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Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

**INNOVATION PROJECT COMMITTEE (IPC)
NOTICE OF MEETING**

06 JUL 2026

Date: June 29, 2026

To: Chair: Annie D. Pagdilao, CESO VI- ASDS
Co- Chair: Rodrigo Q. Reyes - CES- SGOD
Marie Christine L. Natividad - CES- CID


Regular Members:

Daisy A. Ancheta- AO-V
Mary Joy P. Suero - Budget Officer
Elsie C. Amorin - EPS - CID Rep.
Susiemar M. Rapisura- EPS- SGOD Rep.
Sherelyn B. Riodil - AO IV, OSDS Rep.
Nora P. Paroligan- School Principal IV- PESPA Pres.
Crispulo V. Arquero III- Master Teacher I - Div. Teachers Asso. Pres.

Secretariat: Alimar C. Ablog - EPS II
Aldrich Quiocho - PDO II
Lloyd Ancheta - ADAS III

Please be informed of the evaluation and presentation of the innovation project proposal of Atty. Kim R. Tagorda at the Mini- Conference Hall on July 01, 2026 at 2:00 pm.

Your presence will be highly appreciated.


ANNIE D. PAGDILAO, EdD, CESO VI
Assistant Schools Division Superintendent
Chair, Innovation Project Committee

Noted:


VILMA D. EDA, CESO V
Schools Division Superintendent



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**RECOMMENDATIONS FOR THE COMPOSITION OF INNOVATION PROJECT
 COMMITTEE (IPC)**

Project Title: Karbengan Iti Manursuro: Empowering Vigan City
 Teachers in Legal Literacy and Protection

Proponent/Position: Atty. Kim R. Tagorda

School/Office: Legal Office, SDO Vigan City

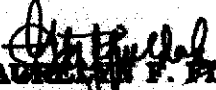
Composition of IPC		Recommendations
Chair:	Assistant Schools Division Superintendent	Annie D. Pagdilao, CESO VI
Co-Chairs:	Chief, SGOD Chief, CID	Rodrigo Q. Reyes Jr. Marie Christine L. Natividad
Regular Members:	Admin. Officer V	Daisy A. Ancheta
	Budget Officer	Mary Joy P. Suero
	1 Representative from the CID <i>Please choose one</i>	<input checked="" type="checkbox"/> Elsie C. Amarin <input type="checkbox"/> Solito S. Cortel <input type="checkbox"/> Clarito A. Siababa <input type="checkbox"/> Edgar L. Pescador <input type="checkbox"/> Amelyn P. Abella <input type="checkbox"/> Rommel R. Rabo <input type="checkbox"/> Pelagio F. Cardenas <input type="checkbox"/> Nelson A. Robiñol <input type="checkbox"/> Felipa T. Regaspi <input type="checkbox"/> Peter John A. Frial
	1 Representative from the SGOD <i>Please choose one</i>	<input checked="" type="checkbox"/> Susiemar M. Rapisura, EPS <input type="checkbox"/> Cherry Joy D. Garma, SEPS <input type="checkbox"/> Gloria A. Cabotaje, Planning Officer III
	1 Representative from the OSDS <i>Please choose one</i>	<input type="checkbox"/> Greatest Yeng C. Molina, AOIV- Personnel <input checked="" type="checkbox"/> Eric L. Tapat, ITO I <input checked="" type="checkbox"/> Sheryllyn B. Riodil, AOIV-Records <input type="checkbox"/> Marie Bernadette R. Sarmiento, AOIV- Supply
Secretariat:	1 SGOD Representative <i>Please choose one</i>	<input type="checkbox"/> Gloria C. Cabotaje, Planning Officer III <input type="checkbox"/> Cherry Joy D. Garma, SEPS <input checked="" type="checkbox"/> Alimar C. Ablog, EPS II <input type="checkbox"/> Aphrodite Hope E. Martinez <input type="checkbox"/> Sherwin A. Fabre, PDO1



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1 CID Representative <i>Please choose one</i>	<input type="checkbox"/> Aldrich Quiocho, PDO2 <input type="checkbox"/> Winston Pila, ADAS III
1 OSDS Representative <i>Please choose one</i>	<input type="checkbox"/> Vince Jude Rosales, ADAS III <input checked="" type="checkbox"/> Lloyd Ancheta, ADAS III <input type="checkbox"/> Giro Anthony Flandez, ADA VI

Prepared by:


AURELIO F. PIEDAD
Education Program Specialist II

Reviewed by:


RODRIGO Q. REYES JR.
Chief Education Supervisor

Approved:

VILMA D. EDA, CESO V
Schools Division Superintendent





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INNOVATION PROJECT PROPOSAL

KARBENGAN ITI MANNURSO:
EMPOWERING VIGAN CITY TEACHERS IN LEGAL LITERACY AND
PROTECTION

An Innovation Project Proposal
Presented to the Division Community-Based Project
Review and Evaluation Committee
Schools Division of Vigan City

ATTY. KIM R. TAGORDA
Attorney III/Legal Officer
Legal Office
Office of the Schools Division Superintendent



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Division Format for Innovation Project Proposal

I.	GENERAL INFORMATION The person involved in this project are: Atty. Kim R. Tagorda – 09178329007 kim.tagorda@deped.gov.ph Lead Proponent
	PROJECT TITLE KARBENGAN ITI MANNURSO: EMPOWERING VIGAN CITY TEACHERS IN LEGAL LITERACY AND PROTECTION
	Implementing Unit Legal Office
	Lead Proponent Atty. Kim R. Tagorda
	Area of Innovation: Administrative
	Type of Innovation Process
	Project Duration: School Year 2026-2027, continuing if needed
II.	RATIONALE The Department of Education (DepEd) Schools Division of Vigan City recognizes that teachers are the frontline pillars of the basic education system. In the daily exercise of their duties educators constantly face complex situations that carry corresponding legal responsibilities and risks. While teachers are bound by strict professional accountability frameworks, they are also heavily endowed with institutional rights, remedies, and protections under the law. However, a significant gap remains between the existence of these legal safeguards and the teachers' actual awareness of them. Without a foundational understanding of their statutory rights and the legal boundaries of their profession, teachers are left vulnerable to administrative vulnerabilities, undue distress, and professional risks that can compromise their morale and instructional focus. This project aims to create an institutional process in empowering teachers in this division through legal literacy education done in non-formal settings during their free time, the use of a social media page, the conduct of legal caravans in schools which are non-disruptive of the instructional time of teachers.
III.	DESCRIPTION OF THE INNOVATION The uniqueness of this innovation finds itself in the fact that no existing DepEd policy provides for the protection of teachers. There exists a policy for



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the protection of children and various policies that provide for what teachers must do and not do. There is however no policy that institutionalizes teacher protection in a proactive and preventive manner. This innovation creates activities that are directly needed by teachers. By devoting time to teachers, they can better protect themselves and better perform their roles as teachers without fear of reprisal.

The goal of this activity is anchored on the thrust of teacher empowerment and protection, specifically:

- a. Teachers are empowered by understanding the different ways to resolve legal issues in their classroom, in their school, and their immediate community;
- b. Teachers learn to use administrative processes that are devoted towards their safety and benefits;
- c. Teachers give value to their profession through protecting their careers by adhering to constitutional mandates, rules and regulations, and policies that they must adhere with.

QUANTITATIVE OUTCOMES

100% Participation Rate: Full attendance and participation of the targeted number of public school teachers in the Schools Division of Vigan City.

Reduction in Procedural Errors: A targeted 30% reduction in procedurally flawed administrative submissions, complaints, or incident reports filed at the division level within the upcoming school year due to clearer understanding of due process.

QUALITATIVE OUTCOMES

Shift to Proactive Legal Literacy: Transition of school personnel from a mindset of fearing legal processes to actively using legal knowledge as a protective tool to manage classrooms and resolve conflicts confidently.

Strengthened Workplace Psychological Safety: Increased peace of mind, moral confidence, and a sense of institutional security among Bigueño teachers, knowing that the Schools Division Office actively advocates for and protects their statutory rights.

Improved Conflict Resolution at the School Level: Enhanced capacity of school heads and master teachers to mediate minor disputes, stakeholder complaints, and student discipline issues at the school level using legally sound, compassionate, and standardized DepEd protocols.



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Culture of Mutual Respect and Accountability: A more harmonious school environment where rights are balanced with professional accountability, fostering ethical stakeholder engagement and reducing the emotional distress associated with administrative vulnerabilities.

LOGICAL FRAMEWORK

Phase 1: Ground-Level Engagement (Sit-Down Sessions)

- Process: The Division Legal Officer schedules strategic visits to various schools, setting up informal, low-pressure consultation circles. Rather than disrupting classes, the legal officer sits down with teachers strictly during their free times, vacant periods, or scheduled breaks.
- Purpose: This establishes rapport, breaks down the intimidating barrier often associated with legal offices, and allows the legal officer to harvest real-world, localized issues directly from the field.

Phase 2: Platform Institutionalization (Social Media Reporting Page)

- Process: Simultaneously, the legal office designs and launches a dedicated, highly secure social media page (or a secure messaging channel integrated into an existing official platform). This page serves as a modern, confidential avenue for reporting workplace grievances, requesting legal advice, or reporting violations of teacher rights.
- Purpose: It digitizes and streamlines access, ensuring that even teachers in distant school sites have an instantaneous, direct line to the division's legal desk without needing to travel to the Division Office for preliminary queries.

Phase 3: Massive Mobilization (The Legal Caravan)

- Process: Capitalizing on the data gathered during the sit-down sessions and the common inquiries received online, the legal office aggregates these common pain points into a comprehensive educational curriculum. The team then mounts a division-wide Legal Caravan, traveling across districts to deliver large-scale lectures, distribute legal reference materials, and conduct live open forums.
- Purpose: This scales up the project's impact, systematically addressing widespread misconceptions, teaching preventive lawyering, and publicly reinforcing the division's commitment to the legal protection of its teaching force.

IV. SCOPE AND LIMITATION

TARGET PARTICIPANTS

Primary Participants:

Public School Teachers (Kindergarten, Elementary, Junior High School, and Senior High School) across all teaching ranks.



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Secondary Participants:

School Heads (Principals, Head Teachers, and Officers-in-Charge)

Support Participants: Non-Teaching Personnel (such as Administrative Officers, Administrative Assistants, and Guidance Counselors) who regularly handle student discipline, documentation, and stakeholder complaint

GEOGRAPHIC COVERAGE

Scope: This covers all public elementary and secondary schools distributed across the different barangays and school districts of Vigan City.

Cluster-Based Approach: For the *Legal Caravan* phase, schools will be strategically clustered to ensure optimal participation without paralyzing daily school operations or requiring excessive travel for teachers.

DURATION

To ensure the project is sustainable and does not disrupt instructional time, it will be executed over a ten-month period within the school year, broken down into distinct operational phases:

- **Phase 1: Ground Level Engagement** (Months 1-4)
 - *Frequency:* Conducted weekly or bi-weekly via a rotating schedule of school visits, maximized strictly during teachers' vacant hours or designated free times.
- **Phase 2: Platform Institutionalization** (Month 2 – Continuous)
 - *Frequency:* The reporting and inquiry page is launched in the second month and remains active 24/7 as a permanent, continuous channel for the legal office.
- **Phase 3: Division-Wide Legal Caravan** (Months 4-5)
 - *Frequency:* A series of dedicated, half-day or one-day seminar-workshops scheduled per district cluster on official training dates or during Semestral In-Service Training (INSET) periods to protect regular class hours.
- **Phase 4: Evaluation & Reporting** (Month 9-10)
 - *Frequency:* Data consolidation, post-activity QAME analysis, and the final reporting of project outcomes to the Schools Division Superintendent.

V. METHODOLOGY

1. METHOD/DESIGN

Phase 1: Ground Level Engagement

- **Scheduling Protocol:** The Legal Office will coordinate with School Heads to mapping out teachers' vacant blocks and break times.



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Sessions will be limited to small groups (5–10 teachers) to maintain an informal, safe space.

- The "Legal Check-Up" Intake Form: A brief, anonymized pre-consultation checklist will be handed out to quickly gather current issues without putting teachers on the spot.
- Deployment: The Legal Officer conducts a rotating school visitation circuit, strictly respecting instructional hours.

Phase 2: Platform Institutionalization

- Secure Infrastructure: Establish a verified official page with automated private messaging (Messenger/Triage bot) to instantly handle initial standard queries.
- Confidential Triage System: Create a secure, internal Excel matrix managed solely by the Legal Office to log, categorize, and track the status of inquiries from reception to resolution.
- Content Curation: Use the page to post bite-sized infographics ("Know Your Rights" graphics) to maintain organic engagement.

Phase 3: Division Legal Caravans

- Modularization: Group high-frequency issues (e.g., student discipline, teacher liabilities, benefits, administrative due process) into distinct training modules.
- Socio-Legal Workshop Formats: Utilize localized case studies and interactive mock-scenarios rather than dry, purely lecture-based law presentations.

STRATEGIES

The following strategies are to be used to guarantee long-term adoption and project sustainability:

Strategy 1: Preventive Lawyering (Proactive vs. Reactive)

- *Approach:* Focus the education on *preventing* legal pitfalls rather than just defending cases. By teaching teachers proper documentation and legal boundaries beforehand, administrative friction is minimized.

Strategy 2: Psychological Safety and Trust-Building

- *Approach:* De-stigmatize the "Legal Office." Traditionally, meeting the legal officer implies trouble. Changing the venue to the teachers' comfort zone during free times transforms the Legal Office into an accessible ally.

Strategy 3: Cluster-Based Optimization

- *Approach:* Rather than holding massive division-wide assemblies that paralyze school operations, clustering schools geographically maximizes travel efficiency for the Caravan and preserves local school scheduling.



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Strategy 4: Institutional Alignment

- *Approach:* Intentionally anchor all learning content to current DepEd rules, Civil Service regulations, and the **President's Five-Point Agenda**, ensuring the activity directly supports national education directions

RISK MANAGEMENT

See Annex A: Risk Management Matrix (as attached)

2. IMPLEMENTATION PLAN – BEMEF TEMPLATE PER DEPED ORDER 29, S. 2022 ENCLOSURE 17 (Annex B, as attached)

3. MONITORING AND EVALUATION PLAN – BEMEF TEMPLATE DEPED ORDER 29, S. 2022 ENCLOSURE 18 (Annex C, as attached)

4. EXIT PLAN

PLAN/METHOD	ACTION STEPS	TIMELINE
Institutionalization of Legal Reference Materials	Package all localized case studies, legal FAQs, and presentation modules compiled during the <i>Legal Caravans</i> into a permanent "School Legal Toolkit" digital folder. Distribute the digital toolkit link to all School Heads via an official Division Memorandum for inclusion in their school's permanent learning resources.	Month 9-12



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			Integrate these legal modules into the standard School Learning Action Cell (SLAC) session guides for annual review.	
VI	REFERENCES:	Republic Act No. 4670. (1966). <i>An Act Providing for the Magna Carta for Public School Teachers</i> . Official Gazette of the Republic of the Philippines. Const. (1987). <i>The Constitution of the Republic of the Philippines</i> . Official Gazette of the Republic of the Philippines. Department of Education. (2002). <i>DepEd Order No. 35, s. 2004: Implementing Rules and Regulations of the Grievance Machinery of the Department of Education</i> . Department of Education. (2012). <i>DepEd Order No. 49, s. 2012: Revised Rules of Procedure of the Department of Education (DepED) in Administrative Cases</i>		
VII	APPENDICES:	ANNEX A: Risk Management Matrix ANNEX B: Implementation Plan ANNEX C: Monitoring and Evaluation Plan		



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ANNEX A
RISK MANAGEMENT MATRIX

Identified Risk	Impact	Likelihood	Mitigation / Contingency Strategy
Instructional Disruption: Sit-down sessions overlapping with teaching loads or class hours.	High	Medium	Strict coordination with School Heads to verify master schedules. Establish a "strictly voluntary/vacant hours only" policy; leverage existing school-level LAC sessions if necessary.
Data Privacy & Confidentiality: Leak of sensitive personal/administrative issues via the social media channel.	Critical	Low	Restrict account administrative access strictly to the Division Legal Officer and designated technical encoder. Enforce a strict protocol to move highly sensitive matters from social media to encrypted email or formal in-person appointments immediately.
Low Engagement/Fear: Teachers hesitant to speak up or report issues due to fear of retaliation or administrative exposure.	High	Medium	Allow fully anonymized questions during the initial phases of the sit-down sessions and via digital submission boxes. Emphasize the educational, protective, and non-punitive nature of the project during all opening remarks.
Connectivity & Technical Issues: Poor signal in distant school sites affecting the online reporting page access or Caravan presentations.	Medium	Medium	Provide pre-downloaded offline legal reference materials (PDFs flash drives) during school visits. Keep physical logbooks/dropboxes as a traditional backup for digital intake forms.



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Time Constraints / Fatigue: Overburdened teacher schedules leading to low attendance or low energy during caravans.	Medium	High	Keep sessions punchy, high-impact, and brief. Integrate the caravan directly into pre-existing, institutionalized training schedules like school or cluster INSET to avoid adding extra travel days.
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KARBENGAN ITI MANNUSURD: EMPOWERING VIGAN CITY TEACHERS IN LEGAL AND LITERACY PROT

The goal of this activity is anchored on the thrust of teacher empowerment and protection, specifically:

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I. PLANNING AND SCOPE				II. DATA ANALYSIS					III. DATA ANALYSIS		IV. INFORMATION, COORDINATION, REPORTING AND UTILIZATION		
Output	Activity	Indicator	Target	Method	Frequency	Location	Mode	Frequency of Data Analysis	Frequency of Data Analysis	Frequency of Data Analysis	Frequency of Data Analysis	Frequency of Data Analysis	
Output: School Level Engagement	To provide teachers the capacity to discuss legal issues and concepts in a non-formal setup	Attendance of Teachers	100% Attendance of Teachers	ATTENDANCE SURVEY	LEGAL OFFICE	AS NEED ARISES	LEGAL OFFICE	ONLINE/IN OFFICE	FREQUENCY AND PERCENTAGE	LEGAL OFFICE	AS NEED ARISES	OSOS	AFTER ACTIVITY REPORT
Activity 1.1	Scheduling of Session												
Activity 1.2	Legal Check Up and Intake												
Activity 1.3	Deployment and conduct of sessions												
Output: Platform Institutionalization	Establish a verified official page with automated private messaging to instantly handle initial standard queries.	Page Metrics	Generated by META	Metrics generation from page, viewship, and utilization	LEGAL OFFICE	QUARTERLY	LEGAL OFFICE FOR MONITORING	ONLINE	FREQUENCY AND MEAN	LEGAL OFFICE	QUARTERLY	OSOS	REPORT OF CASES RECEIVED
Activity 2.1	Establish official page												
Activity 2.2	Content Creation												
Activity 2.3	Content Monitoring												
Output: Division Legal Caravan	Conduct group high-frequency sessions for teachers with modules and instances.	Attendance of Teachers	Participation	Attendance and Participation through QUAME	QUAME/SGOD	As Scheduled	LEGAL OFFICE FOR MONITORING	PHYSICAL	FREQUENCY, MEAN, MEDIAN, MODE, ET. AL	QUAME	As Scheduled	OSOS	QUAME REPORT
Activity 3.1	Conduct of Legal Caravan												

Prepared by:

 ANNE D. PAGDALO
 ASSISTANT SCHOOLS DIVISION SUPERINTENDENT

Reviewed by:
 DIVISION INNOVATION COMM.

Recommending Approval:
 ANNE D. PAGDALO, EdD, CESO VI
 ASSISTANT SCHOOLS DIVISION SUPERINTENDENT

Approved:
 VILMA D. EDA, CESO V
 SCHOOLS DIVISION SUPERINTENDENT

Policy/Program:

KARBANGAN ITI MANNIRSURO: EMPOWERING VIGAN CITY TEACHERS IN LEGAL AND LITERACY PROTECTION

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Goal:

Outcome:

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What actions/activities must be completed to implement the policy/program?	Who is responsible for the action/activity?	When must the action/activity be completed?	How much will it cost to implement the action?	Where will the funding come from (internal and external funding source)?
PHASE 1: GROUND LEVEL ENGAGEMENT	LEGAL OFFICER AND LEGAL ASSISTANT	JUNE TO SEPTEMBER 2026	PHP 300-500 GAS EXPENSES	GAS MOOE
PHASE 2: PLATFORM UTILIZATION	LEGAL OFFICER AND LEGAL ASSISTANT	JULY ONWARDS	N/A	N/A
PHASE 3: MASSIVE MOBILIZATION (LEGAL CARAVAN)	LEGAL OFFICER AND LEGAL ASSISTANT	SEPTEMBER TO DECEMBER	N/A	N/A

Prepared by:

ATTY.  KIM R. TAGORDA
PROPOSER

Reviewed by:

DIVISION INNOVATION COMM.

Recommending Approval:

ANNIE D. PAGDILAO, Ed.D CESO VI
ASSISTANT SCHOOLS DIVISION SUPERINTENDENT

Approved:

VILMA D. EDA, CESO V
SCHOOLS DIVISION SUPERINTENDENT

