officer 2), and assisted in conducting the earthquake drill (Barangay Betag) among others.

8. Monitoring and evaluation mechanisms

Quarterly monitoring was done. The School Monitoring Team used Monitoring and Evaluation Form as a tool to identify the success of the program. As to the specific activities under the program project, continuous evaluations were done during meetings. Part of the school-year's end general evaluation, the evaluation on the implementation of the program was done. The monitoring team identified the problems encountered and collaborate to the different grade level teachers including the school staff to reach possible solutions for improving the implementation of the program for the next school-year.

9. Effectiveness of the school initiative to learners, teachers, families, and community

On the modality of learning used, the learners were able to grasp and apply the most essential learning competencies required from them. Weekly assessments, projects and performance task were done by the learners in their respective capacities and resources. Through these, their comprehension, creativity, and responsiveness have been shown. It was noticed that parents and guardians were very much involved also in the teaching-learning process. They sometimes express their feelings that they themselves are also learning from the modules and learning resources provided. Both students and their parents have inevitably developed their ICT skills with the current set-up of education today. On the Safety protocol in picking up and dropping the module of the learners, the parents were able to follow it with utmost consideration. As a result of the school regular updates to the learners and their families regarding any memorandums from the government (AITF), the parents/guardians were not left in wander. On partnerships with different institutions and individuals, the school have received adequate support on certain aspects. On the other hand, the school was able to continue its yearly outreach to the community such as the donation drive of books and school supplies to selected public schools. This have made the beneficiaries have something to utilized especially during the start of school year 2020-2021 where there were some delays in their school supplies.

ECALTI has been tapped by other private schools in the locality to be their benchmark on ways and means how to survive the test of times for an educational institution. **'Pansegshan ni Eskweda'** have encompassed all the activities, personal or communal, that provide quality and relatable learning experiences not just to the learners, but to all who are involved.

10. Plan for future

The presence of CoVid-19 in the country greatly affects the delivery of education to the learners, since there are no face-to-face classes conducted. Schools like ECALTI belonging to the private school operated in their own means to support the department. With the limited resources and decline of number of learners enrolled in the institution for the current school year, delivery of teaching and learning process and safety of employees was a great challenge for the institution.

With the support of the Board of Trustees, parents, guardians, the church, partners and linkages, **'Pansegshan ni Eskweda'** was initiated and has been successful in its implementation for the school year 2020-2021 with a little adjustment made for this current school year 2021-2022. The school's mantra is to keep education alive despite the challenges. It gives positivity to the institution to stand firm amid the difficulties for quality education to still be realized. Implementation of additional e-learning activities, more training for the faculty and staff on virtual delivery of lessons, and having self-care as the school face this pandemic will always be well-considered. We may have been physically hampered by this pandemic, but there are opportunities that technology can provide towards the delivery of quality education. To sustain the further implementation of the program for the current and succeeding school years, ECALTI continues to partner with the Local Government Unit, the Department of Education, and private partners/institutions in the locality and even from other cities/provinces.

**'Pansegshan ni Eskweda'** will keep affirming the ECALTI's mission for the development of Christian-oriented pupils to become caring and active participants in their family and community. ECALTI further embodies to continue watering the foundations of every learner's dream amid the pandemic.

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

The intensive participation of ECALTI in Disaster Risk Reduction Management greatly contributes to the SDG on Good Health and Well-being. The school have been active in the implementation of DRRM efforts. As such, the institution has been a national finalist in the KALASAG Awards 2019 for best DRRM implementers for private schools. Vegetable Community Pantry has also been supported by the school. For SDG on Gender Equality, the school encourage the active participation of women in the decision-making regarding the implementation of CoVid19 protocols and the means of delivering quality education. In fact, women teachers compose a far greater percentage among the employees. Further, the Psychosocial Support activities given to the learners have been utilized also for interpretation regarding any covert abuse in the child's abode.

In SDG for Decent Work and Economic Growth, the institution has squeeze its own resources to provide the teachers and staff adequate salary and benefits. Safe and decent work environment have been kept at par with the standard working conditions monitored by the Department of Labor and Employment. For Climate Action, the school have involved itself to Tree Planting Activities. With SDG17 on Partnerships for the Goals, ECALTI have made linkages to other educational institutions, the Local Government Units (LGUs), Government Agencies, and Private Groups and Organization towards the realizations of the school's mission, philosophy and objectives.

12. Link(s) to the information of school's initiative in social medias such as facebook, website, youtube

School FB Page: **Epiphany Christian Academy of La Trinidad**  
e-Learning Resources: Google Drives in Different Grade Levels

13. 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.

Document 1) **Guidelines in the School Modality to Use**  
Document 2) **Class Schedule (Sample)**  
Document 3) **Certificate of Recognition of Students/Learners**



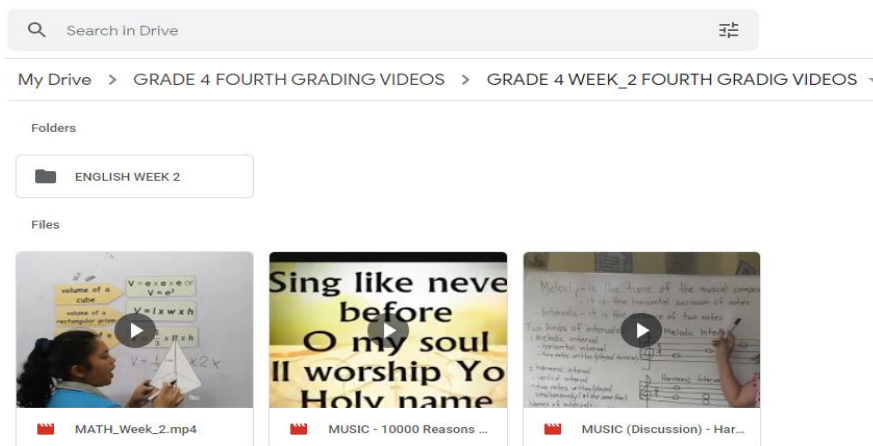
14. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

**Photo1**



The Parents' Orientation on the Learning Continuity Plan of the school was done thru face-to-face and Facebook live streaming.

**Photo 2**



Learning/Instructional videos were saved in the USB flash drives of students to be played on their smartphone, television, desktop and/or laptops. Videos are also uploaded to Google Drive and links were sent to the learners FB messenger, e-mail or via SMS.

**Photo 3**



Teachers crafted the school's own learning modules for the utilization of the students.

**Photo 4**



Learners showed their learning comprehension thru their projects and performances.

**Photo 5**



Implementation of Health and Safety Practices  
lifted from the IATF guidelines of the National government.



## SUPPORTING DOCUMENTS

### GUIDELINES IN THE SCHOOL MODALITY TO USE

Alternative Delivery Mode refers to the nontraditional education program recognized by the Department of Education (DepEd) which applies a flexible learning philosophy and a curricular delivery program that includes non-formal and informal sources of knowledge and skills (DepEd Order 36 s. 2015).

An alternative delivery mode may include the use of facilitator-aided and interactive self-instructional print and audio-based learning material, video tapes, face-to-face structures learning groups, semi-structures and unstructured discussion, one-on-one tutorials, study groups and self-learning groups, demonstration sessions, home visits, mentoring and remediation.

The institution adapted the format given by the DepEd CAR Regional Memorandum No. 91 s. 2020 and was modified by the institution. All modules prepared are with videos given to the learners.

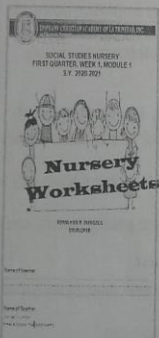
**a. Format (to be followed in submitting papers to the office)**

**A. Front Matter – Cover Page**

1. Front Outside Cover Page
  - School Logo
  - Resource title (Lesson Title, Module – Learning Area, Quarter Number)
  - Cover Art (Preferably made by the developer)
  - Name of Developer

*Note: For MODULE PRINTING ONLY: Cover Page - School logo; Subject and Grade Level; Quarter, Week Number and Module Number; School Year; Cover Photo; Developer; Name of Learner; Name of Teacher; Contact Number; Email Address and Facebook Account*

*Note: Remove the following for the final copy submitted to the Principal's Office at the end of the school year: Name of Learner; Name of Teacher; Contact Number; Email Address and Facebook Account*



**1.1. Preliminary Pages**

**a. Copyright Page- Located at the back of the front inside cover. It contains Heading, Publisher, Copyright Notice, Year**

**Example:**

PREFACE

The module is a product of the Curriculum Implementation Division (CID) particularly the Learning Resource Management and Development Unit, Department of Education, Schools Division Office of CAR which is in response to the implementation of the K to 12 Curriculum.

This Learning Material is a property of the Department of Education, CID, Schools Division Office of CAR. It aims to improve students' performance specifically in English.

Date of Development: January 2019  
Resource Location: CAR LRMS  
Learning Area: Science  
Grade Level: 7  
Learning Resource Type: Module  
Language: English  
Quarter/Block: 22002  
Learning Competency Code: Use phrases, clauses, and sentences appropriately and meaningfully EN7ISA-1.1

b. Preface

- Introduction: Describes the material, the proprietorship and its purpose. It contains: Date of Development, Resource Location, Learning Area, Grade level, Learning Resource Type, Language, Quarter/Week, Learning Competency/Code

**Example:**

b. Preface

- Introduction: Describes the material, the proprietorship and its purpose. It contains: Date of Development, Resource Location, Learning Area, Grade level, Learning Resource Type, Language, Quarter/Week, Learning Competency/Code

**Example:**

### ACKNOWLEDGEMENT


The developer wishes to express his/her gratitude to those who have helped in the development of this learning resource. The following is the list of the people who have helped in the development of this learning resource.

**c. Acknowledgement**

- Includes the list of Division LRMS Staff (still to verify)


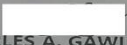


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 <b>EPIPHANY CHRISTIAN ACADEMY OF LA TRINIDAD, INC.</b> LA TRINIDAD, BENGUET IB-02, Epiphany Compound Betag, Km. 5, La Trinidad, Benguet Principal's Office: 422-3202						
CLASS SCHEDULE OF GRADE 4 – PEACE						
School Year: 2020 - 2021						
TIME	SUBJECTS, DAYS, & TEACHERS					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:00 – 7:30	BREAKFAST					
7:31 – 7:45	SETTING-UP YOUR WORK/STUDY AREA					
7:46 – 8:00	READING OF REMINDERS FOR THE DAY'S MODULES/ACTIVITIES					
8:01 – 9:50	(Picking-up of Modules by Parent/Guardian)	SCIENCE (T. Charles)	ENGLISH (T. Vanessa)	FILIPINO (T. Vanessa)	MUSIC, ARTS, P.E. (1 <sup>st</sup> Module) (T. Charles)	Completion of Unfinished Modules; Packing-up of Modules Ready to be Submitted on Monday
9:50 – 10:10	BREAK OR REST TIME					
10:11 – 12:00	(Picking-up of Modules by Parent/Guardian)	SCIENCE (T. Charles)	ENGLISH (T. Vanessa)	FILIPINO (T. Vanessa)	MUSIC, ARTS, P.E. (1 <sup>st</sup> Module) (T. Charles)	Completion of Unfinished Modules; Packing-up of Modules Ready to be Submitted on Monday
12:01 – 1:00	LUNCH BREAK					
1:01 – 2:50	MATHEMATICS (T. Vanessa)	ARALING PANLIPUNAN (T. Charles)	HELE: Home Economics & Livelihood Education (T. Charles)	CHRISTIAN EDUCATION (T. Charles)	MUSIC, ARTS, P.E. (2 <sup>nd</sup> Module) (T. Charles)	Completion of Unfinished Modules; Packing-up of Modules Ready to be Submitted on Monday
2:51 – 3:10	BREAK OR REST TIME					
3:11 – 4:00	MATHEMATICS (T. Vanessa)	ARALING PANLIPUNAN (T. Charles)	HELE: Home Economics & Livelihood Education (T. Charles)	CHRISTIAN EDUCATION (T. Charles)	MUSIC, ARTS, P.E. (2 <sup>nd</sup> Module) (T. Charles)	Completion of Unfinished Modules; Packing-up of Modules Ready to be Submitted on Monday
4:01 – 5:00	MATHEMATICS (T. Vanessa)	ARALING PANLIPUNAN (T. Charles)	HEALTH (T. Charles)	HEALTH (T. Charles)	MUSIC, ARTS, P.E. (2 <sup>nd</sup> Module) (T. Charles)	Completion of Unfinished Modules; Packing-up of Modules Ready to be Submitted on Monday
5:01 – 5:15	FIXING & CLEANING YOUR WORK AREA					
5:16 – 6:00	REST OR PERSONAL TIME					
6:01 – 8:00	DINNER TIME; QUERY TIME TO TEACHER AS NEEDED ONLY					

CLASS SCHEDULE/SY 2020-2021/cag

Document 2. Class Schedule (Sample)

 <p><b>EPIPHANY CHRISTIAN ACADEMY OF LA TRINIDAD, INC.</b></p> <p>IB-02, KM. 5, Betag, La Trinidad, Benguet</p> <p><b>VISION</b> An excellent learning center founded in the Holy Scriptures, responsive to local, national and global realities.</p> <p><b>MISSION STATEMENT</b> Development of Christian – oriented pupils to become caring and active participants in their family, community and country.</p> <p><b>PHILOSOPHY</b> Each child has potentials to be developed, cultivated and trained through Quality Education.</p>	<h1 style="margin: 0;">CERTIFICATE OF RECOGNITION</h1> <p>is awarded to</p> <h2 style="margin: 0;">CIANE JOY A. [REDACTED]</h2> <p>for having satisfactorily completed the requirements of the K to 12 Curriculum for Grade 4 Level as prescribed by the Department of Education during the School Year 2020-2021.</p> <p>Signed this 15th day of May 2021 in Epiphany Christian Academy of La Trinidad, Inc., Betag, La Trinidad, Benguet.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">   <b>CHARLES A. GAWIDAN</b>              Adviser           </div> <div style="text-align: center;">   <b>ELVERNICE S. FANGED</b>              Principal           </div> <div style="text-align: center;">   <b>JULIA A. SOLIMEN</b>              Chairman, BOT           </div> </div>
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Pre-school Government Recognition (EEDR-011, s.2006); Elementary Recognition (SSDR, C12, s.2009)

Document 3. Certificate of Recognition for the Students/Learners