Annex "9"

Republic of the Philippines
Office of the President
ANTI-RED TAPE AUTHORITY
Quezon City

BRYAN T. BALINGIT,
Complainant,

-versus-

CTN CL-2025-0702-0224
For: Violation of Republic Act No. 11032

RONNIE S. MALLARI, in his capacity as Regional Director of the Department of Education – Regional Office III,
Respondent.

x----------x

RESOLUTION

Before the Anti-Red Tape Authority (ARTA) is the complaint by Bryan T. Balingit (Balingit) against Ronnie S. Mallari (Mallari), in his capacity as Regional Director of the Department of Education – Regional Office III, for violation of the Republic Act No. 11032 (R.A. No. 11032), otherwise known as the "Ease of Doing Business and Efficient Government Service Delivery Act of 2018."

On 02 July 2025, ARTA, through its Public Assistance Division, received the initial complaint of Balingit via email. Said complaint was docketed as CTN CL-2025-0702-0224.

On 09 July 2025, ARTA endorsed the complaint to the Committee on Anti-Red Tape (CART) of the Department of Education – Regional Office III (DepEd R.O. III) for appropriate action. However, CART failed to respond.

To consider the complaint as a formal complaint, on 11 August 2025, ARTA directed[1] Balingit through email to submit a Sworn Complaint-Affidavit (SCA). On 18 August 2025, ARTA received through email the SCA[2] of Balingit dated 18 August 2025.

[1] Screenshot of the Email requesting to submit Sworn Complaint-Affidavit 11 August 2025, is hereto attached as **Annex "A"**.
[2] Copy of the Sworn Complaint-Affidavit dated 18 August 2025, is hereto attached as **Annex "B"**.

On 06 October 2025, ARTA issued an Order for Submission of Counter-Affidavit[3] dated 01 October 2025, together with the copy of the Complaint-Affidavit, to Mallari in the interest of due process. On 14 October 2025, ARTA received the Complaint-Affidavit[4] of Mallari dated 08 October 2025 via email.

Thereafter, a Notice of Submission for Resolution[5] was sent to the parties on 27 October 2025. With the submission of respective affidavits, this case is now deemed submitted for Resolution.

This Resolution shall only discuss matters relevant to the jurisdiction of ARTA with respect to the enforcement of R.A. No. 11032.

SUMMARY OF FACTS

On 18 July 2025, Balingit submitted an Application for Inquiry and Response to DepEd R.O. III. In said application, he sought clarification on the status of his evaluation and transfer/reassignment as a teacher, which his former School Head, April G. Concepcion (Concepcion), had initiated pursuant to the authority granted by the Schools Division Superintendent, Shirley B. Zipagan (Zipagan).

In his letter dated 18 August 2025[6], addressed to Mallari, Balingit alleged that the Civil Service Commission (CSC) had endorsed to DepEd R.O. III that action on his reassignment be held in abeyance. He further claimed that, on 14 July 2025, he received via email the official reply issued by Zipagan, transmitted through the CSC, and that the Department of Education – Central Office subsequently forwarded the same reply to him on 28 July 2025.

On 17 July 2025, Balingit issued a formal response to Zipagan, wherein he questioned the validity of the grounds cited in support of his reassignment. He again elevated the matter to DepEd R.O. III and requested a definitive ruling on whether his reassignment was regular and valid. He, however, allegedly did not receive any reply from said Office.

In the same letter, Balingit further stressed that he had not received any formal communication from DepEd R.O. III acknowledging receipt of, or acting upon, the CSC endorsement directing that action on his reassignment be held in abeyance. He underscored that a formal response from the Office was necessary to

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[3] Copy of the Order for Submission of Counter-Affidavit dated 01 October 2025, is hereto attached as **Annex "C"**.

[4] Copy of the Counter-Affidavit dated 08 October 2025, is hereto attached as **Annex "D"**.

[5] Copy of the Notice of Submission for Resolution dated 27 October 2025, is hereto attached as **Annex "E"**.

[6] See Annex "A" of the Sworn Complaint-Affidavit dated 18 August 2025 [**Annex "B" of the Resolution**]

resolve his pending appeal and to determine the effectivity of the temporary suspension of his transfer/reassignment.

In his Counter-Affidavit, Mallari categorically denied the allegations against him and maintained that DepEd R.O. III acted on Balingit's request strictly in accordance with law and existing regulations.

Mallari asserted that Balingit's grievance stemmed from the reassignment order issued by Zipagan, which directed him to report to a school located within his place of residence. The reassignment allegedly arose from Concepcion's letter dated 02 June 2025, which stated that Balingit was among the declared excess teachers in the school and that his background, training, and performance did not align with the specific requirements of the Information and Communication Technology curriculum.

Mallari further stated that their Office received, via email, a letter from Balingit dated 14 June 2025[7] contesting the reassignment order. Acting on said communication, DepEd R.O. III, through its 1st Indorsement[8] dated 25 June 2025, referred the matter to the Schools Division Superintendent of the Schools Division Office of the City of San Fernando, Pampanga, with instructions to directly communicate with Balingit and address all the issues raised in his letter.

On 07 July 2025, DepEd R.O. III received a letter-reply[9] from Zipagan, setting forth the legal bases and justifications for the reassignment order issued to Balingit.

Upon evaluation of Balingit's claims and of the grounds relied upon by Zipagan in issuing the questioned reassignment order, DepEd R.O. III determined that the matter constituted a work-related grievance reflective of employee dissatisfaction or discontentment. Consequently, through its 1st Indorsement[10] dated 17 July 2025, DepEd R.O. III directed the Schools Division Grievance Committee of the City of San Fernando, Pampanga to take cognizance of Balingit's concerns and to render an appropriate decision pursuant to DepEd Order No. 35, series of 2004, otherwise known as the "Revision of the Grievance Machinery of the Department of Education."

Mallari further emphasized that the personnel movement involving Balingit constituted a reassignment, not a transfer. He likewise pointed out that the request and transaction initiated by

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[7] See Annex "1" of the Counter-Affidavit dated 08 October 2025 **[Annex "D" of the Resolution]**
[8] See Annex "2" of the Counter-Affidavit dated 08 October 2025 **[Annex "D" of the Resolution]**
[9] See Annex "3" of the Counter-Affidavit dated 08 October 2025 **[Annex "D" of the Resolution]**
[10] See Annex "4" of the Counter-Affidavit dated 08 October 2025 **[Annex "D" of the Resolution]**

Balingit with DepEd R.O. III involved a complex matter that required a thorough and careful evaluation of complicated issues.

ISSUE

Whether there is *prima facie* evidence for violation of Section 21 (e) of R.A. No. 11032.

FINDINGS

After a comprehensive evaluation of the documentary submissions of the parties, the Authority resolves the central question of whether the acts imputed to Mallari constitute *prima facie* violations of Section 21(e) of R.A. No. 11032.

At the outset, Section 21(e) penalizes the failure of a government official to render a government service within the prescribed processing time on any application or request without due cause.

Upon close examination, the first analytical step concerns the nature of the transaction undertaken by Balingit. The records demonstrate that Balingit transmitted to DepEd Regional Office III an Application for Inquiry and Response seeking clarification regarding the legal validity, propriety, and effectivity of his reassignment as a public-school teacher, including the impact of the Civil Service Commission's endorsement directing that action on said reassignment be held in abeyance. The request sought a definitive ruling on whether the reassignment was regular, justified, and enforceable. While Balingit characterizes these communications as a request for public service action, such characterization does not, by itself, bring the matter within the statutory scope of a "government service" contemplated under Section 4(f) of R.A. No. 11032.

Section 4(f) limits the term "government service" to processes involving applications for a privilege, right, license, clearance, permit, authorization, concession, or any requests that are acted upon in the ordinary course of business of the agency or office concerned. In contrast, the transaction subject of this complaint arises entirely from an internal personnel movement, the reassignment of a DepEd employee pursuant to DepEd's internal human resource management authority, and the corresponding grievance process under DepEd Order No. 35, series of 2004. Personnel assignments and reassignment disputes are intra-agency employment actions, not applications for privileges or benefits processed as services to the general public. Without proof that the subject transaction falls within Section 4(f), the first essential element of Section 21(e) remains unfulfilled.

Moreover, the uncontroverted submissions of Respondent Mallari show that DepEd R.O. III acted on Balingit's correspondence through formal indorsements, consistent with DepEd's grievance machinery. On 25 June 2025, the Office referred the reassignment contest to the Schools Division Superintendent with explicit instructions to communicate directly with the Balingit. Subsequently, on 17 July 2025, the Office endorsed the matter to the Schools Division Grievance Committee, determining that the issues raised were properly cognizable under the grievance framework established by DepEd Order No. 35. This referral was not superficial; it reflected an administrative determination that the matter required adjudication by the proper committee tasked with evaluating complaints involving employee dissatisfaction.

The Authority has long recognized that where an agency action consists of routing a matter to the proper body vested with jurisdiction, especially where the transaction involves specialized or internal administrative concerns, such referral constitutes proper official action, not inaction.

Section 21(e) expressly exempts delays occasioned by lawful grounds, including the need for further investigation, consultation, or evaluation of complex matters. Personnel reassignment disputes often implicating administrative policy, staffing distribution, teacher deployment guidelines, and CSC directives fall squarely within the category of matters requiring such careful evaluation.

Given these circumstances, the Authority finds that the totality of the evidence fails to establish the concurrence of the essential statutory requisites. The subject transaction is not a covered government service; no prescribed processing time was proven; Mallari did not fail to act; and the actions taken were supported by due and reasonable cause rooted in DepEd's established grievance system. In the absence of even the first requisite, much less the remaining ones, liability under Section 21(e) cannot attach.

Accordingly, it is determined that the complaint does not give rise to *prima facie* evidence of a violation of Section 21(e) of R.A. No. 11032. The Authority thus holds that Mallari cannot be held administratively liable under said provision.

RECOMMENDATIONS

WHEREFORE, premises considered, it is hereby recommended **TO CLOSE** herein complaint in the docket of ARTA against **RONNIE S. MALLARI,** in his capacity as Regional Director of the Department of Education – Regional Office III, for lack *of prima facie* evidence to sustain a Section 21 (e) violation.

26 NOV 2025
_____, Quezon City.

ATTY. RODOLFO B. DEL ROSARIO, JR.[11]
Attorney VI/Chief
Litigation Division

ENDORSED BY:

ATTY. CONCEPCION ZENY E. FERROLINO-ENAD
Director IV
Investigation, Enforcement, and Litigation Office

ACTION:

☑ **APPROVED** ☐ **DISAPPROVED**
☐ **OTHER INSTRUCTIONS**
(See Attached)

UNDERSECRETARY GENESES R. ABOT
Deputy Director General for Legal

[11] Handling Lawyer: Atty. Angelica M. Villafuerte

ANNEX "A"

Outlook

Re: [ARTA] CTN CL-2025-0702-0224

From Regional Field Office - Central Luzon <legal.centralluzon@arta.gov.ph>
Date Mon 8/11/2025 9:56 AM
To Bryan Balingit <bryan.balingit@deped.gov.ph>

2 attachments (46 KB)
COMPLAINT AFFIDAVIT Template.docx; Verification and Certification of Non-Forum Shopping.docx;

Greetings from the Anti-Red Tape Authority Central Luzon Regional Field Office!

We write in relation to your complaint against the Department of Education - Regional Office III. Based on our records, your complaint with complaint tracking number **(CTN) CL-2025-0702-0224** is still active as an Initial Complaint (as defined under Rule XIV Section 2 of the Implementing Rules and Regulations [IRR] of the Republic Act No. 11032).

Please be informed that at this point, we have not received any response from the complained agency. As such, in order for us to be able to proceed to the next step in considering your complaint as a Formal Complaint (as defined under the same section in the IRR mentioned above), the Authority requests for you to submit a written, subscribed, and sworn statement of your complaint.

For your convenience, we have prepared a template that will serve as a guide in completing your complaint affidavit. Please carefully review and ensure that the Formal Complaint complies with the following requirements:

1. Duly signed
2. Formal Complaint duly notarized:
    1. Signed by a Notary Public
    2. Notarial Commission is not yet expired
    3. Valid evidence of identity or government ID
    1. Certification of non-forum shopping
    2. Violation alleged duly cited

Further, we kindly request you to enclose all the necessary annexes/attachments as mentioned in the Formal Complaint form, providing comprehensive support for your case.

To facilitate the timely processing of your complaint, we request that you submit the notarized complaint affidavit and its supporting documents within **seven (7) working days** from the receipt of this communication. Please note that failure to comply within the given timeframe will result in the automatic closure of your Initial Complaint.

While we require submission of original documents, an advance copy of your complaint affidavit may be sent to legal.centralluzon@arta.gov.ph citing the above CTN, so we can already act on it.

Please send the requested documents via physical mail to our address:

ANNEX "B"

REPUBLIC OF THE PHILIPPINES)
City of San Fernando, Pampanga) S.S.

AFFIDAVIT

I, **BRYAN T. BALINGIT**, of legal age, Filipino citizen, with address at **074 MAULI ST. BRGY. DEL CARMEN, CITY OF SAN FERNANDO PAMPANGA**, hereby depose and state, that:

1. I am the sole proprietor of a business doing business under the name of _____. A copy of its *Certificate of Registration* is hereto attached as **ANNEX "___"**;

2. On **JULY 18, 2025**, I have filed an application for **INQUIRY AND RESPONSE** with **DEPARTMENT OF EDUCATION REGIONAL OFFICE III** – I submitted the duly accomplished application form, which is hereto attached as **ANNEX "_A_"**;

3. Together with the aforesaid application form are the following requirements, which were also submitted on **JULY 18, 2025**:

   a. **FOLLOW UP ON PREVIOUS CORRESPONDENCE**. A copy of which is hereto attached as **ANNEX "__B_"**;
   b. **ICT CERTIFICATES AND PMES 2024-2025**. A copy of which is hereto attached as **ANNEX "_C__"**;
   c. **CSC's ENDORESMENT OF THE ABEYANCE.** A copy of which is hereto attached as **ANNEX "_D_"**;

4. In view of the foregoing application, I have paid the corresponding fee in the amount of _____ as evidenced by the Official Receipt dated _____, which is hereto attached as **ANNEX "___"**;

5. As such, I have complied with all the requirements as stated in the Citizen's Charter of **DEPARTMENT OF EDUCATION REGIONAL OFFICE III**. A copy of the pertinent portion of said Citizen's Charter is hereto attached as **ANNEX "_E_"**;

6. Unfortunately, despite all the foregoing, my application remains pending and the corresponding **INQUIRY AND RESPONSE** is yet to be issued to date or after the lapse of ___**20**___ days.

7. ***Please narrate additional information, as necessary.***

8. By reason of all the foregoing, I am filing this complaint against **RONNIE S. MALLARI**, the **REGIONAL DIRECTOR of DEPED REGIONAL OFFICE III** for violation of **FAILURE TO RENDER GOVERNMENT SERVICES WITHIN THE PRESCRIBED PROCESSING TIME ON ANY APPLICATION OR REQUEST WITHOUT DUE CAUSE** of R.A. No. 11032 or the Ease of Doing Business and Efficient Government Services Delivery Act of 2018.

9. **Certificate of Other No-Pending Case Involving Same Parties / Non-Forum Shopping:** I attest that I have not filed any other case involving same parties and same issues before any other courts or tribunal, except for the case/s of _____ (fill the blank if with other

cases only). If should I learned one, I will inform the Authority within five (5) days from knowledge.

10. **Verification**: I caused the preparation of this Complaint-Affidavit and I attest the truthfulness of the same based on my personal knowledge and authentic documents in my possession; that this case is not filed to harass, cause unnecessary delay, or needlessly increase the cost of litigation.

11. I am executing this affidavit to attest to the truth of all the foregoing and for the purpose of filing any and all violations of **R.A. No. 11032** or the ***"Ease of Doing Business and Efficient Government Service Delivery Act of 2018"*** committed in this case.

IN WITNESS WHEREOF, we have hereunto affixed our signatures this **18TH** day of **AUGUST 2025**, at **SAN FERNANDO CITY, PAMPANGA.**

BRYAN T. BALINGIT
Affiant

SUBSCRIBED AND SWORN TO before me this AUG 18 2025 day of _____ 202X, at City of San Fernando, Pampanga, Affiants exhibiting to me his proof of identity: _____, issued on _____, issued at _____.

NOTARY PUBLIC

ATTY. RYANN T. RUEDA
NOTARY PUBLIC UNTIL 31 DECEMBER 2026
NOTARIAL COMMISSION NO. 23-24
ROLL NO. 64546
IBP MD FOR 2025 OR NO. 499791 /02 JAN. 2025
PTR NO. PAM07480376 /02 JAN. 2025
MCLE COMPLIANCE NO. VIII-0012511
ADDRESS: RUEDA LAW OFFICE
MAIN ROAD, DOSDADO MACAPAGAL
GOVENRMENT CENTER, MAIMPIS
CITY OF SAN FERNANDO, PAMPANGA
Email: atty[illegible]@gmail.com
CONTACT NO. 0917 175 5464

Doc. No. 429;
Page No. 87;
Book No. LXXXV;
Series of 202X. /2025

VERIFICATION AND CERTIFICATION OF NON-FORUM SHOPPING

I, **BRYAN T. BALINGIT**, Filipino, of legal age, a resident of **074 MAULI ST. BRGY. DEL CARMEN, CITY OF SAN FERNANDO PAMPANGA** under oath hereby depose and state that:

1. I am the complainant in the instant case against **DEPED REGIONAL OFFICE III**;

2. I caused the preparation of the foregoing Complaint-Affidavit;

3. I have read the contents thereof and the facts stated therein are true and correct of my personal knowledge and/or on the basis of copies of documents and records in my possession;

4. To the best of my knowledge and belief, no other action or proceeding is pending in the Supreme Court, the Court of Appeals or any other tribunal or agency;

5. If I should learn that a similar action or proceeding has been filed or is pending before the Supreme Court, the Court of Appeals, or different divisions thereof, or in any other tribunal or agency, I shall notify this Honorable Office within five (5) days from such notice.

BRYAN T. BALINGIT
Affiant

SUBSCRIBED AND SWORN to before me this AUG 18 2025 City of San Fernando, Pampanga at _____ City, Philippines, affiant exhibited to me her _____ with No. _____ issued at _____ on _____, as competent proof of her identity.

ATTY. RYANN T. RUEDA
NOTARY PUBLIC UNTIL 31 DECEMBER 2025
NOTARIAL COMMISSION NO. 23-24
ROLL NO. 54545
IBP MD FOR 2025 OR NO. 450751 /02 JAN. 2025
PTR NO. PAM074893/E /02 JAN. 2025
MCLE COMPLIANCE NO. VII-0013511
ADDRESS: RUEDA LAW OFFICE
MAIN ROAD MOSLINO DU MACAPAGAL
GOVERNMENT CENTER, MABIPIS
CITY OF SAN FERNANDO, PAMPANGA
Email: attyryanrueda@gmail.com
CONTACT NO. 0917 175 5454

Doc. No. 930
Page No. 87
Book No LXXXV
Series of 2025.

REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF FINANCE
BUREAU OF INTERNAL REVENUE

BALINGIT, BRYAN TAYAG
TIN: 383-045-746-000
074 MAULI ST. BRGY. DEL CARMEN,
CITY OF SAN FERNANDO PAMPANGA

BIRTH DATE: 07/30/1993
ISSUE DATE: 12/10/2020

SIGNATURE

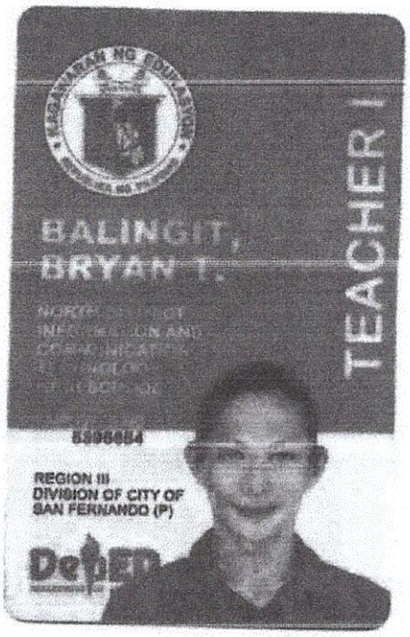
COMMISSION ON ELECTIONS
SAN FERNANDO CITY PAMPANGA
VIN: 5416-0064A-G3093BTB10000

BALINGIT
BRYAN
TAYAG

Date of Birth July 30, 1993
Civil Status Single
Citizenship Filipino
Address
074 MAULI ST., DEL CARMEN
Precinct No. 0024

Signature of Voter

SIXTO S. BRILLANTES, JR.
Chairman



KAGAWARAN NG EDUKASYON

TEACHER I

BALINGIT,
BRYAN T.

8596654

REGION III
DIVISION OF CITY OF
SAN FERNANDO (P)

DepED

013230239

* This card bears your permanent Taxpayer Identification Number (TIN). Always indicate your TIN on all returns / documents filed with the BIR.

* Report immediately to your Revenue District Officer, the loss of this card and change of name or address.

* Any person who secures and / or uses more than one TIN shall be criminally liable and shall be punishable by fine and imprisonment.

VOTER'S ID

REGION III
DIVISION OF CITY OF SAN FERNANDO
sanfernando.city3@deped.gov.ph

IMELDA P. MACARPAC, Ph.D.
Schools Division Superintendent

In case of emergency, please contact:
DANICA T. BALINGIT / 0977-332-8792

Home Address:
074 MAULI ST. BRGY. DEL CARMEN
CITY OF SAN FERNANDO, PAMPANGA

Blood Type: O+

GSIS : 2005599179

PhilHealth : 70288811527

Pag-Ibig : 121110653615

TIN : 203045746

[illegible] T. BALINGIT
Name and Signature of Employee

VERIFICATION AND CERTIFICATION OF NON-FORUM SHOPPING

I, **BRYAN T. BALINGIT**, Filipino, of legal age, a resident of **074 MAULI ST. BRGY. DEL CARMEN, CITY OF SAN FERNANDO PAMPANGA** under oath hereby depose and state that:

1. I am the complainant in the instant case against **DEPED REGIONAL OFFICE III**;

2. I caused the preparation of the foregoing Complaint-Affidavit;

3. I have read the contents thereof and the facts stated therein are true and correct of my personal knowledge and/or on the basis of copies of documents and records in my possession;

4. To the best of my knowledge and belief, no other action or proceeding is pending in the Supreme Court, the Court of Appeals or any other tribunal or agency;

5. If I should learn that a similar action or proceeding has been filed or is pending before the Supreme Court, the Court of Appeals, or different divisions thereof, or in any other tribunal or agency, I shall notify this Honorable Office within five (5) days from such notice.

BRYAN T. BALINGIT
Affiant

SUBSCRIBED AND SWORN to before me this AUG 1 8 2025 City of San Fernando, Pampanga at _____ City, Philippines, affiant exhibited to me her _____ with No. _____ issued at _____ on _____, as competent proof of her identity.

ATTY. RYANN T. RUEDA
NOTARY PUBLIC UNTIL 31 DECEMBER 2026
NOTARIAL COMMISSION NO. 23-24
ROLL NO. 54545
IBP MD FOR 2026 OR NO. 493751 02 JAN. 2025
PTR NO. PAM0748037E 03 JAN. 2025
MCLE COMPLIANCE NO. VII-0012511
ADDRESS: RUEDA LAW OFFICE
MAIN ROAD, ROSARIO MACAPAGAL
GOVERNMENT CENTER, MABIPIS
CITY OF SAN FERNANDO, PAMPANGA
Email: attyryann@gmail.com
CONTACT NO. 0917 176 5464

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Book No. LXXXV
Series of 2025.

August 18, 2025

RONNIE S. MALLARI, PhD, CESO V
Regional Director
Department of Education Regional Office 3
Matalino St., DMGC, Maimpis,
City of San Fernando, Pampanga

Sir:

Greetings!

I'm writing to formally ask for any update on the status of my concern regarding the **teacher evaluation and transfer/reassignment** that was undertaken by my former school head, April G. Concepcion as authorized by the Schools Division Superintendent, Shirley B. Zipagan.

The matter was referred to the Office of the Regional Director III for action and response. Although the Deped RO III has responded to the referral made by the Civil Service Commission and the Deped Central Office by forwarding the official reply of SDS Zipagan, the matter remains concerningly unresolved.

July 08, 2025, the Civil Service Commission has endorsed that my reassignment ***be held in abeyance*** to the Deped Regional Office III **(see attached file).**

July 14, 2025, I received via email the official reply of SDS Zipagan as forwarded by the Civil Service Commission – and later on, **July 28, 2025**, the same reply was forwarded to me by the Deped Central Office.

As early as **July 17, 2025**, I have sent a formal response to the reply of SDS Zipagan, questioning the validity of the justification for my reassignment. Again, I have inquired about the matter with the Deped Regional Office III – requesting to get finality on the issue as to whether my reassignment is regular or not vis-à-vis the rebuttal I have made.

Unfortunately, I have yet to receive any formal determination from the office-respondent.

As per the instruction of Anti-Red Tape Authority Central Luzon Regional Field Office, I may now follow-up starting August 07, 2025, to inquire about the status of my complaint.

And pursuant to **Section V: 3 (a) and (b) of the Memo Circular No. 2021-11 series of 2021, Consent to Closure of Complaint or "Annex C"** is still not served and complied with. Neither was there a clarificatory hearing intended to affirm my consent to the closure of complaint that was set **{Section VI (a)}.**

Objectively, the office-respondent's response by forwarding the reply of the Schools Division Superintendent to me has fallen short and has not amounted to a determination that shall render finality on the matter. As I have not received any formal communication from the Deped Regional Office III taking cognizance of the Civil Service Commission's endorsement of the abeyance.

I'm only awaiting now for what the Deped RO III has to say on the matter of the justification for my reassignment as found in the official reply of SDS Zipagan, whether it will find it valid or not - with consideration to its official bureaucratic and jurisdictional mandate. This much-sought response would settle my pending appeal and the determine the effectivity of the temporary suspension of my transfer/reassignment.

Hoping for your immediate response and assistance,

BRYAN T. BALINGIT

Teacher I

Republic of the Philippines

Department of Education

REGION III-CENTRAL LUZON
SCHOOLS DIVISION OF CITY OF SAN FERNANDO (P)
DEL CARMEN INTEGRATED HIGH SCHOOL

July 17, 2025

RONNIE S. MALLARI, PhD, CESO V
Regional Director
Department of Education Regional Office 3
Matalino St., DMGC, Maimpis,
City of San Fernando, Pampanga

Sir:

Greetings!

I hope this message finds you well. This is in reference to the formal and official reply of the Office of the Superintendent, Deped Division of the City of San Fernando (Pampanga) regarding my being declared misaligned and unqualified with respect to a "specialized senior high school curriculum" to be implemented by the Information and Communication Technology High School, Sindalan (CSFP) as basis for school tenure ineligibility and reassignment.

I thank Schools Division Superintendent, Shirley Zipagan for being very forthcoming in confirming everything that I have laid out in the series of inquiries I have sent to the Office of the Regional Director, Deped Region III, Deped Office of the Undersecretary for Human Resource and Organizational Development, and Regional Office III of Civil Service Commission - particularly, the basis of my being declared as an excess teaching personnel, along with two of my former co-teachers: Ms. Pamela Mercado and Ms. Amelia Centeno.

As categorically stated and established in the formal letter sent to SDS Zipagan by school head, April Concepcion:

"Mr. Balingit is not aligned with the ICT program of the school. And based on school submitted teaching load templates and HR records, and his teaching specialization does not match the revised curriculum demands. Furthermore, ICTHS, as a specialized school requires that a significant portion of its faculty demonstrate in particular, ICT-based competence and experience for which school head, April Concepcion overreachingly claimed I did not possess any."

Attached herewith is a document containing my ICT-related training(s).

Additionally, and to the inevitable disorientation of anyone reading it, I was declared "**unqualified**," only that, it's not meant in the derogatory sense of the word – but rather "***realigned to a school that matched my competence***".

"**Not being aligned** or **misalignment**, **unqualified but not derogatively** because my competence was just **realigned to another regular public school**" - I hope the Department of Education and the Civil Service Commission is seeing the overwhelming error in the citation of these technical terms that have yet to be housed and defined in a single legal or policy issuance from either of the government agencies mentioned.

"Realigned to another regular public school" - apparently inferior to my former one, that is – this is clearly implied; inferring that ICTHS is not the same regular public school. The Information and Communication Technology High School, technically, is not a **Science High School** - which is by law, in particular **DECS Order No. 69, s. 1993**, has an enriched Science, Math, English curriculum in addition to the standard requirements of the *New Secondary Education Curriculum*.

There isn't a law, not even a standing Deped policy granting ICT-High Schools a "specialized curriculum in addition to or entirely different from the standard one being employed under the K to 12 program. There are no Deped officially issued guidelines defining and governing what they termed as **"revised curriculum demands"** and **"specialized content"**. There are no ICT-High Schools employing a specialized curriculum in the country. Aside from the **Department of Education Computerization Program or DCP** which aims to provide computer laboratories and other ICT resources to schools, and policies that integrate ICT into the curriculum to enhance the teaching-learning process in general, for all public schools - there isn't a legal basis that renders what school head, April Concepcion and SDS, Shirley Zipagan have positioned to be definitive.

SDS Zipagan also mentioned in her response, a non sequitur contradictory to what they have established as basis for my reassignment, that independently, "***in compliance with the guidelines, Mr. Balingit was reassigned to the school where his residence is located.***" – citing CSC Memo Circular No. 2, s. 2005, alongside a "Paragraph IV of an issuance that states allegedly, that reassignment of teachers must be based on service requirements including school enrollment, curriculum shifts, program specialization, and staffing norms" (I failed to find what legal basis these bureaucratic conditions are stipulated in).

In the letter sent to the SDS by school head, April Concepcion has established as well that ***"Following a comprehensive review of our staffing in relation to student enrollment, curriculum needs, and alignment with our current academic programs, it has become necessary to identify teachers whose roles are now surplus to our requirements. This decision has been guided by the shift in our school's academic direction, particularly the implementation of a specialized Information and Communication Technology (ICT) Curriculum. It has been observed that the background, training, and performance of these teachers: Bryan Balingit, Pamela Mercado, Amelia Centeno – are not aligned with the specific demands of this curriculum. Despite professional support and development opportunities, these staff members have not demonstrated the capacity to effectively deliver the specialized content required in our ICT-focused program."***

Relevant supporting document referenced is an unheard of and puzzling ***Evaluation Report of Master Teachers*** (which was not communicated with us) which is not even remotely anchored in the only legitimate performance-based evaluation of teachers: **DM 017, s. 2025 – Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025** – and which I'm not even sure if it's meant to lend credence to my "aligned teacher expertise" or my unfortunate "misalignment and complimentary un-qualification to revised curriculum demands."

The random indicators of the said evaluation report are as follows:

1. Preparation and Submission of Daily Lesson Log/Plan
2. Preparation of Quarterly Periodical Exam

3. Conduct of Accurate and Timely Feedback and Intervention
4. Personal Character Traits and Professionalism
5. Response to Technical Assistance Provided

And the consolidated results of this evaluation somehow, in a manner that is extremely arbitrary, made the evaluator to come up with preposterous "comprehensive determinations" as remarks: *(Please read the aforementioned indicators again before redirecting your attention to here)*

Balingit, Bryan – ***Not aligned with ICT Program, Negligent Adherence to Department Policies, Teacher did not meet the standard in performing their key result areas that lead to learning loss.***

Contradictorily, stated in the "**Teacher's *Strengths and Best Practices Observed***" evaluation narrative:

"Mr. Balingit's strengths lie in his ability to plan lessons that are well-aligned with the curriculum, ensuring that the content meets the required learning competencies. These strengths contribute positively to the overall learning environment and student development."

- If this does not unquestionably set the record straight to my advantage, I don't know what is. ***Attached herewith is my official PMES result and rating for the S.Y. 2024-2025.***

The alarming volume of contradictory descriptions and base inconsistencies that can still be observed in this evaluation report they have established as rather, but an indigent pedestal upon which the declaration of my curriculum misalignment is mounted – sadly immobilizes me to do further rebuttal. I find it to be so unintellectual that it's not even worthy of an extensive discourse. I refused to be identified as a teacher, master of my particular craft, engaging in such incoherence and irrationality.

As per the **Philippine Professional Standards for School Heads (PPSSH)**, there is no standing stipulation expressly authorizing a school head, by virtue of his/her bureaucratic mandate, to mount an indiscriminate, out of way performance evaluation, officially and formally make a unilateral definition and declaration of a "teacher's curriculum misalignment and un-qualification. Then, enforce it as just cause and an objective ground for school tenure ineligibility and nonconsensual transfer. Nowhere can it be derived from any pertinent Deped and CSC policies that such an extreme bureaucratic determination via administrative issuance of a school head, not even that of a superintendent can be carried out as executory.

This overwhelmingly confirms the now legitimate fear I had, stated in the letter of inquiry I personally delivered to the Office of the Regional Director, Deped Region III:

"I find all this to be worryingly arbitrary, especially if we are to refer to the yet undefined grants and limitations to the school head's discretion, whose exegesis of bureaucratic flexibilities pertaining to the one in hand i.e., "teacher transfer" contextually, as a precedent is demarcated only to the administrative capacity to determine excessive teaching staff – as guided by a particular provision situated in the Magna Carta for Public School Teachers. And humbly, I have yet to find any standing policy defining a school head's bureaucratic flexibility to that extent where, as an administrative function, a school head can solely and eligibly determine education curriculum alignment, misalignment, and nonalignment. I find that technical expertise to be beyond the competence of anyone whose nature of work focuses more on administration than on pedagogy, curriculum and instruction."

While school heads in the Department of Education have a crucial role in ensuring curriculum implementation, and such would include: monitoring and supervision. Unilaterally defining and declaring curriculum misalignment and un-qualification is a conduct undefined yet to be well within their discretion.

If this were ultimately done as a disciplinary action, and I do feel castigated. Then, by law, the matter should have been handled by designated authorities within the department, and they are so named:

"Department of Education Secretary, with the regional directors acting as such in their respective regions except those appointed by the President under Section 3, Chapter III of DECS Order No. 33, Series of 1999, otherwise known as the 1999 DECS Rules of Procedure, the disciplining authority in the DECS.

A division superintendent of schools is not a disciplining authority over teachers, whether under R.A. No. 4670 or under the DECS Rules of Procedure. In fact, under Section 2, Chapter VII of such Rules of Procedure, a division superintendent is a chairperson of the investigating committee over formal complaints filed against teachers."

Guilty or not in the seeming offenses I have allegedly committed (an example cited in the response is "negligent adherence to department policies" which as per protocol, I was never issued an official memorandum), found in this compilation that is in general, but a willful orchestration to undermine me – there is nothing conclusive about it that lends credence to the basis of my reassignment; that if such offense(s) were indeed committed or such alleged error(s) were done – they are tantamount to "curriculum misalignment".

What would constitute or objectively amount to curriculum misalignment and un-qualification?

Complementarily, what constituted or objectively amounted to curriculum alignment and qualification in the case of those ICTHS teachers who were retained?

"A specialized senior high school curriculum with revised curriculum demands," they said. Where is it? Why didn't they provide it as an attachment?

If said specialized senior high school curriculum is still in the process of securing a permit, how come its "revised curriculum demands" and "specialized content" (undefined and undetailed to this day) are already being situated and carried out as requisite standards of qualifications?

Isn't it so far overboard for school head, April Concepcion to take it upon herself and determine misalignment and un-qualification with respect to a non-existent specialized senior high school curriculum with its undefined and undetailed revised demands and content? (My plantilla is junior high school, by the way. So I'm not entirely sure how a specialized senior high school curriculum is proportional or otherwise towards my specialization and expertise. And by the way, all senior high school tracks and its respective curriculum in the Deped K to 12 are already specialized).

Did school head, April Concepcion and SDS, Shirley Zipagan, with their "absolute mandate" revised the legal provisions stipulated in the **Department Order No. 13, s. 1994** otherwise known

as **Guidelines for Matching Specialization in Teaching Preparation with Teaching Assignments for Public School Teachers**?

Specialized curriculum or not, with an ICT-program or not, the abovementioned Deped order still applies. And yet they claimed this was done "***without prejudice to my civil service eligibility or professional integrity***".

The Philippine Education Act of 2001 or **Republic Act No. 9155** provides that:

"The Secretary of Education holds the authority to declare curriculum misalignment and set qualifications for teachers. The Secretary shall formulate national education policies and standards, including those related to teacher quality and curriculum alignment."

Curriculum revisions and determining curriculum content and standards are done through policy changes to address issues concerning curriculum alignment and teacher qualifications. The K to 12 Program is after all, mandated by law; changes to it would require legislative action from the legislature of the national government of the country – not just a unilateral decision and declaration from a school head or even from a superintendent.

Unless, Mrs. Concepcion and Mrs. Zipagan find their jurisdiction to be an autonomous one.

Their reach has exceeded their grasp.

In view of the foregoing, I find the formal and official response of the Office of the Superintendent, SDO City of San Fernando Pampanga - to be **erroneous and inconclusive**.

Now that it's been determined by the Civil Service Commission that my reassignment ***should be held in abeyance*** due to the appeal I made to the Office of the Deped Regional Director III — I have no choice now but to respectfully ask, with consideration to the official mandate and jurisdiction of your office, to render finality on the matter of my reassignment as to whether it is justified and valid vis-à-vis the counter-argument I have established. Your response to my inquiry would settle my pending appeal and determine the effectivity of the abeyance.

Thank you very much.

BRYAN T. BALINGIT
09693972856
Teacher I

Microsoft | Educator Center

Certificate of course completion

Bryan Balingit

Has been awarded the certificate for successfully completing the following course:

Hybrid Learning: A New Model for the Future of Learning

Completed: 5/12/2021

Anthony Salcito
Vice President, Worldwide Education

education@microsoft.com

Information and Communication Technology High School

Bryan Balingit

Certified Microsoft Innovative Educator

Faula Mae S. David

Certified Microsoft Innovative Educator

Thank you to one of the former school heads of Information and Communication Technology High School, ***Ms. Claire Yumul*** *for determining that her teachers needed such trainings/webinars during her tenure. I assumed that as per the performance-based evaluation of school heads within the* ***Philippine Professional Standards for School Heads*** *framework or* ***PPSSH****, once it's assessed through their SWOT analysis what are deemed to be the individual weaknesses of their teaching personnel, they would situate corresponding provisions to address determined needs in their respective developmental plans.*

BRYAN T. BALINGIT
09693972856
Teacher I

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Regular Teachers in the Proficient Stage

Name of Employee:	BRYAN T. BALINGIT	Name of Rater:	JENNEE ROSE M. URBANO
Position:	Teacher I	Position:	Master Teacher II
Bureau/Center/Service/Division:	INFORMATION AND COMMUNICATION TECHNOLOGY HIGH SCHOOL - San Fernando City	Date of Review:	June 3, 2025
Rating Period:	SY 2024-2025		

TO BE FILLED OUT DURING PLANNING												TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators							Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1			Q	E	T	Ave	
Basic Education Services	1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 7 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 5 in Objective 1 as shown in COT rating sheets / inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		2. Used research-based knowledge and principles of teaching and learning to enhance professional practice (PPST 1.2.2)	SY 2024-2025	7.14%	Quality	Integrated at a strategic level relevant and innovative research-based knowledge and principles, with clear rationale and reflection of its significant value to the teaching and learning process	Applied at a contextual level research-based knowledge and principles, with appropriate and clear rationale of their use	Applied at a procedural level research-based knowledge and principles, with limited but sufficient explanation of their use	Adopted at a surface level basic research-based knowledge and principles with minimal or no explanation of rationale for its use	No acceptable evidence was shown	Integrated at a strategic level relevant and innovative research-based knowledge and principles, with clear rationale and reflection of its significant value to the teaching and learning process	5			5.000	0.357
		3. Ensured the positive use of ICT to facilitate the teaching and learning process (PPST 1.3.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						

TO BE FILLED OUT DURING PLANNING												TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators							Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1			Q	E	T	Ave	
		4. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 7 in the objective as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 5 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in the objective as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 4 in the objective as shown in COT rating sheets/inter-observer agreement forms	2	5		3.500	0.250
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		5. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (PPST	SY 2024-2025	7.14%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 6 as shown in COT rating sheets/inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
	2. Learning Environment & Diversity of Learners	6. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST 2.4.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 6 as shown in COT rating sheets/inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		7. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning (PPST	SY 2024-2025	7.14%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 6 as shown in COT rating sheets/inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		8. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST 3.3.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 6 as shown in COT rating sheets/inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						

TO BE FILLED OUT DURING PLANNING												TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators							Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1			Q	E	T	Ave	
		9. Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including geographic isolation, disaster	SY 2024-2025	7.14%	Quality	Demonstrated Level 7 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 6 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter- observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter- observer agreement forms or No acceptable evidence was shown	Demonstrated Level 6 as shown in COT rating sheets/inter- observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
	3. Curriculum and Planning & Assessment and Reporting	10. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners (PPST 4.3.2)	SY 2024-2025	7.14%	Quality	Implemented contextualized localized and indigenized learning programs to ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 1	Contextualized localized indigenized adapted learning programs to ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 2	Adapted learning programs that ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 3	Planned for the adaptation and implementation of existing learning programs as evidenced by MOV No. 4	No acceptable evidence was shown	Implemented contextualized, localized and indigenized learning programs to ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 1	5			5.000	0.357
	4. Community Linkages and Professional Engagement	11. Maintained learning environments that are responsive to community contexts (PPST 6.1.2)	SY 2024-2025	7.14%	Quality	Collaborated with the community stakeholders in the implementation / composition of a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 4	Planned with the community stakeholders a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 3	Conducted a consultative meeting with the community stakeholders on a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 2	Communicated with the community stakeholders about a program, project, and/or activity that maintains the learning environment responsive to community contexts as evidenced by MOV No. 1	No acceptable evidence was shown	Collaborated with the community stakeholders in the implementation / composition of a program, project, and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 4	5			5.000	0.357
		12. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers (PPST	SY 2024-2025	7.14%	Quality	Consistently conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Frequently conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Occasionally conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Rarely conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	No acceptable evidence was shown	Consistently conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	5			5.000	0.357

TO BE FILLED OUT DURING PLANNING												TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators							Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1			Q	E	T	Ave	
		13. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (PPST 6.4.2)	SY 2024-2025	7.14%	Quality	Sustained engagement with the learners, parents / guardians, and other stakeholders regarding school policies and procedures through school community partnerships as evidenced by MOV No. 3 or 4	Discussed consistently with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No. 2	Communicated consistently with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No. 1	Implemented school policies and procedures without involving the learners, parents / guardians, and other stakeholders	No acceptable evidence was shown	Sustained engagement w/ the learners, parents / guardians, and other stakeholders regarding school policies and procedures through school community partnerships as evidenced by MOV No. 3 or 4	5				5.000	0.357
	5. Personal Growth and Professional Development	14. Accepted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST 7.2.2)	SY 2024-2025	7.14%	Quality	Exhibited practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity with affirmation from different school stakeholders as evidenced by MOV No. 2	Exhibited practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with affirmation from any school stakeholder as evidenced by MOV No. 2	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by MOV No. 1	Adopted a practice that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by MOV No. 1	No acceptable evidence was shown	Exhibited practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity with affirmation from different school stakeholders as evidenced by MOV No. 2	5				5.000	0.357
											RATING FOR OVERALL ACCOMPLISHMENTS	Outstanding					4.642

ADJECTIVAL RATING EQUIVALENCES	
RANGE	ADJECTIVAL RATING
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
below 1.499	Poor

BRYAN T. BALINGIT
Ratee

JENNEE ROSE M. URBANO
Rater

APRIL G. CONCEPCION
Approving Authority

PART II: COMPETENCIES

Instructions: Please indicate the number of competency indicators that you demonstrated during the performance cycle.

CORE BEHAVIORAL COMPETENCIES

Self-Management 1. Sets personal goals and directions, needs and development. 2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization. 3. Displays emotional maturity and enthusiasm for and is challenged by higher goals. 4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals. 5. Sets high quality, challenging, realistic goals for self and others.	5	**Teamwork** 1. Willingly does his/her share of responsibility. 2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization. 3. Applies negotiation principles in arriving at win-win agreements. 4. Drives consensus and team ownership of decisions. 5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	5
Professionalism and Ethics 1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). 2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions. 3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication. 4. Makes personal sacrifices to meet the organization's needs. 5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	5	**Service Orientation** 1. Can explain and articulate organizational directions, issues and problems. 2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. 3. Initiates activities that promote advocacy for men and women empowerment. 4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions. 5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	5
Results Focus 1. Achieves results with optimal use of time and resources most of the time. 2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs. 3. Delivers error free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required. 4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set. 5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	5	**Innovation** 1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency). 2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results. 3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions. 4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization. 5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	5

Note: The assessment in the demonstration of competencies shall not be reflected in the final rating. These competencies are monitored to inform professional development plans (DepEd Order No. 2, s. 2015, p. 9).

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) SUMMARY SHEET

Regular Teachers in the Proficient Stage

Name of Employee:	**BRYAN T. BALINGIT**	Name of Rater:	**JENNEE ROSE M. URBANO**
Position:	**Teacher I**	Position:	**Master Teacher II**
Bureau/Center/Service/Division:	**INFORMATION AND COMMUNICATION TECHNOLOG**	Date of Review:	**June 3, 2025**
Rating Period:	**SY 2024-2025**		

PART III. SUMMARY OF RATINGS FOR DISCUSSION

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score	Adjectival Rating
				Q	E	T	Ave		
KRA 1	36%	Objective 1 - 1.1.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 2 - 1.2.2	7.14%	5			5.000	0.357	Outstanding
		Objective 3 - 1.3.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 4 - 1.4.2	7.14%	2	5		3.500	0.250	Very Satisfactory
		Objective 5 - 1.7.2	7.14%	4	5		4.500	0.321	Outstanding
KRA 2	29%	Objective 6 - 2.4.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 7 - 2.5.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 8 - 3.3.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 9 - 3.4.2	7.14%	4	5		4.500	0.321	Outstanding
KRA 3	7%	Objective 10 - 4.3.2	7.14%	5			5.000	0.357	Outstanding
KRA 4	21%	Objective 11 - 6.1.2	7.14%	5			5.000	0.357	Outstanding
		Objective 12 - 6.3.2	7.14%	5			5.000	0.357	Outstanding
		Objective 13 - 6.4.2	7.14%	5			5.000	0.357	Outstanding
KRA 5	7%	Objective 14 - 7.2.2	7.14%	5			5.000	0.357	Outstanding
FINAL PERFORMANCE RESULTS		Accomplishments of KRAs and Objectives				**Final Rating**		**4.642**	
						Adjectival Rating		**Outstanding**	

BRYAN T. BALINGIT
Ratee

JENNEE ROSE M. URBANO
Rater

APRIL G. CONCEPCION
Approving Authority

PART IV: DEVELOPMENT PLANS

NOTE:
This sheet shall be accomplished during: i) Phase I: Performance Planning and Commitment, based on the results of e-SAT; and ii) Phase II: Performance Monitoring and Coaching, based on the agreements on the Performance Monitoring and Coaching Form and Mid-year Review Form; and iii) Phase IV: Performance Rewarding and Development Planning, based on the actual results of IPCRF.

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
A. Functional Competencies					
Used research-based knowledge and principles of teaching and learning to enhance professional practice (PPST 1.2.2)	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	To achieve adequate results by being familiar with a variety of teaching styles that are suitable to the learners' demands	Participating in LAC sessions and creating a culture of inquiry and reflection in schools	Year-round	Training, Materials, Financial Resources, Mentoring from Master Teachers and School Head
Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners (PPST 4.3.2)	Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	To learn different and innovative teaching strategies in developoing critrical, creative, higher-order thinking skills among learners	Participating in LAC sessions and creating a culture of inquiry and reflection in schools	Year-round	Training, Materials, Financial Resources, Mentoring from Master Teachers and School Head
Maintained learning environments that are responsive to community contexts (PPST 6.1.2)	Ensured the positive use of ICT to facilitate the teaching and learning process (PPST 1.3.2)	To use a variety of teaching techniques to promote higher-order thinking; critical and creative	Participating in LAC sessions and creating a culture of inquiry and reflection in schools	Year-round	Training, Materials, Financial Resources, Mentoring from Master Teachers and School Head
Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers (PPST 6.3.2)	Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (PPST 1.7.2)				

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (PPST 6.4.2)	Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST 2.4.2)				
Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST 7.2.2)	Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning (PPST 2.5.2)				
	Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST 3.3.2) Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices (PPST 3.4.2)				

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
B. Core Behavioral Competencies					
Self-Management	Self-Management	In particular it regularly and correctly follows standard operating procedures resulting in outputs that are almost error-free	Apply knowledge gained from LAC sessions, assistance from the Master Teachers and the School Head	Year-round	Physical resources, financial resources, mentoring from the Master Teachers and the School Head
Professionalism and Ethics	Professionalism and Ethics	In particular it regularly and correctly follows standard operating procedures resulting in outputs that are almost error-free	Apply knowledge gained from LAC sessions, assistance from the Master Teachers and the School Head	Year-round	Physical resources, financial resources, mentoring from the Master Teachers and the School Head
Results Focus	Results Focus	In particular it regularly and correctly follows standard operating procedures resulting in outputs that are almost error-free	Apply knowledge gained from LAC sessions, assistance from the Master Teachers and the School Head	Year-round	Physical resources, financial resources, mentoring from the Master Teachers and the School Head
Teamwork	Teamwork				
Service Orientation	Service Orientation				
Innovation	Innovation				

BRYAN T. BALINGIT
RATEE

JENNEE ROSE M. URBANO
RATER

APRIL G. CONCEPCION
APPROVING AUTHORITY

CIVIL SERVICE COMMISSION
Republic of the Philippines

Civil Service Commission Regional Office III

July 8, 2025

Bryan T. Balingit
Teacher I
Information and Communication Technology High School
Sindalan, City of San Fernando
Pampanga
bryan.balingit@deped.gov.ph

Dear Mr. Balingit,

This refers to your letter dated June 23, 2025 addressed to Director II Dyna Marie D. Quimson, CSC Field Office - Pampanga and indorsed to this Regional Office on the same day, pertinent portions of which read:

> *"Upon my consultation with Mr. Benjo Basas, chairman of the Teachers' Dignity Coalition (Ating Guro Partylist), it's been reinforced to me that indeed, it is the prerogative of any government agency that is embraced in the Civil Service Commission to reassign employees as per section 26 (7) of the Administrative Code, or more specifically, the Executive Order No. 292.*
>
> *"Although the effective and standing bureaucratic order I have received is a 'reassignment,' one that is done 'in the exigency of service,' what warranted it in the first place as to why only us three: Ms. Pamela Mercado (who had already served as the school's math teacher for 9 years), Ms. Amelia Centeno (who is barely just a year in service), and I (the school's senior Araling Panlipunan teacher) were summoned by the Schools Division Superintendent, Ma'am Shirley Zipagan - among all the Information and Communication Technology High School's teaching staff - undermines (though expedient as is the nature of exigency) any possible justifying circumstantial cause of the summon besides the fact that we were endorsed to be unqualified by our school head, April Concepcion for the 'specialized curriculum' - that is to this day, one week after the school opening, still has not been officially publicized and piloted.*
>
> *"If it were just to be done in the exigency of service, as it now officially stands, why did it have to come as a direct summon from the office of the superintendent?*
>
> *"Bureaucratic efficiency warrants data gathering for a government unit such as the division office, to effect strategic planning that is in this case, on determining manpower employment and deployment as per the projected or actual ratio of the number of student-enrollees and the corresponding number of teaching personnel. There were those teaching personnel within our division that were declared 'excess' by their respective schools, but to the extent of what I know, they did not have to be circumvented from their*

Diosdado Macapagal Government Center, Barangay Maimpis, City of San Fernando, 2000 Pampanga
(045) 455-3240 to 45; 455-3257; Fax: (045) 455-3241; 455-3244; 455-3245
cscro3pald@gmail.com; cscro3pald@yahoo.com; ro03.pald@csc.gov.ph ro3.csc.gov.ph

immediate superior that is their school head and be bureaucratically leapt to the office of the superintendent, just to be informed that they were found to be excess teaching staff.

"As per the superintendent herself, we were summoned in her office because apparently as well, she had to be the one then to inform us that we were not endorsed by our school head to be 'qualified' or 'aligned' as subject teachers with respect to the 'specialized curriculum' the school is set to implement.

"Our school head, though was able to inform the ICTHS faculty of the impending teacher profiling and evaluation for specialized curriculum alignment and qualification, never did formally notify and inform us of our situation; neglecting the due diligence to issue an official communication for our information and advisement.

"Then, we were instantaneously declared excess.

"X x x.

"In one of the narrations I provided, I mentioned of actually knowing the subjects that supposedly, I was to teach this school year. I was given four classes of Araling Panlipunan 9 or Ekonomiks, then three Araling Panlipunan 10 or Kontemporaryong Isyu - and no advisory class. This was unofficial.

"In a meeting dated, June 13, 2025, where the agenda was teachers' orientation on the student handbook, it was inevitable for the teachers to ask about their loads for the upcoming school year. Our head teacher, Ma'am Fatima Gervacio informally showed us an adjusted class program that was, yet again, still unofficial and was still subject for approval. I saw mine, and knew that certain changes were made. I was supposed to handle, that time, 'Filipino 9' as my third subject preparation.

"Until I was endorsed to be unqualified and unaligned with the specialized curriculum the school is set to implement - and immediately after that, ultimately declared as an excess teaching personnel by the superintendent.

"Deped Order 22, s. 2013 specifically provides that:

'xxx, there are certain conditions which can validly be considered as "in the exigency of the service" and transfers may be made even without the consent of the teacher:

'xxx, When the teacher is declared excess by the principal/school head (SH) and his/her expertise/area of specialization is needed in another school/district/division.

"Although, it's the superintendent who declared me to be an excess teaching personnel - and not my school head. Her declaration ultimately resulted in my reassignment.

"X x x.

"As per this school memorandum issued June 20, 2025, several days after my being declared an excess, there was still an on-going deliberation of all teacher needs on the division level - if this does not categorically render my

reassignment to be rather instantaneous, worse, whimsical then I'd be at my wits' end in knowing what would.

"To dissect the context of the memorandum further: to have a 'temporary schedule advisory' meant, at the very least, that as of its issuance, nothing official was settled and concluded yet for the administrative heads to arrive at a feasible determination of declaring excess teaching personnel. Especially when, and I could not stress this further, the school was still awaiting the 'assignment of an upcoming, new teacher' - in effect, the school therefore, requested for more teaching staff contradictorily after establishing we were surplus.

"As a matter of fact, by opening of this school year, there were four new teachers besides the one they are awaiting now that filled the positions left vacant by us three.

"X x x.

"We were never an excess. They wanted to replace us. And replace us they did - indiscriminately.

"X x x.

"What is the legitimate reason for our reassignment, really?

"For me to be reassigned and transferred to Del Carmen Integrated School surely does not justify an exigent, legitimate need for my skills and expertise.

"Mr. Ariel Escoto, the H.R. personnel who worked on my reassignment informed me at the time before anything went official that, DCIS was in need of an E.S.P. teacher - and that it's likely that I'd be deployed to be as that.

"I did not become an E.S.P. teacher, not when I first reported here, and certainly not likely still to be one in the near future. I ended up teaching ALS-SHS students with six subject preparations - none of them is E.S.P.

"For me to become an ALS teacher all of a sudden is not something I am not complaining about. I find it, truthfully speaking, as plain 'out of thin air' random and comedic. But so far challenging and fulfilling. So much for 'reassignment for public interest purposes.'

"I have been personally messaged by some of my former school heads as to how I am doing after learning what happened to me. How did they come by the news, I do not know. But for me to be receiving pity and sympathy calls/messages from colleagues and former bosses, down on my level as an individual, a mere human with ego, it could be very demeaning. One could not blame me for thinking less of and about myself after being unreasonably made to go through this. Forgive me.

"X x x.

"And I did contemplate about resigning.

"I heartily appeal to your good office. By law, the Civil Service Commission can intervene in cases involving reassignment of government employees -

whether mine constitutes an indiscriminate and whimsical one is for the commission to determine.

"X x x.

"This letter, in effect, serves essentially as supplementary the first one, and with additional substantiation(s).

"X x x.

You mentioned in your letter that you are appealing your reassignment with the request that the Civil Service Commission intervene pertaining thereto. We invite your attention to the Rules on Reassignment specifically Section 13(a)(3)(4)(5), Rule IV of the 2017 Omnibus Rules on Appointments and Other Human Resource Actions as revised (2017 ORA OHRA) which states that:

> *"Sec. 13. Other Human Resource Actions. X x x.*
>
> *"a. Reassignment - movement of an employee across the organizational structure within the same department or agency, which does not involve a reduction in rank, status or salary.*
>
> *"X x x.*
>
> > *"3. Reassignment is presumed to be regular and made in the interest or exigency of public service unless proven otherwise or if it constitutes constructive dismissal. Constructive dismissal exists when an official or employee quits his/her work because of the agency head's unreasonable, humiliating, or demeaning actuations, which render continued work impossible because of geographic location, financial dislocation and performance of other duties and responsibilities inconsistent with those attached to the position. Hence, the employee is deemed illegally dismissed. This may occur although there is no diminution or reduction in rank, status or salary of the employee."*
> >
> > *"X x x.*
> >
> > *"4. The employee may appeal the reassignment order within 15 days upon receipt thereof to the Commission or CSC RO with jurisdiction, as provided under specific law, if he/she believes there is no justification for the reassignment. Pending appeal, the reassignment shall not be executory.*
> >
> > *"5. **Reassignment of** public health workers, public social workers, **public school teachers** and all other professions covered by special laws **shall be governed by their respective laws. However, the rules herein mentioned shall be applied suppletorily**[1]. X x x."* (Emphasis supplied)

---

[1] Section 68, Rule 13 of the 2017 RACCS:

> ***"Section 68. Perfection of an Appeal or a Petition for Review.*** *To perfect an appeal or a petition for review, the appellant petitioner shall submit the following documents:*
>
> *(a) Memorandum containing the following:*
>
> *"1. grounds relied upon for the appeal petition for review;*

Republic Act No. 4670 dated June 18, 1966 or the Magna Carta for Public School Teachers provides:

> "***Section 6. Consent for Transfer Transportation Expenses.*** *Except for cause and as herein otherwise provided, no teacher shall be transferred without his consent from one station to another.*
>
> *"Where the exigencies of the service require the transfer of a teacher from one station to another, such transfer may be effected by the school superintendent who shall previously notify the teacher concerned of the transfer and the reason or reasons therefor.* ***If the teacher believes there is no justification for the transfer, he may appeal his case to the Director of Public Schools***[2] *or the Director of Vocational Education, as the case may be. Pending his appeal and the decision thereon, his transfer shall be held in abeyance: Provided, however, That no transfers whatever shall be made three months before any local or national election.*
>
> *"Necessary transfer expenses of the teacher and his family shall be paid for by the Government if his transfer is finally approved."* (Emphasis supplied)

The foregoing rule states that the proper remedy from the order of reassignment is to file an appeal before the concerned Director of Public Schools or now the Regional Director. Our records show that on June 23, 2025 a letter was sent to Ronnie S. Mallari, CESO V, Regional Director, Department of Education, Regional Office III forwarding your email dated June 16 and 18, 2025 regarding your classification as "excess teacher" at the Information and Communication Technology (ICT) High School, Sindalan, City of San Fernando, Pampanga, and concomitant transfer to another school which are the same issues contained in your letter dated June 23, 2025. Copy of the letter sent to Regional Director Mallari is hereto attached for easy reference.

Records would show that you sent a letter dated June 14, 2025 to Regional Director Mallari questioning your reassignment. The DepEd Regional Director can take cognizance of your case, thus, you may follow up on the status of your letter to determine if any action has been taken thereon. Under the rules, while your appeal is pending, your transfer should be held in abeyance.

For guidance and information.

Very truly yours,

Atty. ROSALINDA A. TANALIGA-OLIVA
Director IV

> "2. certified true copies of the assailed decision, resolution or order; and
>
> "3. certified true copies of documents or evidence relevant to the case.
> "xxx
>
> "b) Proof of service of a copy of the memorandum to the disciplining office.
>
> "c) Proof of payment of the required fee; and
>
> "d) A statement or certificate of non-forum shopping."

[2] The position title of the Director of Public Schools is now Regional Director.

Copy furnished:

Ronnie S. Mallari, CESO V
Regional Director
Department of Education
Regional Office III

Director II Dyna Marie D. Quimson
CSC Field Office – Pampanga
Sto. Niño, City of San Fernando
2000 Pampanga

Balungit 00320013125 raar

ANNEX "C"

ARTA
ANTI-RED TAPE AUTHORITY
OFFICE OF THE PRESIDENT OF THE PHILIPPINES

BAGONG PILIPINAS

RONNIE S. MALLARI, PhD, CESO V
Regional Director
Regional Office III
Department of Education
ord3@deped.gov.ph/legal.ro3@deped.gov.ph

ORDER FOR SUBMISSION OF COUNTER-AFFIDAVIT

ARTA Complaint Tracking Number CL-2025-0702- 0224

Greetings!

In reference to ARTA Complaint Tracking Number CL-2025-0702-0224, the **Anti-Red Tape Authority** ("Authority") hereby **DIRECTS RONNIE S. MALLARI, PhD, CESO V,** in his capacity as the Regional Director of the **DEPARTMENT OF EDUCATION REGIONAL OFFICE III,** to submit his Counter-Affidavit within a period of **seven (7) working days from receipt** of this Order to answer the allegations in the attached Complaint-Affidavit of **BRYAN T. BALINGIT.**

The Counter-Affidavit shall be duly notarized and shall contain, among others, a brief and concise statement of your counter arguments with legal bases, together with certified true copies of all relevant documentary evidence in support of your defense/s. It shall be submitted to the Authority, copy furnished to the complainant, through e-mail and/or personal service to the following addresses:

E-MAIL ADDRESS:
Litigation Division
litigationdivision@arta.gov.ph

OFFICE ADDRESS:
Anti-Red Tape Authority
ARTA Transformation Hub and Training Center
4th Floor, U.P. Ayala Land TechnoHub Building I,
Quezon City

Please be informed that your submissions will form part of the records of the Authority and will be used as reference in resolving the instant complaint. Failure to submit your Counter-Affidavit shall be deemed a waiver of your right to present your case and to submit evidence in support thereof, and the Authority shall decide on the case based on the available documents and evidence in its possession.

SMARTER INITIATIVES. BETTER PHILIPPINES.

ARTA Central Office, 5th Floor, NFA Bldg., NFA Compound, Visayas Ave., Brgy. Vasra, Diliman, Quezon City, Philippines 1128
ARTA Transformation Hub and Training Center, 4th Floor, U.P. Ayala Land TechnoHub Building I, Quezon City, Philippines 1101

info@arta.gov.ph
odg@arta.gov.ph
complaints@arta.gov.ph
1-2782 (ARTA)
8888 (Citizens' Complaint Center)

Anti-Red Tape Authority
www.arta.gov.ph

01 OCT 2025, Quezon City.

UNDERSECRETARY GENESES R. ABOT
Deputy Director General for Legal

Copy Furnished:

BRIYAN T. BALINGIT
Complainant
074 Mauli St. Brgy. Del Carmen,
City of San Fernando Pampanga
bryan.balingit@deped.gov.ph

SMARTER INITIATIVES. BETTER PHILIPPINES.

ARTA Central Office, 5th Floor, NFA Bldg., NFA Compound, Visayas Ave., Brgy. Vasra, Diliman, Quezon City, Philippines 1128
ARTA Transformation Hub and Training Center, 4th Floor, U.P. Ayala Land TechnoHub Building I, Quezon City, Philippines 1101

info@arta.gov.ph
ordg@arta.gov.ph
complaints@arta.gov.ph
1-2782 (ARTA)
6888 (Citizens' Complaint Center)

Anti-Red Tape Authority
www.arta.gov.ph

REPUBLIC OF THE PHILIPPINES)
City of San Fernando, Pampanga) S.S.

AFFIDAVIT

I, **BRYAN T. BALINGIT**, of legal age, Filipino citizen, with address at **074 MAULI ST. BRGY. DEL CARMEN, CITY OF SAN FERNANDO PAMPANGA**, hereby depose and state, that:

1. I am the sole proprietor of a business doing business under the name of _____. A copy of its *Certificate of Registration* is hereto attached as **ANNEX "___"**;

2. On **JULY 18, 2025**, I have filed an application for **INQUIRY AND RESPONSE** with **DEPARTMENT OF EDUCATION REGIONAL OFFICE III** – I submitted the duly accomplished application form, which is hereto attached as **ANNEX "_A_"**;

3. Together with the aforesaid application form are the following requirements, which were also submitted on **JULY 18, 2025**:

   a. **FOLLOW UP ON PREVIOUS CORRESPONDENCE.** A copy of which is hereto attached as **ANNEX "__B_"**;
   b. **ICT CERTIFICATES AND PMES 2024-2025**. A copy of which is hereto attached as **ANNEX "_C__"**;
   c. **CSC's ENDORESMENT OF THE ABEYANCE.** A copy of which is hereto attached as **ANNEX "_D_"**;

4. In view of the foregoing application, I have paid the corresponding fee in the amount of _____ as evidenced by the Official Receipt dated _____, which is hereto attached as **ANNEX "___"**;

5. As such, I have complied with all the requirements as stated in the Citizen's Charter of **DEPARTMENT OF EDUCATION REGIONAL OFFICE III.** A copy of the pertinent portion of said Citizen's Charter is hereto attached as **ANNEX "_E_"**;

6. Unfortunately, despite all the foregoing, my application remains pending and the corresponding **INQUIRY AND RESPONSE** is yet to be issued to date or after the lapse of ___**20**___ days.

7. ***Please narrate additional information, as necessary.***

8. By reason of all the foregoing, I am filing this complaint against **RONNIE S. MALLARI**, the **REGIONAL DIRECTOR of DEPED REGIONAL OFFICE III** for violation of **FAILURE TO RENDER GOVERNMENT SERVICES WITHIN THE PRESCRIBED PROCESSING TIME ON ANY APPLICATION OR REQUEST WITHOUT DUE CAUSE** of R.A. No. 11032 or the Ease of Doing Business and Efficient Government Services Delivery Act of 2018.

9. **Certificate of Other No-Pending Case Involving Same Parties / Non-Forum Shopping:** I attest that I have not filed any other case involving same parties and same issues before any other courts or tribunal, except for the case/s of _____ (fill the blank if with other

cases only). If should I learned one, I will inform the Authority within five (5) days from knowledge.

10. **Verification**: I caused the preparation of this Complaint-Affidavit and I attest the truthfulness of the same based on my personal knowledge and authentic documents in my possession; that this case is not filed to harass, cause unnecessary delay, or needlessly increase the cost of litigation.

11. I am executing this affidavit to attest to the truth of all the foregoing and for the purpose of filing any and all violations of **R.A. No. 11032** or the ***"Ease of Doing Business and Efficient Government Service Delivery Act of 2018"*** committed in this case.

IN WITNESS WHEREOF, we have hereunto affixed our signatures this **18TH** day of **_AUGUST__ 2025**, at **SAN FERNANDO CITY, PAMPANGA.**

BRYAN T. BALINGIT
Affiant

SUBSCRIBED AND SWORN TO before me this AUG 18 2025 day of _____ 202X, at City of San Fernando Pampanga, Affiants exhibiting to me his proof of identity: _____, issued on _____, issued at _____.

NOTARY PUBLIC

ATTY. RYANN T. RUEDA
NOTARY PUBLIC UNTIL 31 DECEMBER 2025
NOTARIAL COMMISSION NO. 23-24
ROLL NO. 64648
IBP NO. [illegible] 2025 OR NO. 439781 /02 JAN. 2025
PTR NO. PAM0746037E /02 JAN. 2025
MCLE COMPLIANCE NO. VII-0012541
ADDRESS: RUEDA LAW OFFICE
MAIN ROAD, DIOSDADO MACAPAGAL
GOVERNMENT CENTER, MAIMPIS,
CITY OF SAN FERNANDO, PAMPANGA
Email: atty[illegible]@gmail.com
CONTACT NO. 0917 175 5444

Doc. No. 489 ;
Page No. 87 ;
Book No. LXXXV;
Series of 202X. /2025

VERIFICATION AND CERTIFICATION OF NON-FORUM SHOPPING

I, **BRYAN T. BALINGIT**, Filipino, of legal age, a resident of **074 MAULI ST. BRGY. DEL CARMEN, CITY OF SAN FERNANDO PAMPANGA** under oath hereby depose and state that:

1. I am the complainant in the instant case against **DEPED REGIONAL OFFICE III**;

2. I caused the preparation of the foregoing Complaint-Affidavit;

3. I have read the contents thereof and the facts stated therein are true and correct of my personal knowledge and/or on the basis of copies of documents and records in my possession;

4. To the best of my knowledge and belief, no other action or proceeding is pending in the Supreme Court, the Court of Appeals or any other tribunal or agency;

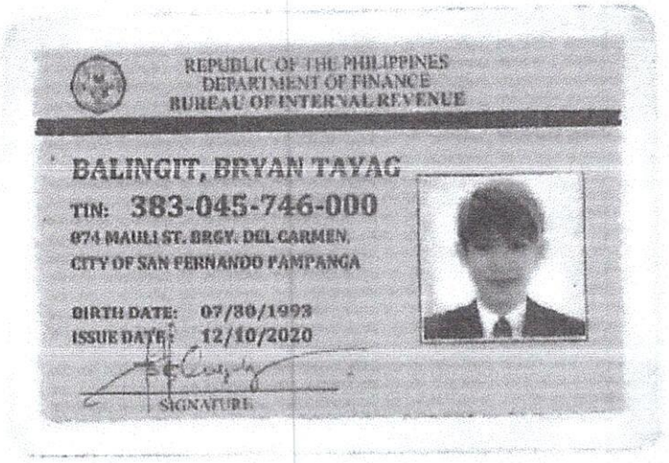
5. If I should learn that a similar action or proceeding has been filed or is pending before the Supreme Court, the Court of Appeals, or different divisions thereof, or in any other tribunal or agency, I shall notify this Honorable Office within five (5) days from such notice.

BRYAN T. BALINGIT
Affiant

SUBSCRIBED AND SWORN to before me this AUG 18 2025 at City of San Fernando, Pampanga City, Philippines, affiant exhibited to me her _____ with No. _____ issued at _____ on _____, as competent proof of her identity.

ATTY. RYANN T. RUEDA
NOTARY PUBLIC UNTIL 31 DECEMBER 2026
NOTARIAL COMMISSION NO. 23-24
ROLL NO. 73549
IBP NO. FOR 2025 OR NO. 493751 02 JAN. 2025
PTR NO. PAM2758375 02 JAN. 2025
MCLE COMPLIANCE NO. VII-0012511
ADDRESS: RUEDA LAW OFFICE
MAIN TOWER HOUSING NG MACAPAGAL
GOVERNMENT CENTER, MAIMPIS
CITY OF SAN FERNANDO, PAMPANGA
Email: [illegible]@gmail.com
CONTACT NO. 0917 175 8484

Doc. No. 536
Page No. 89
Book No. LXXXV
Series of 2025.



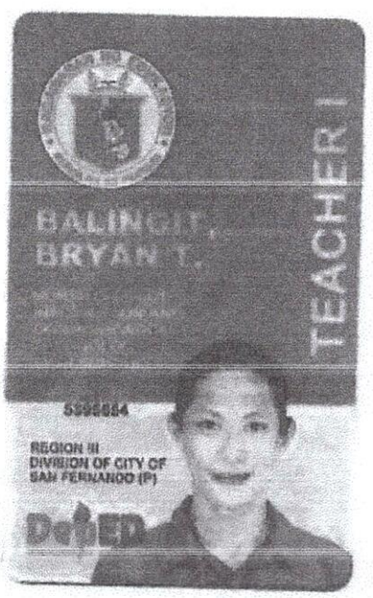
REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF FINANCE
BUREAU OF INTERNAL REVENUE

BALINGIT, BRYAN TAYAG
TIN: 383-045-746-000
074 MAULI ST. BRGY. DEL CARMEN,
CITY OF SAN FERNANDO PAMPANGA

BIRTH DATE: 07/30/1993
ISSUE DATE: 12/10/2020

SIGNATURE

COMMISSION ON ELECTIONS
BALINGIT
BRYAN
TAYAG
SIXTO S. BRILLANTES, JR
Chairman



BALINGIT,
BRYAN T.
TEACHER I
5596654
REGION III
DIVISION OF CITY OF
SAN FERNANDO (P)
DepED

013230239

• This card bears your permanent Taxpayer Identification Number (TIN). Always indicate your TIN on all returns / documents filed with the BIR.

• Report immediately to your Revenue District Officer, the loss of this card and change of name or address.

• Any person who secures and / or uses more than one TIN shall be criminally liable and shall be punishable by fine and imprisonment.

VOTER'S ID

REGION III
DIVISION OF CITY OF SAN FERNANDO
sanfernando.city3@deped.gov.ph

IMELDA P. MACASPAC, Ph.,D.
Schools Division Superintendent

In case of emergency, please contact:
DANICA T. BALINGIT / 0977-332-8792

Home Address:
074 MAULI ST. BRGY. DEL CARMEN
CITY OF SAN FERNANDO, PAMPANGA

Blood Type: O+
GSIS: 2005599179
PhilHealth: 70256811027
Pag-ibig: 121110053515
TIN: [illegible]3345749

[illegible] T. BALINGIT
Name and Signature of Employee

VERIFICATION AND CERTIFICATION OF NON-FORUM SHOPPING

I, **BRYAN T. BALINGIT**, Filipino, of legal age, a resident of **074 MAULI ST. BRGY. DEL CARMEN, CITY OF SAN FERNANDO PAMPANGA** under oath hereby depose and state that:

1. I am the complainant in the instant case against **DEPED REGIONAL OFFICE III**;

2. I caused the preparation of the foregoing Complaint-Affidavit;

3. I have read the contents thereof and the facts stated therein are true and correct of my personal knowledge and/or on the basis of copies of documents and records in my possession;

4. To the best of my knowledge and belief, no other action or proceeding is pending in the Supreme Court, the Court of Appeals or any other tribunal or agency;

5. If I should learn that a similar action or proceeding has been filed or is pending before the Supreme Court, the Court of Appeals, or different divisions thereof, or in any other tribunal or agency, I shall notify this Honorable Office within five (5) days from such notice.

BRYAN T. BALINGIT
Affiant

SUBSCRIBED AND SWORN to before me this AUG 18 2025 City of San Fernando Pampanga at _____ City, Philippines, affiant exhibited to me her _____ with No. _____ issued at _____ on _____, as competent proof of her identity.

ATTY. RYANN T. RUEDA
NOTARY PUBLIC UNTIL 31 DECEMBER 2026
NOTARIAL COMMISSION NO. 23-24
ROLL NO. 54545
IBP MD FOR 2025 OR NO. 493761 /02 JAN. 2025
PTR NO. PAM0748037E /02 JAN. 2025
MCLE COMPLIANCE NO. VII-0012511
ADORE E. RUEDA LAW OFFICE
MAIN ROAD, BRGY. MACABACAL
GOVERNMENT CENTER, MAUPIS
CITY OF SAN FERNANDO, PAMPANGA
Email: attyryann@gmail.com
CONTACT NO. 0917 173 5434

Doc. No. 936
Page No. 89
Book No. LXXXV
Series of 2025.

August 18, 2025

RONNIE S. MALLARI, PhD, CESO V
Regional Director
Department of Education Regional Office 3
Matalino St., DMGC, Maimpis,
City of San Fernando, Pampanga

Sir:

Greetings!

I'm writing to formally ask for any update on the status of my concern regarding the **teacher evaluation and transfer/reassignment** that was undertaken by my former school head, April G. Concepcion as authorized by the Schools Division Superintendent, Shirley B. Zipagan.

The matter was referred to the Office of the Regional Director III for action and response. Although the Deped RO III has responded to the referral made by the Civil Service Commission and the Deped Central Office by forwarding the official reply of SDS Zipagan, the matter remains concerningly unresolved.

July 08, 2025, the Civil Service Commission has endorsed that my reassignment ***be held in abeyance*** to the Deped Regional Office III **(see attached file).**

July 14, 2025, I received via email the official reply of SDS Zipagan as forwarded by the Civil Service Commission – and later on, **July 28, 2025**, the same reply was forwarded to me by the Deped Central Office.

As early as **July 17, 2025**, I have sent a formal response to the reply of SDS Zipagan, questioning the validity of the justification for my reassignment. Again, I have inquired about the matter with the Deped Regional Office III – requesting to get finality on the issue as to whether my reassignment is regular or not vis-à-vis the rebuttal I have made.

Unfortunately, I have yet to receive any formal determination from the office-respondent.

As per the instruction of Anti-Red Tape Authority Central Luzon Regional Field Office, I may now follow-up starting August 07, 2025, to inquire about the status of my complaint.

And pursuant to **Section V: 3 (a) and (b) of the Memo Circular No. 2021-11 series of 2021, Consent to Closure of Complaint or "Annex C"** is still not served and complied with. Neither was there a clarificatory hearing intended to affirm my consent to the closure of complaint that was set **{Section VI (a)}.**

Objectively, the office-respondent's response by forwarding the reply of the Schools Division Superintendent to me has fallen short and has not amounted to a determination that shall render finality on the matter. As I have not received any formal communication from the Deped Regional Office III taking cognizance of the Civil Service Commission's endorsement of the abeyance.

I'm only awaiting now for what the Deped RO III has to say on the matter of the justification for my reassignment as found in the official reply of SDS Zipagan, whether it will find it valid or not - with consideration to its official bureaucratic and jurisdictional mandate. This much-sought response would settle my pending appeal and the determine the effectivity of the temporary suspension of my transfer/reassignment.

Hoping for your immediate response and assistance,

BRYAN T. BALINGIT

Teacher I

Republic of the Philippines

Department of Education

REGION III-CENTRAL LUZON
SCHOOLS DIVISION OF CITY OF SAN FERNANDO (P)
DEL CARMEN INTEGRATED HIGH SCHOOL

July 17, 2025

RONNIE S. MALLARI, PhD, CESO V
Regional Director
Department of Education Regional Office 3
Matalino St., DMGC, Maimpis,
City of San Fernando, Pampanga

Sir:

Greetings!

I hope this message finds you well. This is in reference to the formal and official reply of the Office of the Superintendent, Deped Division of the City of San Fernando (Pampanga) regarding my being declared misaligned and unqualified with respect to a "specialized senior high school curriculum" to be implemented by the Information and Communication Technology High School, Sindalan (CSFP) as basis for school tenure ineligibility and reassignment.

I thank Schools Division Superintendent, Shirley Zipagan for being very forthcoming in confirming everything that I have laid out in the series of inquiries I have sent to the Office of the Regional Director, Deped Region III, Deped Office of the Undersecretary for Human Resource and Organizational Development, and Regional Office III of Civil Service Commission - particularly, the basis of my being declared as an excess teaching personnel, along with two of my former co-teachers: Ms. Pamela Mercado and Ms. Amelia Centeno.

As categorically stated and established in the formal letter sent to SDS Zipagan by school head, April Concepcion:

"Mr. Balingit is not aligned with the ICT program of the school. And based on school submitted teaching load templates and HR records, and his teaching specialization does not match the revised curriculum demands. Furthermore, ICTHS, as a specialized school requires that a significant portion of its faculty demonstrate in particular, ICT-based competence and experience for which school head, April Concepcion overreachingly claimed I did not possess any."

Attached herewith is a document containing my ICT-related training(s).

Additionally, and to the inevitable disorientation of anyone reading it, I was declared "**unqualified**," only that, it's not meant in the derogatory sense of the word -- but rather "***realigned to a school that matched my competence***".

"**Not being aligned** or **misalignment, unqualified but not derogatively** because my competence was just **realigned to another regular public school**" - I hope the Department of Education and the Civil Service Commission is seeing the overwhelming error in the citation of these technical terms that have yet to be housed and defined in a single legal or policy issuance from either of the government agencies mentioned.

"**Realigned to another regular public school**" - apparently inferior to my former one, that is – this is clearly implied; inferring that ICTHS is not the same regular public school. The Information and Communication Technology High School, technically, is not a **Science High School** - which is by law, in particular **DECS Order No. 69, s. 1993,** has an enriched Science, Math, English curriculum in addition to the standard requirements of the *New Secondary Education Curriculum.*

There isn't a law, not even a standing Deped policy granting ICT-High Schools a "specialized curriculum in addition to or entirely different from the standard one being employed under the K to 12 program. There are no Deped officially issued guidelines defining and governing what they termed as "**revised curriculum demands**" and "**specialized content**". There are no ICT-High Schools employing a specialized curriculum in the country. Aside from the **Department of Education Computerization Program or DCP** which aims to provide computer laboratories and other ICT resources to schools, and policies that integrate ICT into the curriculum to enhance the teaching-learning process in general, for all public schools - there isn't a legal basis that renders what school head, April Concepcion and SDS, Shirley Zipagan have positioned to be definitive.

SDS Zipagan also mentioned in her response, a non sequitur contradictory to what they have established as basis for my reassignment, that independently, "***in compliance with the guidelines, Mr. Balingit was reassigned to the school where his residence is located.***" – citing CSC Memo Circular No. 2, s. 2005, alongside a "Paragraph IV of an issuance that states allegedly, that reassignment of teachers must be based on service requirements including school enrollment, curriculum shifts, program specialization, and staffing norms" (I failed to find what legal basis these bureaucratic conditions are stipulated in).

In the letter sent to the SDS by school head, April Concepcion has established as well that "***Following a comprehensive review of our staffing in relation to student enrollment, curriculum needs, and alignment with our current academic programs, it has become necessary to identify teachers whose roles are now surplus to our requirements. This decision has been guided by the shift in our school's academic direction, particularly the implementation of a specialized Information and Communication Technology (ICT) Curriculum. It has been observed that the background, training, and performance of these teachers: Bryan Balingit, Pamela Mercado, Amelia Centeno – are not aligned with the specific demands of this curriculum. Despite professional support and development opportunities, these staff members have not demonstrated the capacity to effectively deliver the specialized content required in our ICT-focused program.***"

Relevant supporting document referenced is an unheard of and puzzling ***Evaluation Report of Master Teachers*** (which was not communicated with us) which is not even remotely anchored in the only legitimate performance-based evaluation of teachers: **DM 017, s. 2025 – Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025** – and which I'm not even sure if it's meant to lend credence to my "aligned teacher expertise" or my unfortunate "misalignment and complimentary un-qualification to revised curriculum demands."

The random indicators of the said evaluation report are as follows:

1. Preparation and Submission of Daily Lesson Log/Plan
2. Preparation of Quarterly Periodical Exam

3. Conduct of Accurate and Timely Feedback and Intervention
4. Personal Character Traits and Professionalism
5. Response to Technical Assistance Provided

And the consolidated results of this evaluation somehow, in a manner that is extremely arbitrary, made the evaluator to come up with preposterous "comprehensive determinations" as remarks: *(Please read the aforementioned indicators again before redirecting your attention to here)*

Balingit, Bryan – ***Not aligned with ICT Program, Negligent Adherence to Department Policies, Teacher did not meet the standard in performing their key result areas that lead to learning loss.***

Contradictorily, stated in the "**Teacher's *Strengths and Best Practices Observed***" evaluation narrative:

"Mr. Balingit's strengths lie in his ability to plan lessons that are well-aligned with the curriculum, ensuring that the content meets the required learning competencies. These strengths contribute positively to the overall learning environment and student development."

- If this does not unquestionably set the record straight to my advantage, I don't know what is. ***Attached herewith is my official PMES result and rating for the S.Y. 2024-2025.***

The alarming volume of contradictory descriptions and base inconsistencies that can still be observed in this evaluation report they have established as rather, but an indigent pedestal upon which the declaration of my curriculum misalignment is mounted – sadly immobilizes me to do further rebuttal. I find it to be so unintellectual that it's not even worthy of an extensive discourse. I refused to be identified as a teacher, master of my particular craft, engaging in such incoherence and irrationality.

As per the **Philippine Professional Standards for School Heads (PPSSH)**, there is no standing stipulation expressly authorizing a school head, by virtue of his/her bureaucratic mandate, to mount an indiscriminate, out of way performance evaluation, officially and formally make a unilateral definition and declaration of a "teacher's curriculum misalignment and un-qualification. Then, enforce it as just cause and an objective ground for school tenure ineligibility and nonconsensual transfer. Nowhere can it be derived from any pertinent Deped and CSC policies that such an extreme bureaucratic determination via administrative issuance of a school head, not even that of a superintendent can be carried out as executory.

This overwhelmingly confirms the now legitimate fear I had, stated in the letter of inquiry I personally delivered to the Office of the Regional Director, Deped Region III:

"I find all this to be worryingly arbitrary, especially if we are to refer to the yet undefined grants and limitations to the school head's discretion, whose exegesis of bureaucratic flexibilities pertaining to the one in hand i.e., "teacher transfer" contextually, as a precedent is demarcated only to the administrative capacity to determine excessive teaching staff – as guided by a particular provision situated in the Magna Carta for Public School Teachers. And humbly, I have yet to find any standing policy defining a school head's bureaucratic flexibility to that extent where, as an administrative function, a school head can solely and eligibly determine education curriculum alignment, misalignment, and nonalignment. I find that technical expertise to be beyond the competence of anyone whose nature of work focuses more on administration than on pedagogy, curriculum and instruction."

While school heads in the Department of Education have a crucial role in ensuring curriculum implementation, and such would include: monitoring and supervision. Unilaterally defining and declaring curriculum misalignment and un-qualification is a conduct undefined yet to be well within their discretion.

If this were ultimately done as a disciplinary action, and I do feel castigated. Then, by law, the matter should have been handled by designated authorities within the department, and they are so named:

"Department of Education Secretary, with the regional directors acting as such in their respective regions except those appointed by the President under Section 3, Chapter III of DECS Order No. 33, Series of 1999, otherwise known as the 1999 DECS Rules of Procedure, the disciplining authority in the DECS.

A division superintendent of schools is not a disciplining authority over teachers, whether under R.A. No. 4670 or under the DECS Rules of Procedure. In fact, under Section 2, Chapter VII of such Rules of Procedure, a division superintendent is a chairperson of the investigating committee over formal complaints filed against teachers."

Guilty or not in the seeming offenses I have allegedly committed (an example cited in the response is "negligent adherence to department policies" which as per protocol, I was never issued an official memorandum), found in this compilation that is in general, but a willful orchestration to undermine me – there is nothing conclusive about it that lends credence to the basis of my reassignment; that if such offense(s) were indeed committed or such alleged error(s) were done – they are tantamount to "curriculum misalignment".

What would constitute or objectively amount to curriculum misalignment and un-qualification?

Complementarily, what constituted or objectively amounted to curriculum alignment and qualification in the case of those ICTHS teachers who were retained?

"A specialized senior high school curriculum with revised curriculum demands," they said. Where is it? Why didn't they provide it as an attachment?

If said specialized senior high school curriculum is still in the process of securing a permit, how come its "revised curriculum demands" and "specialized content" (undefined and undetailed to this day) are already being situated and carried out as requisite standards of qualifications?

Isn't it so far overboard for school head, April Concepcion to take it upon herself and determine misalignment and un-qualification with respect to a non-existent specialized senior high school curriculum with its undefined and undetailed revised demands and content? (My plantilla is junior high school, by the way. So I'm not entirely sure how a specialized senior high school curriculum is proportional or otherwise towards my specialization and expertise. And by the way, all senior high school tracks and its respective curriculum in the Deped K to 12 are already specialized).

Did school head, April Concepcion and SDS, Shirley Zipagan, with their "absolute mandate" revised the legal provisions stipulated in the **Department Order No. 13, s. 1994** otherwise known

as **Guidelines for Matching Specialization in Teaching Preparation with Teaching Assignments for Public School Teachers?**

Specialized curriculum or not, with an ICT-program or not, the abovementioned Deped order still applies. And yet they claimed this was done "***without prejudice to my civil service eligibility or professional integrity***".

The Philippine Education Act of 2001 or **Republic Act No. 9155** provides that:

"The Secretary of Education holds the authority to declare curriculum misalignment and set qualifications for teachers. The Secretary shall formulate national education policies and standards, including those related to teacher quality and curriculum alignment."

Curriculum revisions and determining curriculum content and standards are done through policy changes to address issues concerning curriculum alignment and teacher qualifications. The K to 12 Program is after all, mandated by law; changes to it would require legislative action from the legislature of the national government of the country – not just a unilateral decision and declaration from a school head or even from a superintendent.

Unless, Mrs. Concepcion and Mrs. Zipagan find their jurisdiction to be an autonomous one.

Their reach has exceeded their grasp.

In view of the foregoing, I find the formal and official response of the Office of the Superintendent, SDO City of San Fernando Pampanga - to be **erroneous and inconclusive.**

Now that it's been determined by the Civil Service Commission that my reassignment ***should be held in abeyance*** due to the appeal I made to the Office of the Deped Regional Director III — I have no choice now but to respectfully ask, with consideration to the official mandate and jurisdiction of your office, to render finality on the matter of my reassignment as to whether it is justified and valid vis-à-vis the counter-argument I have established. Your response to my inquiry would settle my pending appeal and determine the effectivity of the abeyance.

Thank you very much.

BRYAN T. BALINGIT
09693972856
Teacher I

Microsoft | Educator Center

Certificate of course completion

Bryan Balingit

Has been awarded the certificate for successfully completing the following course:

Hybrid Learning: A New Model for the Future of Learning

Completed: 5/12/2021

Bryan Balingit

Faula Mae S. David

*Thank you to one of the former school heads of Information and Communication Technology High School, **Ms. Claire Yumul** for determining that her teachers needed such trainings/webinars during her tenure. I assumed that as per the performance-based evaluation of school heads within the **Philippine Professional Standards for School Heads** framework or **PPSSH**, once it's assessed through their SWOT analysis what are deemed to be the individual weaknesses of their teaching personnel, they would situate corresponding provisions to address determined needs in their respective developmental plans.*

BRYAN T. BALINGIT
09693972856
Teacher I

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) for Regular Teachers in the Proficient Stage

Name of Employee:	BRYAN T. BALINGIT	Name of Rater:	JENNEE ROSE M. URBANO
Position:	Teacher I	Position:	Master Teacher II
Bureau/Center/Service/Division:	INFORMATION AND COMMUNICATION TECHNOLOGY HIGH SCHOOL - San Fernando City	Date of Review:	June 3, 2025
Rating Period:	SY 2024-2025		

TO BE FILLED OUT DURING PLANNING												TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators							Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1			Q	E	T	Ave	
Basic Education Services	1. Content Knowledge and Pedagogy	1. Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 5 in the Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in the Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 2 in the Objective 1 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 1 in the Objective 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 5 in the Objective 1 as shown in COT rating sheets / inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		2. Used research-based knowledge and principles of teaching and learning to enhance professional practice (PPST 1.2.2)	SY 2024-2025	7.14%	Quality	Integrated at a strategic level relevant and innovative research-based knowledge and principles, with clear rationale and indication of its significant value to the teaching and learning process	Applied at a contextual level research-based knowledge and principles, with appropriate and clear rationale of their use	Applied at a conventional level research-based knowledge and principles, with limited but sufficient explanation of their use	Applied at a surface level research-based knowledge and principles, with no or no explanation of rationale for its use	No acceptable evidence was shown	Integrated at a strategic level relevant and innovative research-based knowledge and principles, with clear rationale and indication of its significant value to the teaching and learning process	5			5.000	0.357
		3. Ensured the positive use of ICT to facilitate the teaching and learning process (PPST 1.3.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 5 in the Objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 4 in the Objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 in the Objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 2 in the Objective as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 1 in the Objective as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 4 in the Objective as shown in COT rating sheets / inter-observer agreement forms	4	6		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						

TO BE FILLED OUT DURING PLANNING												TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators							Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1			Q	E	T	Ave	
		4. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 5 as shown in COT rating sheets / inter-observer agreement forms.	Demonstrated Level 4 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 2 as shown in COT rating sheets / inter-observer agreement forms	Demonstrated Level 1 as shown in COT rating sheets / inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 4 as shown in COT rating sheets / inter-observer agreement forms	2	5		3.500	0.250
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		5. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and enhancement	SY 2024-2025	7.14%	Quality	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
	2. Learning Environment & Diversity of Learners	6. Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST 2.4.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		7. Applied a range of successful strategies that maintain a learning environments that motivate learners to work productively by assuming responsibility for their own learning (PPST 2.5.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						
		8. Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST 3.5.2)	SY 2024-2025	7.14%	Quality	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 4 as shown in COT rating sheets/inter-observer agreement forms	Demonstrated Level 3 as shown in COT rating sheets/inter-observer agreement forms or No acceptable evidence was shown	Demonstrated Level 5 as shown in COT rating sheets/inter-observer agreement forms	4	5		4.500	0.321
					Efficiency	Objective was met within the allotted time		Objective was met but instruction exceeded the allotted time		No acceptable evidence was shown	Objective was met within the allotted time						

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1		Q	E	T	Ave	
		9. Planned and delivered teaching strategies that are responsive to the special education needs of learners in difficult circumstances*, including geographic	SY 2024-2025	7.14%	Quality	Demonstrated Level 5 as shown in COT rating sheet/other observer assessment forms	Demonstrated Level 4 as shown in COT rating sheet/other observer assessment forms	Demonstrated Level 3 as shown in COT rating sheet/other observer assessment forms	Demonstrated Level 2 as shown in COT rating sheet/other observer assessment forms	Demonstrated Level 1 as shown in COT rating sheet/other observer assessment forms or no acceptable evidence was shown	Demonstrated Level 5 as shown in COT rating sheet/other observer assessment forms	4	5		4.500	0.321
					Efficiency	Objective was met within the stated time		Objective was met but instruction exceeded the stated time		Objective was not met or instruction was not shown	Objective was met within the stated time					
	3. Curriculum and Planning & Assessment and Reporting	10. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners (PPST 4.3.2)	SY 2024-2025	7.14%	Quality	Implemented continuously evaluate and improve the learning programs to ensure effectiveness and responsiveness to the needs of all learners, as evidenced by MOV No. 1	Continuously implemented learning programs to ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 2	Adapted learning programs to ensure relevance and response to the needs of all learners, as evidenced by MOV No. 3	Planned for the adaptation and implementation of learning programs, as evidenced by MOV No. 4	No evidence was shown	Implemented and continuously evaluated and improved learning programs to ensure relevance and responsiveness to the needs of all learners, as evidenced by MOV No. 1	5			5.000	0.357
	4. Community Linkages and Professional Engagement	11. Maintained learning environments that are responsive to community contexts (PPST 6.1.2)	SY 2024-2025	7.14%	Quality	Collaborated with the community stakeholders in the implementation/ completion of a program project and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 4	Planned with the community stakeholders a program project and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 3	Conducted a consultative meeting with the community stakeholders on a program project and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 2	Communicated with the community stakeholders about a program project and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 1	No evidence was shown	Collaborated with the community stakeholders in the implementation / completion of a program project and/or activity that maintains a learning environment responsive to community contexts as evidenced by MOV No. 4	5			5.000	0.357
		12. Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers (PPST	SY 2024-2025	7.14%	Quality	Consistently conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Frequently conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Occasionally conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	Rarely conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	No evidence was shown	Consistently conducted review of personal teaching practice using laws and regulations that apply to the profession and the responsibilities in the Code of Ethics for Professional Teachers, as shown in the MOV submitted	5			5.000	0.357

TO BE FILLED OUT DURING PLANNING											TO BE FILLED OUT DURING EVALUATION					
MFOs	Domains	Objectives	Timeline	Weight per KRA	Performance Indicators						Actual Results	Rating				Score
					QET	Outstanding 5	Very Satisfactory 4	Satisfactory 3	Unsatisfactory 2	Poor 1		Q	E	T	Ave	
		13. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (PPST 6.4.2)	SY 2024-2025	7.14%	Quality	Outstanding engagement with the learners, parents / guardians, and other stakeholders regarding school policies and procedures through school-community partnership as evidenced by MOV No. 3 or 4	Demonstrated consistently with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No. 2	Demonstrated consistently with learners, parents / guardians, and other stakeholders the implemented school policies and procedures as evidenced by MOV No. 1	Implemented school policies and procedures without actively involving parents / guardians, and other stakeholders	No acceptable evidence was shown	Outstanding engagement with the learners, parents / guardians, and other stakeholders regarding school policies and procedures through school-community partnership as evidenced by MOV No. 3 or 4	5	[redacted]			6.000	0.357
	5. Personal Growth and Professional Development	14. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST 7.2.2)	SY 2024-2025	7.14%	Quality	Exhibited practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with utmost praise from different school stakeholders as evidenced by MOV No. 4	Exhibited practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with utmost praise from any school stakeholder as evidenced by MOV No. 2	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by MOV No. 1	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity as evidenced by MOV No. 1	No acceptable evidence was shown	Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity with utmost praise from different school stakeholders as evidenced by MOV No. 2	5	[redacted]			6.000	0.357
											RATING FOR OVERALL ACCOMPLISHMENTS	Outstanding				4.642

ADJECTIVAL RATING EQUIVALENCES	
RANGE	ADJECTIVAL RATING
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
below 1.499	Poor

BRYAN T. BALINGIT
Ratee

JENNEE ROSE M. URBANO
Rater

APRIL G. CONCEPCION
Approving Authority

PART II: COMPETENCIES

Instructions: Please indicate the number of competency indicators that you demonstrated during the performance cycle.

CORE BEHAVIORAL COMPETENCIES

Self-Management 1. Sets personal goals and directions, needs and development. 2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization. 3. Displays emotional maturity and enthusiasm for and is challenged by higher goals. 4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals. 5. Sets high quality, challenging, realistic goals for self and others.	5	**Teamwork** 1. Willingly does his/her share of responsibility. 2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization. 3. Applies negotiation principles in arriving at win-win agreements. 4. Drives consensus and team ownership of decisions. 5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	5
Professionalism and Ethics 1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). 2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions. 3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication. 4. Makes personal sacrifices to meet the organization's needs. 5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	5	**Service Orientation** 1. Can explain and articulate organizational directions, issues and problems. 2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. 3. Initiates activities that promote advocacy for men and women empowerment. 4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions. 5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	5
Results Focus 1. Achieves results with optimal use of time and resources most of the time. 2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs. 3. Delivers error free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required. 4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set. 5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	5	**Innovation** 1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency). 2. Demonstrates an ability to think "beyond the box". Contr ously focuses on improving personal productivity to create higher value and results. 3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions. 4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization. 5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	5

Note: The understatement in the demonstration of competencies shall not be reflected in the final rating. These competencies are monitored to inform professional development plans (DepEd Order No. 2, s. 2015, p. 9).

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF) SUMMARY SHEET

Regular Teachers in the Proficient Stage

Name of Employee:	BRYAN T. BALINGIT	Name of Rater:	JENNEE ROSE M. URBANO
Position:	Teacher I	Position:	Master Teacher II
Bureau/Center/Service/Division:	INFORMATION AND COMMUNICATION TECHNOLOG	Date of Review:	June 3, 2025
Rating Period:	SY 2024-2025		

PART III. SUMMARY OF RATINGS FOR DISCUSSION

KRA	Weight per KRA	Objectives	Weight per Objective	Numerical Ratings				Score	Adjectival Rating
				Q	E	T	Ave		
KRA 1	36%	Objective 1 - 1.1.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 2 - 1.2.2	7.14%	5			5.000	0.357	Outstanding
		Objective 3 - 1.3.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 4 - 1.4.2	7.14%	2	5		3.500	0.250	Very Satisfactory
		Objective 5 - 1.7.2	7.14%	4	5		4.500	0.321	Outstanding
KRA 2	29%	Objective 6 - 2.4.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 7 - 2.5.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 8 - 3.3.2	7.14%	4	5		4.500	0.321	Outstanding
		Objective 9 - 3.4.2	7.14%	4	5		4.500	0.321	Outstanding
KRA 3	7%	Objective 10 - 4.3.2	7.14%	5			5.000	0.357	Outstanding
KRA 4	21%	Objective 11 - 6.1.2	7.14%	5			5.000	0.357	Outstanding
		Objective 12 - 6.3.2	7.14%	5			5.000	0.357	Outstanding
		Objective 13 - 6.4.2	7.14%	5			5.000	0.357	Outstanding
KRA 5	7%	Objective 14 - 7.2.2	7.14%	5			5.000	0.357	Outstanding
FINAL PERFORMANCE RESULTS		Accomplishments of KRAs and Objectives				Final Rating		4.642	
						Adjectival Rating		Outstanding	

BRYAN T. BALINGIT
Ratee

JENNEE ROSE M. URBANO
Rater

APRIL G. CONCEPCION
Approving Authority

PART IV: DEVELOPMENT PLANS

NOTE:
This sheet shall be accomplished during: i) Phase I: Performance Planning and Commitment, based on the results of e-SAT; and ii) Phase II: Performance Monitoring and Coaching, based on the agreements on the Performance Monitoring and Coaching Form and Mid-year Review Form; and iii) Phase IV: Performance Rewarding and Development Planning, based on the actual results of IPCRF.

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
A. Functional Competencies					
Used research-based knowledge and principles of teaching and learning to enhance professional practice (PPST 1.2.2)	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (PPST 1.4.2)	To achieve adequate results by being familiar with a variety of teaching styles that are suitable to the learners' demands	Participating in LAC sessions and creating a culture of inquiry and reflection in schools	Year-round	Training, Materials, Financial Resources, Mentoring from Master Teachers and School Head
Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners (PPST 4.3.2)	Applied knowledge of content within and across curriculum teaching areas (PPST 1.1.2)	To learn different and innovative teaching strategies in developoing critrical, creative, higher-order thinking skills among learners	Participating in LAC sessions and creating a culture of inquiry and reflection in schools	Year-round	Training, Materials, Financial Resources, Mentoring from Master Teachers and School Head
Maintained learning environments that are responsive to community contexts (PPST 6.1.2)	Ensured the positive use of ICT to facilitate the teaching and learning process (PPST 1.3.2)	To use a variety of teaching techniques to promote higher-order thinking; critical and creative	Participating in LAC sessions and creating a culture of inquiry and reflection in schools	Year-round	Training, Materials, Financial Resources, Mentoring from Master Teachers and School Head
Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers (PPST 6.1.2)	Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement (PPST 1.7.2)				

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
B. Core Behavioral Competencies					
Self-Management	Self-Management	In particular it regularly and correctly follows standard operating procedures resulting in outputs that are almost error-free	Apply knowledge gained from LAC sessions, assistance from the Master Teachers and the School Head	Year-round	Physical resources, financial resources, mentoring from the Master Teachers and the School Head
Professionalism and Ethics	Professionalism and Ethics	In particular it regularly and correctly follows standard operating procedures resulting in outputs that are almost error-free	Apply knowledge gained from LAC sessions, assistance from the Master Teachers and the School Head	Year-round	Physical resources, financial resources, mentoring from the Master Teachers and the School Head
Results Focus	Results Focus	In particular it regularly and correctly follows standard operating procedures resulting in outputs that are almost error-free	Apply knowledge gained from LAC sessions, assistance from the Master Teachers and the School Head	Year-round	Physical resources, financial resources, mentoring from the Master Teachers and the School Head
Teamwork	Teamwork				
Service Orientation	Service Orientation				
Innovation	Innovation				

BRYAN T. BALINGIT
RATEE

JENNEL ROSE M. URBANO
RATER

APRIL G. CONCEPCION
APPROVING AUTHORITY

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)		Timeline	Resources Needed
		Learning Objectives	Intervention		
Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (PPST 6.4.2)	Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning (PPST 2.4.2)				
Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST 7.2.2)	Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning (PPST 2.5.2)				
	Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST 3.3.2) Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices (PPST 3.4.2)				

CIVIL SERVICE COMMISSION
Republic of the Philippines

Civil Service Commission Regional Office III

July 8, 2025

Bryan T. Balingit
Teacher I
Information and Communication Technology High School
Sindalan, City of San Fernando
Pampanga
bryan.balingit@deped.gov.ph

Dear Mr. Balingit,

This refers to your letter dated June 23, 2025 addressed to Director II Dyna Marie D. Quimson, CSC Field Office - Pampanga and indorsed to this Regional Office on the same day, pertinent portions of which read:

> *"Upon my consultation with Mr. Benjo Basas, chairman of the Teachers' Dignity Coalition (Ating Guro Partylist), it's been reinforced to me that indeed, it is the prerogative of any government agency that is embraced in the Civil Service Commission to reassign employees as per section 26 (7) of the Administrative Code, or more specifically, the Executive Order No. 292.*
>
> *"Although the effective and standing bureaucratic order I have received is a 'reassignment,' one that is done 'in the exigency of service,' what warranted it in the first place as to why only us three: Ms. Pamela Mercado (who had already served as the school's math teacher for 9 years), Ms. Amelia Centeno (who is barely just a year in service), and I (the school's senior Araling Panlipunan teacher) were summoned by the Schools Division Superintendent, Ma'am Shirley Zipagan - among all the Information and Communication Technology High School's teaching staff - undermines (though expedient as is the nature of exigency) any possible justifying circumstantial cause of the summon besides the fact that we were endorsed to be unqualified by our school head, April Concepcion for the 'specialized curriculum' - that is to this day, one week after the school opening, still has not been officially publicized and piloted.*
>
> *"If it were just to be done in the exigency of service, as it now officially stands, why did it have to come as a direct summon from the office of the superintendent?*
>
> *"Bureaucratic efficiency warrants data gathering for a government unit such as the division office, to effect strategic planning that is in this case, on determining manpower employment and deployment as per the projected or actual ratio of the number of student-enrollees and the corresponding number of teaching personnel. There were those teaching personnel within our division that were declared 'excess' by their respective schools, but to the extent of what I know, they did not have to be circumvented from their*

immediate superior that is their school head and be bureaucratically leapt to the office of the superintendent, just to be informed that they were found to be excess teaching staff.

"As per the superintendent herself, we were summoned in her office because apparently as well, she had to be the one then to inform us that we were not endorsed by our school head to be 'qualified' or 'aligned' as subject teachers with respect to the 'specialized curriculum' the school is set to implement.

"Our school head, though was able to inform the ICTHS faculty of the impending teacher profiling and evaluation for specialized curriculum alignment and qualification, never did formally notify and inform us of our situation; neglecting the due diligence to issue an official communication for our information and advisement.

"Then, we were instantaneously declared excess.

"X x x.

"In one of the narrations I provided, I mentioned of actually knowing the subjects that supposedly, I was to teach this school year. I was given four classes of Araling Panlipunan 9 or Ekonomiks, then three Araling Panlipunan 10 or Kontemporaryong Isyu - and no advisory class. This was unofficial.

"In a meeting dated, June 13, 2025, where the agenda was teachers' orientation on the student handbook, it was inevitable for the teachers to ask about their loads for the upcoming school year. Our head teacher, Ma'am Fatima Gervacio informally showed us an adjusted class program that was, yet again, still unofficial and was still subject for approval. I saw mine, and knew that certain changes were made. I was supposed to handle, that time, 'Filipino 9' as my third subject preparation.

"Until I was endorsed to be unqualified and unaligned with the specialized curriculum the school is set to implement - and immediately after that, ultimately declared as an excess teaching personnel by the superintendent.

"Deped Order 22, s. 2013 specifically provides that:

'xxx, there are certain conditions which can validly be considered as "in the exigency of the service" and transfers may be made even without the consent of the teacher:

'xxx. When the teacher is declared excess by the principal/school head (SH) and his/her expertise/area of specialization is needed in another school/district/division.

"Although, it's the superintendent who declared me to be an excess teaching personnel - and not my school head. Her declaration ultimately resulted in my reassignment.

"X x x.

"As per this school memorandum issued June 20, 2025, several days after my being declared an excess, there was still an on-going deliberation of all teacher needs on the division level - if this does not categorically render my

reassignment to be rather instantaneous, worse, whimsical then I'd be at my wits' end in knowing what would.

"To dissect the context of the memorandum further: to have a 'temporary schedule advisory' meant, at the very least, that as of its issuance, nothing official was settled and concluded yet for the administrative heads to arrive at a feasible determination of declaring excess teaching personnel. Especially when, and I could not stress this further, the school was still awaiting the 'assignment of an upcoming, new teacher' - in effect, the school therefore, requested for more teaching staff contradictorily after establishing we were surplus.

"As a matter of fact, by opening of this school year, there were four new teachers besides the one they are awaiting now that filled the positions left vacant by us three.

"X x x.

"We were never an excess. They wanted to replace us. And replace us they did - indiscriminately.

"X x x.

"What is the legitimate reason for our reassignment, really?

"For me to be reassigned and transferred to Del Carmen Integrated School surely does not justify an exigent, legitimate need for my skills and expertise.

"Mr. Ariel Escoto, the H.R. personnel who worked on my reassignment informed me at the time before anything went official that, DCIS was in need of an E.S.P. teacher - and that it's likely that I'd be deployed to be as that.

"I did not become an E.S.P. teacher, not when I first reported here, and certainly not likely still to be one in the near future. I ended up teaching ALS-SHS students with six subject preparations - none of them is E.S.P.

"For me to become an ALS teacher all of a sudden is not something I am not complaining about. I find it, truthfully speaking, as plain 'out of thin air' random and comedic. But so far challenging and fulfilling. So much for 'reassignment for public interest purposes.'

"I have been personally messaged by some of my former school heads as to how I am doing after learning what happened to me. How did they come by the news, I do not know. But for me to be receiving pity and sympathy calls/messages from colleagues and former bosses, down on my level as an individual, a mere human with ego, it could be very demeaning. One could not blame me for thinking less of and about myself after being unreasonably made to go through this. Forgive me.

"X x x.

"And I did contemplate about resigning.

"I heartily appeal to your good office. By law, the Civil Service Commission can intervene in cases involving reassignment of government employees -

whether mine constitutes an indiscriminate and whimsical one is for the commission to determine.

"X x x.

"This letter, in effect, serves essentially as supplementary the first one, and with additional substantiation(s).

"X x x.

You mentioned in your letter that you are appealing your reassignment with the request that the Civil Service Commission intervene pertaining thereto. We invite your attention to the Rules on Reassignment specifically Section 13(a)(3)(4)(5), Rule IV of the 2017 Omnibus Rules on Appointments and Other Human Resource Actions as revised (2017 ORA OHRA) which states that:

> *"Sec. 13. Other Human Resource Actions. X x x.*
>
> *"a. Reassignment - movement of an employee across the organizational structure within the same department or agency, which does not involve a reduction in rank, status or salary.*
>
> *"X x x.*
>
> > *"3. Reassignment is presumed to be regular and made in the interest or exigency of public service unless proven otherwise or if it constitutes constructive dismissal. Constructive dismissal exists when an official or employee quits his/her work because of the agency head's unreasonable, humiliating, or demeaning actuations, which render continued work impossible because of geographic location, financial dislocation and performance of other duties and responsibilities inconsistent with those attached to the position. Hence, the employee is deemed illegally dismissed. This may occur although there is no diminution or reduction in rank, status or salary of the employee."*
> >
> > *"X x x.*
> >
> > *"4. The employee may appeal the reassignment order within 15 days upon receipt thereof to the Commission or CSC RO with jurisdiction, as provided under specific law, if he/she believes there is no justification for the reassignment. Pending appeal, the reassignment shall not be executory.*
> >
> > *"5. **Reassignment of** public health workers, public social workers, **public school teachers** and all other professions covered by special laws **shall be governed by their respective laws. However, the rules herein mentioned shall be applied suppletorily**[1]. X x x."* (Emphasis supplied)

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[1] Section 68, Rule 43 of the 2017 RACCS:

> ***"Section 68. Perfection of an Appeal or a Petition for Review.*** *To perfect an appeal or a petition for review, the appellant petitioner shall submit the following documents:*
>
> *(a) Memorandum containing the following:*
>
> *"1. grounds relied upon for the appeal petition for review;*

Republic Act No. 4670 dated June 18, 1966 or the Magna Carta for Public School Teachers provides:

> *"**Section 6. Consent for Transfer Transportation Expenses.** Except for cause and as herein otherwise provided, no teacher shall be transferred without his consent from one station to another.*
>
> *"Where the exigencies of the service require the transfer of a teacher from one station to another, such transfer may be effected by the school superintendent who shall previously notify the teacher concerned of the transfer and the reason or reasons therefor. **If the teacher believes there is no justification for the transfer, he may appeal his case to the Director of Public Schools**[2] or the Director of Vocational Education, as the case may be. Pending his appeal and the decision thereon, his transfer shall be held in abeyance: Provided, however, That no transfers whatever shall be made three months before any local or national election.*
>
> *"Necessary transfer expenses of the teacher and his family shall be paid for by the Government if his transfer is finally approved."* (Emphasis supplied)

The foregoing rule states that the proper remedy from the order of reassignment is to file an appeal before the concerned Director of Public Schools or now the Regional Director. Our records show that on June 23, 2025 a letter was sent to Ronnie S. Mallari, CESO V, Regional Director, Department of Education, Regional Office III forwarding your email dated June 16 and 18, 2025 regarding your classification as "excess teacher" at the Information and Communication Technology (ICT) High School, Sindalan, City of San Fernando, Pampanga, and concomitant transfer to another school which are the same issues contained in your letter dated June 23, 2025. Copy of the letter sent to Regional Director Mallari is hereto attached for easy reference.

Records would show that you sent a letter dated June 14, 2025 to Regional Director Mallari questioning your reassignment. The DepEd Regional Director can take cognizance of your case, thus, you may follow up on the status of your letter to determine if any action has been taken thereon. Under the rules, while your appeal is pending, your transfer should be held in abeyance.

For guidance and information.

Very truly yours,

Atty. ROSALINDA A. TANALIGA-OLIVA
Director IV

> *"2. certified true copies of the assailed decision, resolution or order; and*
>
> *"3. certified true copies of documents or evidence relevant to the case.*
>
> *"xxx*
>
> *"b) Proof of service of a copy of the memorandum to the disciplining office*
>
> *"c) Proof of payment of the required fee; and*
>
> *"d) A statement or certificate of non-forum shopping."*

[2] The position title of the Director of Public Schools is now Regional Director.

Copy furnished:

Ronnie S. Mallari, CESO V
Regional Director
Department of Education
Regional Office III

Director II Dyna Marie D. Quimson
CSC Field Office – Pampanga
Sto. Niño, City of San Fernando
2000 Pampanga

Balingit 0032001312S raar

ANNEX "D"

ANTI-RED TAPE AUTHORITY
ARTA Transformation Hub and Training Center
4th Floor, U.P. Ayala Land TechnoHub Building I, Quezon City
Litigation Division
litigationdivision@arta.gov.ph

RE: Complaint of **BRYAN T. BALINGIT**
Tracking Number CL-2025-0702-0224
x - x

COUNTER-AFFIDAVIT

I, **RONNIE S. MALLARI**, of legal age, Filipino citizen, with address at City of San Fernando, Pampanga, hereby depose and state:

1. I am the Regional Director of the Department of Education Regional Office III, with office address at Diosdado Macapagal Government Center, Barangay Maimpis, City of San Fernando, Pampanga;

2. On October 7, 2025, I received an **Order for Submission of Counter Affidavit** issued by the Authority on October 1, 2025;

3. The said Order is in connection with the complaint filed by Bryan T. Balingit, a public school teacher in the Schools Division Office of City of San Fernando, Pampanga, for alleged violation R.A. No. 11032 or the Ease of Doing Business and Efficient Government Services Delivery Act of 2018. The complaint specifically alleges failure to render government services within the prescribed processing time on any application or request without due cause;

4. I vehemently deny the said accusation, as the records will show that the concern of Balingit was acted upon by the DepEd Regional Office III in accordance with law;

5. To begin with, the concern of Balingit stemmed from the action of Dr. Shirley Zipagan, Schools Division Superintendent of the Schools Division Office of City of San Fernando, Pampanga, reassigning him to the school where his residence is located. The basis of the said reassignment is the letter dated June 2, 2025 of April G. Concepcion, School Head of Information and Communication Technology High School (ICTHS), stating therein that Balingit is one of the declared excess teachers in the said school whose background, training and performance are not aligned with the specific demands of the ICT curriculum;

6. Sometime in June 2025, our Office received the letter dated June 14, 2025 via electronic mail, from Balingit contesting the said order of reassignment. In his letter, Balingit stated that *"if it were ultimately done "in the exigency of the service"" xxxx "then I'd like to respectfully demand to know the contextual intention for it–if indeed, it was done* ***in good faith.***" A copy of the letter dated June 14, 2025 is hereto attached and marked as Annex "1";

7. Acting on the said letter, this Office, through the 1st Indorsement dated June 25, 2025, referred the matter to the Schools Division Superintendent of the Schools Division Office of City of San Fernando, Pampanga with the instruction to communicate directly with Balingit and address all the issues

raised in his letter. The Division Office was also requested to furnish our Office with a copy of the action taken on the matter within three (3) days from receipt of the said indorsement. A copy of the Indorsement dated June 25, 2025 is hereto attached and marked as Annex "2";

8. On July 7, 2025, this Office received a letter-reply dated June 30, 2025 from Superintendent Zipagan which contained the legal basis and reasons for the reassignment order issued to Balingit. A copy of the letter dated June 30, 2025 is hereto attached and marked as Annex "3";

9. After evaluating the arguments of Balingit and the basis of the Superintendent in issuing the contested order of reassignment, this Office found that the matter is a work-related issue that causes employee dissatisfaction or discontentment. Thus, in is its 1st Indorsement dated July 17, 2025, this Office directed the Schools Division Grievance Committee of City of San Fernando, Pampanga to take cognizance on Balingit's concern and render its Decision in writing pursuant to DepEd Order No. 35, series of 2004 or the Revision of the Grievance Machinery of the Department of Education. Balingit was furnished with a copy of the said Indorsement, for his information. A copy of the Indorsement dated July 17, 2025 is hereto attached and marked as Annex "4";

10. This Office treated the concern of Balingit as a proper subject of grievance proceedings in order to resolve the matter in accordance with the procedures authorized by law. If Balingit will not be satisfied with the Decision of the Schools Division Grievance Committee, he can file an Appeal to this Office which has appellate jurisdiction on the Decisions rendered by the Schools Division Grievance Committee. **To date, no Appeal on the Decision of the Grievance Committee relative to the concern of Balingit has been filed before our Office.** Pending Appeal, this Office has no jurisdiction to rule whether the contested reassignment is regular;

11. It is worth noting that the movement of Balingit is a REASSIGNMENT and not TRANSFER. Anent thereto, I humbly state the following, based on jurisprudential pronouncement:

    11.1. The Supreme Court, in the case of *Marilyn R. Yangson vs. Department of Education, G.R. No. 200170, June 3, 2019,* provides a clear framework for understanding the rights and obligations of public school teachers regarding reassignments. It underscores the importance of the appointment's specificity, the distinction between reassignment and transfer, and the overarching principle of public service exigency. The ruling clarifies that while teachers have security of tenure, it does not grant them an absolute right to remain in a specific station, particularly when the needs of the educational system necessitate a reassignment.

    11.2. The Civil Service Commission Regional Office III, in its letter dated June 8, 2025 addressed to Balingit, cited pertinent provision of Republic Act No. 4670 or the Magna Carta for Public School Teachers, which reads as follows:

    "**Section 6.** Consent for Transfer Transportation Expenses. Except for cause and as herein otherwise provided, no teacher shall be transferred without his consent from one station to another.

Where the exigencies of the service require the transfer of a teacher from one station to another, such transfer may be effected by the school superintendent who shall previously notify the teacher concerned of the transfer and the reason or reasons therefor. If the teacher believes there is no justification for the transfer, he may appeal his case to the Director of Public Schools or the Director of Vocational Education, as the case may be. Pending his appeal and the decision thereon, his transfer shall be held in abeyance:" x x x x

Following the foregoing provision of R.A. No. 4670, the CSC RO III ruled as follows:

"Records would show that you sent a letter dated June 14, 2025 to Regional Director Ronnie Mallari questioning your reassignment. The DepEd Regional Director can take cognizance of your case, thus, you may follow up the status of your letter to determine if any action has been taken thereon. Under the rules, while your appeal is pending, your transfer should be held in abeyance."

The Supreme Court, in the case of *Marilyn R. Yangson vs. Department of Education*, unequivocally stated that **the provision cited in Section 6 of R.A. No. 4670 applies specifically to transfer and NOT reassignment.** Since Balingit's movement is reassignment, the consent requirement under the Magna Carta did not apply. In the same vein, the letters of Balingit addressed to this Office cannot be treated as an Appeal.

Further, the Court held that this distinction is crucial because it clarifies the scope of teachers' rights regarding their placement and mobility within the educational system. The decision reinforces the administrative flexibility of the Department of Education to optimize resource allocation and personnel deployment.

12. The request/transaction of Balingit with this Office is a complex transaction which necessitates careful and thorough evaluation of complicated issues. I deemed it imperative to resolve the issue through the Grievance Machinery to arrive at a judicious resolution. Finally, it is respectfully submitted by the undersigned that there is no failure in rendering government service as alleged in the complaint considering the actions taken by this Office on Balingit's request.

IN WITNESS WHEREOF, I have affixed my signature below, this 8th day of October 2025, City of San Fernando, Pampanga.

RONNIE S. MALLARI
Affiant

SUBSCRIBED AND SWORN TO before me this OCT 08 2025 day of October 2025 at City of San Fernando, Pampanga, affiant exhibited to me his competent proof of identity on the date and place above stated.

Doc No. 123
Page No. 20
Book No. VII
Series of 2025

Copy furnished:

BRYAN T. BALINGIT
Complainant
074 Mauli Street, Barangay Del Carmen,
City of San Fernando, Pampanga
bryan.balingit@deped.gov.ph

Annex "1"

Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON
SCHOOLS DIVISION OF CITY OF SAN FERNANDO (P)
INFORMATION AND COMMUNICATION TECHNOLOGY HIGH SCHOOL
SINDALAN, CITY OF SAN FERNANDO (P)

June 14, 2025

RONNIE S. MALLARI, PhD, CESO V
Regional Director
Department of Education Regional Office 3
Matalino St., DMGC, Maimpis,
City of San Fernando, Pampanga

Sir:

Greetings!

My name is Bryan T. Balingit, teacher I, from the Deped Division of the City of San Fernando. And here is my story.

The day when I personally delivered a formal letter to the office of the regional director that sought to seek clarifications on teacher evaluation and school transfer, I was scheduled to go to the office of the superintendent in our division as well. I only had a notion that day as to why I was summoned along with two of my co-teachers.

The superintendent, along with H.R. personnel, Mr. Ariel Escoto, and one other teacher from Dolores Integrated School were present as we were all concomitantly informed as to why we're there.

Ma'am Shirley Zipagan, Deped SDO City of San Fernando head, listened to Mr. Escoto as he introduced us one by one. The former then imminently went on to disinguish the difference in the case of that one other teacher from ours. She told the people in the room that unlike him, who's declared to be an excess teaching personnel in his respective school - us, ICTHS teachers we're being transferred to other schools because we failed to qualify as teachers in terms of alignment and competence with respect to the "specialized curriculum" of the school – which I understand is still undergoing assessment and awaiting permit approval.

I responded immediately upon being informed of our case:

"Ma'am Superintendent, what was the basis for determining that we did not qualify? To which she replied, "as per the specialized curriculum to be implemented, you know that I do not want to use the word "aligned," you did not "qualify."

I asked her if she could show us the specialized curriculum and the corresponding rationale for mis or nonalignment, and explain to us how based on its requisite standards of competence, we were determined unqualified.

Addressing the H.R. personnel, seemingly wanting to get him to agree, Ma'am Superintendent went on and replied, "Alam ninyo, dapat ang principal ninyo ang sumasagot sa inyong mga tanong. Siguro, i-set na lang natin sila ng meeting individually?"

I raised my hand again and asked for further clarification: "So, Ma'am, if you don't want to define it as us, not being aligned with the specialized curriculum, does that mean that the subject that I teach is no longer going to be a program offered by the school or does it mean, I am to be replaced by another teacher?"

She gestured to Mr. Escoto again and said: "It's not really replacement. There is a need, and there are people with expertise who will be filling that position in."

To which I replied, "And that expertise is derived on what merit, Ma'am?"

In an unsettling turn, Schools Division Superintendent, Ma'am Shirley Zipagan snapped and blurted out: "Hay! i-declare na lang natin sitang excess!"

For the information of everyone, I went to see the superintendent days before the abovementioned engagement, and have raised the same concerns regarding teacher evaluation and school transfer.

See attached letter.

It was narrated in that letter that, prior to my being declared an excess, the superintendent had advised me to seek for an immediate transfer before the implementation of the said specialized curriculum – to avoid what according to her is an eventual "repercussion" once the new curriculum gets rolled out – and that is, being declared non or misaligned and ineligible for school tenure.

The superintendent was therefore, intently, expecting us to write a letter of intent to transfer.

Seconds after blurting out the words, I immediately went on to ask: "If you are to declare us then as being excess teaching personnel in our school, Ma'am, then surely you know that there will be no need for us anymore to be asked to write a letter of intent to transfer. For it is my understanding that once a teacher is declared an excess, it's the job of the division office to find other schools where his service is needed and transfer him there.

Ma'am Zipagan responded in the affirmative, and further told us, enticingly, that because of our situation, we are now at liberty to choose the school we want. Although that is still subject to s.o.p.

Sometime after our talk with the superintendent, outside the SDS office, Mr. Escoto, the H.R. personnel told us to list down the schools we would want to transfer to. I walked him through our situation now, letting him see that currently, what happened has rendered us to be as though we are "floating".

For if we are to take the words of the superintendent to be effective and binding, right then and there, we are to be taken as "excess teaching personnel" – meaning, we have no business anymore going back to the now, our previous school. Where would we go then? Knowing that three days later, no reassignment order has yet been issued deploying us to our new stations.

Deped Order 22, s. 2013 diligently dictates that, "certain conditions can be considered as valid justifications and grounds for transfer – done in the exigency of service," to wit:

- When the teacher is declared excess by the principal/school head (SH) and his/her expertise/area of specialization is needed in another school/district/division.

I was never an excess teaching personnel in our school. In fact, I knew of my loadings although their official delegation is yet to be issued (2 days before the school opening). Our head teacher, Ma'am Fatima Gervacio can confirm this for she informed me that the official loadings of our school prior to my being declared an excess were then already duly acknowledged by the school head, CID, and the PSDS.

It was not my school head as well who declared me as an excess teaching personnel. What was endorsed by our principal to the superintendent as reason for my being transferred in the first place was due to "not qualifying and aligning with the specialized curriculum."

Paragraph IV of the said D.O., further provides that:

- As such, in the event that teachers are transferred in the exigency of the service, the following may serve as a guide in the decision on whom to transfer:

  Teachers who were last to be hired (Last in, First out):

Service-wise, I am the longest serving Araling Panlipunan teacher in our school. I have been teaching there for 6 years now, and is still expecting to continue my tenure as the school's senior A.P. teacher.

I don't want to be transferred. I never did. I won't ever will, if given the chance.

Yesterday, June 13, 2025, there will be a "school send-off" program for those who resigned, sought transfer intentionally, and us, those who don't want to transfer but are being so. I still haven't gotten my reassignment order. According to Mr. Escoto who I just messaged via facebook messenger, "It's still awaiting approval. And that they determined to situate my new station as "home-based."

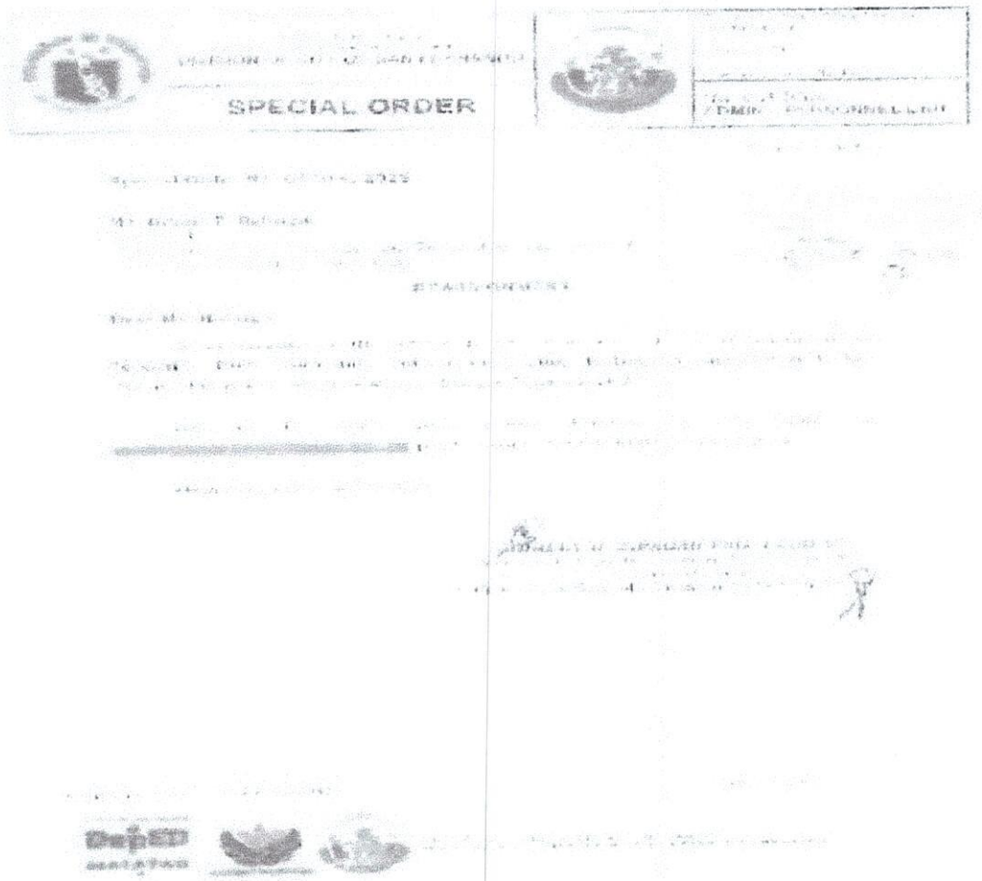
I was never shown any basis as to why I'm being shipped off somewhere else. I find that "these people" could not even make up their minds as to how they would justify what they have done to us. And I kid you not, what they are doing still.

No explanations, no due process — just mere intimidation exhibits, deliberate and meant to render me immobilized and silent.

I confess myself afraid, anxious, emotionally-drained, and mentally worn out.

One thing that the subject that I teach has inculcated in me as a philosophy is the critical exercise of the freedom of inquiry. I have found that inquiringly, the higher you move up to the echelons of power, the more precarious your rank ought to be towards the trappings of accountability. That's the slave whispering in the ear of the emperor.

I do not feel alone in this fight. I know that along the way, I'll find friends.



To make a reiteration, I am not contesting whether it's well within the authority of the school head, more so of the superintendent to declare a teaching personnel an excess. So to make a categorical distinction as to the nature of any being stationed to another school as either being a transfer or a reassignment is a non sequitur. It should not be a bureaucratic oddity to find that one would have no vested right over one's position, especially plantillas that are not station-specific.

If Ma'am Principal April Concepcion and Ma'am Superintendent Shirley Zapagan should see that I am no longer qualified to be an ICT High School teacher – with respect to the requisite competence the soon-to-be implemented specialized curriculum necessitate, with enough objective basis, then I would unquestioningly comply with my superiors' directives.

Should they find that logically, the only sound managerial course of action correspondent to the inefficiency caused by overstaffing, as per Deped Order 22, s. 2013 is to declare me an excess teaching personnel - then I'd willingly go.

If it were ultimately done "in the exigency of service," as I have laid out in the formal letter I personally delivered to the Office of the Regional Director – then I'd like to respectfully demand to know the contextual intention for it – if indeed, it was done ***in good faith.***

I was informed about the issuance of the special order directing my reassignment to another school, June 15, 2025. I am now deployed to Del Carmen Integrated School – Annex. "In the exigency of service is the rationale validating my "reassignment."

Please, help me.

Sincerely,

BRYAN "SIR SCAR" BALINGIT

Former ICTHS Teacher

c. *Residents of the barangay or municipality of the proposed recipient school; or*

d. *Secondary school teachers teaching subjects other than their areas of specialization.*

Additionally, **CSC Memorandum Circular No. 02, s. 2005**, reiterates that reassignments are within management prerogative when made in good faith, for legitimate service exigencies, and without diminution of rank, status, or salary.

The above provisions provide clear guidance that teachers may be reassigned or transferred from one station to another "in the exigency of the service." Specifically, Paragraph IV of said issuance states that the reassignment of teachers must be based on service requirements, including school enrollment, curriculum shifts, program specialization, and staffing norms.

In the case of Mr. Balingit, Ms. April G Concepcion sent a letter to this Schools Division dated June 2, 2025, stating therein that Mr. Balingit is one of the declared excesses teachers of the Information and Communication Technology High School and not aligned with the ICT program of the school. Said communication was the basis of the Schools Division to reassign excess teachers based on the guidelines. Attached is the letter of Ms. April G Concepcion for reference.

In compliance with the guidelines, Mr. Balingit was reassigned to the school where his residence is located.

2. **Basis of the Reassignment**
ICTHS is implementing a **Specialized Senior High School Curriculum**, for which alignment of teacher expertise is crucial. Based on school-submitted Teaching Load Templates and HR records, Mr. Balingit's current teaching specialization does not match the revised curriculum demands, and thus he was duly identified by the school head and CID as excess personnel, which this Office confirmed after due verification.

Further, in the comment of Ms. April G Concepcion, school head, dated June 30, 2025, she stated therein that ICTHS as a specialized school, it requires that a significant portion of its faculty have demonstrated competence, experience, or formal training in ICT – related fields. Unfortunately, Mr. Balingit has no training related to ICT, short courses related to ICT, nor any National Certificate on Computer Programming and the like. Attached is the comment of Ms. April G Concepcion for reference.

Per established protocol, the teacher was **not declared as "unqualified"** in a derogatory sense but rather was realigned to a school that matched his competencies, without prejudice to his civil service eligibility or professional integrity.

3. **Observance of Due Process.**
   Contrary to the claims of lack of due process, Mr. Balingit was informed of his excess status through a management meeting conducted with his school head, the Human Resource Section, and a representative from this Office. He was offered the opportunity to indicate preferred schools, and the Division coordinated with these schools for possible reassignment. This is standard practice under DepEd protocols for personnel movement.

4. **Clarification on Voluntariness and Consent.**
   While it is true that teachers are asked to indicate their preferences, the final deployment remains a managerial prerogative based on service needs. Teachers are not "required" to resign or submit letters of intent for transfer once they are declared as excess. However, the option is given to smoothen transition and respect the preferences of the teacher where feasible.

5. **On Alleged Lack of Merit in Assignment Decisions**
   The Division follows a **merit-based deployment process** using actual load analysis, school enrollment data, and curricular requirements. These documents are on file and can be provided upon request. No reassignment was issued arbitrarily or discriminatorily.

We remain committed to upholding the rights of teachers while ensuring effective service delivery aligned with the educational goals of the Division.

Thank you for your attention.

Very respectfully,

SHIRLEY BALAJADIA ZIPAGAN, PhD, CESO VI
Schools Division Superintendent
Schools Division Office – City of San Fernando, Pampanga

Annex "2"

Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

1st Indorsement
June 25, 2025

Respectfully referred to the Schools Division Superintendent, Schools Division Office of City of San Fernando, *for appropriate action*, the attached communication from Bryan Balingit, Teacher at the Information and Communication Technology High School, that Division, regarding his request for clarification on the matter of teacher evaluation and transfer vis-a-vis the specialized curriculum to be implemented in their school.

That Division Office is directed to communicate directly with the individual concerned and address all the issues raised in his letter. That Division Office is also requested to furnish this Office a copy of the action taken on the matter within three (3) days from receipt of this indorsement.

RONNIE S. MALLARI, PhD, CESO V
Regional Director

Encl.: As stated

Address: Matalino St. D.M. Government Center, Maimpis, City of San Fernando (P)
Telephone Number: (045) 598 8580 to 89
Email Address: region3@deped.gov.ph
Website: https://region3.deped.gov.ph/

Annex "3"

Republic of the Philippines
Department of Education
Region III
Schools Division Office City of San Fernando

June 30, 2025

DR. RONNIE S. MALLARI, CESO V
Regional Director
Department of Education, Region III

Subject: Reply to Concerns Raised by Mr. Bryan T. Balingit on Teacher Classification and School Transfer

Dear Dr. Mallari:

This refers to the endorsement and communication received by this Office regarding the concerns of Mr. Bryan T. Balingit on his designation as an "excess teacher" at the Information and Communication Technology High School (ICTHS) in Sindalan, City of San Fernando, Pampanga, and his subsequent reassignment.

Related thereto, upon receipt of the indorsement, this Office immediately indorsed the same to Ms. April G. Concepcion, School Head of ICTHS for comment.

Please allow us to clarify and respond with the following points:

1. **Legal Basis on Reassignment of Personnel**

   Pursuant to **DepEd Order No. 22, s. 2013**, or the **REVISED GUIDELINES ON THE TRANSFER OF TEACERS FROM ONE STATION TO ANOTHER**

   > *Para 3. While efforts shall be exhausted to secure the consent of a teacher to be transferred, there are certain conditions which can validly be considered as "in the exigency of the service" and transfers may be made even without the consent of the teacher. These include the following:*
   >
   > *Xxxxx*
   > *c. When the teacher is declared excess by the principal/ school head (SH) and his/her expertise/area of specialization is needed in another school/district/division.*
   >
   > *Para 4. As such, in the event that teachers are transferred in the exigency of the service, the following may serve as a guide in the decision on whom to transfer:*
   > *XXXXXXXX*

Annex "4"

Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

JUL 2

1st Indorsement
July 17, 2025

Respectfully returned to the Schools Division Superintendent, Division of City of San Fernando, Pampanga, the attached letter-reply relative to the concern of Mr. Bryan T. Balingit on his designation as an "excess teacher" at the Information and Communication Technology High School (ICTHS) and the latter's subsequent reassignment.

The issues raised by Mr. Balingit are work-related issues that cause employee dissatisfaction or discontentment. To resolve the same, the Schools Division Grievance Committee of City of San Fernando is instructed to take cognizance on Mr. Balingit's concerns, in accordance with *DepEd Order No. 35*, series of 2004 (Department of Education Grievance Machinery). The Grievance Committee must render its Decision in writing and shall contain all relevant facts and circumstances as well as the law or rule that was applied if any.

RONNIE S. MALLARI, PhD, CESO V
Regional Director

Copy furnished:

MR. BRYAN T. BALINGIT
bryan.balingit@deped.gov.ph

Encl.: as stated

ANNEX "E"

ARTA
ANTI-RED TAPE AUTHORITY
OFFICE OF THE PRESIDENT OF THE PHILIPPINES

BAGONG PILIPINAS

BRYAN T. BALINGIT,
Complainant,

-versus-

RONNIE S. MALLARI, in his capacity as Regional Director of the Department of Education – Regional Office III,
Respondent.

CTN CL-2025-0702-0224
For: Violation of R.A. No. 11032

x----------x

NOTICE OF SUBMISSION FOR RESOLUTION

Upon evaluation of the complaint, allegations of the parties, and the records of the case, this case is now **SUBMITTED FOR RESOLUTION** which shall contain the findings and recommendation of the Handling Lawyer.

The Resolution will be released within sixty-five (65) working days from receipt of this notice. In the event that the 65-day period lapsed without issuing the Resolution, you may send a follow-up of the same with the Authority.

27 October 2025, Quezon City.

ATTY. ANGELICA M. VILLAFUERTE
Handling Lawyer

Copy Furnished:

BRYAN T. BALINGIT
Complainant
074 Mauli Street, Brgy. Del Carmen,
City of San Fernando, Pampanga
bryan.balingit@deped.gov.ph

RONNIE S. MALLARI, PhD, CESO V
Regional Director
Regional Office III
Department of Education
ord3@deped.gov.ph / legal.ro3@deped.gov.ph

SMARTER INITIATIVES. BETTER PHILIPPINES.

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ARTA Transformation Hub and Training Center, 4th Floor, U.P. Ayala Land TechnoHub Building I, Quezon City, Philippines 1101

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1-2782 (ARTA)
8888 (Citizens' Complaint Center)

Anti-Red Tape Authority
www.arta.gov.ph