



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

DEPARTMENT OF EDUCATION
Schools Division of Biñan City
RECORDS SECTION

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26 Feb 2021

DIVISION MEMORANDUM

No. 070, s. 2021

**COMPOSITION OF DIVISION DEVELOPERS AND QUALITY ASSURANCE TEAM
OF TLE/TVL LEAPs and LINKs**

To : Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
Chief, Curriculum Implementation Division
Education Program Supervisor in TLE/TVL
Public Schools District Supervisors in JHS and SHS
Junior and Senior High School Schoolheads
All others concerned

1. In adherence to Regional Memorandum No. 52, s. 2021 re: Online Workshop on the Quality Assurance of PIVOT LEAPs and LINKs and as mandated by the Learning Resource Management to continue the development and quality assurance of leaning resources, this Office through the Learning Resources Management Section announces the Composition of Division Developers and Quality Assurance Team of TLE/TVL LEAPs and LINKs.
2. The developers are tasked to developed TLE/TVL LEAPs and LINKs in Dressmaking, Food Processing and Computer Programming (Oracle). Quality Assurance team will ensure the quality standards of PIVOT Learner's Pocket (LeaP) and PIVOT Learner's instructional Kit (Link). Part of their task is to coordinate and give feedbacks after attending the Online Orientation for the Development and Quality Assurance of the Resources held last February 22, 2021.
3. Attached are the designated personnel of the Division Developers and Quality Assurance Team, Terms of Reference, PIVOT 4A LeaP standard, LeaP template, LeaP Assessment Tool and PIVOT LINK Template.
4. Immediate dissemination of this Memorandum is desired.


EDNA FAURA-AGUSTIN

Schools Division Superintendent





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CITY SCHOOLS DIVISION OF BIÑAN CITY

Enclosures

DIVISION MANAGEMENT TEAM

COMMITTEE	ASSIGNMENT	DESIGNATION
Edna Faura-Agustin	Chairperson	Schools Division Superintendent
Edgardo B. Militante	Co-Chairperson	Asst. Schools Division Superintendent
Mary Ann L. Tatlongmaria	Over-All Team Leaders	Chief - CID
Bayani V. Enriquez		Chief – SGOD
Evelyn P. De Castro Marilyn E. Macababbad Allan E. Medenilla Minerva Tantiado Vanessa K. Estor Lougie Marcellana	Secretariat	EPS – LRMS PDO II Librarian LR clerks LR clerks LR clerks
Atty. Nesley Rae P. Cruz	Legal Officer	Attorney III



LEARNING RESOURCE DEVELOPERS AND QUALITY ASSURANCE TEAM

SCHOOL YEAR	2020-2021	Education Program Supervisor	Lani A. Alonte
LR TYPE	Learner's Packet and Kit	Activity Time Frame	February 22 – March 15, 2021
SUBJECT / LEVEL	Computer Programming Oracle 11-12	Purpose	for CALABARZON teachers' use
QUARTER	Third Quarter (Lesson 9)		

LO	WRITERS	TITLE	ILLUSTRATOR	CONTENT EDITORS	LANGUAGE EDITOR	CONTENT EVALUATOR	LINK CONTENT REVIEWER/ LAYOUT EDITOR
2	Raymond Gonzaga	Week 1	Mark Razul G. Leal	Marlowe Marquez	Melody Morga	Lester Ramos	Marilyn Macababbad
		Week 2					
	Mardocheo Esleta	Week 3		Darwin Clutario	Divina Maming		
3	Ma. Grace Miranda	Week 4		Ricky Torrenueva	Melody Morga		
		Week 5		Raymond Gonzaga	Josephine Briones		
4	Angelique Espino	Week 6		Angelique Espino	Divina Maming		
		Week 7		Mardocheo Esleta			
5	Darwin Clutario	Week 8					
	Ricky Torrenueva	Week 9					
6	Marlowe Marquez	Week 10			Ma. Grace Miranda		



SCHOOL YEAR	2020-2021	Education Program Supervisor	Lani A. Alonte
LR TYPE	Learner' Packet and Kit	Activity Time Frame	February 22- March 15 2021
SUBJECT / LEVEL	Food Processing 7/8	Purpose	for CALABARZON teachers' use
QUARTER	Third Quarter		

ME LC	WRITERS	TITLE	ILLUS TRATOR	LAYOUT ARTIST	CONTENT EDITOR	LANGUAGE EDITOR	CONTENT EVALUATOR	LINK CONTENT REVIEWER/ LAYOUT EDITOR
	Lowegin Bobis	Food Processing Week 1, 3, 5, 7	Jonatha n Marc Castillo	Mary Rose Magbujos	Sheena Escobin	Bernadette Miniano	Hyacinth Pura	Allan E. Medenilla
	Hazel Marie Rieza	Food Processing Week 2, 4, 6, 7			Sarah Lee Sablayan			
	Zoen Alfonso	Salting/ Curing / Smoking Week 1-8			Emma Belason	Luzminda Perez		
	Sarah Lee Sablayan	Fermentation /Pickling Week 1, 3, 5, 7	Loreta R. Batas	Jie Ann B. Otila	Hazel Rieza	Estela Pelino	Lani A. Alonte	
	Sheena Escobin	Fermentation /Pickling Week 2, 4, 6, 7	Mark Razul G. Leal		Lowegin Bobis			
	Emma Belason	Zoen Alfonso Week 1-8			Zoen Alfonso			



SCHOOL YEAR	2020-2021	Education Program Supervisor	Lani A. Alonte
LR TYPE	Learner' Packet and Kit	Activity Time Frame	February 22 - March 15, 2021
SUBJECT / LEVEL	Food Processing 9-12	Purpose	for CALABARZON teachers' use
QUARTER	Third Quarter		

LO	WRITERS	TITLE	ILLUS TRATOR	LAYOUT ARTIST	CONTENT EDITOR	LANGUAGE EDITOR	CONTENT EVALUATOR	LINK CONTENT REVIEWER/LAYOUT EDITOR
1.1	Jocelyn Morales	WS 1	Joseph O. Ocfemia	Eden Grace Bidar	Llewelyn Cruz	Melria Alonte	Amabelle Garcia	Allan E. Medenilla
1.2	Eleonofebiatriz Marasigan	WS 2			Redentor Alangilan			
1.3	Josephine Sibuera	WS 3			Jocelyn Morales			
1.4	Annabelle Escullar	WS 4			Eleonofebiatriz Marasigan			
1.5	Llewelyn Cruz	WS 5			Josephine Sibuera			
2.1	Redentor Alangilan	WS 6			Annabelle Escullar			
2.2	Jocelyn Morales	WS 7			Llewelyn Cruz			
2.3	Eleonofebiatriz Marasigan	WS 8			Eleonofebiatriz Marasigan			
2.4	Josephine Sibuera	WS 9			Annabelle Escullar			
2.5	Redentor Alangilan	WS 10			Josephine Sibuera			



SCHOOL YEAR	2020-2021	Education Program Supervisor	Lani A. Alonte
LR TYPE	Learner' Packet and Kit	Activity Time Frame	February 22- March 15, 2021
SUBJECT / LEVEL	Dressmaking 9/10	Purpose	for CALABARZON teachers' use
QUARTER	Third Quarter		

LO	WRITERS	TITLE	ILLUSTRATOR	LAYOUT ARTIST	CONTENT EDITOR	LANGUAGE EDITOR	CONTENT EVALUATOR	LINK CONTENT REVIEWER/ LAYOUT EDITOR
1	Marilyn Senet	WS 1-2	Loreta R. Batas	Glen Mark S. Española	Dinna Platon	Patrick James Pelicano Ronald Romero	Olivia Hibaya	Greg P. Jaque
	Alyssa Nikka Sembrano	WS 3-4			Janice O. Arpon			
	Janice Arpon	WS 5-6			Marites De Leon			
	Analyn Arbo	WS 7-8			Marilyn Senet			
2	Dinna Platon	WS 1-3			Victoria De Guzman	Freda Gragas	Jovita Tobias	Belinda C. Jarquio
	Victoria De Guzman	WS 4-6			Alyssa Nikka Sembrano			
	Marites De Leon	WS 7-8			Analyn Arbo			

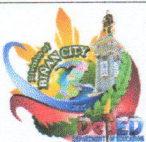




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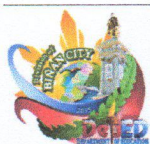
TERMS OF REFERENCES

Designation	Terms of Reference
Chairperson Co-chairperson	<ul style="list-style-type: none">• Oversee the conduct of Leap and Link development and quality assurance
Team Leader	<ul style="list-style-type: none">• Monitor the conduct of evaluation, review and validation of Leap and Link• Capacitate developers and QA team through orientation
Secretariat	<ul style="list-style-type: none">• Facilitate the development and quality assurance• Capacitate developers and QA team through orientation• Identify, notify and update developers and QA team members• Log/transmit the resources to QA team members with corresponding tools (if needed)• Provide technical assistance to developers and QA team members• Consolidate evaluation/review validation reports to be submitted to the team leaders/chair• Forward the quality assured LR to the team leader/co-chair/chair for recommendation to and for approval of the highest approving authority• Prepare the quality assurance reports• Upload the quality assured Leaps and Links in the RO link
Legal Officer	<ul style="list-style-type: none">• Provide advice on different legal issues and assist in drafting legal memoranda and other legal documents
Writer	<ul style="list-style-type: none">• Write the Leap and Link according to the prescribed standards• Approve the illustrations• Incorporate comments and suggestions on the manuscript• Obtain permission to use copyrighted materials from the original owners• Ensure that the copyright and intellectual property law is strictly followed during the development process• Certify that the manuscript is free from copyright and intellectual property issues• Attend orientation and editorial meetings related to the development of Leap and Link• Accomplish the following forms (if needed) -Writers Assignment Agreement

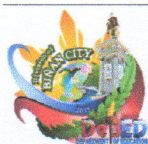


Address: P. Burgos St. Brgy. Sto. Domingo, Biñan City Laguna
Website: depedbinancity.com.ph
Email: deped.binancity@deped.gov.ph
Telephone no: 511-4143/ 511-8620/ 511-4191/ 511-8746

	<ul style="list-style-type: none"> -Template Communications seeking Permission to Copy -Model Release form
Illustrator	<ul style="list-style-type: none"> • Provide illustrations and visuals needed in the manuscript according to the set standards • Finalize illustrations and visuals based on the writers' and reviewers' comments and suggestions • Attend orientation and editorial meetings related to the development of Leap and Link • Accomplish -Artwork Assignment Agreement
Layout Artist	<ul style="list-style-type: none"> • Layout manuscript according to the Leap and Link standards • Attend orientation editorial meetings • Submit the editable digital file of the manuscript on the agreed schedule following the Leap and Link standards
Content Reviewer	<ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Evaluate the developed LR, review the final LR, and do last review the final LR in the assigned learning area to check the accuracy of the content, suitability of pedagogy and instructional design , and identify other types of errors • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented
Content Editor	<ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Edit the developed LR, review the final LR, and edit the final LR in the assigned learning area to check the accuracy of the content, suitability of pedagogy and instructional design , and identify other types of errors • Write specific comments and recommendations and perform necessary editing. • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and edit the assigned LR to ensure comments and recommendations are accurately,
Language Editor	<ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed)



	<ul style="list-style-type: none"> • Evaluate the developed LR, review the revised LR, and final review the LR in the assigned learning area to check for language errors (coherence and clarity, grammar, diction, verbosity, syntax, spelling, consistency in style) • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented
Layout Editor	<ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Evaluate the developed LR, review the revised LR, and do a last review the LR in the assigned learning area to check on layout design for clarity and appropriateness and review the artworks to ensure congruency with skill/competency, social content and appropriateness to target users • Recommend suggestions for improvement/enhancement of illustrations and layout and/or improve the illustrations and other artworks • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented





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Department of Education
 REGION IV-A CALABARZON
 GATE 2, KARANGALAN VILLAGE
 1900 CAINTA, RIZAL

PIVOT 4A LEARNER'S PACKET (LeaP) STANDARDS

I. GENERAL SPECIFICATIONS			
General Requirement	1 Learner's Packet (LeaP) per week		
Nature of the LeaP	1. LeaP with reference to the MELC 2. LeaP with reference to the SLM		
Focus	Prerequisite skills		
Language	1. PIVOT 4A LEAP shall use everyday language of the learner. 2. It shall use appropriate language and vocabulary. 3. The length of the sentences, paragraphs shall be age-appropriate. 4. The language to be used shall be: 4.1. K to 3 - All learning areas except English is Filipino 4.2. Grades 4 to 12 4.2.1. Filipino, EsP – Filipino 4.2.2. English, Science and Math – English 4.2.3. MAPEH , EPP-TLE 4.2.3.1. Grades 4 to 5 – Filipino 4.2.3.2. Grades 6 to 12 – English 4.2.4. Araling Panlipunan 4.2.4.1. Grades 4 to 10 – Filipino		
Illustrations	1. Illustrations shall adhere to the Social Content Guidelines. 2. Filipino characters (if applicable) shall be the subject of illustration. 3. People, animals, places, and objects shall be appropriate to the age, grade level and context of the learners. 4. Illustrations shall clarify and/or enhance concepts. 5. Illustrations and visuals shall be gender and culture sensitive.		
Videos	Refer to the LinK (Learner's Instructional Kit)		
Style Guide	APA Format		
Copyright	1. The writer shall secure permission to use third-party contents from the copyright owners. Permission to be requested includes giving rights to distribute in printed and digital forms and to convert into other formats the copyrighted work requested. Communications Seeking Permission to Copy (Annex 1) may be used in seeking permission from the copyright owners. 2. If photos are to be used, permission from the photo subjects shall also be secured. Use Photo Waiver (Annex 2)		
II. TECHNICAL SPECIFICATIONS			
Page Setup	Paper Size	Orientation	Maximum Number of Pages per LeaP
	8.27 x11.69 (A4)	Portrait	4
Font Type	Century Gothic		
Font Number	9		
III. PIVOT LeaP Templates	https://tinyurl.com/PIVOTLeaPTemplates		



"EXCELLENCE is a CULTURE and QUALITY is a COMMITMENT"

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Website: depedcalabarzon.ph

Document Inquiry : <https://r4a-teadoc.com/inquire>

Facebook: DepEd R-4A Calabarzon

IV. SOCIAL CONTENT GUIDELINES

A. The Filipino Learner

1. Portray the learners as multi-faceted with physical, intellectual, and psycho-emotional, spiritual and sociocultural traits.
2. Highlight the dignity of learners and communicate respect for their rights.
3. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others.
4. Mirror the diversity of learners' lived experiences, settings, and contexts.
5. Depict learners as capable of constructing and reflecting on their own experiences and the experiences of others.
6. Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge.
7. Depict learners as having 21st century skills (information, media, and technology skills, learning and innovation skills, communication skills, life and career skills) who actively develop, take advantage of, and put such skills to good use.
8. Nurture learners' curiosity and creativity so they will develop into life-long learners.

B. The Filipino Nation and Philippine Society

1. Depict national symbols and institutions in contexts that promote respect for their meanings.
2. Foster a sense of justice and obedience to and respect for the Constitution and the law.
3. Maximize the use of illustrations and photographs depicting the diversity of Philippine settings and environments (e.g., local communities, local objects, flora and fauna endemic to the Philippines).
4. Highlight the diversity of Philippine cultural communities, including indigenous cultural communities (ICCs).
5. Depict expression of Philippine cultures—technologies, inventions, games, dances, songs, literature, dress, food, festivals, celebrations, practices, customs, and others - guided by protocols for culture sensitivity such as DO 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture).
6. Show community settings that feature a mix of rural, sub-urban, and urban situations without stereotyping any of them.
7. Refrain from giving importance and attention to popularized fads, transitory personages and events, and untested theories or views.
8. Include foreign products, practices, and values only as needed and appropriate to the competencies being covered. When included, these foreign products must be featured in ways that do not prejudice Philippine products, practices, and values.

C. Citizenship and Social Responsibility

1. Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government, dole-outs, or foreign aid).
2. Promote respect for the rights of children, elderly, persons with disability (PWDs), Indigenous Cultural Community (ICCs)/Indigenous Peoples (IPs), pregnant women, workers, and other vulnerable sectors of the society.
3. Promote the observance of high ethical standards and codes of behavior in all aspects of the society.
4. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
5. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society.
6. Feature role models who come from different places, historical periods, socio-cultural contexts, genders, abilities, and ages. They must be of exceptional and acknowledged accomplishment or virtue regardless of their ethnic, cultural, or political origin or affiliation.
7. Depict a person's or a group's accomplishments and virtues accurately and avoid sensationalizing or unduly extolling them.
8. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.

9. Avoid featuring or including situations and materials that encourage or rationalize crime, violence, and the maligning of people.

D. Individuals and Social Identities

1. Depict the ethnic, physical, mental, religious, cultural and socio-economic diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all. These may include PWD learners and their learning circumstances and learners in varied cultural and religious contexts among others.
2. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, political affiliations, cultural or religious groups.
3. Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to the physical appearance, cultural customs, social classes, symbols, observances, festivals, dress, names, or language of any ethnic group or nationality.
4. Avoid sexist language, bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

E. Social Institutions

Family

1. Show respect for different family patterns (e.g., nuclear, extended, with a single parent, or with two parents, etc.).
2. Promote responsible parenthood which include shared parenting, shared home management, and shared decision-making in various areas of home life (e.g., finances, education of the children, reproductive health, and the like).

Religious / Faith groups

3. Use religious references, symbols, celebrations, and language (in the text, illustrations, or photographs) free of bias and only when it is appropriate in relation to the subject matter.
4. Ensure that any reference to a religious group is appropriate, accurate, and authentic in relation to the setting and/or period of history in which they are presented.

Work institutions

5. Present and promote a balanced and just relationship between workers and managers in the depiction of their roles and responsibilities.
6. Shows workers of various professions that contribute positively to the development or growth of their communities or of the country.
7. Present public servants such as police officers, soldiers, and government officials as responsible, accountable, trustworthy, and working for the common good of the community.

Commercial entities

8. Avoid mentioning commercial brand names and corporate logos in text or showing them in illustrations or photographs. Instead, writers may invent or fabricate a brand in order to fulfill the purpose of the lesson without promoting real-life brand names and products.
9. Avoid incorporating any form of commercial solicitation and advertising like promotional materials, chain letters, and pyramid schemes.

F. Gender

1. Avoid differentiating, either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society of the world.
2. Maintain balance in the treatment of gender roles, occupations, and contributions in both text and non-text material.
3. Depict gender and sexuality as an aspect of one's personhood in positive ways.
4. Portray gender and sexual diversity in a respectful manner using a rights-based approach.

G. Media, Technology, and Communication

1. Portray ethical media practices.
2. Demonstrate the importance of using different forms of media as a means for communication and expression of ideas.

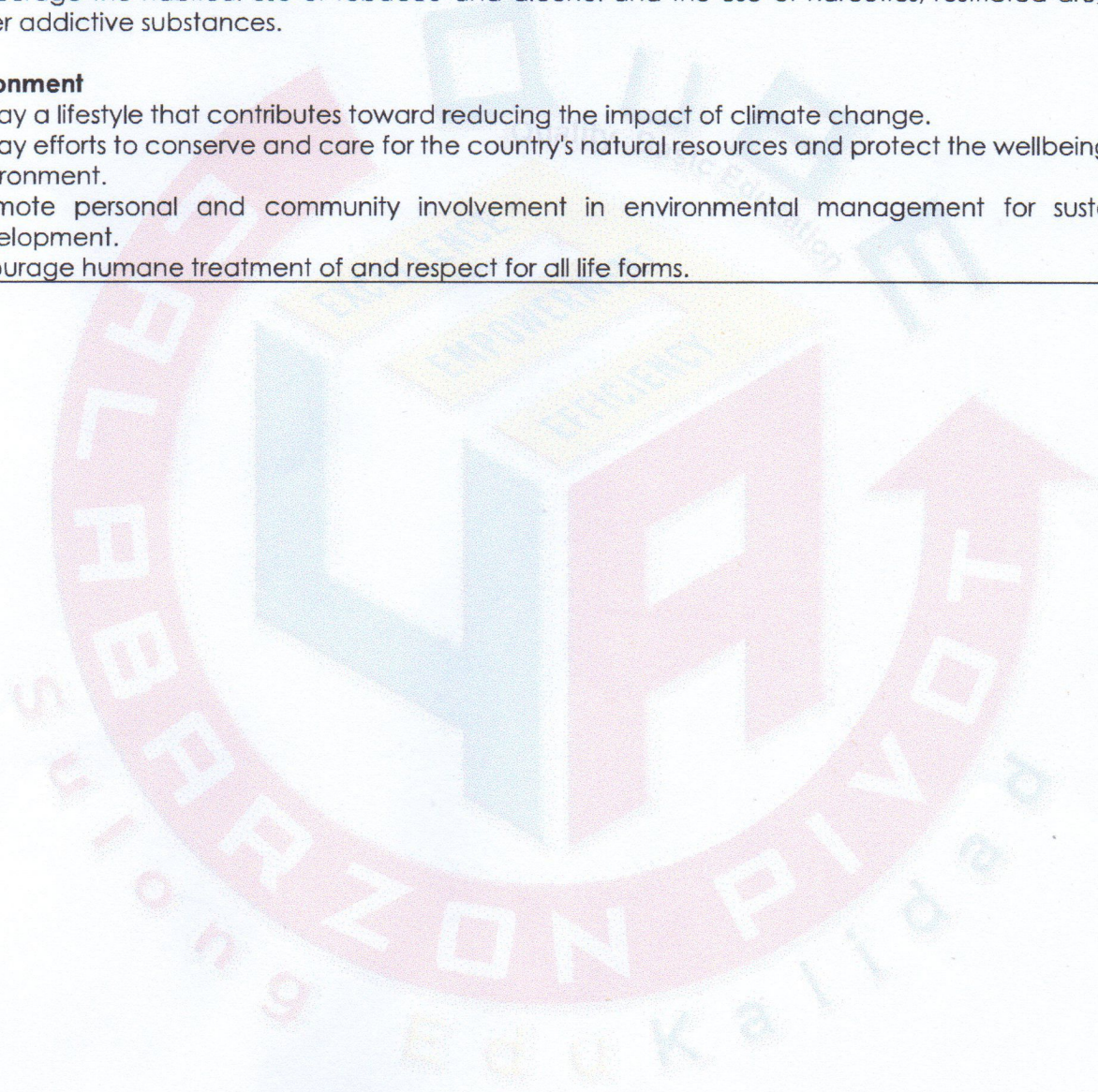
3. Highlight technological innovations as products of human ingenuity and as part of human development.
4. Depict responsible, safe, and secure use of information and communications technology (ICT).
5. Promote positive and healthy attitudes towards ICT and its use.

H. Health and Safety

1. Promote the physical and mental well-being of children and adults while applying gender sensitivity with regard to health concerns.
2. Promote proper nutrition and avoid featuring junk food and their enjoyment.
3. Promote healthy and safety standards and precautions.
4. Promote disaster-risk management and preparedness.
5. Discourage the habitual use of tobacco and alcohol and the use of narcotics, restricted drugs, and other addictive substances.

I. Environment

1. Portray a lifestyle that contributes toward reducing the impact of climate change.
2. Portray efforts to conserve and care for the country's natural resources and protect the wellbeing of the environment.
3. Promote personal and community involvement in environmental management for sustainable development.
4. Encourage humane treatment of and respect for all life forms.



ANNEX 1

TEMPLATE COMMUNICATIONS SEEKING PERMISSION TO COPY

[Date]

[Name of Copyright Owner]
[Address of Copyright Owner]

Subject: Request for Copyright Permission

Dear [Name of Copyright Owner or Agent]:

We are writing to ask for permission to use [specific title of work or content of work to be copied] from your work entitled [title of book or the work from where the specific content will be copied from].

The said content/s will be essential in attaining the objectives of the learning resource [title of assigned learning resource] for use by public school learners in the Philippines.

Use of selected work includes distribution in printed and digital forms and conversion into other formats such as, among others, ebook, interactive material, and radio-based material, subject to the following limitations:

1. Rightful owners will be attributed properly.
2. Learning resource produced is purely educational and noncommercial.
3. Copied contents will not violate moral rights of the rightful owners.
4. Copying is only for the specified learning resources.
5. Copyright remains with their rightful owners.

Please complete and return the conforme slip at your earliest convenience.

Thank you very much.

Sincerely yours,

[Name of Developer, Position, and Contact Information]

CONFORME:

[Name of Copyright Owner]
[Signature]
[Date]

ANNEX 2**MODEL RELEASE FORM**

Name of person photographed	
Address	
Telephone	
Email	
Date(s) of Photoshoot	
Location(s) of Photoshoot	

THIS MODEL AGREEMENT AND RELEASE is dated _____ and is between _____
(Photographer) and _____ (model). Agreement as follows:

I hereby grant the above mentioned Photographer permission to photograph me. I further give him/her my irrevocable consent to use, reuse, publish, republish, the photographs in whole or in part in printed learning resources. I waive any rights to intellectual property, royalties, or other compensation arising from or related to the use of the photos.

Model Name	
Address	
Email	
Model's Signature and Date:	

*If the Model is under 18 years of age, a parent or legal guardian must also sign.

PARENT/GUARDIAN SIGNATURE AND
DATE: _____