



Republic of the Philippines
Department of Education
Central Visayas, Region VII
Province of Bohol
DIVISION OF CITY SCHOOLS
Tagbilaran City



DIVISION MEMORANDUM
No. 390 S. 2018

July 17, 2018

PREVENTIVE DRUG EDUCATION PROGRAM POLICY FOR CURRICULUM AND INSTRUCTION

To : Schools Division Superintendents
Public and Private Secondary School Heads
All Others Concerned

1. For the information and guidance of all concerned, enclosed is a copy of Dep Ed Order No. 030, s. 2018 dated July 12, 2018 with the Subject: **Preventive Drug Education Program Policy for Curriculum and Instruction.**
2. The Department of Education, issues the enclosed Preventive Drug Education Policy for Curriculum and Instruction in support of the National Drug Education Program.
3. For more information and guidance, please read enclosure therein for your awareness.
4. Please be guided accordingly.


VIRGINIA C. ZAPANTA, Ed. D., CESO V
Schools Division Superintendent



Republic of the Philippines
Department of Education

12 JUL 2018

DepEd ORDER
No. **030**, s. 2018

**PREVENTIVE DRUG EDUCATION PROGRAM POLICY
FOR CURRICULUM AND INSTRUCTION**

To: Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Preventive Drug Education Program Policy for Curriculum and Instruction** in support of the National Drug Education Program as provided in Section 43, Article IV of Republic Act No. 9165, hereunder quoted as follows: *Instruction on drug abuse prevention and control shall be integrated in the elementary, secondary and tertiary curricula of all public and private schools, whether general, technical, vocational or agro-industrial as well as in nonformal, informal and indigenous learning systems. Such instructions shall include: (1) Adverse effects of the abuse and misuse of dangerous drugs on the person, the family, the school and the community; (2) Preventive measures against drug abuse; (3) Health, socio-cultural, psychological, legal and economic dimensions and implications of the drug problem; (4) Steps to take when intervention on behalf of a drug dependent needed, as well as the services available for the treatment and rehabilitation of drug dependents; and (5) Misconceptions about the use of dangerous drugs such as, but not limited to, the importance and safety of dangerous drugs for medical and therapeutic use as well as the differentiation between medical patients and drug dependents in order to avoid confusion and accidental stigmatization in the consciousness of the students otherwise known as the Comprehensive Dangerous Drugs Act of 2001.*

Likewise, as stated in the Political Declaration and Plan of Action of the United Nations Office of Drugs and Crime (UNODC) of which the Philippines is a member, the world's drug problem remains a common and shared responsibility that requires effective and increased international cooperation that demands an integrated, multidisciplinary, and balanced approach to supply and demand reduction strategies.

2. The policy aims to:

- Strengthen the implementation of the PDEP in schools and CLCs through curriculum integration across all learning areas;
- Provide capability for DepEd personnel in the implementation of the PDEP;
- Ensure that PDEP services are available and accessible to all learners, teaching and non – teaching personnel;
- Create strong partnership with various stakeholders in promoting the PDEP;
- Encourage PDE research for evidence-based decision-making and policy formulation;
- Establish a strategic and systematic monitoring, evaluation and feedback mechanism to ensure continuity of the program; and
- Ensure allocation of funds for program sustainability.

3. This order shall take effect immediately upon its approval.

4. All Orders, Memoranda, and other issuances inconsistent with this policy are deemed repealed, rescinded, or amended accordingly upon its effectivity.

5. Immediate dissemination of and strict compliance with this Order is directed.



LEONOR MAGTOLIS BRIONES
Secretary

Encl: As stated

Reference: DepEd Order No.12, s. 2009

To be indicated in the Perpetual Index
under the following subjects:

DRUG EDUCATION
BUREAUS AND OFFICES
CHANGE
OFFICIALS
POLICY
RULES AND REGULATION
SCHOOLS

PREVENTIVE DRUG EDUCATION PROGRAM POLICY FOR CURRICULUM AND INSTRUCTION

I. RATIONALE

The use of illicit drugs is a complex health issue that negatively impacts people's well-being. It is associated with physical, psychological and behavioral problems which can result to failure to realize educational potentials.

The United Nations Office on Drugs and Crime (UNODC) World Drug Report 2017 estimated that a quarter of a billion people used at least one drug in 2015. About 29.5 million people who use drugs or 0.6 per cent of the global adult population - were engaged in problematic use and suffered from drug use disorders, including dependence. These data show that the impact of drug use in terms of its consequences on health continues to be devastating.

In the Philippines, the use of illicit drugs continues to pose a threat to national security and economic stability, hindering the pursuit of inclusive growth and sustained development. To curb this, RA 9165 (Comprehensive Dangerous Drugs Act of 2002) was enacted with high regard for supply reduction, preventive education, and treatment and rehabilitation.

The Department of Education (DepEd) recognizes the need to protect learners from all forms of threats, including those posed by illicit drugs, to their personal safety, security, and well-being. This is pursuant to Section 43 of Article IV of Republic Act 9165 which provides that *"Instruction on drug abuse prevention and control shall be integrated in the elementary, secondary and tertiary curricula of all public and private schools, whether general, technical, vocational or agro-industrial as well as in non-formal, informal and indigenous learning systems. Such instructions shall include: (1) Adverse effects of the abuse and misuse of dangerous drugs on the person, the family, the school and the community; (2) Preventive measures against drug abuse; (3) Health, socio-cultural, psychological, legal and economic dimensions and implications of the drug problem; (4) Steps to take when intervention on behalf of a drug dependent is needed, as well as the services available for the treatment and rehabilitation of drug dependents; and (5) Misconceptions about the use of dangerous drugs such as, but not limited to, the importance and safety of dangerous drugs for medical and therapeutic use as well as the differentiation between medical patients and drug dependents in order to avoid confusion and accidental stigmatization in the consciousness of the students.*

Relatively, DepEd has issued DepEd Order No. 12 s. 2009, Strategic Framework on Adolescent Health and Development, DepEd Memorandum 200 s. 2016 (Strengthening the National Drug Education Program in Schools), DepEd Order 37 s. 2017 (Department of Education Drug-Free Workplace Policy) and

DepEd Order No. 40 (Guidelines for the Conduct of Random Drug Testing in Public and Private Secondary Schools). In promoting a drug-free school, DepEd designed an anti-drug strategy anchored on three core pillars: (1) Curriculum and instruction; (2) Co-curricular initiatives; and (3) Preventive drug education and drug testing in the workplace and in schools.

The Preventive Drug Education Program Policy (PDEP) covers the first and third pillars (excluding drug testing) of the anti-drug strategy. It aims to effectively deliver the PDEP, which puts premium on the creation of curricular platforms that will ensure the integration of essential messages and key competencies in the K-12 Basic Education Program. It supports positive school norms and learning climate as it cultivates personal discipline, character formation and social accountability among learners in order to reduce the impact of illicit drug use in schools, Community Learning Centers (CLCs) and communities. Cognizant of the significance of various stakeholders as valued partners in promoting the program, DepEd enjoins the active involvement of all stakeholders in promoting the PDEP through parent education and community outreach.

II. SCOPE

The policy shall cover DepEd curriculum development and instruction, learning delivery, research and assessment. It shall apply to all DepEd officials and employees at all levels as well as to all learners in basic education. Private schools may adopt and are encouraged to formulate their own school preventive drug education program/policy consistent with this Order.

III. DEFINITION OF TERMS

1. **Drug** - any chemical agent, natural or synthetic, that alters the biological structure or functioning of an organism when administered.
2. **Effective Classroom Environment** –a positive and conducive classroom climate essential for optimal teaching and learning to occur. In order to establish this type of environment, a respectful, mutual, and encouraging relationship is required between the teacher and each learner.
3. **Evidence-based Practice** – use of systematic decision-making processes or provision of services which have been shown, through available scientific evidence, to consistently improve measurable client outcomes (Evidence Based Practice Institute, 2012).
4. **Illicit Drug Use**- use of illegal drugs such as marijuana, shabu or cocaine.

5. **Information, Education, and Communication (IEC) materials** – materials or tools such as brochures, posters and training kits, to promote positive behavior and avoid drug use.
6. **Life Skills** – abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life such as decision-making, goal-setting, and communication skills (World Health Organization).
7. **Non-Punitive Discipline** - positive discipline or discipline without punishment.
8. **Preventive Drug Education** - educational programs, policies, procedures, and other experiences that contribute to the achievement of broader health goals of preventing drug use (UNODC).
9. **Prevention Science** - study of human development and social ecology in order to improve public health by identifying malleable risk and protective factors, assessing the efficacy and effectiveness of preventive interventions and identifying optimal means for dissemination and diffusion (Universal Prevention Curriculum, 2015).

IV. POLICY STATEMENT

This policy aims to:

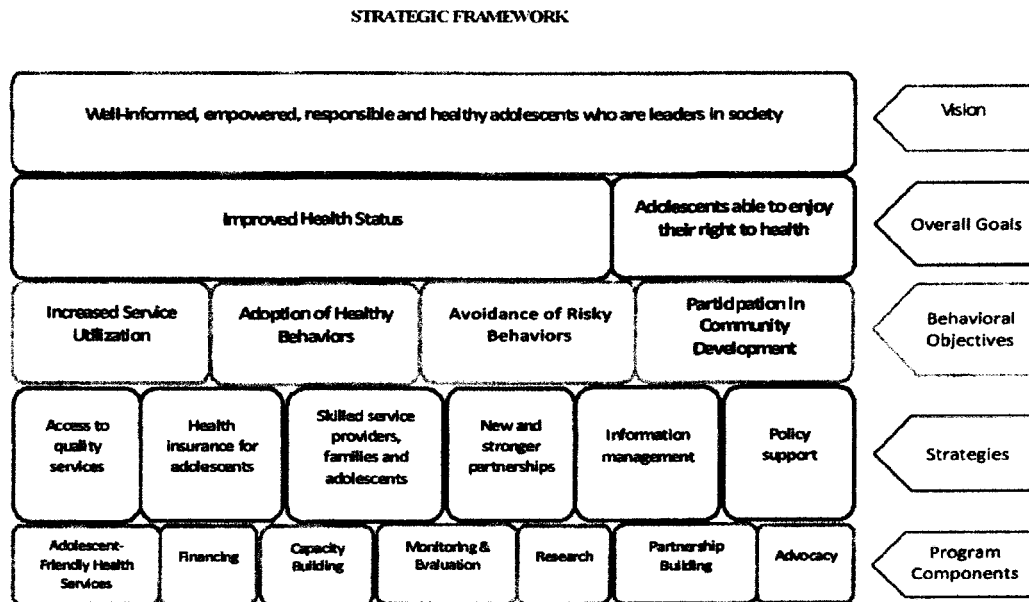
1. Strengthen the implementation of the PDEP in schools and CLCs through curriculum integration across all learning areas;
2. Provide capability for DepEd personnel in the implementation of the PDEP;
3. Ensure that PDEP services are available and accessible to all learners, teaching and non – teaching personnel;
4. Create strong partnerships with various stakeholders in promoting the PDEP;
5. Encourage PDE research for evidence-based decision-making and policy formulation;
6. Establish a strategic and systematic monitoring, evaluation and feedback mechanism to ensure continuity of the program; and
7. Ensure allocation of funds for program sustainability.

V. Policy Framework

Consistent with Prevention Science principles, the UNODC International Standards on Drug Use Prevention, the RA 9165 thrusts and objectives, and the

National Drug Education Program, the PDEP adheres to the Adolescent Health Strategic Framework and Guiding Principles provided herein.

A. Adolescent Health Strategic Framework



The Adolescent Health Strategic Framework aims to develop Filipino adolescents who are well-informed, empowered, responsible and healthy through health promotion and behavior change, access to quality services, skilled service providers, stronger partnerships, information management and policy support, which are achieved by a variety of strategies. In turn, these strategies will be built upon actionable program components.

B. Guiding Principles

These guiding principles have been developed in consultation with various stakeholders: experts, administrators, teachers, education leaders and youth representatives who made professional judgments after consideration of the available research and current practices in preventive drug education.

1. Preventive drug education is a whole-school issue, and promoting a drug-free learning environment that supports student development and academic achievement is everyone’s responsibility.
2. Preventive drug education should be culture-responsive and inclusive, be based on the best available science, and should emphasize learning outcomes delivered through an interactive and collaborative approach.

3. Drug-related learning outcomes should be anchored on learning areas such as Health Education and *Edukasyon sa Pagpapakatao* (EsP) to ensure progression and continuity but PDE concepts should be integrated with other learning areas.
4. Training of teaching and non-teaching personnel in PDEP enhances program impact and sustainability.
5. Projects, programs and activities on PDE should be designed to support the teaching and non-teaching personnel to help learners be well-rounded, happy and smart.
6. PDEP and its outcomes should be evaluated regularly for corrective actions and guidance for future decisions.

VI. Mainstream Preventive Drug Education Program in all Programs and Projects of the Curriculum and Instruction (CI)

This policy looks at the strategy for promoting preventive drug education program in the different levels of curriculum and instruction. It seeks to ensure that across the entire policy, opportunities are sought to narrow gaps and provide support for the development of this program.

A. Curriculum Standards

Preventive drug education should be supported through the following strategies:

1. Develop PDEP Framework, learning outcome indicators and a set of core messages per key stage
2. Review and conduct curricular mapping to identify entry points for PDE concepts and competencies, which responds to students needs in all learning areas and lifelong learning. Preventive drug education is about far more than the physiological effects of drugs and is most successfully delivered as part of Lifelong Learning.
3. Ensure that PDEP is based on a whole school approach that utilizes research and evidence-based practice, effective pedagogy and encourages a positive school climate and strong partnerships.
4. Ensure minimum standards on PDEP into curricular, co-curricular activities, and extra-curricular programs, which complement and supplement the academic curriculum. All schools should encourage learners to get involved in activities, which promote a healthy lifestyle as an alternative to drug abuse.
5. Include in the school calendar the observance and celebrations related to preventive drug education.
6. Focus on relevant situations and the subsequent emotions that influence choice, thinking skills, especially risk assessment and problem solving and interpersonal skills especially assertiveness and the language of assertion.

B. Curriculum Delivery

These strategies are defined to mean many ways by which a curriculum standard enables the target audience to achieve their goals. It establishes a ground rules for discussion to ensure its effective delivery.

1. Deliver a developmentally-appropriate, culture-sensitive, and evidence-based drug education program characterized by interactive methods and positive messaging.
2. Design PDEP models of instruction in the delivery of the program in the curriculum through a variety of approaches including using interactive methods, series of structured sessions, providing an opportunity to practice and learn a wide array of personal and social skills, including coping, decision making and resistance skills in relation to substance abuse (UNODC, International Standards on Drug Use Prevention (2015), page 21.)
3. Provide a well-designed Daily Lesson Plan (DLP) on PDEP to support teachers in organizing and managing their lessons effectively and efficiently to ensure the achievement of learning outcomes.
4. Provide adequate and responsive capacity building for all teachers in both public and private schools, through in-service trainings and workshops.
5. Utilize Alternative Delivery Modes/Flexible Learning Options (i.e. Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools, Balik-Paaralan Para sa Out-of-School Adults (BP-OSA) and Alternative Learning System in the delivery of life skills training and continuing education for learners undergoing treatment and rehabilitation for drug use.
6. Ensure that all schools shall conduct regular education and information activities to raise stakeholders' awareness on the nature of drug use, its health impact, and ways to prevent initiation or progression to dependence based on Prevention Science. These activities aim to build their capacities for drug literacy.
7. PDEP model should be incorporated into the teacher training to provide all teachers with the basic knowledge of preventive drug education and

essential skills to handle students at risk with special emphasis on teaching/instructional methods.

C. Learning Resources

This part describes the strategies of learning resources and provides ways of delivering preventive drug education effectively to learners.

1. Develop and provide PDEP learning resources (LRs) which consider the expected learning outcomes and standards described in the PDEP curriculum framework.
2. Provide orientation for publishing and development teams to emphasize the inclusion of PDE key concepts and core messages in learning resource development.
3. Ensure that learning resources are developmentally and age-appropriate, and consider the particular needs of the learner.
4. Provide technical assistance to the field offices in the development, contextualization, localization, and indigenization of learning resources integrating PDE core messages and key concepts.

D. Assessment

This section describes the strategies to be carried out by the Bureau of Assessment. It commits to:

1. Include PDE core messages and key concepts in the test development process specifically in the table of specifications based on the learning competencies.
2. Utilize conventional and authentic assessment in measuring PDE knowledge acquisition and life skills development among learners.

VII. Duties and Responsibilities

A. DepEd Central Office shall:

1. Oversee nationwide implementation of this program, monitoring and evaluation, through the Bureau of Curriculum Development (BCD);
2. Formulate a standard of reporting and procedures for monitoring and evaluation and maintain the central repository of regional reports on violations of the implementation of PDEP; and

3. Provide capacity building and technical assistance to implementers for effective program implementation.
4. Coordinate with other offices/programs especially drug-free workplace program.
5. Allocate funds in the implementation of preventive drug education.

B. Regional Offices (ROs)

The Regional Offices shall have the following duties and responsibilities:

1. Implement the policy and guidelines for PDEP through the Curriculum and Learning Management Division (CLMD) in coordination with SGOD;
2. Lead advocacy campaigns, effective preventive drug education, and public awareness programs on the detrimental effects of drug use for both learners and DepEd personnel;
3. Document evidence-based practices of SDOs intended to promote new techniques, methodologies, assessment and research, classroom management, child development, and non-punitive discipline relative to PDEP;
4. Monitor and evaluate the implementation and enforcement of policy and implementing guidelines for preventive drug education by the SDOs;
5. Provide technical assistance to SDOs;
6. Network and collaborate with potential partner agencies, organizations, and Local Government Units (LGUs) for fund and technical support for curriculum development, program policy advocacy, legislation, monitoring and evaluation;
7. Give recommendations to the Central Office (CO) on the policies, curriculum implementation, assessment programs, and services;
8. Submit consolidated quarterly report, not later than second week of every quarter to the CO-BCD.

C. Schools Division Offices (SDOs)

The SDOs shall have the following duties and responsibilities:

1. Implement the policy and guidelines for preventive drug education through the Curriculum Implementation Division (CID);
2. Provide technical assistance to schools and CLCs;
3. Monitor the delivery of Preventive Drug Education (PDE) across learning areas;
4. Conduct training and capacity building for program implementers;
5. Gather evidence-based practices of schools and CLCs intended to promote new techniques, methodologies, assessment and research,

- classroom management, child development, and non-violent discipline relative to PDEP;
6. Monitor and evaluate the implementation of policy guidelines for preventive drug education by the schools and CLCs;
 7. Network, collaborate and maintain partnerships with potential partner agencies, organizations, and Local Government Units (LGUs) for fund and technical support for curriculum development, program policy advocacy, legislation, monitoring and evaluation;
 8. Manage the development of teacher-made IEC materials and/or replication of existing teaching modules and aids for preventive drug education;
 9. Give recommendations to the Central Office (CO) through the Regional Office on the policies, curriculum implementation, assessment programs, and services;
 10. Submit consolidated quarterly report from Schools, not later than the first week of every quarter to the RO-CLMD.

D. School Personnel

1. The School Head

The School Head shall have the following duties and responsibilities;

- a. Ensure proper implementation of the policy guidelines on PDEP;
- b. Incorporate PDE outcomes as one of the performance objectives in their Organizational Performance Commitment and Review Form (OPCRF);
- c. Lead in contextualizing the implementation of PDEP through lesson delivery, assessment and in the conduct of school activities;
- d. Conduct appropriate training and capacity building activities on the implementation of contextualized PDEP;
- e. Monitor and evaluate the implementation of contextualized PDEP;
- f. Provide technical assistance to teaching and non-teaching Personnel on PDEP;
- g. Coordinate with the appropriate offices and other agencies or instrumentalities for appropriate assistance and interventions, as may be required in the performance of his/her functions;
- h. Allocate funds for the development of teacher-made IEC materials for preventive drug education through the school MOOE and other fund sources;
- i. Maintain an updated report in the implementation of policy guidelines on PDEP;
- j. Document evidence-based practices of schools and CLCs intended

- to promote new techniques, methodologies, assessment and research, classroom management, child development, and non-violent discipline relative to PDEP; and
- k. Submit quarterly report to the SDO-CID.

2. Teaching Personnel

The Teaching Personnel shall have the following duties and responsibilities:

- a. Ensure the delivery of preventive drug education lessons across learning areas;
- b. Develop teacher-made IEC materials and utilize interactive teaching strategies for preventive drug education; and
- c. Ensure effective assessment of the competencies of preventive drug education.

VIII. Monitoring and Evaluation

The CO, ROs, SDOs and school heads shall continuously gather feedback on the implementation of the Preventive Drug Education Program from all concerned internal and external stakeholders. They shall allocate a period for review of this policy to further enhance its provisions and effectiveness. Furthermore, all concerned offices in implementing this policy shall be guided by the attached monitoring and evaluation tool.

IX. Effectivity and Transitory Provision

All DepEd Orders, Memoranda and other related issuances, rules, regulations and provisions which are inconsistent with these guidelines are hereby repealed and rescinded.

This policy shall take effect immediately upon its issuance.

X. References

1. Republic Act

RA 9165, *Comprehensive Dangerous Drugs Act of 2002*

2. DepEd Orders

DepEd Order No. 48, s. 2016 entitled *Policy and Guidelines on Comprehensive Tobacco Control*

DepEd Order 18. S., 2015 Guidelines and Procedure on the Management of the Children at risk and Children in Conflict with the Law

DepEd Order No. 40 s. 2012, *DepEd Child Protection Policy*
DepEd Order No. 80 s. 2009, *Revised General Guidelines on Random Drug Testing of High School Students.*
DepEd Order No. 12, s. 2009 entitled *Strengthening the National Drug Education Program (NDEP) in Schools*
DepEd Order No. 5, s. 2003 entitled *Promulgating the Implementing Rules and Regulations (IRR) of Republic Act No. 9165 Otherwise Known as the "Comprehensive Dangerous Drugs Act of 2002"*
DepEd Order No. 32 s. 2017, *Creation of Department of Education Drug-Free Workplace Committee*
DepEd Order No. 37 s. 2017, *Creation of Department of Education Drug-Free Workplace*
DepEd Order No. 40 s.2017, Guidelines for the Conduct of Random Drug Testing in Public and Private Secondary Schools

3. DepEd Memoranda

DepEd Memorandum No. 200, s. 2016, *Strengthening the National Drug Education Program in Schools*
DepEd Memorandum No. 245 s. 2010 *Work Conference on the National Drug Education Program*

4. Other References

Dangerous Drug Board (DDB) Board Regulation No. 5, s.2007
Evidence Based Practice Institute (2012).
Philippine Anti-Drug Strategy 2015-2020, Dangerous Drugs Board
Primer on Positive Discipline in Everyday Teaching
United Nations Office on Drugs and Crime (UNODC) Schools: School-based Education for Drug Abuse Prevention
United Nations Office on Drugs and Crime (UNODC) International Standards on Drug Use Prevention Education
United Nations Office on Drugs and Crime (UNODC) World Drug Report 2017.
Universal Prevention Curriculum for Substance Use, 2015. Colombo Plan
International Centre for Credentialing and Education of Addiction Professionals
World Health Organization

ANNEXES

List of Acronyms

| | |
|---------|---|
| AIP | -Annual Implementation Plan |
| BCD | -Bureau of Curriculum Development |
| CID | -Curriculum Implementing Division |
| CLC | -Community Learning Center |
| CLMD | -Curriculum and Learning Management Division |
| CO | -Central Office |
| CPC | -Child Protection Committee |
| DDB | -Dangerous Drugs Board |
| DEDP | - Division Education Development Plan |
| DO | - Department Order |
| DOH | -Department of Health |
| DORP | -Dropout Reduction Program |
| DSWD | -Department of Social Welfare and Development |
| EsP | - Edukasyon sa Pagpapakatao |
| IEC | - Information, Education and Communication |
| ICC | -Indigenous Cultural Community |
| IP | -Indigenous People |
| LGU | -Local Government Unit |
| MOOE | - Maintenance and Other Operating Expenses |
| NCIP | - National Commission on Indigenous Peoples |
| NCMF | - National Commission on Muslim Filipinos |
| NDEP | -National Drug Education Program |
| NFE A&E | -Non-Formal Education Accreditation and Equivalency |
| NGO | -Non-Government Organization |
| OPCRF | - Organizational Performance Commitment and Review Form |
| PADS | - Philippine Anti-Drug Strategy |
| PDE | -Preventive Drug Education |
| PDEP | - Preventive Drug Education Program |
| PNP | -Philippine National Police |
| PPA | -Programs, Projects and Activities |
| RA | -Republic Act |
| RO | - Regional Office |
| REDP | - Regional Education Development Plan |
| SDO | -Schools Division Office |
| SIP | -School Improvement Plan |
| UNODC | -United Nations Office on Drugs and Crime |

Suggested Monitoring and Evaluation Tool
PREVENTIVE DRUG EDUCATION PROGRAM

School/ : _____ *Date of* : _____
Community : _____ *Monitoring* : _____
Learning Center : _____
School Head : _____

This M and E Tool shall be accomplished by any monitoring personnel (PDE Regional/ Division Focal Persons, EPSs, PSDSs or any member of the PDE Committee).

Direction: Using the PDEP M&E tool put a check (√) mark in either strengths or opportunities for improvement column and provide remarks in each of the columns.

I. Curriculum and Instruction

| <i>Indicators</i> | <i>Positive Findings (Strengths)</i> | <i>Growth Needs (Opportunities for Improvement)</i> | <i>Remarks/ TA Given</i> |
|--|--|---|--------------------------|
| A. Curriculum | | | |
| 1. Conducted curriculum mapping to identify entry points of PDE Concepts and competencies. | | | |
| 2. Developed or adopted supplementary PDE materials | | | |
| B. Instruction | | | |
| <i>For Instructional Managers</i> | | | |
| 1. Incorporated PDE outcomes as one of the performance objectives in their Organizational Performance Commitment and Review Form (OPCRF) | | | |
| 2. Incorporated in the Monthly Monitoring and Supervisory Plan/ Report the implementation of PDE Program. | | | |
| <i>For Classroom Teachers</i> | | | |
| 1. Integrated PDE Concepts along: | | | |
| a. instructional planning; | | | |
| b. delivery; and | | | |
| c. assessment. | | | |

II. Intervention Programs and Services

| <i>Indicators</i> | <i>Positive Findings (Strengths)</i> | <i>Growth Needs (Opportunities for Improvement)</i> | <i>Remarks/ TA Given</i> |
|---|--|---|--------------------------|
| 1. Developed and implemented school and community-based drug education prevention plan. | | | |

| | | | |
|---|--|--|--|
| 2. Established linkages with GOs, NGOs and the like to support the implementation of PDE Program. | | | |
| 3. Documented drug-related cases in school. | | | |
| 4. Referred learners involved in drug-related incidents for counseling or rehabilitation services | | | |

III. Learning and Development Activities

| <i>Indicators</i> | <i>Positive Findings (Strengths)</i> | <i>Growth Needs (Opportunities for Improvement)</i> | <i>Remarks/ TA Given</i> |
|--|--------------------------------------|---|--------------------------|
| Conducted learning and development activities to raise stakeholders' awareness in drug use prevention. | | | |

IV. Advocacy Campaigns

| <i>Indicators</i> | <i>Positive Findings (Strengths)</i> | <i>Growth Needs (Opportunities for Improvement)</i> | <i>Remarks/ TA Given</i> |
|---|--------------------------------------|---|--------------------------|
| 1. Conducted information dissemination campaigns (i.e. media, print ads) to raise awareness of the PDE Program. | | | |
| 2. Integrated DAPC Week in the calendar of activities (Please refer to DM 129, s. 2015). | | | |
| 3. Put up PDE signage within and outside school premises. | | | |
| 4. Incorporated PDE as one of the priority programs of the School Improvement Plan (SIP). | | | |
| 5. Fostered collaboration among stakeholders to strengthen PDE Program implementation. | | | |

V. Monitoring, Evaluation and Research

| <i>Indicators</i> | <i>Positive Findings (Strengths)</i> | <i>Growth Needs (Opportunities for Improvement)</i> | <i>Remarks/ TA Given</i> |
|---|--------------------------------------|---|--------------------------|
| A. Monitoring and Evaluation | | | |
| 1. Prepared and submitted PDE Annual Work Plan. | | | |
| 2. Conducted and submitted Quarterly PDE Accomplishment Report. | | | |
| 3. Prepared and submitted PDE Annual Accomplishment Report (narrative and pictorial). | | | |
| 4. Conducted PDE Program Implementation Review. | | | |
| B. Research | | | |
| 1. Proposed and completed researches along PDE Program. | | | |

| | | | |
|---|--|--|--|
| 2. Shared and utilized research findings to improve PDE Program Implementation. | | | |
| 3. Identified Evidence-Based prevention Intervention Programs as proven by research findings. | | | |

General Comments, Suggestions and Recommendations:

Prepared by:

Monitoring Personnel

Conforme:

School Head

MONITORING TOOL
Preventive Drug Education

Name of School: _____

Date of Monitoring: _____

Name of School Head: _____

Direction: Using the PDEP M&E tool put a check (√) mark in either observed or not observed column and provide remarks in each of the columns.

| Content | Observed/Available | Not Observed/Available | Remarks |
|---|--------------------|------------------------|---------|
| A. School Climate | | | |
| 1. PDE signage/s | | | |
| 2. PDE Service Center/s (Guidance Center, Clinic, etc) | | | |
| 3. PDE Bulletin | | | |
| 4. Presence of PDE Committee | | | |
| 5. Smoke Free Zone | | | |
| 6. Drug Free Zone | | | |
| 7. Security Guard/Barangay Tanod/School Care Taker | | | |
| 8. Students Handbook | | | |
| 9. Others (Pls specify) _____ | | | |
| B. PDE Portfolios | | | |
| 1. Regional/Division/School Memos | | | |
| 2. PDE Action Plan | | | |
| 3. PDE Accomplishment Report | | | |
| 4. RA 7624 | | | |
| 5. RA 9165 | | | |
| 6. Presidential Proclamation No. 124 | | | |
| 7. DepEd Order No. 12, s. 2009 | | | |
| 8. DepEd Memo 200, s. 2016 | | | |
| 9. DepEd Memo 129, s. 2015 | | | |
| 10. DepEd Order 40, s. 2017 | | | |
| 11. Other Memos related to PDE | | | |
| C. Guidance Service | | | |
| 1. Record of Drug-related Incidents | | | |
| 2. Records of learners who were provided with counseling services related to drug use | | | |
| D. Instruction | | | |
| 1. Integration of PDE concepts | | | |
| 1.1 Instructional Planning | | | |
| 1.2 Delivery | | | |
| 1.3 Assessment | | | |

| | | | |
|---|--|--|--|
| E. Programs, Activities and Projects related to PDE as stated in DepEd Memo 129, s. 2015 | | | |
| F. Allocation of Budget | | | |
| G. Stakeholders Support | | | |
| | | | |

Comment/Recommendation _____

Name of Monitor

Conforme:

School Head)

Date