

Advisory No. 078, s. 2024

04 September 2024

In compliance with DepEd Order (DO) No. 8, s. 2018
this advisory is issued not for endorsement per DO 28, s. 2001
but only for the information of DepEd officials,
personnel/staff, as well as the concerned public.
(Visit www.depedzamboangasibugay@deped.gov.ph)

CALL FOR 2024 VINTA AWARDS NOMINATIONS

Relevant to the Regional Memorandum No. 328, s 2024, announcement of the launching of 2024 Search for VINTA Awards, and in alignment to the Regional Memorandum signed and dated 2 September 2024 from the Office of the Regional Director, this advisory is issued to inform that the **submission of nominations is rescheduled on 16 September 2024** due to insistent public demand.

To streamline the nomination process, as stated, all documents including the video presentation shall be stored and submitted electronically in Microsoft One Drive. Each Schools Division is requested to create and provide unique link where all documents, organized by category, can be uploaded. Documents shall be submitted and uploaded in the link **not later than 20 September 2024**.

Additionally, two (2) other categories were included and introduced under Individual Category, to wit;

- Outstanding Schools Division Superintendent
- Outstanding Assistant Schools Division Superintendent

Furthermore, the previously designated award “Outstanding Public Assistance Action Center”, under the Program Implementation Category, has been renamed to Outstanding Division Information Office.

Enclosed in this advisory is the signed Regional Memorandum, with Nomination Form and the Rubrics for program Implementation Compliance to Standard for reference and further details.

Immediate dissemination of this advisory is desired.

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AMG-20240904

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Office of the Regional Director

September 2, 2024


REGIONAL MEMORANDUM

No. _____, s. 2024

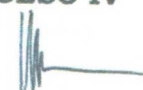
CALL FOR 2024 VINTA AWARDS NOMINATIONS

TO: Assistant Regional Director
Schools Division Superintendents
All Others Concerned
This Region

1. This office, through the Regional Office IX Program on Awards and Incentives for Service Excellence (PRAISE) is pleased to announce the Call for Nominations to the 2024 VINTA Awards.
2. Submission of nominations is rescheduled on September 16, 2024 due to insistent public demand.
2. To streamline the nomination process, all documents including the video presentation shall be stored and submitted electronically in Microsoft One Drive. Each Schools Division is requested to create and provide a unique link where all documents, organized by category, can be uploaded. Please ensure that each category has its own folder to facilitate easy access. Once completed, kindly share the link with julius.pandan@deped.gov.ph not later than September 20, 2024.
3. Additionally, be informed that two additional categories have been introduced for the VINTA Awards 2024 under the Individual Category, to wit:
 - Outstanding Schools Division Superintendent
 - Outstanding Assistant Schools Division Superintendent
4. Furthermore, note that the award previously designated as Outstanding Public Assistance Action Center under the Program Implementation Category has been renamed to Outstanding Division Information Office.
5. Attached are the Nomination Form and the Rubrics for Program Implementation Compliance to Standard for your reference.
4. Immediate dissemination of this Memorandum is desired.


DR. RUTH L. FUENTES, CESO IV
Regional Director

Digitally signed by Legaspi Ruth Fuentes
DN: CN=Legaspi Ruth Fuentes,
SERIALNUMBER=012BN0045dcS, O=
Deped Regional Office IX, C=PH
Reason: I am the author of this document
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Date: 2024.09.04 10:45:28+08'00'





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NOMINATION FORM

**Venerating Innovation for Nobility and Thrust-based Achievement (VINTA) AWARDS
 CY 2024**

Recent 2x2
 Picture of the
 Nominee

After undergoing a thorough evaluation based on the guidelines and criteria of the VINTA Awards of DepEd Regional Office, I hereby nominate:

Name of Nominee: _____

Category: _____

Current Position of Nominee: _____

Division/Unit Assigned and Nature of Work: _____

(Note: Please enclose, 1-2 pages write-up about the significant accomplishments of the nominee highlighting the challenges, interventions that she/he made and the impact of what she/he was doing, duly signed by the immediate head.)

I hereby certify that, to the best of my knowledge, the information contained in the accompanying supporting documents are true and correct. The nominee and the undersigned understand that the decision of the PRAISE Committee is final and that we agree to abide by it.

Name of Nominator: _____ Position: _____

Signature of Nominator: _____ Date Signed: _____



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RUBRICS FOR COMPLIANCE TO STANDARD - (10%)

1. OUTSTANDING ICT PROGRAM IMPLEMENTATION (Division Category)

- a. **Readiness (3%)**
Ensured internet connectivity, stable electricity, and well-equipped learning spaces. Provided comprehensive staff training, continuous technical support, and sufficient budgetary allocations.
- b. **Implementation Process (2%)**
Implemented an effective rollout plan with active stakeholder collaboration and comprehensive training programs.
- c. **Maintenance, Program Outcomes, and Support (3%)**
Ensured responsive technical services, regular ICT maintenance and upgrades, and effective cybersecurity.
- d. **Measurable Improvements (2%)**
Evaluated teaching and learning outcomes, user satisfaction, ICT utilization rates, and innovative educational uses.

2. OUTSTANDING IPED PROGRAM IMPLEMENTATION (Division Category)

- a. **Culturally Responsive Curriculum (3%)** – Division has led the schools in engaging local leaders, elders, and cultural experts in curriculum development; integrated traditional knowledge, languages, and practices; ensured adaptability for diverse IP community contexts; and implemented continuous feedback and validation systems from IP communities.
- b. **Capacity Building (3%)** – The division has led schools in attending comprehensive training on cultural competence and IP education methodologies, provided ongoing professional development, ensured the allocation of resources for training materials and workshops, and established partnerships with IP organizations and cultural experts.
- c. **Culturally Appropriate Learning Resources and Environments (2%)** – The division has led the schools in collaborating with IP communities to develop culturally relevant learning materials, design inclusive learning spaces, ensure easy access to these resources, and implement regular feedback systems from IP learners and communities.
- d. **Supportive Policy Development (2%)** Advocated for policies supporting culture-based education for IPs, establish systems for monitoring and evaluation with community input, and promote awareness of the importance of culture-based education among stakeholders.

3. OUTSTANDING YOUTH PROGRAM IMPLEMENTATION (Division Category)

- a. The division has introduced initiatives that have enhanced the comprehensive growth of students, focusing on values, career readiness, cultural awareness, and social responsibility (3%)



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- b. The division has initiated programs that encouraged the development of core values like godliness, humanity, environmental responsibility, and nationalism among students **(2%)**
- c. The division has implemented youth programs that foster leadership skills, community involvement, and peer mentoring among students, leading to their overall personal and social development **(3%)**.
- d. The division has collaborated with local organizations and stakeholders to provide students with opportunities for experiential learning, volunteerism, and civic engagement, contributing to their holistic development and societal contributions **(2%)**.

4. OUTSTANDING MRF IMPLEMENTATION (*School and Division Category*)

- a. The division/school has established environmental policies, programs, and projects **(2%)**
- b. The division/school has implemented a waste management program including waste segregation, recycling, composting, an MRF, and a report on the sale of recycled crafts and compost **(3%)**
- c. The division/school has a functioning eco-club /eco projects **(2%)**
- d. The division/school has partnerships and linkages with external organizations for environmental programs and projects **(3%)**

5. OUTSTANDING GULAYAN SA PAARALAN IMPLEMENTATION (*Division Category*)

- a. Ensured program sustainability through crop museum technology, seed production, and nursery management, while the School GPP Coordinator has collaborated with the SDO feeding coordinator to develop food production and propagation of indigenous vegetables, feeding plans, and prepare year-round planting calendars for a continuous vegetable supply and submitted report on feeding beneficiaries indicating a comparative nutritional status of beneficiaries before and after the activities. **(5%)**
- b. Involved parents, the community, and stakeholders in school food production to sustain the garden and support school feeding and encouraged the establishment of home and community vegetable gardens. **(3%)**
- c. The division has guided schools in including the GPP in the School Improvement Plan, ensuring fund utilization is reported with progress reports submitted to the SDO. **(2%)**

6. OUTSTANDING SCHOOL-BASED FEEDING PROGRAM IMPLEMENTATION (*Division Category*)

- a. Integrated related programs within the school, such as Gulayan sa Paaralan, to ensure access to nutritious meals. This includes coordinating with stakeholders, organizing volunteers, and providing training on food and health safety to parents/hired staff involved in food preparation. **(3%)**



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- b. Developed collaborative partnerships with stakeholders, civil society organizations, municipal authorities, and barangay leaders to enhance access to nutritious foods. **(2%)**
- c. Overseen and prepared the implementation of the feeding program including procurement, disbursement, and liquidation of funds, filling-out of required SBFP Forms and health and nutritional assessment and provided update and submission on time on all reports to SDO. **(5%)**

7. OUTSTANDING WinS PROGRAM IMPLEMENTATION (Division Category)

Water

All schools in the division have consistently ensured a reliable water supply for their needs by installing rainwater catchment systems or other means of maintaining water quality through daily cleaning, water testing for potability, regular maintenance, and monitoring, in accordance with the school-based management principles outlined in Republic Act No. 9155.

- 76%-100% of the schools have implemented the program - **2%**
- 51%-75% of the schools have implemented the program - **1.5%**
- 26%-50% of the schools have implemented the program - **1%**
- 1%-25% of the schools have implemented the program - **.50%**

Sanitation

All schools in the division have maintained comprehensive sanitation by providing functional toilets with adequate ventilation, handwashing facilities, effective waste management, daily cleaning, mosquito control, and sanitation education. Additionally, school canteens adhere to strict food safety standards and issued with Sanitary Permits and employed personnel or certified food handlers were issued with medical certificates.

- 76%-100% of the schools have implemented the program - **2%**
- 51%-75% of the schools have implemented the program - **1.5%**
- 26%-50% of the schools have implemented the program - **1%**
- 1%-25% of the schools have implemented the program - **.50%**

Hygiene (2%)

All schools in the division have implemented supervised group handwashing and tooth brushing activities in facilities that are compliant to the national standards, provided adequate facilities and supplies, and supported menstrual hygiene by supplying sanitary pads, disposal bins, reproductive health education, and secure toilets and resting space with repair maintenance requirements for WinS facilities are reflected in SIP and AIP.

- 76%-100% of the schools have implemented the program - **2%**
- 51%-75% of the schools have implemented the program - **1.5%**
- 26%-50% of the schools have implemented the program - **1%**
- 1%-25% of the schools have implemented the program - **.50%**

Health Education (2%)



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All schools in the division have enhanced the capacity of personnel and stakeholders to manage the WinS program, integrated hygiene and sanitation concepts into the curriculum, and ensured students have access to accurate information and educational materials on proper hygiene and sanitation practices which are posted in strategic areas within the school premises.

- 76%-100% of the schools have implemented the program - **2%**
- 51%-75% of the schools have implemented the program - **1.5%**
- 26%-50% of the schools have implemented the program - **1%**
- 1%-25% of the schools have implemented the program - **.50%**

Deworming (2%)

All schools in the division have conducted semi-annual deworming for all students with parental consent, managed adverse events according to DOH guidelines, and coordinated with partners to support the program.

- 76%-100% of the schools have implemented the program - **2%**
- 51%-75% of the schools have implemented the program - **1.5%**
- 26%-50% of the schools have implemented the program - **1%**
- 1%-25% of the schools have implemented the program - **.50%**

8. OUTSTANDING MADRASAH PROGRAM IMPLEMENTATION (Division Category)

- a. The division has ensured the Madrasah curriculum is implemented through ALIVE classes for Muslim learners, with schools managing Asatidz applications and using employed Asatidz to evaluate and recommend candidates to the SDO for final evaluation and hiring. **(4%)**
- b. The division has ensured that the Madrasah Education Program (MEP) is included in the SIP and AIP. **(3%)**
- c. The division has guided the school head in accurately tagging Muslim learners' information in the LIS and maintaining updated lists of COS Asatidz subsidized by DepEd.. **(3%)**

9. OUTSTANDING SPED IMPLEMENTATION (Division Category)

- a. The division has a comprehensive integration of SNED policy with strong support mechanisms and consistent, thorough monitoring and evaluations. **2%**
- b. The division has a comprehensive system for identifying and evaluating learners with disabilities is in place, with thorough Individual Education Plans, Transition Implementation Plan, and Behavior Implementation Plan consistently developed and implemented. **2%**
- c. The division has led trainings that includes comprehensive, high-quality programs that effectively enhance skills and knowledge, with high levels of participation and engagement





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from educators and stakeholders and continuous, relevant professional development opportunities. **4%**

- d. The division has ensured that funding is fully utilized following DO 42, s. 2021. Guidelines on the Utilization of Program Support Funds for Special Needs Education Program resources are effectively allocated, and financial management demonstrates high transparency and accountability. **2%**

10. OUTSTANDING DRRM IMPLEMENTATION (Division Category)

- a. The division has led disaster preparedness with support from a designated Coordinator and alternate following Department Order No. 21, s. 2015, which requires the formation of a School DRRM Team, led by the School Head, with flexible team composition and benefits for emergency response personnel. **(3%)**

MOV: *Approved Proposal – 0.5 point*
Funded and implemented – 1.0 point
w/ Sourced-out funding from External Partners – 1.0 point
Approved Activity Completion Report – 0.5 point

- b. The division has implemented tailored disaster preparedness measures, including assessments, planning, capacity building, and coordination with local authorities, as detailed in Department Order guidelines. **(2%)**

MOV: *Standard monitoring tool – 0.5 point*
QMS approved monitoring tool – 0.5 point
Utilized monitoring tool – 1.0 point

- c. The division has led schools in taking immediate preparedness measures when advised, such as activating warning systems and coordinating with authorities, while following guidelines for using schools as evacuation centers. School heads, supported by DRRM teams, promptly follow the Contingency Plan, ensuring response measures align with conditions and health protocols. **(2%)**

MOV: *Approved contingency plan - 1.0 point*
Approved contingency plan for schools:
 ➤ *Above 50% of schools – 1.0 point*
 ➤ *50% and below of schools - 0.5*

- d. The division has led schools in developing and executing detailed disaster response plans, including regular drills to test preparedness and response systems. Mitigation measures are in place to reduce risks, and the response system is well-coordinated, ensuring readiness and effective management during emergencies. **(3%)**



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MOV: *Approved Division Memo – 1.0 point*
Approved Activity Report – 1.0 point
With Multi stakeholder's drill – 1.0 point

11. OUTSTANDING RESEARCH PROGRAM IMPLEMENTATION
(Division Category)

- a. Effectiveness and Transparency in Research Proposal Development and Evaluation (3%)

The division displayed the ability to effectively manage the research proposal process and ensure clarity, inclusivity, and adherence to standards throughout the stages of proposal development, evaluation, and notification of results.

- b. Research Implementation and Monitoring (3%)
This criterion evaluates the division's effective execution of research projects, ensuring continuous monitoring, adherence to approved methodologies, and providing necessary support and technical assistance. This will include progress monitoring, adaptive management, and comprehensive support.
- c. Research Completion, Dissemination, Utilization, and Archival (4%)
This criterion evaluates the division's ability to properly document completed research projects, effectively communicate findings, and report utilization and E-Saliksik archival.

12. OUTSTANDING GAD IMPLEMENTATION (Division and School Categories)

- a. The division/school has ensured that gender equality is integrated into all school plans, observed and celebrated GAD-related events, and supported gender-responsive education policies. **(3%)**
- b. Division/School personnel were oriented/trained in gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection. **(2%)**
- c. Division/School has established a gender-responsive learning environment, integrating gender-responsive teaching and learning with programs aligned to Gender-Responsive Basic Education, promoting respect and zero tolerance for discrimination, violence, and abuse are actively promoted. **(2%)**
- d. Allocated GAD funds of division/ school are utilized effectively and according to the budget plan. Implementation is monitored regularly to ensure alignment with GAD objectives. **(3%)**





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13. OUTSTANDING READING PROGRAM IMPLEMENTATION
(Division and School Category)

- a. The division/school head has led the reading program, designed and aligned with Dep Ed's goals, programs and policies, ensuring that it meets the educational needs, curriculum standards and key stage competencies for different grade levels. **2%**
- b. The division/school head has ensured that teachers involved in the reading program are well-trained and receive continuous professional development to effectively deliver the program and address diverse student needs. **2%**
- c. The division/school head has ensured Learners as recipients of the reading program show progress of their reading performance and eventually their learning outcomes. **2%**
- d. The division/school head has ensured that learners, as recipients of the reading program, show progress in their reading performance and, eventually, their learning outcomes. **1%**
- e. The division/school shows the effective implementation of the Project Initiative Plan, shared vision and SMART goals. **1%**
- f. The division and schools implement the national and regional policies on reading. **1%**
- g. The division/school has effectively implemented literacy interventions and activities to cater diverse learners' needs. **1%**

14. OUTSTANDING SPORTS PROGRAM IMPLEMENTATION (Division Category)

- a. The division has developed comprehensive plans for sports improvement that include clear goals, strategies, and timelines. These plans are based on an assessment of the current sports programs and are aligned with both school objectives and student needs. **3%**
- b. Adequate resources are allocated for the sports program, including funding, equipment, and facilities. Resources are distributed effectively to support sports activities and ensure that all necessary tools and materials are available. **3%**
- c. The division has led a sports program which is implemented effectively, with well-organized activities, events, and training sessions. The program promotes active participation among students and includes a range of sports and physical activities to cater to diverse interests. **2%**
- d. Rank of the division during the ZPRAA. **2%**
 - Over-all Champion – 2%
 - 1st Runner-Up – 1.5%
 - 2nd Runner-Up – 1%
 - 3rd Runner- Up - .5%

15. OUTSTANDING ALTERNATIVE LEARNING SYSTEM IMPLEMENTATION
(Division Category)



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- a. Organized and conducted division-wide IN-SET in coordination with the functional units of the division in support to ALS; **2%**
- b. Provided technical assistance in coordination with the functional units of the division to the ALS implementers; **2%**
- c. Conducted action research in coordination with the functional units of the division to improve teaching- learning; **2%**
- d. Monitored and evaluated the implementation of enhanced ALS in the division, including tracking the usage and effectiveness of ALS learning resources. **2%**
- e. Conducted instructional supervision and adapted or reproduced curriculum guides and instructional materials for CLCs. **2%**

16. OUTSTANDING DIVISION INFORMATION OFFICE (Division Category)

- a. Facilitated and monitored all concerns received through Hotline 8888 and Contact Center ng Bayan, and DAC coordinating with PAS-PAAC to assist in their resolution within their reglementary period. **3%**
- b. Facilitated the collection of data for the Citizen/ Client Satisfaction Survey (CCSS) Report and feedback to concerned office on action taken for the low or negative performance. **3%**
- c. Attended meetings, workshops and other related activities, and cascaded the information to their respective offices and schools; **2%**
- d. Prepared reports (Spot Report, OBE Report and CO PAS request for advocacy materials) and communications, coordinated with DepEd Central Office, provide feedback, and perform tasks related to DepEd PAS-PAAC programs, projects, and activities. **2%**



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