

I. PROPOSED PROJECT: ROTARY SPECIAL EDUCATION (SPED) GREEN INNOVATIVE LEARNING ZONE

II. PROPONENT: ROTARY CLUB OF SAN JOSE- DISTRICT 3810

III. CONTACT PERSON: MS. CIELO C. CAJAYON, DMD
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IV. PROJECT MISSION:

The mission of the ROTARY Special Education (SPED) Green Innovative Learning Zone is to become the “center of facilities for skills development of high school students who are physically challenged and at-risk students”. It is envisioned to become a “model classroom” in the province with facilities and equipment for positive reinforcement that can support, respond, and enhance students special needs in a safe and friendly environment.

V. BENEFICIARIES:

1. Physically challenged and At-risk students ages 12 and above
2. Care-takers of physically challenged and at-risk student
3. Community (i.e. Parents Teachers and Community Association)
4. Teachers in Special Education including Alternative Learning School

VI. TIME FRAME:

Submission of Proposal :	August 29, 2014
Project Proposal Review:	September 1- 30, 2014
Solidify Project and Partnership:	September 1 - October 30, 2014
Club Approval :	November 1-30, 2014
Project Mobilization and Construction -	January 2015 to March 2015

VII. REQUESTED FUND: Php 3,380,764.74

Building Cost :	Php1,200,000.00
Solar Panel:	Php 180,764.74
Equipment, Facilities and landscaping:	Php2,000,000.00
Assorted Visual Aids	

VIII. PRIORITY AREAS ADDRESSED:

The project seeks to address the three pronged target areas:

For the School	For the Community	For the Rotary Club
1) Recreation 2) Education/Skills Training 3)Information access 4)Power Reliability/ Renewable energy 5) PWDs Inclusion to the normal students in school 6)Adult Literacy Program 7) Improved management of At-Risk Students	1) Acceptance and better understanding the needs of Special Children 2) Improve relationship and increase social interaction with community, care takers and Special Children	1. Support basic education and literacy 2. Contribute to Economic and Community development 3. Support to Climate Change mitigation 4. Address the call for the following Millennium Developmental Goals : #1 Eradicate Extreme Poverty and Hunger; #2 Achieve Universal Primary Education; #7 Ensure environmental Sustainability; and #8 Develop Global Partnership for development

IX. GEO-PHYSICAL ENVIRONMENT

IX.1 LOCATION AND BOUNDARIES

Mindoro island, the seventh largest in the Philippines, is contained in the quadrangle bounded by 12⁰⁹' and 13⁰⁵⁴' north latitude and 12⁰¹ east longitude. Occidental Mindoro is one of the two provinces comprising Mindoro Island. It is located 45 km. South of Batangas and North Visayas. The entire eastern portion of the province is bounded by Oriental Mindoro and the western portion by the Apo East Passage. On the north, it is bounded by the Calavite and Verde Island Passages and on the south by Mindoro Strait. The southern most tip of Occidental Mindoro lies in the area of Sibuyan Sea.

IX.2 LAND AREA

The province is composed of 11 municipalities, of which, the municipalities of Lubang and Looc are in Lubang Island situated in the northern tip of the province. The municipality of Sablayan, with its 2, 1880.80 sq.km. area, is the largest in term of land area; almost twice the size of the entire Cavite province, Sta. Cruz, the second largest, occupies 681 sq.km. or about 11.59 percent of the province's land mass. The

municipality of Lubang, with a land area of 113.10 sq.km. is the smallest, occupying about 1.92 percent of the province's land area.

Table 1. Land Area in hectares, no. of barangays, income class, per municipality, Province of Occidental Mindoro, 2012

Municipality	Land Area	No. of Brgys.	Income Class	Income
Abra de Ilog	53,370	9	2nd	77,929,130
Calintaan	38,250	7	3rd	66,934,640
Looc	13,230	9	5th	36,119,650
Lubang	11,310	16	4th	48,758,790
Magsaysay	29,675	12	3rd	64,760,260
Mamburao	29,760	15	2nd	66,997,160
Paluan	56,450	12	3rd	69,376,490
Rizal	24,250	11	3rd	60,737,660
Sablayan	218,880	22	1st	241,653,300
San Jose	44,670	38	1st	151,185,614
Sta. Cruz	68,140	11	1st	89,994,430
Occidental Mindoro	587, 985	162	2nd	737,568,406.00

X. EDUCATION

X.1 LITERACY RATE

The National Statistics Office (NSO) defines functional literacy as a higher level of literacy which includes not only reading and writing skills but also numerical and comprehension skills. A basically literate person is one who has the ability to read and write. In Occidental Mindoro, the functional literacy rate in 2010-2011 is at 83.2 percent while basic literacy rate is 95.5. These figures show that the province was way below the Philippine literacy rate of 97 percent (among 15-24 years old male) and 98 percent (among female in 2005-2010).

X.2. SCHOOL PARTICIPATION AND DROP-OUT RATE

There was a small improvement in the participation rate in the elementary level in SY 2009-2010 to SY 2010-2011. The rates were higher compared to the secondary/high school level which was quite low at 45.9 percent in SY 2010-2011. More than 50 percent of in the secondary school age level of the population failed to attend school in two succeeding school years (SY 2009-2010, 2010-2011).

In the elementary level, sending school-age children to school requires very minimal expenses because most schools are just within their barangay. Secondary schools on the other hand are usually found in the town proper, requiring cost to transportation, meals, and other related expenses. This is also one of the many reasons for the 5 percent drop-out rate among secondary students. Poverty eradication remains a strong factor to ensure that all school-age children complete the basic education.

X.3. COHORT SURVIVAL RATE

There was a slight decline (2%) in the elementary survival rate, from 59.7 percent in SY 2009-2010 and 57.7 percent in SY 2010-2011. In the secondary level, the rate also decreased in SY 2010-2011 by 3.7 percent. The decreasing trend is an issue that education and Local Government Unit officials have to do something about.

X.4 CLASSROOM-PUPIL/STUDENT RATIO

Elementary (public) classroom-pupil/student ratio in SY 2009-2010 was 1:39, while in SY 2010-2011 and 2011-2012, it was 1:38. Occidental Mindoro is the third highest in the Region.

In the High School level (public), the ratio in SY 2009-2010 was 1:47, in SY 2010-2011 it was 1:48, and in SY 2011-2012 it is 1:47.98. The ratio is within MIMAROPA region's average.

X.5 PUPIL-TEACHER RATIO

MIMAROPA's Pupil-Teacher Ratio in 2011-2012 is at an average of 1:36. While Occidental Mindoro has a 1:39 average ratio which is considered acceptable/satisfactory.

Table 10. Basic education indicators (Occidental Mindoro)

Indicators	Elementary		High School	
	SY 2009-2010	SY 2010-2011	SY 2009-2010	SY 2010-2011
Literacy Rate (functional)	83.2			
Simple or Basic Literacy Rate	95.5			
Participation Rate	88.1	89.7	46.8	45.9
Drop-out Rate	0.5	0.4	5.5	5.3
Cohort-Survival Rate	59.6	57.7	73.2	69.6
Classroom-Pupil/ Student Ratio	1:34	1:4	1:5	1:5
Teacher-Pupil/ Student Ratio	1:4	1:4	1:4	1:4

XI. THE SCHOOL

San Jose National High School (SJNHS) was established in 1989 at the municipality of San Jose, Occidental Mindoro, Philippines with an initial 127 students and ten (10) teachers. The school later became the training center of all public school teachers (Division Leader School) in the province of Occidental Mindoro. In its 25 years of operation, the school's dedication to deliver its commitment and discipline can be reflected in the increase in its number of students which has now grown to 2,363 with 97 teaching and 12 non-teaching personnel.

In the year 2014-2015, the Department of Education designated the San Jose National High School as a Special Education (SPED) School for District 2 (covering the municipalities of San Jose, Magsaysay, Rizal, and Calintaan) of the province.

In the first year of implementation of SPED, school year 2014-15, there are 24 students with special needs who are enrolled. Of the total enrollees, nine (9) students have a speech defect, two (2) have hearing impairment, four (4) have vision impairment (which includes squint-eyed, partially blind, color blind), seven (7) have physical disability (upper and lower limb), and one (1) has learning disability.

The School expects SPED to grow in the succeeding years as there were only two(2) designated SPED school for the Junior Grade in the province.

XII. PROJECT DESCRIPTION

The project will be called the ROTARY SPED (SPECIAL EDUCATION) GREEN INNOVATIVE LEARNING ZONE. The proposed project seeks to become the “center of facilities for skills development for the physically challenged and at-risk students.” It is envisioned to become a “model classroom” for the province’s District 2 areas with facilities and equipment for positive reinforcement that can support and enhance physically handicapped and at-risk students with special needs.

The features and foremost consideration of this classroom building that can be a powerful teaching tool are the following, viz:

1. Can accommodate 25-30 physically challenged and at risk students at one time with the standard minimum movement area of 42-50 sq. ft. per student with total floor area of 120 sq.mts.
2. To contribute in the climate proofing, an environment friendly classroom which will be operated by solar power to partially supply the power requirement of the facilities and equipment of the center.

An eco-friendly classroom will be a tool to create environmental awareness to students in the campus - using renewable energy, an eco-friendly equipment, promote recycling to reduce waste (minimize paper waste and practice of waste segregation), putting and maintaining plants in and around the building

3. The classroom is strategically located in most of the service area in the campus such as, administrative offices, faculty, laboratory, library, sports oval and gymnasium and canteen to minimize travel distances and enhance their educational needs and opportunities.
4. The proposed classroom location is reasonable to make other students aware of the presence of the physically challenged students in the school who can further develop their sense of inclusion in the community. Moreover, it is adjacent to other classroom buildings which avoid separating physically challenged students from their peers.
5. This project reaffirms the SPED classroom as neither an excluded nor exclusive facility, but rather a necessary alternative learning centre within the school. The inclusion of this building thus embodies the general principles of intermediate education, which is to stimulate social skills, practical skills and aid intellectual development.

XII. STATEMENT OF THE COMMUNITY PROBLEM

1. CHALLENGES

Education is one of the main factors to uplift the standards of living in the community. However, due to poverty, children's education is often interrupted, especially children belonging to economically challenged families.

To keep the "Education for All" policy, the stakeholders should work hand in hand to come up with strategies so that all school-age children are in school and those who are already in school, stay and complete the elementary and secondary levels.

The Department of Education (DepEd) data on school participation rate for SY 2009-2010 was very low at 45.9 percent. More than 50 percent of the secondary school age level of the population failed to go to school in SY 2009-2010 and SY 2010-2011. Secondary schools are usually located in town proper thus requiring additional costs such as transportation, meals and other expenses. This is also one of the reasons for the 5 percent drop-out rate among secondary students.

The elementary survival rate for SY 2009-2010 and SY 2010-2011 declined from 59.7 percent to 57.7 percent or a total of 2 percent while in secondary the rate also decreased by 3.7 percent in SY 2010-2011. The MDG target for 2015 is to have a universal access to education however the province only recorded 74.2 percent in 2010.

The LGUs play an important role in providing avenues for livelihood and other income generating activities to help the marginal sectors improve their income level thereby capacitate them to spend more on education of their children.

Finally, it is significant to note that in District 2, which covers four (4) municipalities, the San Jose National High School is the one and only secondary public school (Grade 7-12) that has been designated by the Department of Education in 2014 to offer SPED Curriculum.

2. PRIORITY PROGRAMS, PROJECTS AND ACTIVITIES (PPAs)

Establishment of secondary/annex schools in strategic/populated rural barangays - Construction of school buildings in areas where there are secondary school age children in order to increase enrolment rate and reduce dropout cases most specially for males 12-15 years old.

XIII. PROJECT SUSTAINABILITY:

To ensure the sustainability of the proposed project enjoins the collaborative efforts of the school administration, the Parents Teachers and Community Association (PTCA), and the students. On the other hand, the multidisciplinary approach in teaching methods is encouraged to respond appropriately to the individual needs of the students.

A tripartite Memorandum of Agreement *(MOA) will be duly accorded by a) the School Administrator - to ensure that the budget for maintenance, repair and improvement is included the school annual budget and its annual investment plan; b) the Parent Teachers and Community Association (PTCA) - to ensure the students' guidance and cooperation in the delivery of the needed developmental care, and c) the Rotary Club of San Jose for the proper delivery of the SPED Green Learning Zone project that is within the appropriate specification to nurture the students innovative learning development.

A conduct of semestral monitoring and evaluation (M & E) of the students level of adaptation and effects on their learning in the least restrictive environment. The M&E will be composed of SPED focal person, School Counselor, DepEd District Supervisor, Rotary Club Representative, and the Representative from the Student Body Council.

XIV. IMPLEMENTATION PLAN

A. ACTION PLAN

1. Promotion of the SPED Green Learning Zone project to stakeholders
2. Identify the School SPED Multi-disciplinary Team
3. Conduct assessment and identify proposed implementation plan
4. Provide necessary trainings/workshops to concerned SPED Teachers/Coordinators
5. Implement the various activities for student and parents development / training
6. Develop and sustain the special instructional materials to develop the creative and critical thinking of at-risk students
7. Conduct cost-efficient staff development program
8. Intensify networking activities to strengthen the SPED advocacy program
9. Conduct regular monitoring and evaluation
10. Sustain and expand the SPED Green Learning Zone

B. SPED IMPLEMENTATION PLAN

Please refer to the attached Implementation Plan

C. ROTARY PROJECT EVALUATION

The Rotary project is expected to measure its success based on the following indicators:

- 1) Utilization of the building
- 2) Increase in enrollment in SPED class
- 3) Significant courses offered
- 4) Data bank on at-risk students progress evaluation
- 5) Participation of Students projects on addressing the concerns of climate change

- 6) Green Instructional materials development
- 7) Interview and Classroom evaluation of Educators Effectiveness
- 8) Parents Teachers and Community Association and Caretakers Participation

XV. BUDGET FOR THE PROJECT:

A. BUILDING BILL OF MATERIALS

Quantity	Descriptions	Amount
348	cement – fortune	90,480.00
2482	CHB #4 @ 9.50/pc.	23,579.00
49	sahara – waterproofing	1,470.00
15	sand S1 @ 1600/truckload	24,000.00
15	gravel 3/4 @ 2500/truckload	37,500.00
174	deformed bar 12mm	30,450.00
99	deformed bar 10mm	12,200.00
99	deformed bar 8mm	6,500.00
3	GI wire #16 / roll	5,700.00
15	steel saw blade	750.00
24	Nylon	360.00
37	nails (ordinary) # 1 1/2 @ 70/kg	2,590.00
3	nails (ordinary) # 3 @ 1050/box	3,150.00
3	nails (ordinary) # 4 @ 1000/box	3,000.00
12	nails (concrete) # 3 @ 75/kg	900.00
29	steel window with glass	60,417.00
7	door knob HD	3,500.00
7	door jambs 100x210	10,500.00
7	panel door (wood)	26,600.00
14	door hinges HD	4,060.00
2	toilet bowl set with flash	9,630.00
2	stainless floor drain	620.00
2	faucet (copper type)	347.00

50	Teflon	425.00
4	elbow with thread ½	94.00
12	pvc elbow ½	99.00
7	pvc tee ½	74.00
79	pvc pipe ½	7,123.00
2	neltex 400ml	490.00
10	pvc orange pipe 2" (s-1000)	2,485.00
10	pvc orange pipe 3" (s-1000)	4,470.00
15	pvc orange elbow 3"	970.00
15	pvc orange tee 3"	3,725.00
4	pvc orange wye 3"	340.00
2	tee reducer 3 to 2	170.00
4	pvc orange tee 2"	170.00
4	pvc orange elbow 2"	170.00
893	tiles 40x40	51,000.00
12	tile grout	990.00
5	coco lumber 2x2x8 (50pcs per order)	12,550.00
99	KD lumber 2x2x12	24,800.00
79	marine plywood ¼	35,700.00
20	ordinary plywood ½	13,900.00
49	roof rib-type 0.5mmx1.07mx5m (blue)	82,000.00
1250	tex screw 2 1/2"	2,480.00
10	air ventilation L-type	4,170.00
8	insulation (two sided) 10mm	26,000.00
20	C Purlins 1.5mmx2"x4"	8,800.00
39	Angle Bar 1/4"x1"	15,090.00
19	spanish type gutter (blue) gauge #24	6,950.00
12	colored plain sheet (lue) 3x8	7,070.00
8	paint enamel pail	14,670.00
8	paint thinner gallon	4,095.00
10	paint flat latex white (pail)	18,900.00
10	paint gloss latex (pail)	15,900.00
10	paint rollerbrush 9"	790.00
10	paint brush 1 1/2"	248.00
10	paint pvc plate	347.00
8	patching compound	187.00
13	sand paper #100	435.00
2	concrete neutralizer – gal	450.00
5	stikwel wood 500g	422.00
149	duplex wire #4	9,680.00
5	wire #14 (stranded) 1 roll P/D	12,000.00

5	wire #12 (stranded) 1 roll P/D	17,000.00
3	wire #8 (stranded) 1 roll P/D	19,000.00
2	circuit breaker 30amp GE PLUG-IN	868.00
5	circuit breaker 15amp GE PLUG-IN	1,737.00
10	junction box	347.00
10	utility box	149.00
2	panel box 4 holes	860.00
3	switches 3 gang OMNI	360.00
6	switches 2 gang OMNI	525.00
8	convenient outlet 2 gang	375.00
1	weather head clamp type 1/2"	100.00
12	receptacles 3" OMNI	435.00
12	light bulbs OMNI CFL 15w	1,120.00
3	pvc red long elbow 1/2"	35.00
20	pvc clamp 1/2"	40.00
3	pvc red pipe 1/2"	188.00
112	flexible hose 1/2" per meter	782.00
5	electrical tape	225.00
2	spool/insulator	210.00

ESTIMATED MATERIAL COST 793,088.00

LABOR COST 406,912.00

TOTAL PROJECT COST 1,200,000.00

(excluding sundays) PROJECT TIMETABLE 90 DAYS

Labor Cost includes:

Plumbing

Roofing

Electrical

Tiles

Construction

B. SOLAR POWER:

3.0 KW Pure Sine Wave Inverter (12V)

Items	Capacity	Unit Price	Qty	Total Price
Mono Crystalline Solar Panel (Class A)	150 WATTS	14,400.00	5	72,000.00
Deep Cycle Battery (Solar Master)	200AH	13,000.00	2	26,000.00
PWM Automatic Charge Controller	50A	15,750.00	1	15,750.00
Pure Sine Wave Inverter	(12V) 3.0KW	55,500.00	1	55,500.00
Philflex #12 Flat Cord (15 meters)		80.65	15	1,209.75
Eye Terminals		20.00	2	40.00
Roofing Installation		1,000.00	5	5,000.00
Total System Cost				175,499.75
Add: 3% Contingencies				5,264.99
Grand Total:				180,764.74

C. EQUIPMENT, FACILITIES AND LANDSCAPING ASSORTED VISUAL AIDS Php2,000,000.00