

School Profile

A Brief History of the School

St. Edward School, formerly known as St. Edward Integrated School, started to operate with one campus in 2012 located at Lancaster New City, in Cavite. Lancaster New City is a fast-growing township community which encompasses several towns of Cavite - Kawit, Imus, General Trias and part of Tanza.

About Lancaster New City

Lancaster New City (LNC) is designed and developed by Property Company of Friends, Inc. (PRO-FRIENDS). Lancaster New City is the realization of an ideal Philippine residential neighborhood. It brings within reach everything the average Filipino household needs, from a place of worship to children's schools to employment opportunities.

The place is envisioned to have a peaceful and orderly community where families could live in comfort - away from the stress, noise, and heavy traffic of Metro Manila. Today, Lancaster New City is home to thousands of families as well as professionals and families from the metropolitan and urban areas who seek a quieter and calmer life. It is the biggest mixed-use, master-planned development in Cavite. It boasts idyllic residential neighborhoods with tree-lined walkways and a business center with well-managed traffic and an efficient transport system.

- Lancaster New City has five main components:
- Residences - zoning locations consisting of at least eight (8) villages;
- Business - the location of several commercial and business establishment and the Suntech iPark;
- Retail - the location of the entrepreneurial ventures in the community;
- Education - consists several locations, which includes the three (3) campuses of St. Edward School; four (4) public schools in the division of Imus City and General Trias City, and a number of private schools nearby.

- Amenities - township features including Leighton Hall, LNC Greens, Parish of the Holy Family, and The Square, the commercial establishments and the Transport Hub.

The School

St. Edward School started in 2012 under the under Consultancy with LaSallian Schools Supervision Office (LASSO). Under the LASSO consultancy, it supported the school in the areas of visioning and governance, management and operations, curriculum and instruction, faculty development, and student programs and services.

Envisioning that Lancaster New City would turn into a township, where practically almost everything would be available for the residents, the school was officially opened in the school year 2012-2013. It initially offered Kindergarten, Grades 1-4, and Grade 7-8.

In 2015, a management consulting company, Quality Education Design (QED) Company was invited to assist the school in the following areas: school leadership, curriculum design, and the development of instructional materials. A new vision-mission was also introduced.

Aside from the first campus, called the Imus Campus, three new campuses were built. In 2015, the Faith Campus in Kensington 23 was opened to accept Kinder to Grade 6 pupils. In 2017, the Charity Campus in Somerset 7 was opened, to also accommodate Kinder to Grade 6 pupils. In 2018, the Hope Campus in Manchester 4 was opened for the Kinder to Grade 3 pupils at the primary level.

By the end of SY 2017-2018, the school became independent from consultancy engagements. School restructuring happened including revisiting the Vision - Mission. The school was indeed primed as an integral component of the community as its program was clearly directed and aligned towards a family-centered community.

By SY 2018-2019 strategic plans were conducted to ensure efficient operations of the school to keep up with the growing population of the community and that of the student population. Restructuring of schools was undertaken to keep up with the growing demands of the community. In the school year of 2019-2020, the Faith Campus was restructured to be the Senior High School Campus and the Basic Education program was offered in Imus Campus.

In its continued quest for quality education, the school has subjected itself to PAASCU accreditation and was granted "Candidate Status" for its Basic Education (BED) Program and Senior High School Program. St. Edward School is the only PAASCU-member school in General Trias City and one of the four (4) institutions in the whole province of Cavite.

The school, foremost to be a value-delivery system not only for its students but also for its parents and family members, provides added value to the community as it aspires to be a learning institution strong in family-centered engagements and activities.

Currently, the school has a population of more than 2000 learners across grade levels from preschool to senior high school. 85% of its student population are residents of Lancaster New City and the rest are coming from nearby communities from Imus, General Trias, Dasmaringas, Kawit and Bacoor.

The role of the school is so significant as it complements the aspirations of the larger community to become a nurturing learning institution but at the same time an active stakeholder of the wider community of Lancaster New City through the GalingLNC, an on-ground movement that aspires in realizing shared values as a community through on-ground activities, community-wide events and online platforms for the youth and the families.

The COVID-19 pandemic has indeed challenged not only St. Edward School but the entire education system in the country. This crisis however has emboldened our school to respond in a decisive, yet nurturing way to prepare its learners as it moves its delivery of instruction into digital space. The school has launched its full online learning program called the Edwardian EDGE - Edwardian Excellence in Digital Global Education. This online distance learning is grounded on the pedagogy of global education that will develop its students with an expanded worldview emphasized in key learning areas such as values education, civics and citizenship, environmental education, languages and global awareness.

The Edwardian EDGE, as its online learning program boasts of establishing a solid structure for its academic program, a stable technology infrastructure and Learning Management System delivered by well-trained and qualified teachers; and an accessible teacher-student

consultations, parent-school dialogs, and an established supervision of instruction in online modality.


For school year 2022-2023, the school will introduce Edwardian EDGE Plus, hybrid flexible learning modality. It is a combination of limited face-to-face onsite learning and online distance learning. It will focus on the following: rich learning experiences, learning assessments, kinesthetic and psychomotor skills, and socio-emotional learning.

The intentionality of the school as it is professed by its mission-vision which is to strike a balance between academic excellence and character formation coupled by its strong family-centered community engagements is what St. Edward School so distinctive as a foremost learning institution in Cavite. The progression of what it offers its young learners and student from its play-based preschool learning program, to its strengthened fundamentals in elementary program, the focus on character and values formation program in junior high school and to its strategic college-readiness as its core in the senior high school.

Vision - Mission



St. Edward School is a nurturing learning institution, Catholic in character and committed to engage a family - centered community in developing citizens who are excellent in academics, well-formed in character and catalysts for social transformation.

THE ST. EDWARD SCHOOL VISION - MISSION



Vision
St. Edward School is a nurturing learning institution, Catholic in character, committed to engage a family-centered community in

Mission
developing citizens, excellent in academics, well-formed in character, and catalyst for social transformation."

Program Goals

In KINDER (Play-based Learning)

Pupils are curious and persistent learners, engaged in meaningful self-discovery tasks, and act with empathy towards others.

In GRADE SCHOOL (Strengthening Fundamentals)

Students are articulate and determined learners who live out Edwardian values and have an active awareness of self and community.

In JUNIOR HIGH SCHOOL (Character Formation)

Students are resolute and resilient learners who demonstrate higher standards of character and achievement and are responsible stewards eager to serve the community.

In SENIOR HIGH SCHOOL (College Readiness / Priming for University)

Students are analytical and purposeful learners, committed to hard work and excellence, and are compassionate and responsive to the needs of the larger community.

Core Values

FAITH

FAITH - Faith is the theological virtue by which we believe in God and believe all that he has said and revealed to us, and that Holy Church proposes for our belief, because He is truth itself. By faith "man freely commits his entire self to God."⁷⁸ (CCC 1814). By his Revelation, "the invisible God, from the fullness of his love, addresses men as his friends, and moves among them, in order to invite and receive them into his own company."¹ The adequate response to this invitation is faith. By faith, man completely submits his intellect and his will to God.² (CCC 142-143).

INTEGRITY

INTEGRITY - Integrity stems from the Latin word 'integer' which means whole and complete. So integrity requires an inner sense of 'wholeness' and consistency of character. When you are in integrity, people should be able to visibly see it through your actions, words, decisions, methods, and outcomes. When you are 'whole' and consistent, there is only one you. You bring that same you wherever you are, regardless of the circumstance. You don't leave parts of yourself behind. You don't have a 'work you,' a 'family you,' and a 'social you.' You are YOU all the time.

STEWARDSHIP

STEWARDSHIP - Stewardship simply means "the responsible use of resources in the service of God." It is also the recognition that God owns everything, we are simply managers or administrators acting on his behalf. In the Parable of the Talents, the master rewarded the man who multiplied the talents with "greater responsibilities" but punished the one who just "buried" the talents (Mt.25:14-30). Stewardship is about responsibility, accountability, and co-ownership.

HARD WORK

HARD WORK is one of the ways we can achieve our goals. Hard work includes the drive - this is the motivation, the inspiration, the entire reason you work hard. This is the fuel that pushes one's efforts forward. The plan - If the drive is the heart of hard work, then the plan is the skeleton. The plan maps out the course of action and helps plot the progress and keep on track. The labor - is the point when working hard stops being fun and exciting and starts becoming tedious, stressful and perhaps even discouraging. The sacrifice - is the core of hard work, and the one thing that makes hard work truly hard. Enduring the strain and comfort level is the real test. The payoff - in order for hard work to be

worthwhile, one has to define a number of goals and milestones and recognize once it is achieved.

Educational Philosophy of St. Edward School



The school's main thrusts are centered on the following: academic excellence, character formation, and engaged in family-centered community to develop the youth to become well-formed citizens and as catalysts for social transformation.

With its well-planned and strategically aligned activities in collaboration with the GalingLNC, its goals of emphasizing competency-based education, holistic development of the child, and

a strong family and community engagement are evolving and attained and continues to be realized.

COMPETENCY-BASED EDUCATION

The K to 12 Program of the Department of Education is fully implemented in St. Edward School. As a nurturing learning institution, St. Edward School anchors its curriculum to the developmental goals of the child, nurturing them at every stage of their life to enhance mastery of concepts, skills development and a love for lifelong learning.

HOLISTIC DEVELOPMENT

St. Edward School recognizes that each child is created equal, yet differently. St. Edward School harnesses these unique gifts by providing holistic programs that enhance the scholastic performance of every child and enrich their gifts in various areas such as sports, the arts and entrepreneurship.

FAMILY & COMMUNITY ENGAGEMENT

"It takes a village to raise a child." The School as an integral part of the Lancaster New City, actively and purposefully partners with families and the community through various initiatives that synergize the capacities of both essential institutions in raising children imbued with its shared values.



Organizational Structure

Board of Trustees

Chairman	:	Guillermo C. Choa
President	:	Maria Isabel Cuevas - Santos
Members	:	Fr. Bienvenido F. Nebres, S.J. Kathlleen Joy S. Choa Augusto G. Leonardo, Jr. Joseph M. Dolina
Corporate Secretary	:	Atty. Alezandro S. Casabar

Executive Committee

President	:	Maria Isabel Cuevas - Santos
Members	:	Kathleen Joy S. Choa Carmela C. Oracion Joseph M. Dolina Dr. John T. Cabalo Atty. Alezandro S. Casabar

Management Committee

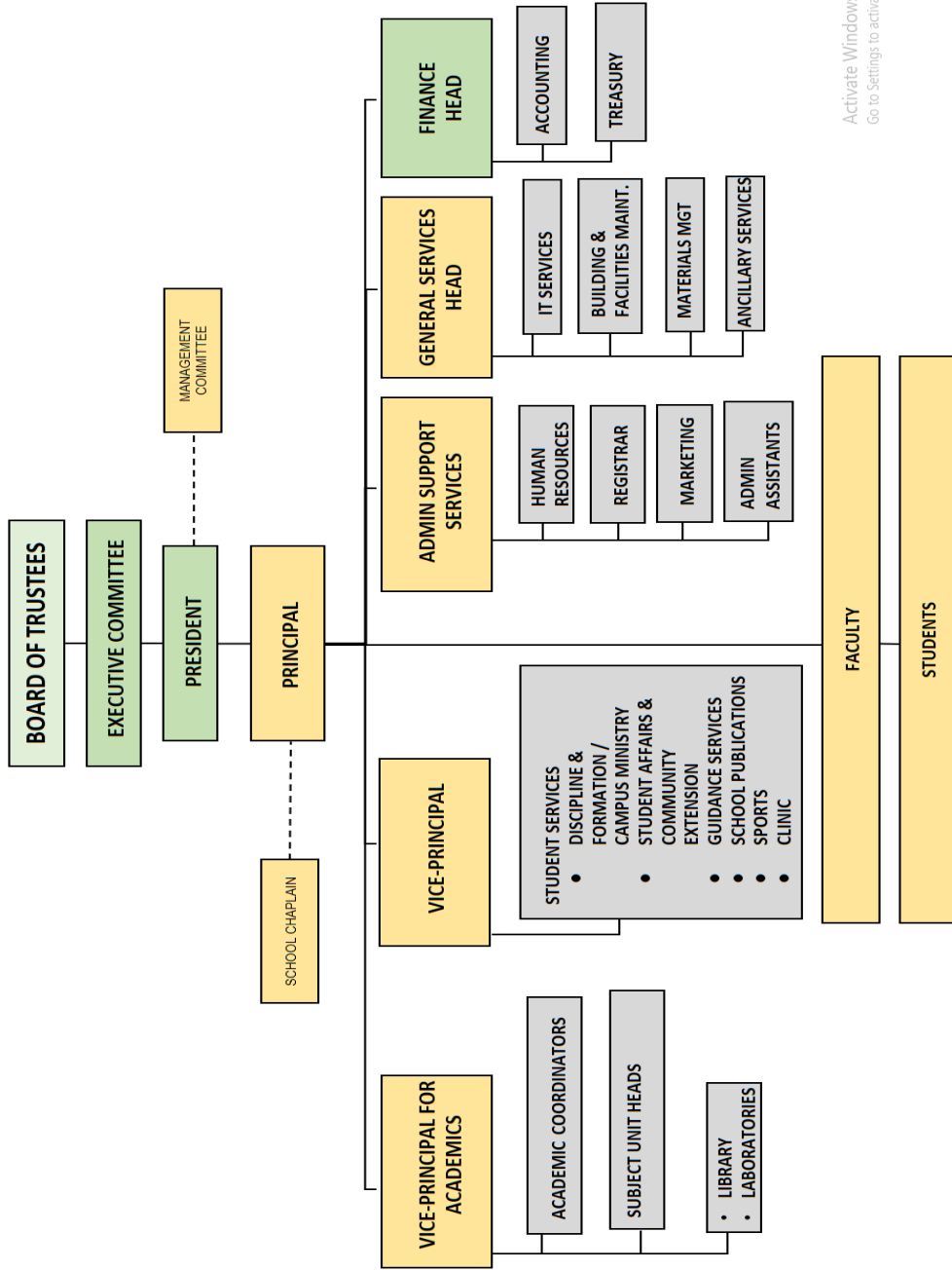
President	:	Maria Isabel Cuevas - Santos
Members	:	Dr. John T. Cabalo Dr. Carmela Oracion Sherwin S. Logto Karen R. Nogra Maria Victoria A. Abarquez, CPA Engr. Julian Sarmiento Kiel M. De Guzman Regina M. Negapatan

School Officers

Principal	:	Dr. John T. Cabalo
Vice Principal	:	Karen R. Nogra
Vice Principal for Academics	:	Sherwin S. Logto
General Services Department Head	:	Engr. Julian S. Sarmiento
Finance Head	:	Maria Victoria A. Abarquez, CPA
School Chaplain	:	Rev. Fr. Alain P. Manalo



ST. EDWARD SCHOOL ORGANIZATIONAL CHART



Activate Windows
Go to Settings to activate Windows.

Enrollment Data (SY 20218-2019 to SY 2022-2023)

ST. EDWARD SCHOOL STUDENT POPULATION		SY2018-2019		SY2019-2020		SY2020-2021		SY2021-2022		SY2022-2023 (PROJECTION)	
		F2F		F2F		ONLINE		ONLINE		HYBRID FLEX	
SCHOOL YEAR	MODALITY	4 (IMUS, CHARITY, HOPE & FAITH)		3 (IMUS, CHARITY & FAITH)		2 (IMUS & FAITH)		2 (IMUS & FAITH)		2 (IMUS & FAITH)	
CAMPUS	CAMPUS	4 (IMUS, CHARITY, HOPE & FAITH)		3 (IMUS, CHARITY & FAITH)		2 (IMUS & FAITH)		2 (IMUS & FAITH)		2 (IMUS & FAITH)	
Grade Level	Grade Level	Total		Total		Total		Total		Total	
		Sections	Class Size	Sections	Class Size	Sections	Class Size	Sections	Class Size	Sections	Class Size
PK	PK	7	14	2	9	3	11	3	11	3	24
K	K	9	16	5	13	5	16	5	16	5	24
G1	G1	6	32	3	35	3	35	3	35	3	40
G2	G2	6	31	3	34	3	38	3	38	3	40
G3	G3	6	33	3	34	3	38	3	38	3	40
G4	G4	7	37	4	35	3	35	3	35	3	40
G5	G5	7	37	4	34	4	37	4	37	3	40
G6	G6	8	33	6	34	4	37	4	37	4	40
G7	G7	8	34	5	34	6	35	6	35	4	40
G8	G8	10	35	5	36	5	33	5	33	6	40
G9	G9	8	34	7	39	5	36	5	36	6	40
G10	G10	7	35	6	37	8	35	8	35	5	40
G11	G11	6	35	4	29	5	25	5	25	5	40
G12	G12	5	29	5	36	4	29	4	29	4	40
TOTAL	TOTAL	100	3091	62	2011	61	1923	56	2112	56	2112
Increase/ (Decrease) in Population		-159		-1080		-88		189			
% Increase/ (Decrease)		-5%		-35%		-4%		10%			



Enrolment Profile

SY 2018-2019

Grade Level	Total Population	Boys	Girls	LNC	Non-LNC	New-Public	New-Private	Continuing	Total Population
PK	164	79	85	141	23	0	0	0	164
Kindergarten	210	104	106	186	24	10	100	100	210
1	226	100	126	208	18	24	63	139	226
2	160	75	85	148	12	13	33	114	160
3	288	151	137	274	14	18	34	236	288
4	267	133	134	252	15	23	40	204	267
5	267	133	134	248	19	10	38	219	267
6	251	131	120	241	10	7	40	204	251
7	354	181	173	322	32	34	109	211	354
8	269	142	127	216	53	7	31	231	269
9	249	124	125	223	26	11	27	211	249
10	240	117	123	228	12	16	34	190	240
11	164	87	77	146	18	14	39	111	164
12	141	72	69	132	9	3	9	129	141
Total	3250	1629	1621	2965	285	190	597	2299	3250
%		50%	50%	91%	9%	6%	18%	71%	100%



SY 2019-2020

Grade Level	Total Population	Boys	Girls	LNC	Non-LNC	New-Public	New-Private	Continuing	Total Population
PKK	98	56	42	84	14	0	0	0	98
Kindergarten	137	60	77	121	16	8	20	109	137
1	191	98	93	176	15	5	20	166	191
2	188	97	91	164	24	4	16	168	188
3	200	89	111	172	28	0	4	196	200
4	258	142	116	223	35	4	23	231	258
5	264	130	134	241	23	6	25	233	264
6	264	125	139	221	43	6	20	238	264
7	275	139	136	256	19	15	25	235	275
8	347	180	167	322	25	3	12	332	347
9	275	146	129	254	21	10	20	245	275
10	245	126	119	218	27	0	2	243	245
11	213	100	113	198	15	30	33	150	213
12	144	80	64	118	26	0	1	143	144
Total	3099	1568	1531	2768	331	91	221	2689	3099
%		51%	49%	89%	11%	3%	7%	87%	100%



SY 2020-2021

Grade Level	Total Population	Boys	Girls	LNC	Non-LNC	New-Public	New-Private	Continuing	Total Population
PK	18	9	9	12	6	0	0	0	18
Kindergarten	66	30	36	54	12	5	20	41	66
1	104	39	65	89	15	1	24	79	104
2	102	50	52	84	18	0	17	85	102
3	103	48	55	78	25	2	17	84	103
4	139	63	76	121	18	3	24	113	140
5	136	70	66	119	17	0	12	127	139
6	203	104	99	179	24	0	13	190	203
7	173	82	91	156	17	13	29	131	173
8	179	87	92	157	22	2	10	167	179
9	268	141	127	241	27	2	20	249	271
10	224	119	105	207	17	0	7	217	224
11	115	52	63	87	28	2	18	95	115
12	180	82	98	164	16	0	4	176	180
Total	2010	976	1034	1748	262	30	215	1754	2010
%		49%	51%	87%	13%	1%	11%	87%	100%



SY 2021-2022

Grade Level	Total Population	Boys	Girls	LNC	Non-LNC	New-Public	New-Private	Continuing	Total Population
PK	36	16	20	28	8	0	0	0	36
Kindergarten	80	38	42	74	6	10	40	30	80
1	105	50	55	92	13	12	28	65	105
2	115	47	68	94	21	2	15	98	115
3	114	60	54	82	32	4	6	104	114
4	104	46	58	84	20	1	10	93	104
5	147	70	77	123	24	2	12	133	147
6	147	74	73	128	19	4	5	138	147
7	211	109	102	189	22	10	48	153	211
8	166	71	95	146	20	3	4	159	166
9	181	81	100	178	3	4	11	166	181
10	282	149	133	264	18	1	9	272	282
11	129	78	51	94	35	10	9	110	129
12	117	51	66	94	23	1	4	112	117
Total	1934	937	986	1670	264	64	201	1629	1934
%		48%	51%	86%	14%	3%	10%	84%	100%



Retention and Drop-Out Rate

SY 2018-2019

Grade level	Total Population - BOY	Dropped / Withdrawn	Drop Out Rate	Total Population - EOY	Retention Rate
PK	164	2	1.22%	162	98.78%
K	210	1	0.48%	209	99.52%
1	226	0	0%	226	100%
2	160	2	1.25%	158	98.75%
3	288	2	0.69%	286	99.31%
4	267	1	0.37%	266	99.63%
5	267	1	0.37%	266	99.63%
6	251	1	0.40%	250	99.60%
7	354	4	1.13%	350	98.87%
8	269	3	1.16%	266	98.84%
9	249	4	1.61%	245	98.39%
10	240	1	0.42%	239	99.58%
11	164	4	2.44%	160	97.56%
12	141	3	2.13%	138	97.87%
Total	3250	29	0.89%	3221	99.11%



SY 2019-2020

Grade level	Total Population - BOY	Dropped / Withdrawn	Drop Out Rate	Total Population - EOY	Retention Rate
PK	98	0	0%	98	100%
Kinder	137	1	0.73%	136	99.27%
1	191	1	0.52%	190	99.48%
2	188	3	1.60%	185	98.40%
3	200	1	0.5%	199	99.50%
4	258	0	0%	258	100%
5	264	0	0%	264	100%
6	264	0	0%	264	100%
7	275	2	0.73%	273	99.27%
8	347	2	0.58%	345	99.42%
9	275	1	0.36%	274	99.64%
10	245	0	0%	245	100%
11	213	4	1.88%	209	98.12%
12	144	0	0%	144	100%
Total	3099	15	0.48%	3084	99.52%



SY 2020-2021

Grade level	Total Population - BOY	Dropped / Withdrawn	Drop Out Rate	Total Population - EOY	Retention Rate
PK	18	0	0%	18	100%
Kinder	65	0	0%	65	100%
1	104	1	0.96%	103	99.04%
2	102	0	0%	102	100%
3	103	0	0%	103	100%
4	140	0	0%	140	100%
5	136	0	0%	136	100%
6	203	0	0%	203	100%
7	170	0	0%	170	100%
8	178	1	0.56%	177	99.44%
9	271	0	0%	271	100%
10	224	0	0%	224	100%
11	116	1	0.86%	115	99.14%
12	180	1	0.56%	179	99.44%
Total	2010	4	0.20%	2006	99.8%



SY 2021-2022

Grade level	Total Population - BOY	Dropped / Withdrawn	Drop Out Rate	Total Population - EOY	Retention Rate
PK	36	2	5.56%	34	94.44%
Kinder	80	1	1.25%	79	98.75%
1	105	0	0%	105	100%
2	115	1	0.87%	114	99.13%
3	114	0	0%	114	100%
4	104	0	0%	104	100%
5	147	0	0%	147	100%
6	147	0	0%	147	100%
7	211	1	0.47%	210	99.53%
8	166	0	0%	166	100%
9	181	0	0%	181	100%
10	282	0	0%	282	100%
11	129	5	3.86%	124	96.14%
12	117	1	0.85%	116	99.15%
Total	1934	11	0.57%	1293	99.43%

Strategic Directions

The St. Edward School - Institutional Development and Improvement Plan (IDIP) presents a three-year plan to ensure the school's development and areas for improvement. The plan was created by the school's IDIP Committee in collaboration with key officers, unit heads, the faculty and support staff.

The guiding goals of SES - IDIP 2022-2025 are as follows:

1. The school's mission and vision, core values, objectives and philosophy.
2. To focus on improved student achievement.
3. To improve teacher effectiveness.
4. To analyze organizational development and processes.
5. To identify curriculum improvement initiatives.
6. To assess strengths and weaknesses.
7. To maintain and improve the school's strengths and best practices.
8. To devise a plan of action to address weaknesses.
9. To guide the school to its educational goals and objectives.
10. To improve the school in every facet of operations.
11. To promote spiritual vitality of the school.
12. To sustain the school's financial viability and sustainability.

The following are the areas of the school's IDIP 2022-2025:

1. School Philosophy, Vision-Mission, Goals, and Objectives
2. Teaching and Learning
3. Human Resources
4. Student Services
5. Physical Facilities
6. Leadership and Governance
7. Financial Resources
8. Quality Assurance, Research, and Institutional Development
9. School, Family, and Community Relations

Strategic Directions for SY 2022-2023

The gradual transitioning of school into the new normal starting with SY 2022-2023 enabled the school to chart the 6-Point Strategic Directions. These are:

1. Implementation of SES - IDIP 2022-2025
2. Edwardian EDGE Plus (Enriched Virtual / Hybrid Learning Modality)
3. DepEd SSAT
4. Faculty Development
5. Curriculum Review and Development
6. Holistic Development of Learners

Strategic Direction No. 1:

The IDIP - Institutional Development and Improvement Plan for SY 2022-2025 strategizes the following areas of improvement:

1. School Philosophy, Vision-Mission, and Goals
2. Curriculum, Assessment, and Instruction
3. Human Resources
4. Facilities
5. Administration & Governance
6. Student Services
7. School Budget & Finance
8. Quality Assurance, Research & Institutional Development
9. School, Family, and Community Relations

Strategic Direction No. 2:

The implementation of Edwardian EDGE Plus - the Enriched Virtual / Hybrid Learning Modality for SY 2022-2023. It has the following key features:

1. Rich Learning Experiences
2. Learning Assessments

3. Tactile / Kinesthetic Learning
4. Socio-Emotional Learning (SEL)

Strategic Direction No. 3:

The implementation and compliance to DepEd SSAT - School Safety Assessment Tool. It has the following areas:

1. Managing School Operations
2. Focusing on Teaching and Learning
3. Well-Being and Protection
4. Home-School Coordination

Strategic Direction No. 4:

It intends to intensify and upgrade the qualification and competencies of faculty and staff through an intentional Faculty Development Program.

1. Implementation of Faculty Development Program (FDP).
2. Graduate studies of teachers and school officers.
3. Faculty In-Service Training (FIT).
4. Continuous attendance to seminars, trainings and workshops.
5. Membership to professional organizations.
6. Strengthening community involvement.
7. Leading faculty members to the conduct of research.
8. Recognizing meritorious teaching performance.
9. Recognizing service awards.

Strategic Direction No. 5:

Sustain the curriculum review and development at the same time confronting the changing educational landscape of the Philippine educational system by emphasizing the following:

1. Competency-based learning.
2. Mindful of PAASCU standards and benchmarks.
3. Giving focus on the integration of the following areas:
 1. Curriculum-Community Integration
 2. Problem-solving Skills

3. Entrepreneurship

Strategic Direction No. 6:

The Holistic Development of Learners and the whole child by focusing on the following areas:

1. **Spiritual Development**
 - Campus Ministry
 - Parish Engagement and Service
2. **Guidance Services**
 - Homeroom Guidance Program (HGP)
 - Counseling Service
 - Socio-Emotional Learning
 - Mental Health Program
3. **Student Leadership**
 - Student Affairs Council
 - Clubs and Organizations
 - Community Participation and Involvement
4. **Campus Journalism**
 - Inkpowerment
 - Campus journalism workshops
 - School publications
 - CMMA
5. **Health and Wellness**
 - Kinesthetic activities
 - Safe non-contact sports
 - Wellness sessions
 - One Art - One Sport Program

Reference:

1. Institutional Development and Improvement Plan (IDIP) IDIP 2022-2025
<https://drive.google.com/file/d/124LKRhG4it6hATD-JbQZaG4iLd0-rSTj/view?usp=sharing>
2. Annual Report - SY 2021-2022
<https://drive.google.com/file/d/1VmuF6baa2AnObL573vBC2ud4I5yR-rY9/view?usp=sharing>
3. Strategic Directions
https://docs.google.com/presentation/d/1D_5JCfzxKaaTT1Va5MD5ak251kN6ctPu/edit?usp=sharing&ouid=103848983024352499118&rtpof=true&sd=true
4. School Safety Assessment Tool
<https://drive.google.com/drive/folders/1SEBt62S6swHen07CP6MIc2XMFMvOjTIL>
5. PAASCU Reports
<https://ses.edu.ph/paascu>
6. Learning Continuity Plan SY 2020-2021 and SY 2021-2022
<https://drive.google.com/file/d/1NMwZi6wvgZdW5zyRD2AxMCUsfm2ZNWD0/view?usp=sharing>
7. Hybrid-Flexible Learning Modality - A Learning Continuity Plan for SY 2022-2023
<https://drive.google.com/file/d/13gF6OyBCxHJQB8C2ppbf-HMMJuOsax7f/view?usp=sharing>