



110-0270-253

Republic of the Philippines
Department of Education
 REGION II – CAGAYAN VALLEY
 SCHOOLS DIVISION OF TUGUEGARAO CITY

February 16, 2020

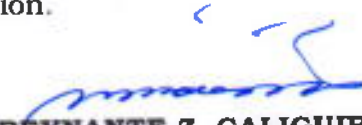
DIVISION MEMORANDUM

No. 057, s. 20 20

**UPDATING AND MONITORING OF DEPED TUGUEGARAO CITY
 SEARCH AND RESCUE PROGRAM: OPLAN SAGIP**

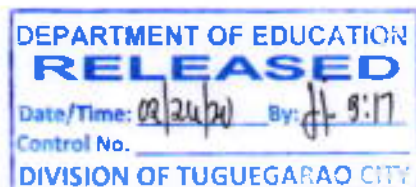
To: Assistant Schools Division Superintendent
 Chief Education Program Supervisors
 Public Schools District Supervisors
 Public Elementary and Secondary School Heads
 All Others Concerned

1. Anchored on the principles that Basic Education is free and shall be accessible to all; Education is a right of every individual; and Education is inclusive and not discriminating; DepEd Tuguegarao City Search and Rescue: OPLAN SAGIP Program of Schools Division of Tuguegarao City shall facilitate the access to basic education of every school-aged children of Tuguegarao City in both public elementary and secondary levels.
2. School Heads shall submit to the office the Data on the Number of Pupils/Students at Risk of Dropping Out, the Intervention Plans and Accomplishment Reports if implemented.
3. Public Schools District Supervisors and Education Program Supervisors are directed to monitor the submission of the Intervention Plans and Accomplishment Reports using the Monitoring Tool.
4. Attached are Forms to be filled-up for data gathering, for Intervention plan, Accomplishment Report and Monitoring Tool. Included is a copy of the Division Memo on OPLAN SAGIP for reference.
5. For compliance and strict implementation.


REYNANTE Z. CALIGUIRAN
 Assistant Schools Division Superintendent
 Officer In-Charge
 Office of the Schools Division Superintendent

Encl: see attached
 Reference: Division Memorandum 244 s. 2019, DO No. 54, s.2012
 To be indicated in the Perpetual Index
 Under the following subjects:
 LEARNERS PROGRAMS SCHOOLS

CID/esc/dmd



Address: Regional Government Center, Carig Sur, Tuguegarao City, 3500
 Telephone Nos.: (078) 844-7925; (078) 377-8805
 Email Address: tuguegarao@deped.gov.ph
 Website: depedtuguegarao.com



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Please fill up the required data.

Elementary School :

	Number of Pupils at Risk of Dropping Out (PARDOs)					Subjects
	Grade Level	No.	Subject	Grade Level	No.	
S.Y. 2017-2018	I			IV		
	II			V		
	III			VI		
Total						
S.Y. 2018-2019	I			IV		
	II			V		
	III			VI		
Total						
S.Y. 2019-2020 (As of Feb)	I			IV		
	II			V		
	III			VI		
Total						

Secondary School :

	Number of Students at Risk of Dropping Out (SARDOs)					Subject
	Grade Level	No.	Subjects	Grade Level	No.	
S.Y. 2017-2018	VII			X		
	VIII			XI		
	IX			XII		
Total						
S.Y. 2018-2019	VII			X		
	VIII			XI		
	IX			XII		
Total						
S.Y. 2019-2020 (as of Feb)	VII			X		
	VIII			XI		
	IX			XII		
Total						



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Reasons/Signs for being at Risk of Dropping Out

	Reasons/Signs for being at Risk of Dropping Out (Refer from the List below, write letter only)			
	Grade Level	Reasons/Signs	Grade Level	Reasons/Signs
S.Y. 2017-2018	I		IV	
	II		V	
	III		VI	
S.Y. 2018-2019	I		IV	
	II		V	
	III		VI	
S.Y. 2019-2020	I		IV	
	II		V	
	III		VI	

Learners at Risk (possible causes/signs)

Classroom Learning

- a. No interest in class
- b. Very slow in reading, math
- c. Not ready to learn
- d. With learning disabilities
- e. Declining academic achievement
- f. Frequently violating school rules and regulations
- g. Have failing grades, dropped in the previous school year

Family Related/Parents Factor

- h. Have financial problems
- i. Have family problems.
- j. OFW Parents
- k. Poor Guardians



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Health related

- l. Under nourished
- m. Sickly/ with health problems
- n. Physically handicap

Psychological/Behavioral

- o. With psychological problem
- p. With behavioral problems
- q. Depression
- r. Unidentified SPED pupils or students

Environment

- s. Computer games
- t. Teenage Pregnancy
- u. Fraternity
- v. Drug User

Victim

- w. Victim of violence
- x. Harassment
- y. Bullying
- z. Extortion
- aa. Rape

Prepared by:

School Guidance Coordinator

Noted:

School Head



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Monitoring Tool for OPLAN SAGIP

A. Direction: Check if the items are Evident or Not Evident

ITEMS	Evident	Not Evident	Remarks
1.Data on List of Teachers with Number of Pupils/Students at Risk of Dropping-out			
2. Intervention Plan			
3. Accomplished Home Visitation Record			
4.Individualized/Differentiated Instructional Materials (Is it according to the need/level/interest of the learner?)			
5.Individualized/Differentiated Assessment (Test only what you teach to that particular P/SARDO)			
6.Other interventions (by the teacher)			
7.Other interventions (by the School Head)			
8.Involvement of other stakeholders/partners			
9.OPLAN SAGIP Advocacy Campaign Tarpaulin Posted in the school and barangay halls			

B.Other observations /comments/suggestions :

Monitored by:

Concurred by:

PSDS

School Head



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October 15, 2019

DIVISION MEMORANDUM

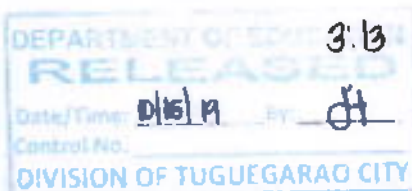
No. 244, s. 2019

REITERATION ON THE IMPLEMENTATION OF DEPED TUGUEGARAO CITY SEARCH AND RESCUE OR OPLAN SAGIP PROGRAM

To: CID and SGOD Chiefs

Education Program Supervisors and Public Schools District Supervisors
Public Elementary and Secondary School Heads

1. Anchored on the principles that Basic Education is free and shall be accessible to all; Education is a right of every individual; and Education is inclusive and not discriminating; **DepEd Tuguegarao City Search and Rescue: OPLAN SAGIP Program** of Schools Division of Tuguegarao City shall facilitate the access to basic education of every school-aged children of Tuguegarao City in both public elementary and secondary levels.
2. With still issues and concerns on students and pupils at risk of dropping out, the Division of Tuguegarao City is determined to keep the school aged children in formal school to its maximum ; to search and rescue the lost and the last and; to be one with DepED in its battlecry, "No Child is Left Behind".
3. It is therefore reiterated that schools in Division of Tuguegarao City shall continue implementing the **DepED Tuguegarao City Search And Rescue Or Oplan Sagip Program**.
4. School Heads shall submit to the office their School Guidance Program, Data on List of Teachers with their Number of Pupils/Students at Risk of Dropping Out/Absentee from June-Sept, and Intervention Plans to address the concerns on Failing Grades and PSARDOs. Public Schools District Supervisors are directed to monitor the submission and implementation of the Intervention Plans.
5. Invite Diana M. Doldolea to provide Technical Assistance on the OPLAN SAGIP Program.
6. Attached is the copy of the program for your reference.
7. For immediate dissemination and compliance.



REYNANTE Z. CALIGUIRAN

OIC, Office of the Schools Division Superintendent *[Signature]*



Encl:

Reference:

DO 54, s. 2012 (ADM)

DO 40, s. 2012 (Child Protection Policy)

To be indicated in the Perpetual Index

Under the following subjects:

TRAINING
PROGRAM
CAMPAIGN

CID/esc/dmd



I. **Title: DepED Tuguegarao City: Search and Rescue Program (OPLAN SAGIP)**

II. **Aim/ Goal:** To facilitate access of every school-aged children of Tuguegarao City to quality basic education

III. **KRA:** Learning Outcomes

IV. **Performance Indicator:** Zero Dropout Rate and Zero Failed Grades

V. **Objectives:**

1. To reduce and totally eliminate school Drop out.
2. To target at least 98% of students/pupils have no failing grades
3. To Increase the achievement level of students at risk to at least 75%

VI. **Legal Basis**

- Art. XIV 1987 Phil. Constitution
- Educ. Act of 1982
- RA 9155
- RA 10533
- ACT. 28 of the UN convections of the rights of the child
- DO 29, s. 2015 (Clarifications to DO 8, s.2015)
- DO, 8 s. 2015 (Classroom Assessment for the K to 12)
- DO 54, s. 2012 (policy Guidelines on the Implementation of Alternative Delivery Mode)
- DO 40, s. 2012 (Child Protection Policy)
- Inclusive Education (UNICEF)
- RA 4670 (Magna Carta for Public School Teachers)

VII. **Related Literature**

(Lifted from the <http://www.deped.gov.ph> Press Release dated March 14, 2017)

DepEd widens learners' access to quality education through Alternative Delivery Mode

March 14, 2017

PASIG CITY, March 14, 2017 – To widen the access of marginalized and disadvantaged learners to quality basic education, the Department of Education (DepEd) implemented the Alternative Delivery Modes (ADMs) in the formal education system in both elementary and secondary levels.

The ADMs primarily aims to address the problem on classroom congestion and other situations and circumstances, which prevent children from going to and staying in school.



DepEd anchored the implementation of ADMs on the following principles: 1) Basic education is free and shall be accessible to all; 2) Education is a right of every individual; 3) Education is inclusive and not discriminating; and 4) Stakeholder participation is integral to total child development.

Some of the ADMs implemented by DepEd are Modified In-School/Off-School Approach (MISOSA) and Instructional Management by Parents, Community and Teachers (IMPACT) at the elementary level, and Open High School Program (OHSP) at the secondary level.

In School Year (SY) 2015-2016, DepEd has recorded a total of 29,454 enrollees in ADMs—6,013 of whom are at the elementary level and 23,441 at the secondary level.

MISOSA

This alternative modality was developed to address the problems of seasonal absentee learners and congested classrooms in schools.

Classes under MISOSA are divided into two groups—the in-school group and the off-school group wherein the in-school group learns in a typical classroom set-up, while the off-school group is given the flexibility to learn and do activities independently or with a learning facilitator. Then, the in-school group will exchange with and experience the learning intervention of those in the off-school group, and vice versa.

Moreover, both groups will report to school at the same time for enrichment and assessment of learning.

The off-school group utilizes Self-instructional Modules, while those inside the classroom use the Learner's Materials and textbooks provided by the Department.

IMPACT

It is a technology-enhanced ADM, which aims to address both access and quality education issues. This enables schools to deliver elementary education despite the lack of teachers, classrooms, and other concerns.

The IMPACT system uses a peer-led approach to enhance learners' skills and capacitate them with relevant lessons to reach their fullest potential. This is a system in which the parents, community, and even the students themselves collaborate and cooperate with the school toward an accessible and quality education.

It utilizes Peer Group Learning for Grades 4 to 6, where learners are divided into small "families" and a student leader from each family leads the group in answering the modules.

Another approach is the Programmed Teaching where a trained Programmed Teacher handles a class, with the supervision of the class adviser. Programmed Teachers are Grade 4, 5 and 6 learners handling Grades 1, 2 and 3 classes, respectively. Materials for each activity under this program are prepared by



with the supervision of the class adviser. Programmed Teachers are Grade 4, 5 and 6 learners handling Grades 1, 2 and 3 classes, respectively. Materials for each activity under this program are prepared by the class advisers.

Moreover, this alternative modality also utilizes Individual Study for independent learners. Learners have access to various modules and other instructional materials to guide them in this learning intervention.

OHSP

The OHSP utilizes distance learning as a way for teenagers, especially those who are differently abled or those with financial difficulties, to still catch up with their lessons. It is a part of the DepEd's Drop Out Reduction Program (DORP), which aims to address the needs of students at risk of dropping out.

This program offers independent, self-paced and flexible study programs using self-instructional materials. OHSP learners are supported by tutors whom they meet occasionally.

Most subjects can be learned off-school except for hands-on subjects like Physical Education and laboratory classes, which shall be held in school.

Furthermore, DepEd also supports other local initiatives or efforts to widen and improve learners' access to basic education, aside from the three introduced alternative modalities. This will better address the access to basic education problems per region, division, or school.

These efforts are pursuant to the DepEd Order No. 54, series of 2012 or the Policy Guidelines on the Implementation of Alternative Delivery Modes (ADMs), which is available at <http://www.deped.gov.ph/orders/do-54-s-2012>.

VIII. Target of the Program

1. Pupils/Students at risk of Dropping/Failing
2. Pupils/ Students who decide to complete their basic education thru Alternative Delivery Mode
3. Teachers who gives failing grade, have retained, and have dropped pupils/students

IX. Technical Working Group:

Team Manager : Diana Doldolea
 Members: Estela Cabaro, Ph.D., Chief CID
 Gina Durian, Ph.D., Chief SGOD
 All PSDS and EPS
 All School Heads of Elem and Secondary
 Yolanda Pagulayan



Consultant : Denizon P. Domingo, Ph.D., OIC SDS
Alfred Gumaru, Ph.D., OIC, ASDS

X. Definition of Terms

AT RISK – It refers to pupils/students at risk of failing in grades, in dropping out from schools and

DROP OUT – Any students who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.

FAILED – Any students who whose final grade is below 75%

RETAINED – Students whose final grade is failed in more than two subjects
- Any student who were not qualified for redial classes and to be enrolled in the same grade level for the following school year.

TRUANCY – The action of staying away from school without good reason;
absenteeism

CUTTING CLASSES – Students who skip classes escape from classes and go out from school during school hours.

Steps in Implementing OPLAN SAGIP

A. For Enrolled Pupils/students

1. Identify the pupils/students at risk, base from their portfolio
2. Analyze the problem
3. Conduct the problem solving conference with co-teachers
4. Group the at risk according to their concerns/problem, interest and behaviors
5. Identify and design the appropriate solution or intervention- make action plan
6. Generate resources and funds
7. Implement the solution
8. Assess the implementation and result of the intervention.
9. Award or recognition or incentives to school with zero dropout/ 0 failing grade

B. Former pupils/students from 3 previous school years who are not in the List of Learners

1. School guidance Coordinator/ School Guidance Councilor to gather the names of pupils or students who are not in school
2. Trace their whereabouts
3. Home Visit to convince for regular class or ADMs
4. Endorse to ALS



5. Award or Recognition or incentives for Teacher, School Guidance Councilor/ Coordinator and School Head who are able to bring back to school at least 75% in their list

OPLAN SAGIP

SCHOOL IMPLEMENTATION MATRIX

STRATEGIES/ACTIVITIES	PERSON INVOLVE	Deliverables	TIME FRAME
A. Pre Implementation Phase Action Steps 1. Identify the pupils/students at risk. (Absent for at least 3 days consecutive and at least 5 days a month) (have a record of getting absent in the previous school years) 2. Meeting with the parents 3. Plan for the appropriate intervention 4. Look for possible benefactor	Teacher/adviser Adviser/Guidance/S.H Adviser/Guidance/S.H	List of Pupils/students at risk of D.O and fairly Of the meeting Approved Intervention Action plan duly approved	June-July July July-August
B .Actual Implementation Phase Action Steps 1. Check attendance religiously AM and PM in ever subject 2. Home visit pupil/student who commit 3 consecutive absences or 5 days in a month 3. Check attendance of teachers *check on possible teacher factor *if teacher is on leave of absence/always being pulled out by SH/Div Office	All advisers subject teachers Adviser/subject teachers Assigned by SH	Form 1/School form 3 Teachers attendance record	June-March June-March



*the teacher have no chance to monitor attendance of pupils/students if always out			
4.Presentation of the program OPLAN SAGIP to parents community and other stakeholders for support and wider dissemination -Advocacy Campaign			July
5.Implement the Interventions	School Head		July
6.Check the materials /activities assessment to be used by the teacher	Master Teacher Dep.Head School Head	List of materials and activities per teacher	Aug-Jan
7. Monitoring	SH and PSDS	Monthly STAR Report	Aug-January
8.Submit Accomplishment Report	School Head	Accomplishment Report	March
9. Consolidation of Reports	Diana Doldolea Oplan Sagip Coordinator	Division Accomplishment Report	April

Roles of the following

A. School Head

1. Check all the Record of teachers. Check attendance of the teacher
2. Assist teacher in the most appropriate interventions
3. Provide school activities that will involve the teachers at risk.
4. Address the problem or cutting – classes by having class program
5. Include in the SIP / AIP the OPLAN – SAGIP DepEd Tuguegarao Search and Rescue Have in the IPCRF/OPCRF the result of dropout pupils
6. Evaluate the OPLAN-SAGIP performance as a performance indicate.
7. Submit annual report of the school.

B. Teachers



1. Have a pupils profile record .
 2. Learn the background of your learners at the start of the S.Y.
 3. Identify the pupil/student at risk
 4. The adviser will discuss the profile of learners at risk to the subject teachers
 5. Adviser will follow up the attendance of the learner, report immediately to the parents on the and absences and find out the reason
 6. Diagnose students' strength, weakness and learning difficulties.
 7. Report to Guidance Counselor/Coordinator / School Head for the intervention to be given to the learners
 8. Design appropriate intervention with co-teacher.
 9. Implement the intervention
 10. Track the progress of pupil/ students at risk.
- C. **PSDS (Public School District Supervisor)** - Monitor, Provide TA - and Instructional Supervision
- D. **EPS (Education program Supervisor)**– Monitor ,check and assist teachers in their preparation of differentiated instruction, differentiated assessment and contextualized ADMs supervise how teachers implement the ADM in their subject area
- E. **Soc Mob** – Help in Advocacy Campaign and Looking for sponsors for Other initiatives of the Division
- F. **M and E** – Monitor / Evaluate the progress Implementation

Learners at Risk (possible causes)

1. Have financial problems
2. Belong to family of low economic status.
3. Under nourished
4. Sickly/ with health problems
5. With psychological problem
6. Have family problems.
7. No interest in class
8. With behavioral problems
9. Physically handicap
10. Very slow in reading and math
11. Victim of violence/harassment/bullying/extortion
12. Computer games



13. Teenage Pregnancy
14. Fraternity
15. Not ready to learn
16. Difficulty in relating with classmates
17. With learning disabilities
18. Declining academic achievement
19. Frequently violating school rules and regulations
20. Have failing grades, dropped in the previous school years.
21. Depression
22. Unidentified SPED pupils or students

Proposed Initiatives

1. Early interventions
 - Family engagement
2. Home visitations
 - Properly planned
 - With specific objective and output
3. Open High School Program (modify)
 - Uses distance learning and makes us of multi-media materials
(learning undergo ILRT – Independent Learning Readiness Test)
4. Effective Alternative Secondary Education (EASE)
 - learning mode uses module which the students study while on leave of absence read/write in Eng/Fil and Math.
5. Alternative Delivery Mode
(modular, contextualize the competencies)
(differentiated instruction, differentiated assessment)
6. School Initiated Interventions (SII)
Home grown interventions developed by schools to prevent drop-outs and failed students and improve academic achievements.
7. Other Interventions
 - from other agencies, other stakeholders
 - adopt-a-child
 - outreach program for the at risk



_____ SCHOOL

HOME VISITATION FORM

Name of Student _____ LRN _____ Grade/Section _____

Address _____

_____ Birthday _____ Gender _____ Age _____

Name of Father _____ Contact Number _____

Name of Mother _____ Contact Number _____

REASON FOR HOME VISITATION:

REMARKS/AGREEMENT:

PARENT'S SIGNATURE OVER PRINTED NAME

STUDENT'S SIGNATURE OVER PRINTED NAME

Noted by:

 Guidance Counselor

Prepared by:

 Adviser

APPROVED:

 School Principal



_____ SCHOOL

PUPIL/STUDENT RECORD

Date	
Time	

I. Pupil's Personal Information:

Name	Nick Name	Grade
<small>Last Name, First Name, Middle Name</small>		
Place of Birth	Date of Birth	Gender

II. Family Information:

Father			
Name	Age	Occupation	
<small>Last Name, First Name, Middle Name</small>			
Salary	Educational Attainment	Religion	
Mother			
Maiden Name	Age	Occupation	
<small>Last Name, First Name, Middle Name</small>			
Salary	Educational Attainment	Religion	
Guardian			
Name	Relationship	Age	
<small>Last Name, First Name, Middle Name</small>			
Occupation	Salary	Educational Attainment	
Business Address of Parent/Guardian			
Position of the Pupil in the Family			
Siblings: (Eldest to Youngest)			

III. Economic Information

1. Financial Status
 Excellent Good Moderate Poor

2. Type of Dwelling
 Single Attached Row Duplex Mansion Others
 Owned Rented



3. Materials of the House

A. Concrete B. Wood A & B Make shift Others

4. Facilities Available

Radio Television Dining set Refrigerator
 Computer set Gas Stove Gadgets not on the list

5. Language or Dialect Spoken at Home:

Mother Tongue Filipino English Others pls

specify

6. Food production activities:

Home cooked Carenderia Fast food Others pls

specify

7. Kind of fence:

Concrete Wood Make Shift Others pls

specify

8. How animals are kept:

Caged Leashed N/A

9. Is there a compost pit:

Observed None

IV. Other Observations

V. Scholastic Standing:

V. Recommendation:

 Signature of Parent/ Guardian