




Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE

UNNUMBERED MEMORANDUM

TO: Concerned Public Schools District Supervisors and Secondary School Heads


FROM: ELIAS A. ALICAYA, JR., EdD
OIC - Schools Division Superintendent

SUBJECT: SUBMISSION OF LEARNER'S PACKET (LEAP) FROM WEEK1-8

DATE : March 8, 2021

Pursuant to Regional Memorandum dated February 12, 2021 re: *ADDENDUM TO R.M. 52 S. 2021 RE: ONLINE WORKSHOP ON THE QUALITY ASSURANCE OF PIVOT LEAPs and LINKs FOR QUARTER 3*, we are all reminded to submit the assigned PIVOT LeAP from grades 7-12 on March 15, 2021 of the following:

- Tile Setting (Godofredo M. Tan Integrated School of Arts and Trade)
- Organic Agriculture (Malicboy National High School)
- Computer Animation (Catanauan National High School, Talipan Integrated High School, Nabangka National High School)

Relative to this, please do closely coordinate with our Division Supervisor in-charge for TLE for the initial review of our LeAP on the aforementioned learning areas not later than March 10, 2021.

cid-ims/ftg/03/08/2021

DEPEDQUEZON-TM-SDS-04-010-003



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Date/Time: 3/9/21

Rommel

4M 057, S. 2021



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Department of Education
REGION IV-A CALABARZON
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1900 CAINTA, RIZAL

Doc 2/18/21-10805

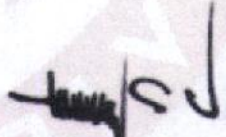
12 February 2021

Regional Memorandum

**ADDENDUM TO R.M. 52 S. 2021 RE: ONLINE WORKSHOP ON THE
QUALITY ASSURANCE OF PIVOT LEAPs and LINKs FOR QUARTER 3**

To : **SCHOOLS DIVISION SUPERINTENDENTS**

1. Attached is the assignment of each SDO for the submission of final PIVOT LeaP and LInK per Learning Area per Grade Level for Quarter 3.
2. Submission of the PIVOT LeaP is on March 15, 2021 and the PIVOT LInk on March 30, 2021.
3. Enclosed is the Standards in the development of the PIVOT Learner's Packet (LeaP) and Learner's Instructional Kit (LInK) for your reference.
4. For inquiries, please contact the CLMD Chief, **JOB S. ZAPE JR.**, or the Regional Librarian, **FE M. ONG-ONGOWAN** at 09213381821 or (02) 861-7249 local 420.
5. Immediate dissemination of this Memorandum is desired.


WILFREDO E. CABRAL
Regional Director

clmd/FMO



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Enclosure 1

ASSIGNMENT OF SDOs FOR THE LEAP AND LINK PER LEARNING AREA PER GRADE LEVEL FOR QUARTER 3

SCHOOLS DIVISION OFFICE	LEARNING AREA/GRADE LEVEL	LEARNING AREA/GRADE LEVEL				May be offered to: (Exploratory and Specialization)
		TLE/TVL				
		Grades 7/8 (Exploratory)	Grade 9	Grade 10	Grade 11	
1. Bacoor City	Arts and Design Track SHS	Automotive	Cookery Automotive Front Office Services	Cookery Automotive Front Office Services	Cookery Automotive Front Office Services	Grades 7/8, 9 -10 or 11-12
						Grades 7/8, 9-12
2. Cavite City	Sports Track SHS		EPAS	EPAS	EPAS	Grades 7/8, 9 – 12
					Security Services and Peacekeeping	Grade 11 and 12
3. Cavite Province	Filipino Grades 4-6	Furniture Making	Furniture Making	Furniture Making	Furniture Making	Grades 7/8, 9-12
		Plumbing Broadband Installation	Plumbing Broadband Installation	Plumbing Broadband Installation	Plumbing Broadband Installation	Grades 7/8, 9-10 / Grades 11-12
		Mechatronics Servicing Medical Transcription	Mechatronics Servicing Medical Transcription	Mechatronics Servicing Medical Transcription	Mechatronics Servicing Medical Transcription	Grade 7/8, 9 / 10 / 11 / 12
		Fashion Design	Fashion Design	Fashion Design	Fashion Design	Grades 7/8, 9-10 or Grades 11-12
4. Dasmariñas City	Science Grades 7-10	Local Tour Guiding	Local Tour Guiding	Local Tour Guiding	Local Tour Guiding	Grades 7/8, 9 / 10 / 11 / 12
		Tourism Promotion Services	Tourism Promotion Services	Tourism Promotion Services	Tourism Promotion Services	Grades 7/8, 9-10 or 11-12
						Grades 7/8, 9 / 10 / 11 / 12

SCHOOLS DIVISION OFFICE	LEARNING AREA/ GRADE LEVEL	LEARNING AREA/ GRADE LEVEL				May be offered to: (Exploratory and Specialization)
		TLE/TVL				
		Grades 7/8 (Exploratory)	Grade 9	Grade 10	Grade 11	
5. General Trias City	Filipino Grades 7-10	Events Management Services Local Tourism Promotion (Guiding)	Dressmaking Events Management Services Local Tourism Promotion (Guiding)	Dressmaking Events Management Services Local Tourism Promotion (Guiding)	Dressmaking Events Management Services Local Tourism Promotion (Guiding)	Grades 7/8, 9-10 or 11-12
		Contact Center Services Wellness Massage Tailoring	Contact Center Services Wellness Massage Tailoring	Contact Center Services Wellness Massage Tailoring	Contact Center Services Wellness Massage Tailoring	Grades 7/8, 9-10 or 11-12
		Computer Programming (Oracle) Food Processing	Computer Programming (Oracle) Food Processing	Computer Programming (Oracle) Food Processing	Computer Programming (Oracle) Food Processing	Grades 7/8, 9-10 or 11-12
6. Imus City	ABM SHS	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Grades 7/8, 9 / 10 / 11 / 12
		DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	Grades 7/8, 9-10 or 11-12
		Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Grades 7/8, 9 - 10 or 11-12
7. Biñan City	APPLIED SHS	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Grades 7/8, 9 / 10 / 11 / 12
		DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	Grades 7/8, 9-10 or 11-12
		Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Grades 7/8, 9 - 10 or 11-12
8. Cabuyao City	Math Grades 4-6	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Grades 7/8, 9 / 10 / 11 / 12
		DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	Grades 7/8, 9-10 or 11-12
		Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Grades 7/8, 9 - 10 or 11-12
9. Calamba City	Math Grades 4-6	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Grades 7/8, 9 / 10 / 11 / 12
		DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	Grades 7/8, 9-10 or 11-12
		Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Grades 7/8, 9 - 10 or 11-12
10. Laguna Province	Math Grades 4-6	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Food and Beverages Services Travel Services Theme Parks Operation	Grades 7/8, 9 / 10 / 11 / 12
		DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	DOMRAC Hairdressing	Grades 7/8, 9-10 or 11-12
		Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Technical Drafting Illustration Horticulture	Grades 7/8, 9 - 10 or 11-12

SCHOOLS DIVISION OFFICE	LEARNING AREA/ GRADE LEVEL	LEARNING AREA/ GRADE LEVEL					May be offered to: (Exploratory and Specialization)
		TLE/TVL					
		Grades 7/8 (Exploratory)	Grade 9	Grade 9	Grade 10	Grade 11	
11. San Pablo City	Math Grades 7-10	Beauty Care (ALL) Computer Systems Servicing	Beauty Care (ALL) Computer Systems Servicing	Beauty Care (ALL) Computer Systems Servicing	Beauty Care (ALL) Computer Systems Servicing	Beauty Care (ALL) Computer Systems Servicing	Grades 7/8, 9 / 10 / 11 / 12
		Pest Management	Pest Management	Pest Management	Pest Management	Pest Management	Grades 7-12
		Motorcycle / Small Engine Servicing	Motorcycle / Small Engine Servicing	Motorcycle / Small Engine Servicing	Motorcycle / Small Engine Servicing	Motorcycle / Small Engine Servicing	Grades 7/8, 9-10 or 11-12
12. Sta Rosa City	HUMMS and STEM SHS	Bread and Pastry Production EIM	Bread and Pastry Production EIM	Bread and Pastry Production EIM	Bread and Pastry Production EIM	Bread and Pastry Production EIM	Grades 7/8, 9 / 10 / 11 / 12
							Grades 7/8, 9-12
13. Batangas City	MAPEH Grades 4-6	Household Services / House Keeping	Care Giving	Care Giving	Care Giving	Care Giving	Grades 7/8, 9-12
14. Batangas Province	MAPEH Grades 7-10	GTAW Commercial Cooking Bartending	GTAW Commercial Cooking Bartending	GTAW Commercial Cooking Bartending	GTAW Commercial Cooking Bartending	GTAW Commercial Cooking Bartending	Grades 7/8, 9-10 or Grades 11-12
							Grades 7/8, 9-10 or Grades 11-12
							Grades 7/8, 9-10 or Grades 11-12
15. Lipa City	ESP Grades 4-6	Handicraft (Basketry, Macrame) Needle Craft Food Processing	Handicraft (Basketry, Macrame) Needle Craft Food Processing	Handicraft (Basketry, Macrame) Needle Craft Food Processing	Handicraft (Basketry, Macrame) Needle Craft Food Processing	Handicraft (Basketry, Macrame) Needle Craft Food Processing	Grades 7/8, 9 / 10 / 11 / 12
							Grades 7/8, 9 / 10 / 11 / 12
							Grades 7/8, 9-12
16. Tanauan City	Esp Grades 7-10	SMAW CSS	SMAW CSS	SMAW CSS	SMAW CSS	SMAW CSS	Grades 7/8, 9-10 or 11-12
							Grades 7/8, 9-12

SCHOOLS DIVISION OFFICE	LEARNING AREA/GRADE LEVEL	LEARNING AREA/GRADE LEVEL				May be offered to: (Exploratory and Specialization)
		TLE/TVL				
		Grade 7/8 (Exploratory)	Grade 9	Grade 10	Grade 11	
17. Antipolo City	Araling Panlipunan Grades 4-6	Fashion Accessories, Paper Craft Computer Programming NB,NEI Computer Programming .JAVA	Fashion Accessories, Paper Craft Computer Programming NB,NEI Computer Programming .JAVA	Fashion Accessories, Paper Craft Computer Programming NB,NEI Computer Programming .JAVA	Fashion Accessories, Paper Craft Computer Programming NB,NEI Computer Programming .JAVA	Grades 7/8, 9 / 10 / 11 / 12 Grades 7/8, 9-10 or Grades 11-12 Grades 7/8, 9-10 or Grades 11-12
		Animal Production Barbering Visual Graphics Design	Animal Production Barbering Visual Graphics Design	Animal Production Barbering Visual Graphics Design	Animal Production Barbering Visual Graphics Design	Grades 7/8, 9-10 or Grades 11-12 Grades 7/8, 9-10 or Grades 11-12
		Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Grades 7/8, 9-12 Grades 7/8, 9-10 or Grades 11-12 Grades 7/8, 9-10 or Grades 11-12
18. Rizal Province	Araling Panlipunan Grades 7-10	Animal Production Barbering Visual Graphics Design	Animal Production Barbering Visual Graphics Design	Animal Production Barbering Visual Graphics Design	Animal Production Barbering Visual Graphics Design	Grades 7/8, 9-10 or Grades 11-12 Grades 7/8, 9-10 or Grades 11-12
		Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Grades 7/8, 9-12 Grades 7/8, 9-10 or Grades 11-12 Grades 7/8, 9-10 or Grades 11-12
19. Lucena City	English Grade 4-6	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Aquaculture Landscaping Installation Fish Processing and Fish Product Packaging	Grades 7/8, 9-12 Grades 7/8, 9-10 or Grades 11-12 Grades 7/8, 9-10 or Grades 11-12
20. Quezon Province	Science Grades 4-6	Organic Agriculture Tile Setting Animation	Organic Agriculture Tile Setting Animation	Organic Agriculture Tile Setting Animation	Organic Agriculture Tile Setting Animation	Grades 7/8, 9-10 or Grades 11-12 Grades 7/8, 9-10 or Grades 11-12 Grades 7/8, 9-10 or Grades 11-12
		AgriCrop Production (NC I, NC II)	AgriCrop Production (NC I, NC II)	AgriCrop Production (NC I, NC II)	AgriCrop Production (NC I, NC II)	Grades 7/8, 9-10/11-12 and Grades 9-12
21. Tayabas City	English Grades 7-10	AgriCrop Production (NC I, NC II)	AgriCrop Production (NC I, NC II)	AgriCrop Production (NC I, NC II)	AgriCrop Production (NC I, NC II)	Grades 7/8, 9 / 10 / 11 / 12



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Enclosure 2

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 LnK (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		



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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: _____