Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division Superintendent

APR 15 2025

MEMORANDUM
No. 180, s. 2025

BASIC EDUCATION INFORMATION SYSTEM DATA COLLECTION AND VALIDATION FOR SCHOOL YEAR 2024-2025

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
OIC-Chief Education Supervisor, School Governance & Operations Division
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. Attached is DepEd Memorandum No. 31, s. 2025, dated April 10, 2025, on the above-captioned subject, the contents of which are self-explanatory, for the information and compliance of all concerned.

2. In accordance with **DepEd Order No. 027, s. 2019** titled **Guidelines on the Yearly Collection of Data/Information Requirements and Validation Processes**, the Department of Education (DepEd) must collect data every year. This data is essential for budgeting, policymaking, program development, monitoring, and evaluation, as well as for allocating vital resources and improving the nation's delivery of high-quality basic education.

3. This Office directs all public and private elementary and secondary schools, to update their school information and all other data elements in the BEIS through the accomplishment of the data gathering forms for the school year 2024-2025. The system will be available for data updating from **March 14** to **April 30, 2025**.

4. The following are the BEIS data gathering forms to be accomplished respectively (see Enclosure 1):

a. Government Elementary School Profile;
b. Government Junior High School Profile;
c. Government Senior High School Profile;
d. Private School Profile;
e. State/Local Universities and Colleges Profile;

Public integrated schools shall fill out the government school profiles applicable to them.

5. All schools must use the data collection forms that were obtained from the BEIS in order to prevent **data inaccuracies** in the template when it is uploaded. Schools can utilize the forms that are pre-loaded with data from the previous school year, which will be evaluated and updated appropriately, to save time and effort when filling them out.

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6. The most accountable and responsible authority for submitting school statistics will be the **School Heads**. They will guarantee that the information encoded into the system is correct and up to date. Datasets gathered from educational institutions will be uploaded and made accessible via a dashboard on the official DepEd website.

7. The Division Planning Officer (DPO) shall provide technical assistance to all schools such as but not limited to the conduct of orientation, respond to concerns/queries, and provide assistance to schools with no internet connectivity in the submission of their reports. The DPO shall monitor and ensure that all schools in the Division will encode and submit their school profile in the BEIS on or before **April 30, 2025**, and conduct validation on even date.

8. The **Program Focal Persons** shall jointly **validate** with the division planning officer their **program data** and sign the forms to ascertain that the data reported are correct and validated.

DATA ELEMENTS	FOCAL PERSON
Curriculum-related data on learners	
- Indigenous Peoples Education (IPEd)	MARISSA M. ANDANZA, Ph.D. Education Program Supervisor
- Muslim Education	
- Special Needs Education (SNEd)	LILIOSA B. PALCE, Ed.D. Education Program Supervisor
- Technical-Vocational-Livelihood	LEONAIDA L. GUTIERREZ, Ph.D. Education Program Supervisor
Disaster Risk Reduction and Management (DRRM) and other related activities	EDUARDO L. KONDO Project Development Officer II
Teaching, teaching-related and non-teaching personnel data and other human resource-related data	ANGELA M. FRANCISCO Administrative Officer IV
Computer, information and communication technologies (ICT) equipment, internet connectivity, and other ICT-related data	MAY L. BORJAL Information Technology Officer I
Maintenance and Other Operating Expenses Data	KARINA E. MEDINA, CPA Accountant III
Instructional / non-instructional rooms including electrical supply, sanitation facilities	Engr. JERONE M. TAGAPAN Engineer III
School Health and Nutrition, including the availability of water supply, sanitation facilities	MARIA TERESA S. INDAP, RN Nurse II
	MAY ANNE L. AYUDTUD, DMD Dentist II
	MARIPAZ M. LAVIN, RN Nurse II
	MARICEL R. SUBIDA, DMD Dentist II
School Sports	EDISON C. ENERLAS Education Program Supervisor
Learners Rights and Protection (LRP)	MA. REGAELE A. OLARTE OIC-Chief Education Supervisor

School Government Program/Learner Organization and Activities (Youth Formation, SPG, SSG)	KING SOLIDINI J. TORRES Project Development Officer I
	MA. ROMMA S. PAGADOR Project Development Officer I
Action Research	PHOEBE R. ARROYO Senior Education Program Specialist
Data on Training of Personnel	IVY M. ROMANO Senior Education Program Specialist
Learning Resources	GINA U. URQUIA, Ph.D. Education Program Supervisor
Private School	ZOREN PEPITO L. GUBALANE, DPA Senior Education Program Specialist

9. In order to reach the goal timelines and have their work converted to service credits for those at the school level, all personnel participating in BEIS data encoding, collecting, and validation from all public schools are allowed to render overtime services with pay during weekdays, weekends, and holidays.

10. Instructions and further reminders for completing certain data items in the forms are included in this Memorandum Enclosure No. 2.

11. For any clarifications or inquiries, please contact the Planning & Research Section through telephone numbers (02)8423-75-60/61/62 and for issues encountered in the information system, please email an incident report at planning.sdomuntinlupa@deped.gov.ph.

12. Immediate dissemination of, and compliance with this Memorandum is hereby directed.

VIOLETA M. GONZALES
Asst. Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Enclosure: as stated
References: as stated
To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION INFORMATION SYSTEM

JDN/DM/Basic Education Information System Data Collection and Validation for School Year 2024-2025
180 /April 14, 2025
NUM-2025-180

Republic of the Philippines
Department of Education

APR 10 2025

DepEd MEMORANDUM
No. 031 , s. 2025

BASIC EDUCATION INFORMATION SYSTEM DATA COLLECTION AND VALIDATION FOR SCHOOL YEAR 2024–2025

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
State/Local Universities and Colleges Heads
All Others Concerned

1. Pursuant to DepEd Order No. 027, s. 2019 titled Guidelines on the Yearly Collection of Data/Information Requirements and Validation Processes, the Department of Education (DepEd) shall conduct an annual data collection through the Basic Education Information System (BEIS) which captures datasets that are imperative in allocating crucial resources, budgeting, policymaking, program development, and monitoring and evaluation to enrich the delivery of quality basic education in the country.

2. The Department, through the Policy and Planning Service-Education Management Information System Division (PPS-EMISD) directs all public and private elementary and secondary schools, and encourages all state/local universities and colleges offering basic education, to update their school information and all other data elements in the BEIS through the accomplishment of the data gathering forms for the school year 2024–2025. The system will be available for data updating from **March 14 to April 30, 2025**.

3. The following are the BEIS data gathering forms to be accomplished respectively (see Enclosure No. 1):

a. Government Elementary School Profile;
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c. Government Senior High School Profile;
d. Private School Profile; and
e. State/Local Universities and Colleges Profile.

Public integrated schools shall fill out the government school profiles applicable to them.

4. All schools shall utilize the data gathering forms downloaded from the BEIS to avoid **data errors** in the template when uploaded. To reduce efforts and time in filling out the forms, schools may use the pre-loaded forms with available previous school year data, which shall be reviewed and updated, accordingly.

5. The **School Heads**, shall be primarily responsible and accountable officials for reporting of the school data. They shall ensure that the data encoded in the system are accurate and timely. Datasets collected from schools shall be uploaded and be made available through a dashboard on the DepEd official website.

6. The **Division Planning Officers (DPOs)** shall provide technical assistance to all schools such as but not limited to the conduct of orientation, respond to concerns/queries, and provide assistance to schools with no internet connectivity in the submission of their reports. **The DPOs shall monitor and ensure that all schools in their respective Schools Division Office (SDO) will encode and submit their school profile in the BEIS on or before April 30, 2025 and conduct data validation on even date.**

7. The program focal persons in the division shall jointly validate with the division planning officer their program data and sign the forms to ascertain that the data reported are correct and validated.

Data Elements	Division Focal Person
Curriculum-related data on learners (Indigenous Peoples Education [IPEd], Muslim Education, Special Needs Education [SNEd])	Education Program Supervisor-in-Charge of Special Programs (Alternative Learning System, SNEd, Sports, Madrasah/Arabic Language and Islamic Values Education, IPEd, Multi-Grade)
Disaster Risk Reduction and Management (DRRM) and other related activities	DRRM Coordinator
Teaching, Teaching-Related and Nonteaching personnel data and other human resource-related data	HR Personnel
Computer, information and communication technologies (ICT) equipment, internet connectivity, and other ICT-related data	Information Technology Officer
Maintenance and Other Operating Expenses Data	Division Accountant
Instructional/Non-Instructional rooms including electrical supply, school location, and travel details	Physical Facilities Coordinator/ Division Engineer
School Health and Nutrition, including the availability of water supply, sanitation facilities	Health and Nutrition Personnel
School Sports	Sports Coordinator
Learner Rights and Protection (LRP)	LRP Coordinator
School Government Program/Learner Organization and Activities (Youth Formation, SPG, SSG)	Youth Formation Coordinator

Action Research	Senior Education Program Specialist (Planning and Research Section-Schools Governance and Operations Division)

8. All involved personnel in BEIS data encoding, collection and validation from all public schools, district, division, and regional offices, are allowed to render overtime services with pay during weekdays, weekends, and holidays when necessary to meet the target schedules and be converted to service credits for those at the school level.

9. Guidelines and other reminders in accomplishing select data elements in the forms are attached as Enclosure No. 2 in this Memorandum.

10. For concerns related to the **data collection and validation guidelines**, please contact **Policy and Planning Service-Education Management Information System Division** through e-mail at ps.emisd@deped.gov.ph or telephone number (02) 8637-6204.

11. For issues encountered in the information system, please submit them through the online ticketing form of the **Information and Communications Technology Service-User Support Division** via https://bit.ly/HelpdeskTicketingForm.

12. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff

Encls.:
As stated

Reference:
DepEd Order (No. 027, s. 2019)

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

BASIC EDUCATION	LEARNERS
BUREAUS AND OFFICES	REQUIREMENTS
DATA	RULES AND REGULATIONS
FORMS	SCHOOLS

Republic of the Philippines
Department of Education

APR 10 2025

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ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff

Encls.:
As stated

Reference:
DepEd Order (No. 027, s. 2019)

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

BASIC EDUCATION
BUREAUS AND OFFICES
DATA
FORMS
LEARNERS
REQUIREMENTS
RULES AND REGULATIONS
SCHOOLS

(Enclosure No. 1 to DepEd Memorandum No. 031 , s. 2025)

GOVERNMENT ELEMENTARY SCHOOL PROFILE, SY 2024-2025

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SY 2024-2025		
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School ID:

Republic of the Philippines
DEPARTMENT OF EDUCATION
POLICY AND PLANNING SERVICE
Education Management Information System Division

GOVERNMENT ELEMENTARY SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the **head of all government elementary schools**. In the case of schools with annexes, extensions, etc., a separate school profile shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Schools Division Office (SDO).

Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item shall be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2024-2025

School Name : _____
(Official Name)

_____
(Previous Name, if any)

Address : _____ *No.* _____ *Street/Sitio/Purok* _____ *Barangay*

_____ *Municipality/City* _____ *Province* _____ *Zip Code*

Region : _____
Division : _____
School District : _____
Legislative District : _____
Telephone Number : _____
Mobile Number : _____
Fax Number : _____
Website (if any) : _____
E-Mail Address : _____
Date Established (Year) : _____
Mother Tongue used in school as medium of instruction (K to 3) : _____

Check (✔) if the school is: (check all applicable)

☐ **Central School**
☐ **SNEd (formerly SPED) Center**
☐ **with SNEd Classes/Programs**

Annex/Extension School
(Indicate Mother School ID: _____

Implementing Shifting
(Indicate the highest number of shift if a school has multiple shifts: _____

Note: ***Shift -*** refers to time schedules corresponding to different sets of classes with different sets of learners (e.g., morning and afternoon shifts). ***Night classes*** are not considered a shifting schedule. ***For Kindergarten,*** consider only those classes with more than two (2) sessions.

Check (✔) if the school has the following Curricular Offering Classification (COC):

☐ **Kindergarten**
☐ **Grades 1 to 6**

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Noted by the Schools Division Office:

Head of the Office : _____
(Signature Over Printed Name) / Date

Position Title : _____

Box 1. NUMBER OF CLASSES, SY 2024-2025 (As of February 28, 2025)

1. For Monograde classes, indicate the number of classes by grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
							0

2. For Multigrade classes, check the appropriate grade levels combined.

Example, if the school have two (2) Multigrade Classes:

MG Class 1 : **Grade 5** ☑ **Grade 6** ☑ **MG Class 2 :** **Grade 1** ☑ **Grade 2** ☑ **Grade 3** ☑

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	☐	☐	☐	☐	☐	☐	☐
MG Class 2	☐	☐	☐	☐	☐	☐	☐
MG Class 3	☐	☐	☐	☐	☐	☐	☐

Note: ***Monograde and Multigrade Classes data is based on Learners Information System (LIS) for Beginning of the School Year 2024-2025.***

1. ***Monograde Classes*** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering regular curricula.
2. ***Multigrade Classes*** - refers to number of classes with a combination of two or more grade levels offering regular curricula.

Certified True and Correct by :

School Head **:** _____

(Signature Over Printed Name) / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 1. LEARNERS BY PROGRAM, SY 2024-2025 (As of February 28, 2025)

Enrollment by Program	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Special Science Elementary School (SSES)															0	0

Enrollment by Program - refers to the number of learners according to programs offered in elementary school.

Special Science Elementary School (SSES) - a program which aims to enrich the science curriculum in public elementary school.

Table 2. ASATIDZ/MUSLIM TEACHERS HANDLING ALIVE CLASSES, SY 2024-2025 (As of February 28, 2025)

Azatidz/Muslim Teachers Handling ALIVE Classes			
Classification	Male	Female	TOTAL
Wth Plantilla Item			0
DepEd Subsidized COS			0
COS who are LET Passers			0
COS who are not LET Passers			0

ASATIDZ DepEd Subsidized/COS Teachers - assigned to teach ALIVE classes and not having plantilla positions but paid by DepEd through honorarium.

Reminder: Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division ALIVE Coordinator:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 3. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND DEVICES FOR SNEd LEARNERS, SY 2024-2025 (As of February 28, 2025)

	Types of Devices	Number of Devices
A.	**ASSISTIVE TECHNOLOGY DEVICES**	
1	Accessible Graphing Talking Calculator	
2	Amplified Answering Machines	
3	Augmentative/Alternative Communication (AAC) Systems	
4	Big Keys Keyboard	
5	Bluetooth Hearing Aid (per learner)	
6	Braille Embosser-Double sided	
7	Braille Machine	
8	Braille Printer	
9	Braille Translation Software	
10	Chair with Writing Board	
11	Clerical Chair	
12	Computer Printer	
13	Computer Set	
14	Crutches (per learner)	
15	Ergonomic trackballs	
16	Foot Mouse	
17	Head Mouse & Eye Trackers	
18	Hearing Aid (per learner)	
19	Job Access with Speech (JAWS)	
20	LCD Projector	
21	LED Flashlight Buzzer Alarm	
22	Musical Instruments	
23	One Touch Magic Screen	
24	Remote Control with enlarged Buttons	
25	Sewing Machine	
26	Speech Synthesizer	
27	Talking Calculator	
28	Talking Desktop	
29	Telephone Amplifiers	
30	Telescope	
31	Wheelchair (per learner)	
32	Personal amplication systems (per learner)	
33	Wireless TV listening systems	
34	Vibrating Alarm Clocks	
35	Buzzer with flashing light alert	
36	Voice amplification systems (wireless microphone worn by teachers)	
37	Fluency assistance devices	
38	Communication Boards	
39	Speech Generating Devices	
40	Text-to-Speech Systems	
41	Notetaking Sytems	
42	Canes (per learner)	
43	Walkers (per learner)	
44	Automatic Page Turners	
45	Smart pens	
	TOTAL	**0**
B.	**ADAPTIVE DEVICES**	
1	Big Bubbles Kit	
2	First Aid Kit	
3	Rubber Mat	
4	Safety Wall Mirror	
5	Sleeping Bag	
6	Stop Watch	
7	Tent	
8	Water Jug	
9	Whistle	
10	Adapted kitchen tools	
11	Adaptive eating utensils	
12	Adapted pencil grips	
13	Accessible Bathrooms	
14	Door and hallway widening	
15	Handrails	
16	Universal turning handles	
	TOTAL	**0**

Notes:

1. Assistive Technology Device **-** refers to any device that helps someone do something that might not otherwise be able to do well or at all. Generally, the term is used for devices that help people overcome a handicap such as a mobility, vision, mental, dexterity or hearing loss.

2. Adaptive Device **-** refers to any device that are used to assist with completing activities of daily living.

Reminder: Table 3 shall be accomplished ONLY by Elementary Schools with SNEd classes/programs and SNEd Centers.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division SNEd Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 4. NUMBER OF FUNCTIONAL EQUIPMENT AND TOOLS FOR SNEd LEARNERS, SY 2024-2025 (As of February 28, 2025)

	Types of Equipment and Tools	Number of Equipment and Tools
1	Blender Machine	
2	Cake Turntable	
3	Claw Hammer	
4	Cross Cut Saw	
5	Dipping Can	
6	Double Boiler	
7	Fire Extinguisher	
8	Frying Pan	
9	Garden Hose	
10	Gas Range	
11	Gloves	
12	Kitchen Knife	
13	Measuring Cups	
14	Measuring Spoons	
15	Mixing Bowl	
16	Pastry Blender	
17	Pastry Tubes	
18	Pie Pan	
19	Portable Electric Drill	
20	Prunning Shear	
21	Refrigerator	
22	Roasting Pan	
23	Seedling Tray	
24	Sheet Pan	
25	Spade	
26	Spatula	
27	Sprinkler	
28	Strainer	
29	Tong	
30	Wooden Spoons	
TOTAL		**0**

***Equipment/Tools or Devices* for SNEd Learners** are instructional supports and which are appropriate assistive/materials or technology. These are powerful tool to increase a child's independence and depending on disability or difficulty as down syndrome, hearing loss, intellectual and learning disabilities, muscular dystrophy. This includes devices, equipment, instruments and software .

Reminder: Table 4 shall be accomplished ONLY by Elementary Schools with SNEd classes/programs and SNEd Centers.

Certified True and Correct by:

School Head :

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division SNEd Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 5. LEARNING RESOURCES NEEDED FOR SNEd LEARNERS, SY 2024-2025 (As of February 28, 2025)

Classification/Types of Disabilities	Quantity Needed for DepEd Procured Learning Resources
With Diagnosis from Licensed Medical Specialist:	
1. Visual Impairment	
1.a. Blind	
1.b. Low Vision	
2. Hearing Impairment	
3. Learning Disability	
4. Intellectual Disability	
5. Autism Spectrum Disorder	
6. Emotional-Behavioral Disorder	
7. Orthopedic/Physical Handicap	
8. Speech /Language Disorder	
9. Cerebral Palsy	
10. Special Health Problem/Chronic Disease	
10.a. Cancer	
11. Multiple Disabilities	
12. Attention Deficit Hyperactivity Disorder	

Learning Resouces for SNEd Learners	Quantity Needed
Braille LR	
Digital Talking Book/E-text	
Large Print Books	
Cranmer Abacus	
Braille Protractor	
Talking Dictionary	
Pencil (Claw) Grips Small	
Pencil (Claw) Grips Medium	
Pencil (Claw) Grips Large	
Sign language dictionary	
Braille chart	
Sharpie pens	
Stylus and Slates (Board slates)	
Taylor Slate	
Drawing Kit	
Bocce Ball Sets	
Goal Ball	
Duralex glasses, mugs, bowls, plates	

DepEd procured Learning Resources (LRs) - refers to the instructional materials provided by the Central Office.

Types of Visual Impairment:

Blind Braille User, with light perception, legally blind

Low Vision Large Print User, with assessement to know the visual acuity for font size

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SNEd Learners Materials:

Brailler - is a tactile system of reading and writing made up of raised dot patterns for letters, numbers, and punctuation marks use by people with visual impairment. Braille may be either embossed (a permanently printed document) or refreshable (electronically generated and accessed via a braille display device).

Digital Talking Book/ E-text - provides electronic content that is delivered on a computer or another device. Electronic content can be changed in many ways (e.g., size, contrast, read aloud) to accommodate the needs and preferences of a learner. Content is presented dependent on the technology and learner's needs.

Pencil (Claw) Grips (Small, Medium, and Large) - for all grade levels are pencil grips that place the fingers of the learners in the correct position.

Sign language dictionary - it's a compilation of term and language done through finger signing.

Braille chart - is a tactile writing system used by people who are visually impaired, including people who are blind, deafblind or who have low vision.

Sharpie pens - are pens for low vision learners that create easy to see and read, highly visible, crisp, bold, black line which do not smudge or bleed through in most paper.

Stylus and Slates (Board slates) - are tools used by learners with visual impairment to write braille that they can read without assistance.

Taylor Slate - is arithmetic and algebra device consists of a rectangular aluminum type frame, 432 octagonal cells are stamped in the top in an 18 x 24 grid, with a recessed compartment at one end for holding the extra type when the frame is in use.

Drawing kit - is a set of brailled ruler, triangles, protractor, compass, and drawing board that are used to draw raised geometrical figures.

Bocce Ball Sets - are sport equipment use in paragames.

Goal Ball - is a sport equipment use in paragames.

Duralex glasses, mugs, bowls, and plates - are breakable but SNEd learners friendly.

Reminders:

1. ***For 1.a. and 1.b., identify the learning resources needed by learners who are either blind or have low vision from the total number of LR of learners with Visual Impairment.***
2. ***For 10.a., determine the learning resources needed by cancer patients, living with cancer and cancer survivor from the total number of LR of learners with Special Health Problems.***
3. ***Table 5 shall be accomplished ONLY by Elementary Schools with SNEd classes/programs and SNEd Centers.***

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division SNEd Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Definitions of Tables 5 and 6)

LWDs With Diagnosis from Licensed Medical Specialist:

1. **Visual Impairment -** refers to a learner with an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
2. **Hearing Impairment -** refers to a learner with an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
3. **Learning Disability -** refers to a learner with a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. **Intellectual Disability -** refers to a learner with significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. **Autism Spectrum Disorder -** refers to a learner characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. **Emotional-Behavioral Disorder -** refers to a learner with a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (iii) inappropriate types of behavior or feelings under normal circumstances, (iv) a general pervasive mood of unhappiness or depression, (v) a tendency to develop physical symptoms or fears associated with personal or school factors.
7. **Orthopedic /Physical Handicap -** refers to a learner with any condition that interferes with a child's ability to use his or her body.
8. **Speech/Language Disorder -** refers to a learner with a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. **Cerebral Palsy -** refers to a learner that is caused by damage to developing brain either before or during birth, or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. **Special Health Problem/Chronic Illness -** refers to a learner with a chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; that adversely affect a child's educational performance.

    10.a. **Cancer -** refers to a learner who are cancer patients, living with cancer and cancer survivor.
11. **Multiple Disabilities -** refers to a learner with a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.
12. **ADHD (Attention Deficit Hyperactivity Disorder)** is a neurobiologically-based developmental disability in children and adults with a persistent pattern of problems in the area of inattention, hyperactivity and impulsivity that is more frequent and severe that is typically observed in individuals at a comparable level of development.

LWDs With Manifestations:

1. **Difficulty in Seeing -** refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. They include those that are totally blind, functionally blind or low vision.
2. **Difficulty in Hearing -** refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deafness.
3. **Difficulty in Applying Knowledge -** refers to a learner that has a problem that interferes with learning basic skills such as reading, writing, acquiring skills and/or math. It can also delay higher level thinking skills such as organization, time planning, abstract reasoning, long and short term memory and attention.
4. **Difficulty in Remembering, Concentrating, Paying Attention and Understanding -** refers to a learner that manifest significant limitations in general intellectual functioning; in adaptive functioning (communication, self-care, home living, health and safety, social skills, functional academics, community use, leisure and work) which exist concurrently; it includes those medically diagnosed as learners with: Reading Disability or Dyslexia; Written Expression Disability; Spelling Disability; Handwriting Disability or Dysgraphia; Mathematical Disability or Dyscalculia.
5. **Difficulty in Performing Adaptive Skills (self-care) -** refers to a learner manifesting difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.
6. **Difficulty in Displaying Interpersonal Behavior (Emotional and Behavioral) -** refers to a learner whose conditions are characterized by emotional or behavioral responses in school programs so different from appropriate age, cultural or ethnic norms which affects their educational performance (academic, social, vocational or personal skills) more than temporary and responses are stressful to environment behavior is exhibited in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
7. **Difficulty in Mobility (Walking, Climbing and Grasping) -** refers to a learner that manifest difficulty in maintaining one's position or changing a body position. They include those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.
8. **Difficulty in Communicating -** refers to a learner whose developmental conditions are causing problems in communication, learning and social behaviors. It is typically characterized by difficulty in: Understanding others; Producing message; Communicating using devices.

Table 6. TEACHERS HANDLING SNEd LEARNERS (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Position Title	Number of Teachers Handling Learners with Types of Disabilities											Years in Service						Years of Teaching SNEd Learners				
	Visual Impairment/ Difficulty in Seeing	Hearing Impairment/ Difficulty in Hearing	Learning Disability/ Difficulty in Applying Knowledge	Intellectual Disability/ Difficulty in Remembering	Autism Spectrum Disorder/ Difficulty in Performing Adaptive Skills	Emotional Behavioral Disorder/ Difficulty in Displaying Interpersonal Behavior	Orthopedically Handicap/ Difficulty in Mobility	Communication Disorder/ Difficuly in Communicating	Multiple Disabilities	Attention Deficit Hyperactivity Disorder	Two (2) or More Types of disability in a class	0-3 years	4-6 years	7-9 years	10-12 years	13-15 years	16 years and above	0-3 years	4-6 years	7-9 years	10-12 years	13 years and above
Master Teacher IV																						
Master Teacher III																						
Master Teacher II																						
Master Teacher I																						
Teacher III																						
Teacher II																						
Teacher I																						
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

1. ***If a teacher is handling group of learners with two (2) or more types of disabilities, he/she shall be counted in "Multiple Disabilities".***
2. ***If a teacher is handling learners with different disabilities or combinations of SNEd Learners, he/she shall be counted in "Two (2) or More Types of SNEd Learners (Mixed SNEd Learners)".***
3. ***Years in Service*** - refers to the number of years in service as a teacher.
4. ***Years of Teaching SNEd Learners*** - refers to the number of years of teaching SNEd Learners.

Reminder: Table 6 shall be accomplished ONLY by Elementary Schools with SNEd classes/programs and SNEd Centers.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division SNEd Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 7. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)

Class	Number of Locally-Funded Teachers by Funding Source				
	Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded Teachers
	Provincial	Municipal/City			
Kindergarten *					0
Elementary (excluding handling ALIVE classes)					0

Locally-funded teachers working in the school - teachers not having plantilla positions and whose compensation is chargeable against the local budget.
These are classified according to the following:

a. ***Special Education Fund (SEF) Teachers*** - teachers whose salaries are being paid by the Local School Board Fund (Provincial or Municipal/City) where the school is located.
b. ***Local Government Unit (LGU) funded Teachers*** - teachers paid out of the general fund (not the SEF) of the LGU.
c. ***Others*** - teachers who are being funded by other sources not mentioned above (e.g., Parents-Teachers Association, etc.).

Reminders: 1. * - Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.
2. - Total of Locally-funded Teachers shall be greater than or equal to the Total of Qualified / Trained Teachers in Table 8.

Table 8. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL WHO ARE QUALIFIED AND TRAINED, SY 2024-2025 (As of February 28, 2025)

Class	Qualified Teachers			Trained Teachers		
	Male	Female	TOTAL	Male	Female	TOTAL
Kindergarten *			0			0
Elementary (excluding handling ALIVE classes)			0			0

Validated by Senior Education Program Specialist (HRTD):

_____
Signature Over Printed Name / Date

1. ***Qualified teacher*** - locally-funded teacher who has the minimum academic qualifications necessary to teach Elementary School Education. He/She must be a Licensure Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and Department of Education, Culture and Sports (DECS [now DepEd]).
2. ***Trained teacher*** - locally funded teacher who received at least the minimum organized teacher-training requirements (pre-service or in-service) to teach Elementary School Education.

Reminders: 1. * - Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.
2. - Total of Qualified / Trained Teachers shall be less than or equal to the Total of Locally-funded Teachers in Table 7.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 9. LOCALLY-FUNDED NON-TEACHING PERSONNEL WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)

Position	Average Monthly Salary	Number of Locally-Funded Non-Teaching Personnel by Funding Source				
		Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded Non-Teaching
		Provincial	Municipal/City			
Learning Support Aides						0
Administrative Officers						0
Administrative Assistants						0
Administrative Aides						0
Project Development Officer/Program Officer						0
Medical Officer/School Doctor						0
School Dentist						0
School Nurse						0
Librarian						0
Library Assistant/Aide						0
Registered Guidance Counselor						0
Guidance -related Staff						0
Computer Technician/ICT Services/ICT Assistant						0

Locally-funded non-teaching personnel working in the school - non-teaching personnel not having plantilla positions and whose compensation is chargeable against the local budget.

Learning Support Aide - refers to a person who works together in collaboration with a teacher and contributes to the provision of learning opportunities that promote achievement and progression of learners.

These are classified according to the following:

a. ***Special Education Fund (SEF)*** - non-teaching personnel whose salaries are being paid by the Local School Board Fund (Provincial or Municipal/City) where the school is located.
b. ***Local Government Unit (LGU) funded*** - non-teaching personnel paid out of the general fund (not the SEF) of the LGU.
c. ***Others*** - non-teaching personnel who are being funded by other sources not mentioned above (e.g., Parents-Teachers Association, etc.).

Reminders:

1. Those serving two or more schools simultaneously shall be counted only in the school (a) where the non-teaching personnel have longer reporting hours as identified by the SDO or (b) where the non-teaching personnel is originally intended to be deployed.

2. The non-teaching personnel shall be counted under its generic title if it has a parenthetical title.

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 10. TEACHING-RELATED AND NON-TEACHING PERSONNEL (Nationally-funded), SY 2024-2025 (As of February 28, 2025)

Position Title	NATIONALLY-FUNDED PERSONNEL																
	Number of positions assigned in the school per latest PSI-POP	POSITIONS ASSIGNED IN THE SCHOOL										Personnel borrowed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number of personnel actually working in the school			On leave	Position(s) vacant	Personnel detailed to				TOTAL (Col.5+Col.6 + Col.7+Col.11)						
		Male	Female	TOTAL (Col.3+Col.4)			DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government	TOTAL (Col.8+Col. 9+ Col.10)		Male	Female	TOTAL (Col.13+ Col.14)	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+ Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
School Principal IV				0						0	0			0	0	0	0
School Principal III				0						0	0			0	0	0	0
School Principal II				0						0	0			0	0	0	0
School Principal I				0						0	0			0	0	0	0
Head Teacher VI				0						0	0			0	0	0	0
Head Teacher V				0						0	0			0	0	0	0
Head Teacher IV				0						0	0			0	0	0	0
Head Teacher III				0						0	0			0	0	0	0
Head Teacher II				0						0	0			0	0	0	0
Head Teacher I				0						0	0			0	0	0	0
Guidance Coordinator III				0						0	0			0	0	0	0
Guidance Coordinator II				0						0	0			0	0	0	0
Guidance Coordinator I				0						0	0			0	0	0	0
Guidance Counselor III				0						0	0			0	0	0	0
Guidance Counselor II				0						0	0			0	0	0	0
Guidance Counselor I				0						0	0			0	0	0	0
Administrative Officer II				0						0	0			0	0	0	0
Project Development Officer I				0						0	0			0	0	0	0
Administrative Assistant III (Senior Bookkeeper)				0						0	0			0	0	0	0
Administrative Assistant II (Disbursing Officer II)				0						0	0			0	0	0	0
Security Guard				0						0	0			0	0	0	0
Utility Worker I				0						0	0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Reminders:
1. *Totals in column 12 shall tally with entries in column 2.*
2. *For the definitions, refer to Teaching Personnel Data (Table 11).*
3. *For teaching-related and non-teaching personnel currently deployed through clustering strategy, they shall be counted under their mother school.*

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 11. TEACHING PERSONNEL (Nationally-funded), SY 2024-2025 (As of February 28, 2025)

Position Title	NATIONALLY-FUNDED PERSONNEL																
	Number of positions assigned in the school per latest PSI-POP	POSITIONS ASSIGNED IN THE SCHOOL										Teachers borrowed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
		Number of teachers actually working in the school			On leave	Position(s) Vacant	Teachers detailed to			TOTAL	TOTAL						
		Male	Female	TOTAL (Col.3+Col.4)			DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government	(Col.8+Col.9+ Col.10)	(Col.5+Col.6 + Col.7+Col.11)	Male	Female	TOTAL (Col.13+Col. 14)	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col. 17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
11.a. Teaching Positions																	
Master Teacher IV				0						0	0			0	0	0	0
Master Teacher III				0						0	0			0	0	0	0
Master Teacher II				0						0	0			0	0	0	0
Master Teacher I				0						0	0			0	0	0	0
Teacher III				0						0	0			0	0	0	0
Teacher II				0						0	0			0	0	0	0
Teacher I				0						0	0			0	0	0	0
SPED/SNEd Teacher V				0						0	0			0	0	0	0
SPED/SNEd Teacher IV				0						0	0			0	0	0	0
SPED/SNEd Teacher III				0						0	0			0	0	0	0
SPED/SNEd Teacher II				0						0	0			0	0	0	0
SPED/SNEd Teacher I				0						0	0			0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11.b. Assignment (Number of teachers working in the school):																	
Handling ALS classes (Mobile Teacher)				0										0	0	0	0
District ALS Coordinator				0										0	0	0	0
School ALS Coordinator				0										0	0	0	0
TOTAL		0	0	0								0	0	0	0	0	0

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of positions assigned in the school per latest PSI-POP*** - number of plantilla items assigned to the school.
3. ***Number of teachers actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Position(s) vacant*** - plantilla positions that are unfilled whether existing plantilla or newly created positions.
6. ***Personnel detailed to DepEd office(s) within the division*** - personnel assigned/designated to the district office or to the division office.
7. ***Personnel detailed to Secondary school(s) within the division*** - personnel assigned/designated to secondary schools within the division.
8. ***Personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Personnel borrowed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from secondary school(s) or from other DepEd office(s) like the district, division, regional, central office or from other sc

Reminders:

1. ***In Table 11a , totals in column 12 shall tally with entries in column 2.***
2. ***In Table 11b , if a teacher is handling two or more assignments, he/she shall be counted in his/her assignment where he/she has the most number of loads.***
3. ***In Table 11a , totals in column 18 shall tally with entries in Table 12 column 7.***
4. ***Totals in Table 11a (columns 16, 17 & 18 - Total Nationally-funded teachers working in the school) shall be greater than or equal with entries in Table 13.***
5. ***Totals in Tables 11a (columns 16, 17 & 18 - Total Nationally-funded teachers working in the school) shall be equal to the totals in Table 19.***

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 12. TEACHER WORKLOAD (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Position Title	Teachers with less than 360 minutes of teaching load per day		Teachers with more than 360 minutes of teaching load per day		Teachers with 360 minutes of teaching load per day	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6)
	Designated with teaching-related assignments	Not designated to teaching-related assignments	Designated with teaching-related assignments	Not designated to teaching-related assignments		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						0
Master Teacher III						0
Master Teacher II						0
Master Teacher I						0
Teacher III						0
Teacher II						0
Teacher I						0
SPED/SNEd Teacher V						0
SPED/SNEd Teacher IV						0
SPED/SNEd Teacher III						0
SPED/SNEd Teacher II						0
SPED/SNEd Teacher I						0
TOTAL	0	0	0	0	0	0

Teaching-Related Assignments - *as defined in DepEd Order No. 005, s. 2024, refer to tasks related to teaching and academic learning which support learner development.*

Reminder: Totals in column 7 of this table shall be equal to the totals in Table 11a (column 18 - Total Nationally-funded teachers working in the school).

Table 13. TEACHERS WHO RECEIVED TRAINING WHILE IN-SERVICE FROM JANUARY 2024 TO DECEMBER 2024 (Nationally-funded teachers working in the school)

Position Title	Number of Teachers		
	Male	Female	TOTAL
Master Teacher IV			0
Master Teacher III			0
Master Teacher II			0
Master Teacher I			0
Teacher III			0
Teacher II			0
Teacher I			0
SPED/SNEd Teacher V			0
SPED/SNEd Teacher IV			0
SPED/SNEd Teacher III			0
SPED/SNEd Teacher II			0
SPED/SNEd Teacher I			0
TOTAL	0	0	0

Note: Number of teachers who received training relevant to the subject matter they are teaching for the past twelve (12) months.
Reminder: Entries in this table shall be less than or equal to the totals in Table 11a (columns 16, 17, and 18 - Total Nationally-funded teachers working in the school).

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 14. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Training on ICT	Number of Teachers								
	Kindergarten			Grades 1 to 6			TOTAL (Kindergarten to Grade 6)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
ICT Integration			0			0	0	0	0
ICT Literacy/Content			0			0	0	0	0
Software			0			0	0	0	0
Hardware			0			0	0	0	0
Others			0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

1. ***ICT Integration*** - it is a strategy to incorporate information and communications technology into all facets of education and training, including the administrative functions and models required to support learning.
2. ***ICT Literacy/Content*** - knowledge to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society.
3. ***Software*** - refers to the programs and other operating information used by a computer.
4. ***Hardware*** - refers to the machines, writing, and other physical components of a computer or other electronic system.
5. ***Others*** - refers to the other training on ICT.

Reminder: If a teacher is receiving more than one training on ICT, he/she can be counted more than once.

Table 15. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Training on Pedagogy	Number of Teachers								
	Kindergarten			Grades 1 to 6			TOTAL (Kindergarten to Grade 6)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Constructivist			0			0	0	0	0
Inquiry based			0			0	0	0	0
Reflective			0			0	0	0	0
Collaborative			0			0	0	0	0
Integrative			0			0	0	0	0
Inclusive Education			0			0	0	0	0
Others			0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

1. ***Pedagogy*** - strategies/approaches in teaching and learning. Based on RA 10533; Rule 2, Section 10.2.
2. ***Constructivist teaching*** - based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.
3. ***Inquiry based*** - is a form of active learning that starts by posing questions, problems or scenarios-rather than simply presenting established facts or portraying a smooth path to knowledge.
4. ***Reflective teaching*** - means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.
5. ***Collaborative learning*** - is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project.
6. ***Integrated approach*** - allows learners to explore, gather, process, refine and represent information about topics they want to investigate without the constraints imposed by traditional subject barriers (Pigdon and Wolly, 1992).
7. ***Inclusive Education*** - embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, learners, parents and the community (DepED Order No. 72, s. 2009).
8. ***Others*** - refers to the other training on Pedagogy.

Reminder: If a teacher is receiving more than one training on pedagogy, he/she can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Chief Education Supervisor (CID):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Chief Education Supervisor (SGOD):

_____
(Signature Over Printed Name) / Date

Table 16. NUMBER OF TEACHERS BY GRADE LEVEL AND SEX
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Grade Level	Number of Teachers (counted only once)		
	Male	Female	TOTAL
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
SNEd			0
TOTAL	0	0	0

Reminders:

1. ***If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours.***
   However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.

2. ***Entries in this table by grade level only (Kindergarten, Grades 1 to 3, SNEd) shall be less than or equal to the entries in Table 17.***

3. ***Entries in Grades 4 to 6 shall be less than or equal to the totals by grade level in Table 18.***

Table 17. NUMBER OF TEACHERS BY GRADE LEVEL AND SEX, COUNTED MORE THAN ONCE
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Grade Level	Number of Teachers (counted more than once)		
	Male	Female	TOTAL
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
SNEd			0
TOTAL	0	0	0

Reminders:

1. ***A teacher shall be counted in all the grade levels that he/she is handling.***
   A teacher that handles one grade level shall also be counted in the grade level where he/she is assigned.

2. ***Entries in this table by grade level (Kindergarten, Grades 1 to 3, SNEd) shall be greater than or equal to the entries in Table 16.***

Table 18. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT IN GRADES 4 TO 6 BY SEX (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Learning Areas	Grade 4			Grade 5			Grade 6		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
English			0			0			0
Mathematics			0			0			0
Filipino			0			0			0
Science			0			0			0
Araling Panlipunan (AP)			0			0			0
Edukasyong Pantahanan at Pangkabuhayan (EPP)/			0			0			0
Music, Art, Physical Education, Health (MAPEH)			0			0			0
Edukasyon sa Pagpapakatao (EsP)			0			0			0
TOTAL	0	0	0	0	0	0	0	0	0

Reminders:

1. ***A teacher who is teaching more than one learning area or grade level can be counted more than once.***
2. ***Totals in this table by grade level shall be greater than or equal to the entries by grade level (Grades 4 to 6) in Table 16.***

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 19. NUMBER OF TEACHERS BY HIGHEST EDUCATIONAL ATTAINMENT (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Highest Educational Attainment	Number of Teachers		
	Male	Female	TOTAL
Bachelor Degree			0
Master Degree Units			0
Master Degree			0
Doctorate Degree Units			0
Doctorate Degree			0
TOTAL	**0**	**0**	**0**

Validated by Division HR Personnel:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Note: A teacher shall be counted based on his/her highest level of educational attainment regardless if it is related to his/her specialization/subject or not (i.e., Master of Public Administration [MPA], Master in Business Administration [MBA], etc.).

Reminder: Totals in this table shall be equal to the totals in Table 11a (columns 16, 17, and 18 - Total Nationally-funded teachers working in schools).

Box 2. LEARNING ACTION CELL (LAC) SESSIONS, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Indicate the number of LAC Session/s conducted:

a. Conducted last SY 2023-2024 _____

b. Planned to be conducted this SY 2024-2025 _____

Validated by Curriculum Implementation Division (CID) Personnel:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Box 3. ACTION RESEARCH, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Indicate the number of Action Research conducted:

a. Completed last SY 2023-2024 _____

b. On-going _____

c. To be conducted _____

Validated by Senior Education Program Specialist (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 4. LEARNER GOVERNMENT PROGRAM (LGP), SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Do you have a Supreme Elementary Learner Government (SELG) in your school? ☐ Yes ☐ No
   1.a. If yes, did the school conduct an SELG election? ☐ Yes ☐ No
2. Did the school establish Commission on Election and Appointment (COMEA)? ☐ Yes ☐ No
3. Based on the records of the last or previous SELG election, how many learners participated and cast their votes

Grade Level	Male	Female	TOTAL
Grade 2			**0**
Grade 3			**0**
Grade 4			**0**
Grade 5			**0**
TOTAL	**0**	**0**	**0**

4. Do you have a designated SELG teacher-adviser in the current school year? ☐ Yes ☐ No
   4.a. What is the position of the designated SELG Teacher-Adviser?
   ☐ Teacher I ☐ Master Teacher II
   ☐ Teacher II ☐ Master Teacher III
   ☐ Teacher III ☐ Master Teacher IV
   ☐ Master Teacher I ☐ Others, (specify) _____
   4.b. If yes, how long has the teacher-adviser been in charge of the SELG on consecutive basis?
   ☐ 0-3 years ☐ 4-6 years ☐ 7-9 years ☐ 10 years and above
   4.c. Is the teaching load of the SELG teacher-adviser reduced? ☐ Yes ☐ No
   4.d. Does your SELG teacher-adviser attend DepEd initiated training for the SELG-related program? ☐ Yes ☐ No
   4.e. Does the SDO grant Service Credit (SC) for activities conducted/attended by SELG teacher-advisers during weekend / holiday? ☐ Yes ☐ No
   4.f. Does the Teacher-Adviser have any other responsibilities in the school other than being the SELG Teacher-Adviser? ☐ Yes ☐ No
5. Does the SELG able to perform their function as part of the Child Protection Committee (CPC)? ☐ Yes ☐ No
6. Does the SELG Officer able to serve as a learner representative in the School Governing Council? ☐ Yes ☐ No
7. Did the school allocate a budget for SELG-initiated activities as part of the School Implementation Plan (SIP)/ Annual Implementation Plan (AIP)? ☐ Yes ☐ No
   7.a. If yes, what percentage (%) of the MOOE is alloted to SELG?
   ☐ Less than 1% ☐ 1-2% ☐ 3-5% ☐ More than 5%
8. Is there a dedicated room for the SELG to utilize? ☐ Yes ☐ No
9. Does the SELG conduct learner-initiated activities? ☐ Yes ☐ No

Conducted Activities, Fund Utilization, and Fund Source							
Related Programs, Projects, and Activities (Advocacy, Training, Orientation, IEC materials, etc.)	**Number of Activities Conducted**	**Total Amount Utilized**	**Fund Source** *(Check all applicable)*				
			MOOE	**LGUs/SEF**	**PTA**	**Private Donation**	**Other Gov't Agencies**
Childs Right and Protection			☐	☐	☐	☐	☐
Comprehensive Sexual Education (CSE) - Adolescent Reproductive Health			☐	☐	☐	☐	☐
Mental Health			☐	☐	☐	☐	☐
Drug, Tobacco and Alcohol Prevention			☐	☐	☐	☐	☐
Inclusivity (LGBTQ, IP, LWD, Muslim, etc.)			☐	☐	☐	☐	☐
Climate Change, Environment, Agriculture			☐	☐	☐	☐	☐
Entrepreneurship			☐	☐	☐	☐	☐
Future Readiness			☐	☐	☐	☐	☐
Culture, Arts, and Peace			☐	☐	☐	☐	☐
Others			☐	☐	☐	☐	☐

10. Has the Division Youth Formation Coordinator (YFC) visited the school to monitor the implementation of SELG? ☐ Yes ☐ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Division Youth Formation Coordinator:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Planning Officer III (PRS-SGC
_____
(Signature Over Printed Name) / Date

Box 5. CAREER GUIDANCE PROGRAM, SY 2024-2025 (As of February 28, 2025)

(Check/provide appropriate answers)

1. Is there a Guidance Counselor assigned in your school? ☐ Yes ☐ No
   1.a. If yes, how many Guidance Counselor/s is assigned in your school? _____
   1.b. Does the guidance counselor also serve as a Career Guidance Advocate? ☐ Yes ☐ No
   1.c. Does your Guidance Counselor/s attend DepEd-initiated training for Career Guidance-related programs? ☐ Yes ☐ No
2. Do you have a designated Career Guidance Advocate? ☐ Yes ☐ No
   2.a. If Yes, how many designated Career Guidance Advocates does your school have?

Personnel	Male	Female	TOTAL
Teaching			0
Teaching-Related			0
Non-Teaching			0
TOTAL	**0**	**0**	**0**

   2.b. Does your Career Guidance Advocate/s attend DepEd initiated training for Career Guidance-related programs? ☐ Yes ☐ No
3. Do you have a designated Career Guidance Office? ☐ Yes ☐ No
4. Does your school conduct Career Guidance-related activities? ☐ Yes ☐ No
   4.a. If yes, how many career guidance-related activities your school conducted? _____
   4.b. What was the total amount utilized for the conducted Career Guidance-related activities? _____
   4.c. What grade level/s participated in the Career Guidance-related activities? (Check all applicable)
   ☐ Kindergarten ☐ Grade 2 ☐ Grade 4 ☐ Grade 6
   ☐ Grade 1 ☐ Grade 3 ☐ Grade 5 ☐ SNEd
   4.d What are the funding source/s for Career Guidance-related activities? (Check all applicable)
   ☐ MOOE ☐ PTA fund ☐ Other Gov't Agencies
   ☐ LGU fund ☐ Private Individual / Sector
5. Are there learners who consulted regarding career-related concerns? ☐ Yes ☐ No
   5.a. If yes, how many learners have asked for consultation on Career-related concerns?

Grade Level	Male	Female	TOTAL
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
SNEd			0
TOTAL	**0**	**0**	**0**

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Youth Formation Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 6. SCHOOL CLUBS AND ORGANIZATIONS, SY 2024-2025 (As of February 28, 2025)

(Provide/Check appropriate answers)

1. How many learners have joined the clubs and organizations?

Grade Level	Male	Female	TOTAL
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
SNEd			0
TOTAL	**0**	**0**	**0**

2. What are the existing co-curricular school clubs and organizations in your school related to the following subject areas? *(Check all applicable)*

- ☐ Araling Panlipunan (AP)
- ☐ English
- ☐ Edukasyong Pantahanan at Pangkabuhayan (EPP)
- ☐ Edukasyon sa Pagpapakatao (EsP)
- ☐ Filipino
- ☐ Mathematics
- ☐ Science
- ☐ Music
- ☐ Arts
- ☐ Sports/Physical Education
- ☐ Others, (specify) _____

3. What are other existing school clubs and organizations in your school? *(Check all applicable)*

- ☐ Barkada Kontra Droga (BKD)
- ☐ Batang Emergency Response Team (BERT)
- ☐ Boy Scout of the Philippines (BSP)
- ☐ Drums and Lyres
- ☐ Girl Scout of the Philippines (GSP)
- ☐ Journalism
- ☐ Project W.A.T.C.H
- ☐ Red Cross Youth Council (RCYC)
- ☐ Youth for Environment in Schools Organization (YES-O)
- ☐ Others, (specify) _____

Box 7. YOUTH FOR ENVIRONMENT IN SCHOOLS ORGANIZATION (YES-O) PROGRAM, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school establish the Youth for Environment in Schools Organization (YES-O)? ☐ Yes ☐ No
2. How many learners does the YES-O have?

Grade Level	Number of Learners		
	Male	Female	TOTAL
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
SNEd			0
TOTAL	**0**	**0**	**0**

3. Answer the following questions regarding teacher-advisers.

Organization	Does the school have a designated Teacher-Adviser?	What is the length of tenure of the Teacher-Adviser on a consecutive basis?	Was the Teacher-Adviser reduced a teaching load?	Does SDO grant Service Credit for TA who attend activities during weekends or holidays?
YES-O	☐ Yes ☐ No	☐ 0-3 yrs. ☐ 4-6 yrs. ☐ 7-9 yrs. ☐ 10 yrs. above	☐ Yes ☐ No	☐ Yes ☐ No

4. Does the school have a dedicated room for YES-O? ☐ Yes ☐ No
5. Does the YES-O conduct learner-initiated activities? ☐ Yes ☐ No

Conducted Activities, Fund Utilization, and Fund Source							
YES-O Related Programs, Projects, and Activities	Number of Activities Conducted	Total Amount Utilized	Fund Source *(Check all applicable)*				
			MOOE	LGUs/ SEF	PTA	Private Donation	Other Gov't
Seedbank and Nursery Establishment			☐	☐	☐	☐	☐
Planting, Growing and Caring for Trees/Mangroves			☐	☐	☐	☐	☐
Environmental Information Education Advocacy (E-IEA)			☐	☐	☐	☐	☐
Conservation of Resources			☐	☐	☐	☐	☐
Clean Up Drives			☐	☐	☐	☐	☐
Ecological Solid Waste Management			☐	☐	☐	☐	☐
Outreach Programs			☐	☐	☐	☐	☐
Promotion of Local Ecotourism Sites			☐	☐	☐	☐	☐
Environmental Camps			☐	☐	☐	☐	☐

6. Has the Division Youth Formation Coordinator (YFC) visited the school to monitor the implementation of YES-O? ☐ Yes ☐ No

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Youth Formation Coordinator:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 20. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Types of Computer	NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	TOTAL
Academic Use								
Desktop								0
Laptop								0
All-in-One								0
Tablet								0
Tablet PC								0
Virtual Terminal (Thin Client)								0
Administrative Use								
Desktop								0
Laptop								0
All-in-One								0
Tablet								0
Tablet PC								0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

1. Indicate the number of functional computers according to the following funding sources:

a. DepEd DCP - computers procured through the DepEd Computerization Program.

b. DepEd non-DCP - computers procured through other DepEd downloaded funds.

c. LGU/SEF - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.

d. PTA - computers funded from the Parents-Teachers Association (PTA).

e. Private Donations - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assist

f. Other Government Agencies - computers funded from other government agencies such as DTI, DOST, CICT, etc.

g. Others - computers procured from other sources not listed above.

2. Computer - refers to electronic devices for storing and processing data such as :

a. Desktop - refers to a computer that is designed to be used on a table.

b. Laptop - refers to a compact and portable personal computer featuring a hinged display and an integrated keyboard, designed for mobile use with the convenience of battery-powered operation.

c. All-in-One - refers to a type of computer that integrates all the components of a traditional **desktop computer** into a single unit, **including the monitor, central processing unit (CPU), speakers,**

d. Tablet - refers to a portable computer that has a touchscreen feature as the primary means of input.

e. Tablet PC - features a touchscreen display that can be used with a stylus or finger, and can be converted into a laptop-like configuration by attaching a keyboard or a keyboard dock.

f. Virtual Terminal (Thin Client) - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host.

(Reminder: Do not count the computer host.)

3. Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.
4. Computer for Administrative Use - refers to computer units used for encoding administrative data of the school (e.g., enrollment, attendance, disbursements, financial statements, and other reports).

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 21. NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Types of ICT Equipment	NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	TOTAL
Academic Use								
LED TV								0
SMART TV								0
Network Switch								0
Printer								0
Projector								0
External Hard Drive								0
UPS								0
Wireless Router								0
Lapel								0
Charging Carts								0
Administrative Use								
LED TV								0
SMART TV								0
Network Switch								0
Printer								0
Projector								0
External Hard Drive								0
UPS								0
Wireless Router								0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ICT Equipment - *refers to electronic devices such as hardware and software that are intended to perform information processing and communication functions.*

1. ***LED TV*** - refers to a type of television that uses Light Emitting Diodes (LEDs) to illuminate the display.
   SMART TV - refers to a television set that has integrated internet connectivity and built-in software or applications, enabling it to access online content and interactive
2. services.
3. **Network Switch -** refers to a device used to network multiple computers together.
4. ***Printer*** - refers to a machine for printing text or illustrations on paper.
5. ***Projector*** - refers to a machine that projects images onto a screen or a wall.
   External HardDrive - portable storage device that is connected to a computer or other digital devices via an external interface, typically USB, Thunderbolt, eSATA, or
6. other connection methods.
7. ***Uninterruptible Power Source (UPS)*** - refers to an electronic equipment that provides battery backup when the electrical power source fails.
8. ***Wireless Router*** - refers to electronic device that works as router and as a wireless access point, to provide access to the internet or a private computer network.
9. ***Lapel*** - refers to an electronic device used to amplify voice.
10. ***Charging Carts*** - refers to a mobile storage units equipped with multiple charging ports designed to securely store and recharge electronic devices.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 22. NUMBER OF FUNCTIONAL E-CART COMPONENTS IN THE SCHOOL
UNDER DEPED COMPUTERIZATION PROGRAM (DCP), SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Types of E-Cart Components	Number of E-Cart Components		
	2022-01	2023-01	2024-01
Laptop			
Smart TV			
Charging Carts			
Wireless Router			
External HDD			
TOTAL	**0**	**0**	**0**

E-Cart Package - refers to a set of mobile educational resources. These packages might include a combination of electronic devices (such as laptops or tablets), charging cart, Smart TV and other possible educational technology tools. These packages are designed to enhance digital learning, facilitate technology-enabled teaching, or support various educational initiatives."

1. ***Laptop*** - refers to a personal computer designed for mobile use, typically featuring a hinged display screen attached to a keyboard.
2. ***Smart TV*** - refers to a television set integrated with internet connectivity and interactive features.
3. ***Charging Carts*** - refers to a mobile storage units equipped with multiple charging ports designed to securely store and recharge electronic devices.
4. ***Wireless Router*** - refers to a network device that enables the creation of a local area network (LAN) by connecting to a modem.
5. ***External HDD*** - refers to a portable storage device connected to a computer through a USB or other external interface.

Reminder: Count the "Host Laptop" as Laptop.

Certified True and Correct by:

School Head : _____
Signature Over Printed Name) / Dat

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 8. INTERNET CONNECTIVITY, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Are there internet service providers in the area? ☐ ☐ No

   If Yes, check the appropriate internet service provider/s servicing the area:

   ☐ GLOBE ☐ SKYCABLE ☐ EASTERN COMMUNICATIONS
   ☐ SMART ☐ CONVERGE ☐ DITO TELECOMMUNITY
   ☐ PLDT ☐ STARLINK ☐ Others, (specify) _____

2. Does the school subscribe to any internet service provider/s? ☐ Yes ☐ No

   If Yes, tick the purpose:

   ☐ For administrative use ☐ For classroom instruction use ☐ For both administrative and classroom instruction use

   If No, what prevents the school from subscribing to internet services? (Kindly provide a short answer) _____

3. What is the coverage area of your internet subscription? *(Check all applicable)*

   ☐ School-wide ☐ Elementary School Area ☐ ICT Room/Laboratory
   ☐ Faculty area ☐ Junior High School (JHS) Area ☐ Library
   ☐ Principal's office ☐ Senior High School (SHS) Area ☐ Other area/s, (specify) _____

4. How many rooms were utilizing the school internet service:

   a. For administrative use _____ b. For classroom instruction use _____

5. Are you a recipient of DICT Free Wifi? ☐ Yes ☐ No

1. Internet Service Provider (ISP) - refers to an organization that provides a myriad of services for accessing, using, or participating in the internet.

2. Coverage Area:

- ***a. School-wide*** - refers to the entirety of a school's physical space, encompassing all its buildings, facilities, and outdoor grounds.
- ***b. Faculty Area*** - refers to a specific section within a school where teaching staff, including teachers and educators, gather for academic and professional purposes.
- ***c. Principal's office*** - refers to the official workspace of the school's principal or head administrator.
- ***d. Elementary Schools Area*** - refers to the designated section of the school where students in elementary grades congregate for classes, activities, and social interaction.
- ***e. Junior High Schools (JHS) Area*** - refers to the designated section of the school where students in Junior High Schools (JHS) congregate for classes, activities, and social
- ***f. Senior High School (SHS) Area*** - refers to the designated section of the school where students in Senior High School (SHS) congregate for classes, activities, and social
- ***g. ICT Room/Laboratory*** - refers to the space that serves as an environment for learning and teaching related to information technology and digital skills.
- ***h. Library*** - refers to the place where a collection of organized information resources, including books, digital media, periodicals, and more, made available for research, learning, reference, and leisure reading.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 23. INTERNET CONNECTIVITY BY PROVIDER, SY 2024-2025 (As of February 28, 2025)

(Provide appropriate answers)

Internet Service Provider *(Select from the available ISPs in Box 9)*	Types of Internet Connection *(Satellite, DSL, Fiber, Point-to-point, Wireless Broadband, Mobile Data, Cable)*	Purpose *(For administrative use, For classroom instruction use, For both administrative & classroom instruction use)*	Speed Test					Quality / Realibility *(Strong, Stable, Weak, Intermittent, Poor)*	Average Monthly Expense *(in PhP)*	Funding Source *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, Others)*
			Date Tested (mm/dd/yyyy)	*Time Tested (HH:MM:SS 24 hrs. format) e.g. 1:20 AM = 1:20:00 1:20 PM = 13:20:00)*	*Ping (ms)*	*Download (Mbps)*	*Upload (Mbps)*			

1. Types of Internet Connection:

- ***a. Satellite*** - refers to a broadband connection that uses communication satellites in orbit to transmit data between a user's satellite dish and an internet service provider (ISP).
- ***b. DSL*** - refers to the type of internet connection that uses existing telephone lines to transmit digital data.
- ***c. Fiber*** - refers to the high-speed broadband internet connection that utilizes thin strands of glass or plastic fibers to transmit data as pulses of light.
- ***d. Point-to-Point*** - refers to the internet connection that involves a dedicated link between two locations, often using wireless or wired connections.
- ***e. Wireless Broadband*** - refers to the internet access delivered wirelessly, typically using radio signals or microwave technology.
- ***f. Mobile Data*** - refers to the internet access provided through cellular networks.
- ***g. Cable*** - refers to the internet connection that utilizes the same coaxial cable infrastructure as cable television to provide internet access.

2. Purpose - refers to the purpose of internet connection if it is for administrative use, for classroom instruction use or for both administrative & classroom instruction use.

3. Types of Quality / Reliability:

- ***a. Strong*** - refers to a connection that is robust, has a high data throughput, and is unlikely to experience disruptions or drops in speed.
- ***b. Stable*** - suggests that the signal maintains a steady and predictable performance without significant fluctuations or interruptions.
- ***c. Weak*** - the connection is not very robust, may have low data throughput, and is more susceptible to disruptions or fluctuations in speed.
- ***d. Intermittent*** - the signal may be unreliable, with interruptions or gaps in connectivity.
- ***e. Poor*** - the connection is significantly below acceptable standards, often resulting in slow speeds, frequent disruptions, and a generally unreliable performance.

4. Average Monthly Expense - refers to the average cost spent in Philippine Peso for the internet connection by type, ISP and funding source.

5. Funding Source - refers to the financial resource of the government or other entity set aside for specific purposes to finance specific programs and projects.

Note: This table shall be filled out if the school subscribes to an internet service provider, if "Yes" is answered in Box 8 item 2, and/or if the school answered "Yes" in Box 8 item 5 as a recipient of DICT Free Wifi.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 24. CELLULAR COMMUNICATION, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

Cellular Service Provider *(SMART, GLOBE, TALK n TEXT,*	Signal Capacity *(Check all applicable)*		Types of Cellular Wireless Technology *(2G/3G/LTE/5G)*	Average Monthly Expense *(in PhP)*	Funding Source *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, Others)*
	☐ Text/SMS ☐ Call ☐ Send/View Images	☐ Video Call ☐ No Signal at all			
	☐ Text/SMS ☐ Call ☐ Send/View Images	☐ Video Call ☐ No Signal at all			
	☐ Text/SMS ☐ Call ☐ Send/View Images	☐ Video Call ☐ No Signal at all			
	☐ Text/SMS ☐ Call ☐ Send/View Images	☐ Video Call ☐ No Signal at all			
	☐ Text/SMS ☐ Call ☐ Send/View Images	☐ Video Call ☐ No Signal at all			

1. Cellular Service Provider - refers to an authorized telecommunication company to provide cellular, mobile, and telephone service in a specified service area.

a. SMART *d. SUN* *g. TOUCH MOBILE*
b. GLOBE *e. DITO* *f. Others*
c. TALK n TEXT *f. RED MOBILE*

2. Signal Capacity - refers to the ability of the cellular's signal to perform activities.

a. Text/ SMS - refers to the ability to receive and send text or Small Message Service (SMS).
b. Call - refers to the ability to complete a call without signal drop.
c. Send / View images - refers to the ability to receive and send images without image corruption.
d. Video Call - refers to the ability to initiate and receive video call without interruption.
e. No Signal at all - refers to the cellular's reception/signal with no ability to perform all the above-mentioned activities.

3. Types of Cellular Wireless Technology - refers to the type/level of wireless mobile telecommunications technology available.

a. 2G (Second Generation) - refers to a cellular wireless technology that offers a theoretical maximum transfer speed of 40 kbit/s (5 KB/s).
b. 3G (Third Generation) - refers to a cellular wireless technology that offers a speed of at least 7.2 Mbps.
c. LTE (Long Term Evolution) - refers to a mobile wireless technology that offers a speed of 50 Mbps to 100 Mbps.
d. 5G (Fifth Generation) - refers to a cellular wireless technology that offers a speed of around 1 Gbps to 20 Gbps.

4. Average Monthly Expense - refers to the average cost spent in Philippine Peso for the cellular communication by type of cellular wireless technology, cellular service provider and

5. Funding Source - refers to the identified source of financial support/fund type.

Note: This table shall be filled out if the school subscribe to any cellular service provider.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 25. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2023 TO DECEMBER 2023

MOOE	Amount in PhP
Allocation	
Utilization	
Liquidation	

1. ***Maintenance and Other Operating Expenses (MOOE)*** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.
2. ***MOOE Allocation*** - refers to the MOOE provided for the previous fiscal year.
3. ***MOOE Utilization*** - refers to the amount of MOOE utilized from the MOOE allocation of the previous fiscal year.
4. ***MOOE Liquidation*** - refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous fiscal year.

Box 9. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Electrical Supply Sources:
   - ☐ Grid Supply
   - ☐ Off Grid Supply
     - ☐ Solar Power
     - ☐ Generator
     - ☐ Others, (specify) _____
   - ☐ No source of electricity
2. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in PhP)* _____
3. What is the funding source?
   - ☐ School MOOE ☐ School Canteen Fund
   - ☐ LGU ☐ Private Individual/Sector
   - ☐ PTA ☐ Others, (specify) _____
4. Number of **hours** that the electricity is usually available in a day: _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g., **electric cooperatives such as ANTECO, BASELCO, CASURECO, MERALCO, NAPOCOR, etc.**).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g., **solar power, generator, hydro electric, micro hydro, wind turbine, windmill, etc.**).
3. ***No source of electricity*** - without existing electrical supply at all.

Validated by Division Accountant:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 10. SCHOOL SITE, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. School Site Ownership and / or Proof of Occupancy

a. Ownership in the name of:

☐ DepEd ☐ Other Government Agency

☐ LGU ☐ Private Entity / Individual/s

b. With Document? ☐ Yes ☐ No

If Yes, what Document Type:

- ☐ Original Certificate of Title (OCT)
- ☐ Transfer Certificate of Title (TCT)
- ☐ Certificate of Land Ownership Award (CLOA)
- ☐ Special Patent
- ☐ Presidential Proclamation
- ☐ Tax Declaration
- ☐ Deed of Absolute Sale
- ☐ Deed of Donation
- ☐ Certificate of Stewardship
- ☐ Special Land Use Permit (SLUP)
- ☐ Contract of Usufruct
- ☐ Memorandum of Agreement or Understanding
- ☐ Lease Agreement
- ☐ Special Forest Landuse Agreement (FLAg)
- ☐ Gratuitous Special Use Permit (GSUP)
- ☐ Others, (specify) _____

2. Total Land Area *(in square meters)* : _____

3. Mode of Acquisition of School Site:

Mode	Year Acquired
☐ Donation	
☐ Purchase	
☐ Usufruct Agreement	
☐ Expropriation	
☐ Deed of Exchange (Land Swapping)	
☐ Presidential Proclamation	
☐ Special Patent	
☐ Certificate of Land Ownership Award (CLOA)	
☐ Special Land Use Permit (SLUP)	
☐ Others, (specify) _____	

4. Within Ancestral Domain :

With Usufruct Agreement?

☐ Yes ☐ No

With Certificate of Ancestral Domain Title (CADT)?

☐ Yes ☐ No

5. Within Ancestral Land :

With Usufruct Agreement?

☐ Yes ☐ No

With Certificate of Ancestral Land Title (CALT)?

☐ Yes ☐ No

6. Legal Ownership Issues :

- ☐ With Adverse Claim
- ☐ Encroachment
- ☐ With Informal Settlers
- ☐ Others, (specify) _____

7. School Site within :

- ☐ Protected Areas
- ☐ Areas classified as Timberland and Forestland

1. ***School Site Ownership and / or Proof of Occupancy*** - refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.

Document Type:

Certificate of Title - refers to the transcript of the decree or registration made by the Register of Deeds.

a. ***Original Certificate of Title (OCT)*** - refers to a document when the land has been adjudicated and decreed in the name of its owner in registration proceeding and the title issued for the **first time** is
b. ***Transfer Certificate of Title (TCT)*** - refers to a document when the land title is **cancelled and replaced** by another title by reason of sale or transfer.
c. ***Certificate of Land Ownership Award (CLOA)*** - refers to a proof of ownership of the agrarian reform beneficiary with respect to private and agricultural land covered under RA 6657.
d. ***Special Patent*** - refers to a public instrument issued by the government confirming the grant by the State of the ownership over a parcel of agricultural land (alienable and disposable) in favor of a
e. ***Presidential Proclamation*** - refers to a proclamation issued by the President reserving an untitled land for public use.
f. ***Tax Declaration*** - refers to a document issued by the Assessor's Office of the jurisdiction (e.g., city or municipality) evidencing the payment of taxes on the use of the real property.
g. ***Deed of Absolute Sale*** - refers to a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
h. ***Deed of Donation*** - refers to a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
i. ***Certificate of Stewardship*** - refers to a document awarded to individuals or families actually occupying or tilling portions of forest lands pursuant to LOI 1260 for a period of 25 years' renewable for
j. ***Special Land Use Permit (SLUP)*** - refers to a privilege granted by the State to a person to occupy, possess and manage in consideration of specified return, any public forest lands for a specific use or
k. ***Contract of Usufruc*** t - refers to a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
l. ***Memorandum of Agreement or Understanding/Lease Agreement*** - refers to a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the
m. ***Special Forest Landuse Agreement (FLAg)*** - refers to contract between the government as first party represented by the Secretary or the Regional Director concerned, and a second party or a person, authorizing the latter to temporarily occupy, manage and develop in consideration of a government share, any forestland of the public domain for specific use for a period of 25 years.
n. ***Gratuitous Special Use Permit (GSUP)*** - refers to a 5-year permit authorizing a head of a government agency and/or local chief executive to use certain portions of forest lands free of charge for the development of government managed projects of national interest and infrastructures for public service and use, and non-commercial projects of GOCCs.
o. ***Others*** - refers to the other documents that are competent proof of ownership and occupancy.

(See continuation of definitions on the next page)

Note: In case the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

(Continuation of definitions from previous page, Box 10)

2. ***Total Land Area*** - refers to the size in square meters of all areas designated as land used for some particular purpose such as school building.
3. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
   a. ***Donation*** - includes the four (4) types of donation: .
      a.1. ***Simple Donation*** - refers to a type of donation whereby a person, through an act of liberality disposes a piece of land in favor of the government.
      a.2. ***Conditional Donation*** - refers to a type of donation which imposes a condition (e.g., "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
      a.3. ***Inter Vivos Donation*** - refers to a type of donation that is in effect during the lifetime of the donor.
      a.4. ***Mortis Causa*** - refers to a type of donation that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
   b. ***Purchase*** - refers to a mode of acquisition of school sites by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
   c. ***Expropriation*** - refers to a mode of acquisition of school sites by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
   d. ***Exchange (Land Swapping)*** - refers to a mode of acquisition of school sites by exchanging an existing school site for a new site for justifiable reasons as identified by law.
   e. ***Presidential Proclamation*** - refers to a mode of acquisition of school sites by virtue of a declaration by the President under the procedures established by law.
4. ***Within Ancestral Domain*** - refers to all areas generally belonging to Indigenous Cultural Communities / Indigenous People (ICCs/IPs) comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, communally or individually since time immemorial. It covers the total environment, including the spiritual and cultural bonds to the areas which the ICCs/IPs possess, occupy and use and to which they have claims of ownership.
   a. ***Certificate of Ancestral Domain Titles (CADT)*** - refers refers to a title formally recognizing the rights of possession and ownership of ICCs/IPs over their ancestral domains identified and delineated in accordance with RA No. 837 otherwise known as the Indigenous People's Rights Act of 1973.
5. ***Within Ancestral Land*** - refers to occupied land, possessed and utilized by individuals, families and clans who are members of the ICCs/IPs since time immemorial. Ancestral lands include residential lots, rice terraces or paddies, private forests, swidden farms and tree lots. These may be found within ancestral domains.
   a. ***Certificate of Ancestral Land Title (CALT)*** - refers to a title formally recognizing the rights of ICCs/IPs over their ancestral lands.
6. ***Legal Ownership Issues:***
   a. ***Adverse Claim*** - refers to a written statement setting forth claim to the title or right to possession over a registered property, alleging how and under whom such alleged right was acquired.
   b. ***Encroachment*** - refers to unlawful interference or gaining upon the land, property, other possessions, or the rights of another.
   c. ***With Informal Settlers*** - refers to groups of housing units illegally constructed on a land that the occupants have no legal claim.
7. ***School Site within:***
   a. ***Protected Areas*** – refers to identified portions of land and water set aside by reason of their unique physical and biological significance, managed to enhance biological diversity and protected against destructive human exploitation, such as National Parks, Natural Parks, Natural Monuments, Protected Landscape, Protected Seascape, Game Refuge and Bird Sanctuaries, Resource Reserves, Managed Resource Protected Areas, Marine Reserves, Watershed Forest Reserves, Natural Biotic Areas, Wildlife Sanctuaries, and Wilderness Areas.
   b. ***Timberland and Forestland*** – refers to lands of the public domain which have been the subject of the present system of land classification and determined to be needed for forest purposes. Eventually, these lands will be proclaimed as forest reserves by the President.

Table 26. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2024-2025

*For each **ONE-WAY** trip from your school to the specified reference points (i.e., Schools Division Office, Municipal Office, and Nearest Schools), indicate the following:*

1. Travel cost - How much does it USUALLY* cost to travel from your school to the reference point? **Specify your answers in Pesos.**

2. Travel time - **How many minutes** does it USUALLY* take to travel from your school to the reference point?

3. Time spent walking - Given the USUAL* travel time in item 2, how much of this is spent walking? **Specify your answers in minutes.**

4. Crossing any body of water without a bridge - Do you need to cross any body of water (e.g., river, lake, sea) without a bridge to travel from your school to the reference point? **Specify if yes or no.**

5. Passing difficult terrain - Do you need to pass difficult terain (e.g., mountains, forests) to travel from your school to the reference point? **Specify if yes or no.**

Travel Details	From your school to your Schools Division Office (SDO)	From your school to your Municipal Office
1. Travel cost (in PhP)		
2. Travel time (in minutes)		
3. Time spent walking (in minutes)		
4. Crossing any body of water without a bridge (yes/no)		
5. Passing difficult terrain (yes/no)		

Notes : ***1. USUAL* - most frequent.***
2. For Integrated Schools (Elementary, JHS and/or SHS Schools) and Secondary Schools details should be provided separately for each level. (e.g., Integrated School: Elementary - Php 20; JHS - Php 20)

EXAMPLE:

Over the course of 3 years, a school head has travelled from her school to the Schools Division Office 50 times already. During that time, the total cost of travelling from the school to the Schools Division office was as follows:

- P40 when taking public transportation (i.e., two jeepney rides);
- P200 for gas when the school service was available.

And, the **travel time** was as follows:

- 60 minutes when taking public transportation which required her to walk between jeepney stops;
- 30 minutes when the school service was available which did not require her to walk.

Out of those 50 trips, 40 trips were via the school service. Hence, the **USUAL** travel cost and travel time from the school to the Schools Division Office should be based on trips using the school service, as follows:

- Travel cost = P200;
- Travel time = 30 minutes;
- Time spent walking = 0 minute.

Box 11. USUAL MODE OF TRANSPORTATION, SY 2024-2025

(Check/Provide appropriate answers)

Mode of transportation from the centro to your school: ***(Check all applicable)***

☐ Banca	☐ Animal ride (e.g., carabao, horse)	☐ Jeepney
☐ Motorized boat	☐ Habal-habal	☐ Van/UV Express/Bus
☐ Tricycle	☐ Hike (for more than 2km)	☐ Others, (specify) _____

Notes: ***1. USUAL - most frequent***
2. Centro (Poblacion) - where the Municipal Office is located

Box 12. SCHOOL LOCATION, SY 2024-2025

(Check/Provide appropriate answers)

Location descriptions for your school: ***(Check all applicable)***

☐ Along the highway *	☐ On a small island ****	☐ Near a faultline *****
☐ By the hillside **	☐ Near the coastline *****	☐ Others, (specify) _____
☐ On top of a mountain ***	☐ Near a river or waterway *****	

Notes: **** - facing or directly beside a national road/public road***
***** - on an inclined or steeped area***
****** - on an elevated area***
******* - an island with an area less than 200 sq. km.***
******** - near if within 1.5 km from the school***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 27. HEALTH AND NUTRITION, SY 2024-2025 (As of February 28, 2025)

A. Number of learners who were vaccinated by the Department of Health (based on LGU health records)

Type of Vaccines	Grade 1			Grade 4
	Male	Female	TOTAL	Female
Measles Containing Vaccine			0	
Tetanus Diphtheria			0	
Human Papiloma Virus				

B. Number of learners who underwent vision screening

Vision Screening Results	Kindergarten		Grade 1		Grade 2		Grade 3		TOTAL (Kindergarten to Grade	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Passed									0	0
Failed									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

C. Number of learners by nutritional status

Nutritional Status	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		SNEd Learners (Non-Graded)		TOTAL (Kindergarten to SNEd Learners (Non-Graded)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Weight																		
Normal																	0	0
Obese																	0	0
Overweight																	0	0
Severely Wasted																	0	0
Wasted																	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Height																		
Severely Stunted																	0	0
Stunted																	0	0
Normal																	0	0
Tall																	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Learners Nutritional Status in Weight:

1. ***Normal*** - refers to a learner with normal weight for his/her age whose BMI-for-age fall between -2 to +2 z-score line or standard deviation (SD).
2. ***Obese*** - refers to a learner who is severely overweight for his/her height and whose BMI-for-age fall beyond +3 z-score line or standard deviation (SD).
3. ***Overweight*** - refers to a learner weighing too much for his/her height and whose BMI-for-age fall between +2 to +3 z-score line or standard deviation (SD).
4. ***Severely wasted*** - refers to a very thin learner whose BMI-for-age is below -3 z-score line or standard deviation (SD).
5. ***Wasted*** - refers to a thin learner whose BMI-for-age fall between -2 to -3 z-score line or standard deviation (SD).

Learners Nutritional Status in Height:

1. ***Severely Stunted*** - refers to a learner who is very short for his/her age and whose height-for-age (HFA) fall below -3 z-score line or standard deviation (SD).
2. ***Stunted*** - refers to a learner who is short for his/her age and whose height-for-age (HFA) fall between -2 to -3 z-score line or standard deviation (SD).
3. ***Normal*** - refers to a learner with normal height for his/her age and whose height-for-age (HFA) fall between -2 to +2 z-score line or standard deviation (SD).
4. ***Tall*** - refers to a learner who is tall for his/her age and whose height-for-age (HFA) fall beyond +2 z-score line or standard deviation (SD).

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

(Continuation from previous page,Table 27. HEALTH AND NUTRITION)

D. Number of learners who were dewormed (based on LGU health records)

Number of Learners Dewormed	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		SNEd Learners (Non-Graded)		TOTAL (Kindergarten to SNEd Learners (Non-Graded)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
																	0	0

Box 13. SCHOOL CLINIC, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school have a designated school clinic? ☐ Yes ☐ No
2. Does the school have a designated Clinic Teacher? ☐ Yes ☐ No
3. Number of medical devices/equipment/instruments in the school:

Medical Devices / Equipment / Instruments	Number of Units Available
Weighing Scales	
Bathroom	
Beam balance	
Others, (specify) _____	
First Aid Kits	
Medical Thermometers	
Blood Pressure Apparatus	

4. Which of the following tools does the school use for taking height?
   ☐ Tape Measure ☐ Microtoise ☐ Others, (specify) _____
   ☐ Steel tape ☐ Stadiometer
5. How many school personnel has a training on basic life support and/or first aid? _____

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 14. AVAILABILITY OF WATER SUPPLY, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. What is the school's main water supply?

1.1. What is the Water Supply Source:

- ☐ Piped water from local service provider
- ☐ Water Well
- ☐ Natural source
- ☐ Rainwater Catchments
- ☐ Others, (specify) _____

1.2. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in PhP)* _____

1.3. Who pays for the Cost of Monthly Bills/Maintenance?

- ☐ School MOOE
- ☐ LGU
- ☐ PTA
- ☐ School Canteen Fund
- ☐ Private Individual/Sector
- ☐ Others, (specify) _____

1.4. Is the water source inside the school ground being used for drinking? ☐ Yes ☐ No

1.5. Has the water source inside the school been tested to determine safety of the water? ☐ Yes ☐ No

1.5.a. If Yes, did the test results show that the water source inside the school is safe to drink? ☐ Yes ☐ No

1.5.b. How frequent is the water source tested for safety?

- ☐ Monthly
- ☐ Quarterly
- ☐ Annually
- ☐ Others, (specify) _____

1.5.c. When was the last time the water source was tested? _____

1.6. Are there times in the year when water is not available for an extended period of time? ☐ Yes ☐ No

2. Does the school have mechanism to ensure that the learners have safe drinking water? ☐ Yes ☐ No

2.1. If Yes, what mechanism is used?

- ☐ Teachers ask the learners to bring their own drinking water to school
- ☐ Safe water in refillable containers are provided in designated areas within the school
- ☐ Water from an accessible water source is treated (i.e., boiled, etc.)
- ☐ Others, (specify) _____

1. Local piped water - water source coming from local water service providers.
2. Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.
4. Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes

Table 28. NUMBER OF EXISTING WASH FACILITIES, SY 2024-2025 (As of February 28, 2025)

Usage	Functional		Non-Functional	TOTAL Number of Wash Facilities	Number of Water Outlets
	with soap	without soap			
Facilities for group handwashing				0	
Facilities for individual handwashing				0	

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate at least **10 learners**.
2. Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc. that learners can be used for handwashing at critical times.
3. Functional facilities for handwashing - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. Non-functional facilities for handwashing - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.
5. Water Outlet - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 29. ORAL HEALTH, PREVIOUS SY 2023-2024
(Provide appropriate answers)

Details	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (Kindergarten to Grade 6)
Number of learners examined								0
Decayed, Missing, and Filled Teeth (DMFT) - ***Permanent Teeth***								
Number of learners with DMFT								0
Number of DMFT								0
Decayed, Missing, and Filled Teeth (dmft) - ***Temporary Teeth***								
Number of learners with dmft								0
Number of dmft								0
Number of learners found to have gum disease								0
Number of learners with other significant dental anomalies								0
Number of learners who underwent flouridization								0

1. ***Decayed, Missing, and Filled Teeth (DMFT) Index*** - refers to the common method use in oral epidemology for assessing dental carries prevalence as well as dental treatment needs among populations.
2. ***Gum Disease*** - refers to an inflammation of the gum line that can progress to affect the bone that surrounds and supports the teeth.
3. ***Dental Anomalies*** - refers to the craniofacial abnormalities of form, function or position of the teeth, bones, and tissues of the jaw and mouth.
4. ***Fluoridization*** - refers to the topical application of fluoride compounds onto the tooth surface to reduce the incidence of dental caries.

Table 30. MEDICAL AND NURSING SERVICES, PREVIOUS SY 2023-2024
(Provide appropriate answers)

Details	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (Kindergarten to Grade 6)
Number of learners examined								0
Number of learners with findings								0
Number of learners given interventions by clinic teachers and DepEd health personnel								0
Number of learners referred to city/rural health units or other private health professionals								0

Table 31. MENTAL HEALTH, SY 2024-2025 (As of February 28, 2025)
(Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school)

Cases*	Number of Cases from January 2024 to December 2024	
	Among Learners	Among School Personnel
Deaths by Suicide ***within*** the School		
Deaths by Suicide ***outside*** the School		
Attempted Suicide ***within*** the School		
Attempted Suicide ***outside*** the School		
TOTAL	**0**	**0**

Note: ****Cases related to suicide can only be defined and confirmed through a process of collaboration, investigation, and validation with relevant professionals including authorities, medical officers, and/or guidance couselors or mental health coordinators or social worker involved in the case of the learners. Only cases with proper documentation can only be reported as cases of suicide. Please refer to Annex A, Section III of OUOPS No. 2023-06-7518 for interim guidelines on validation of data regarding suicide incident reporting.***

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 15. SCHOOL MENTAL HEALTH, PREVIOUS SY 2023-2024

(Check/Provide appropriate answers)

1. Does the school have a guidance office? ☐ Yes ☐ No
2. Is the person in charge of the guidance office a Registered Guidance Counselor? ☐ Yes ☐ No
3. Number of learners who sought *guidance counseling or life coaching* from the school's guidance counselor or guidance advocate:

Grade Level	Number of Learners
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
SNEd	
TOTAL	**0**

4. Does the school screen learners and personnel for mental health problems? ☐ Yes ☐ No
5. Does the school identify learners at risk for mental health problems? ☐ Yes ☐ No
6. Does the school currently use a "screening tool" for identification of learners at risk of mental health conditions? ☐ Yes ☐ No
7. Did the school celebrate the National Mental Health Week in October 2023? ☐ Yes ☐ No
8. Did the school conduct trainings or extra-curricular activities for ***learners*** related to any of the topics below? ☐ Yes ☐ No

   If Yes, indicate the number of learners who participated in the activities that covered each of the following topics.

Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
SNEd						
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

9. Did the school conduct trainings or extra-curricular activities for ***teachers*** related to any of the topics below? ☐ Yes ☐ No

   If Yes, indicate the number of teachers who participated in the activities that covered each of the following topics.

Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
SNEd						
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 16. CANCER CASES, PREVIOUS SY 2023-2024

(Provide appropriate answers)

1. Cancer Cases among Learners

Cancer Cases	Number of Learners			
	Learners with Cancer		Cancer Survivors	Died due to Cancer
	Cancer Patients (Symptomatic)	Living with Cancer (Asymptomatic)		
Leukemia				
Brain and Spinal Cancer				
Other Types of Cancer				
TOTAL	**0**	**0**	**0**	**0**

2. Cancer Cases among School Personnel

Cancer Cases	Number of School Personnel			
	School Personnel with Cancer		Cancer Survivors	Died due to Cancer
	Cancer Patients (Symptomatic)	Living with Cancer (Asymptomatic)		
Breast Cancer				
Lung Cancer				
Other Types of Cancer				
TOTAL	**0**	**0**	**0**	**0**

1. ***Cancer Patients*** - are those with symptomatic and/or under definitive or palliative treatment.
2. ***Living with Cancer*** - are those with microscopic or residual disease, asymptomatic, or with supportive treatment subclinical symptoms on maintenance or supportive treatment.
3. ***Cancer Survivors*** - are those who have completed all of their anti-cancer therapy and presently show no signs of disease.

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 17. ADOLESCENT REPRODUCTIVE HEALTH, PREVIOUS SY 2023-2024

(Check/Provide appropriate answers)

1. Number of Pregnant Learners

Grade Level	In School	On Alternative Delivery Mode (ADM)	Transferred		Dropped
			In	Out	
Grade 4					
Grade 5					
Grade 6					
TOTAL	**0**	**0**	**0**	**0**	**0**

2. Does the school have an operational teen center? ☐ Yes ☐ No

3. Number of Learners Reached by Adolescent Reproductive Health Trainings/Activities

Grade Level	Participated in HIV/AIDS Training	Trained as Peer Educators for Adolescent Sexual and Reproductive Health (ASRH)	Screened for ARH Concerns	Catered to by Teen Centers	Red Cross Youth
Grade 4					
Grade 5					
Grade 6					
TOTAL	**0**	**0**	**0**	**0**	**0**

4. Number of Teachers Reached by Adolescent Reproductive Health Trainings/Activities

Grade Level	Trained on Adolescent Job Aid (AJA)	Trained on Adolescent Health Education and Practical Training (ADEPT)	HIV/AIDS Training
Grade 4			
Grade 5			
Grade 6			
TOTAL	**0**	**0**	**0**

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 18. COMPREHENSIVE TOBACCO CONTROL, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school display the following IEC materials:
   1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016) ☐ Yes ☐ No
   1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017) ☐ Yes ☐ No
2. Is there at least one store or shop with in 100 meters from any point of the perimeter of the school that sells:
   2.a. Tobacco products (e.g., cigarettes)? ☐ Yes ☐ No
   2.b. Vape or e-cigarettes? ☐ Yes ☐ No
3. Measures Against Tobacco Industry Interference:
   3.a. How many partnerships did the school have from January to December 2023? _____
   3.b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD)/deed of acceptance, memorandum of understanding, etc.)? _____
   3.c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes? _____
4. Prevalence of the Use of Cigarettes and E-cigarettes/Vapes Among Learners and School Personnel
   4.a. Is the ***school head*** ___ *(Check only one)*
   ☐ a tobacco (cigarette) smoker but not an ENDS/ENNDS (vape/e-cigarette) user? ☐ both a tobacco (cigarette) smoker and an ENDS/ENNDS (vape/e-cigarette) user?
   ☐ an ENDS/ENNDs (vape/e-cigarette) user but not a tobacco (cigarette) smoker? ☐ neither a tobacco (cigarette) smoker nor an ENDS/ENNDS (vape/e-cigarette) user?
   4.b. How many teachers are tobacco (cigarette) smokers and/or ENDS/ENNDS (vape/e-cigarette) users? How many have been provided with Brief Tobacco Intervention (BTI)?

Grade Level	Number of Teachers			
	Tobacco (Cigarette) Smokers but are not ENDS/ENNDS (Vape/E-cigarette) Users	ENDS/ENNDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also ENDS/ENNDS (Vape/E-cigarette) Users	Provided with BTI
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
TOTAL	**0**	**0**	**0**	**0**

   4.c. How many personnel in the school have been trained to provide brief tobacco intervention to personnel or learners who smoke? _____
   4.d. In the previous school year, how many learners were recorded by the school to have smoked tobacco and/or used ENDS/ENNDS? How many have been provided with Brief Tobacco Intervention (BTI)?

Grade Level	Number of Learners			
	Tobacco (Cigarette) Smokers but are not ENDS/ENNDS (Vape/E-cigarette) Users	ENDS/ENNDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also ENDS/ENNDS (Vape/E-cigarette) Users	Provided with BTI
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
TOTAL	**0**	**0**	**0**	**0**

ENDS/ENNDS - stands for Electronic Nicotine Delivery Systems and Electronic Non-Nicotine Delivery Systems, which include vape and e-cigarettes.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurs Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Position Title : _____

_____
(Signature Over Printed Name) / Date

Box 19. NATIONAL PREVENTIVE DRUG EDUCATION, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school implement a preventive drug education program? ☐ Yes ☐ No
2. Which of the following components are part of the school's preventive drug education program?
   - ☐ Curriculum integration
   - ☐ Extra-curricular activities
   - ☐ Partnership with the Barangay Anti-Drug Abuse Council
   - ☐ Others, (specify) _____
3. Does the school have a National Drug Education Program (NDEP) Coordinator? ☐ Yes ☐ No
4. How many classrooms have NDEP Corners? _____

Box 20. FEEDING PROGRAM, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school have a feeding program? ☐ Yes ☐ No
   If Yes, what is the funding source of school feeding program?
   - ☐ School MOOE
   - ☐ School Canteen Fund
   - ☐ LGU Fund
   - ☐ PTA Fund
   - ☐ Barangay Fund
   - ☐ Private Individual/Sector Fund
   - ☐ School-Based Feeding Program (SBFP)
   - ☐ Others, (specify) _____
2. Availability of agriculture and fishery resources in the school :
   - ☐ Gulayan sa Paaralan, If *check,* which of the following types of vegetables are present in the school garden?
     - ☐ Legumes ☐ Leafy vegetables ☐ Fruit-bearing ☐ Rootcrops
   - ☐ Fish Pond
   - ☐ Agricultural Crops
   - ☐ Livestock
   - ☐ Others, (specify) _____
   - ☐ None
3. Are agricultural and fishery in the school used for feeding program? ☐ Yes ☐ No
   If Yes, what is the funding source?
   - ☐ School MOOE
   - ☐ School Canteen Fund
   - ☐ LGU Fund
   - ☐ PTA Fund
   - ☐ Barangay Fund
   - ☐ Private Individual/Sector Fund
   - ☐ Others, (specify) _____

Box 21. FOOD HANDLING, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school have a canteen? ☐ Yes ☐ No

If Yes,

1.a. Managed by:	1.b. Sanitary Permit	1.c. Do canteen personnel/food handlers have health certificates?
☐ School	☐ Yes ☐ No	☐ Yes ☐ No
☐ Teacher-Coop	☐ Yes ☐ No	☐ Yes ☐ No
☐ Others, (specify) _____	☐ Yes ☐ No	☐ Yes ☐ No

Sanitary Permit **-** is the official document issued by proper authorities to an establishment that has been determined to have met the minimum requirements for the sanitary operation.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

Box 22. SOLID WASTE MANAGEMENT, SY 2024-2025 (As of February 28, 2025)
(Check as appropriate)

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ☐ Yes ☐ No
2. How is the school implementing Solid Waste Management?

☐ Composting	☐ Posting of signage	☐ Use of paper plates/cups instead of plastic
☐ Designation of trash collection point	☐ Recycling Projects	☐ Use of recycled materials are teaching tool
☐ Poster making and/or slogan making contest	☐ School representative at the Barangay Solid Waste Management Committee	☐ Use of reusable food containerts
		☐ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management?

☐ Barangay	☐ Local business partners	☐ Parents
☐ Community leaders	☐ Municipal/City government	

Box 23. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. How often are the sanitation facilites cleaned? *(Check only one)*

☐ Daily	☐ Once a week
☐ At least twice a week	☐ Less than once a week

1.1. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in Php)* _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance?

☐ School MOOE	☐ School Canteen Fund
☐ LGU	☐ Private Individual/Sector
☐ PTA	☐ Others, (specify) _____

Box 24. MENSTRUAL HYGIENE, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Does the school have a provision for availability of sanitary pads? ☐ Yes ☐ No

If Yes, where can the learners avail the sanitary pads?

☐ School Canteen	☐ Guidance Office
☐ School Clinic	☐ Others, (specify) _____

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 25. LEARNER RIGHTS AND PROTECTION, PREVIOUS SY 2023-2024
(Check/Provide appropriate answers)

1. Does the school have a Child Protection Committee (CPC)?	☐ Yes	☐ No
1.a. If Yes, what is the CPC's overall score in the CPC Functionality Tool?		
2. Does the school have a Localized Child Protection Policy?	☐ Yes	☐ No
3. Does the school have an Anti-Bullying Policy?	☐ Yes	☐ No
4. Does the school have a Student Code of Conduct?	☐ Yes	☐ No
5. Does the school have a Code of Conduct for other stakeholders (teaching and non-teaching personnel, visitors, temporary workers)?	☐ Yes	☐ No

Note: To access the CPC Functionality Tool, please coordinate with your Division/Regional Learner Rights and Protection focal person.

Box 26. LEARNER RIGHTS AND PROTECTION CONCERNS, PREVIOUS SY 2023-2024
(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.a. **Bullying**

Types of Bullying	Number of Victims		
	Male	Female	TOTAL
Physical Bullying			0
Social Bullying			0
Gender-based Bullying			0
Cyberbullying			0
Retaliation			0
TOTAL	**0**	**0**	**0**

1.b. **Child Abuse**

Types of Abuse	Number of Victims		
	Male	Female	TOTAL
Physical Abuse			0
Sexual Abuse			0
Verbal / Psychological Abuse			0
TOTAL	**0**	**0**	**0**

1.c Children-At-Risk (CAR)

Types of Children-At-Risk	Number of Victims		
	Male	Female	TOTAL
Victims of Abuse (sexual, physical, psychological, mental, economic and other means)			0
Victims of Neglect			0
Coming from a Dysfunctional family			0
Being a member of a gang			0
Living in a Community with a Higher Level of Criminality			0
Living in a situation of armed conflict			0
Committed a status Offense under			0
Mendicant under PD 1563			0
Solvent or Rugby User			0
Marijuana/ Drug Use/ Dependency			0
Smoking			0
TOTAL	**0**	**0**	**0**

1.d. **Children in Conflict with the Law (CICL)**

Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Theft			0			0	0	0	0
Violation of RA 9165			0			0	0	0	0
Rape			0			0	0	0	0
Physical Injuries			0			0	0	0	0
Robbery			0			0	0	0	0
Others			0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

(See continuation on the next page)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Learner Rights and Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 26)

1.e. **Other Learner Protection Concerns**

Other Learner Protection Concerns	Number of Victims		
	Male	Female	TOTAL
Child Labor			0
Suicide			0
Child Trafficking			0
Online Sexual Exploitation of Children			0
Sexual Exploitation of Children			0
Corporal Punishment			0
Other Acts of Abuse (Learner-to-Leaner)			0
TOTAL	**0**	**0**	**0**

2. **Status of Learner Rights and Protection Concerns**

LRP Concerns	Number by Type of Action Taken			
	Resolved Cases	Cases for Monitoring	Referred to other Government Agencies (e.g. PNP, LSWDO, NGOs, etc.)	Referred to other Non-Government Agencies (e.g. CPN, Bantay Bata, etc.)
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				

1. ***Bullying or peer abuse*** - refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (DO 55, s.2013).
2. ***Child abuse*** - refers to the maltreatment of a child, whether habitual or not (DO 40, s. 2012).
3. ***Child-at-risk*** - refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social
4. ***Child in conflict with the law*** - refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws
5. ***Child labor*** - refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development (DOLE Order 149, s. 2016).
6. ***Trafficking in persons*** - refers to the recruitment, obtaining, hiring, providing, offering, transportation, transfer, maintaining, harboring, or receipt of persons...for the purpose of exploitation (RA 11862).
7. ***Online sexual exploitation of children*** - refers to the use of ICT as a means to exploit children sexually, which includes cases in which offline child exploitation is combined with an online component (RA 11930).
8. ***Child sexual exploitation*** - refers to any of the following acts even if consent appears to have been granted by the child: child sexual abuse; actual sexual intercourse with a child; employing fraud, machination, undue influence, intimidation, threat or deception by any person to commit sexual abuse of or sexual intercourse with a child or children; or any other similar or analogous acts related to child abuse, cruelty or exploitation or to be responsible for other conditions prejudicial to the development of the child (RA 11930).
9. ***Corporal Punishment*** - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline (DO 40, s. 2012).
10. ***Other Acts of Abuse by a pupil, student or learner*** - refers to physical, sexual, or psychological nature that are prejudicial to the child (DO 40, s.2012).
11. ***Section 57 of RA 9344*** - states that "Any conduct not considered an offense or not penalized if committed by an adult shall not be considered an offense and shall not be punished if committed by a child".
12. ***Mendicant under PD 1563*** - Presidential Decree 1563 otherwise known as the "Mendicancy Law of 1978" defined Mendicancy under Section 3 (a) as any person, except those enumerated in Section 4 of this Decree, who has no visible and legal means of support, or lawful employment and who is physically able to work but neglects to apply himself to some lawful calling and instead uses begging as a means of living.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Learner Rights and Protection Focal Person/Coordinator:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 27. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS EVENTS, CLUBS, AND EQUIPMENT, SY 2024-2025 (As of February 28, 2025)
(Check multiple sports events, clubs, and facilities being offered in the school)

Sports Program	Sports Event/s	Sports Club/s	Sports Equipment	\]4	Sports Event/s	Sports Club/s	Sports Equipment
1. Archery	☐	☐	☐	17. Ryhtmic Gymnastics (RG)	☐	☐	☐
2. Arnis	☐	☐	☐	18. Pencak Silat	☐	☐	☐
3. Athletics (Track events)	☐	☐	☐	19. Sepak Takraw	☐	☐	☐
4. Athletics (Field events)	☐	☐	☐	20. Softball	☐	☐	☐
5. Badminton	☐	☐	☐	21. Swimming	☐	☐	☐
6. Basketball	☐	☐	☐	22. Table Tennis	☐	☐	☐
7. Baseball	☐	☐	☐	23. Taekwondo	☐	☐	☐
8. Billards	☐	☐	☐	24. Tennis	☐	☐	☐
9. Boxing	☐	☐	☐	25. Volleyball	☐	☐	☐
10. Chess	☐	☐	☐	26. Wrestling	☐	☐	☐
11. Dance Sports	☐	☐	☐	27. Wushu	☐	☐	☐
12. Football	☐	☐	☐	28. Athletics (Paragame)	☐	☐	☐
13. Futsal	☐	☐	☐	29. Swimming (Paragame)	☐	☐	☐
14. Aerobic Gymnastics (AER)	☐	☐	☐	30. Goal Ball (Paragame)	☐	☐	☐
15. Men Artistic Gymnastics (MAG)	☐	☐	☐	31. Bocce (Paragame)	☐	☐	☐
16. Women's Artistic Gymnastics (WAG)	☐	☐	☐	32. Philippine Games (*e.g. patintero, luksong baka, tumbang preso)*	☐	☐	☐

1. ***Sports events*** **-** current sports events being offered by the school.
2. ***Sports clubs*** **-** current sports clubs existing in the school.
3. ***Sports equipment*** **-** current sports equipment existing in the school.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 32. SCHOOL SPORTS PROGRAM: SPORTS PERSONNEL (DepEd Funded), SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Sporting Events	Number of Coach/es	Number of Officiating Official/s	Number of PE teacher/s with sports specialization	Number of Non PE teacher/s with sports specialization	Number of Non-teaching personnel with sports specialization
1. Archery					
2. Arnis					
3. Athletics (Track events)					
4. Athletics (Field events)					
5. Badminton					
6. Basketball					
7. Baseball					
8. Billards					
9. Boxing					
10. Chess					
11. Dance Sports					
12. Football					
13. Futsal					
14. Aerobic Gymnastics (AER)					
15. Men Artistic Gymnastics (MAG)					
16. Women Artistic Gymnastics (WAG)					
17. Ryhtmic Gymnastics (RG)					
18. Pencak Silat					
19. Sepak Takraw					
20. Softball					
21. Swimming					
22. Table Tennis					
23. Taekwondo					
24. Tennis					
25. Volleyball					
26. Wrestling					
27. Wushu					
28. Athletics (Paragame)					
29. Swimming (Paragame)					
30. Goalball (Paragame)					
31. Bocce (Paragame)					

1. ***Coaches*** - identified personnel (DepEd funded) who is qualified/currently handling the identified sporting event.
2. ***Officiating Officials*** - identified personnel (DepEd funded) who is an NSA accredited officiating official in the identified sporting event.
3. ***PE teachers*** - identified BSPE personnel (DepEd funded) and their sports specialization.
4. ***Non PE teachers*** - identified personnel teaching academics (DepEd funded) and their sports specialization.
5. ***Non-teaching personnel*** - identified non academic personnel (DepEd funded) and their sports specialization.

Reminder: PE teacher/s, Non PE teacher/s and Non-teaching personnel may be identified in multiple sports events.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 28. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS FACILITIES, SY 2024-2025 (As of February 28, 2025)
(Check multiple sports facilities existing in the school)

Sports Facility Type			
1. Multi-Purpose Gymnasium	☐	6. Open Field	☐
2. Stand-Alone Gymnasium		7. Track Oval	
2.1. Covered	☐	7.1. Standard *(for competition purposes)*	☐
2.2. Open	☐	7.2. Non-standard *(for recreational/training purposes)*	☐
3. Racket Sports Facility		8. Swimming Pool	
3.1. Covered *(Badminton and Table Tennis)*	☐	8.1. Standard *(for competition purposes)*	☐
3.2. Open *(Badminton and Tennis)*	☐	8.2. Non-standard *(for recreational/training purposes)*	☐
4. Martial Arts Gymnasium	☐	9. Goal Ball Gymnasium	☐
5. Dance Studio	☐	10. Buildable Space	☐

1. ***Multi-Purpose Gymnasium*** **-** refers to a facility that can accommodate 2 or 3 sports (*badminton, basketball, volleyball, sepak takraw, etc.*) simultaneously.
2. ***Stand-Alone Gymnasium*** **-** refers to a facility that can accommodate 1 sport *(badminton, basketball, volleyball, sepak takraw, etc.)* at a time.
3. ***Racket Sport Facility*** **-** refers to a facility intended for racket sports such as badminton, table tennis, and tennis.
4. ***Martial Arts Gymnasium*** **-** refers to a facility intended for combative sports such as arnis, boxing, pencak silat, taekwondo, wrestling, and
5. ***Dance Studio*** **-** refers to a facility *(particularly with wooden flooring)* intended for dancesport.
6. ***Open Field*** **-** refers to a facility, with a minimum area of 110 x 80 meters, that can accommodate outdoor/field sports such as archery, baseball, football, softball, and bocce.
7. ***Track Oval*** **-** refers to a facility that intended for athletics (*track and field events*).
8. ***Swimming Pool*** **-** refers to a facility intended for swimming/aquatics events.
9. ***Goal Ball Gymnasium*** **-** refers to a noise-insulated facility intended for goal ball.
10. ***Buildable Space*** **-** refers to an open space/land mass, with a minimum area of 10,000 square meters, that can accommodate construction of new sports facilities.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 33. DISASTERS/CALAMITIES, For the months of June 2023 to May 2024
(Provide the number of times the following hazards occurred in your school and its immediate surroundings)

Disasters	2023							2024				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought												
Earthquake												
Fire *												
Flood												
Landslide												
Low PressureArea / Monsoon / Shear Line												
Storm Surge												
Tropical Cyclones												
Tsunami												
Volcanic Eruption												

1. ***Disaster -*** a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
   Source of Definition: UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
2. ***Drought*** **-** pronounced absence or marked deficiency of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.
3. ***Earthquake -*** a weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.
4. ***Fire*** - a destructive burning (as of a building). Include in this category urban, industrial or rural fires, but not including wild (forest) fires. Limited to those induced or highly connected to natural phenomena, such as storms, earthquakes, droughts, etc.
   * Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.
   ** Includes fires due to human negligence, such as electrical wiring failure
   Source of Definition: ReliefWeb Glossary of Humanitarian Terms. GLIDE Working Group, Global Identifier Number, 2006. https://www.who.int/hac/about/reliefweb-
5. ***Flood*** - a progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.
   Source of Definition:DOST-PAGASA Learning Tools: Floods. bagong.pagasa.dost.gov.ph/learning-tools/floods
6. ***Landslide*** - a mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.
   Source of Definition: DOST-PHIVOLCS: Introduction to Landslide. https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide
7. ***Low Pressure Area / Monsoon / Shearline*** - a wind that reverses its direction with the season, blowing more or less steadily from the interior of a continent toward the sea in winter, and in the opposite direction during summer.
   Source of Definition: Department of Science and Technology, Philippine Atmospheric, Geophysical and Astronomical Services Administration, Meteorological Terms. https://www.pagasa.dost.gov.ph/learning-tools/meteorological-terms)
8. ***Storm Surge*** - an abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall.
   Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Storm Surge. http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms
9. ***Tropical Cyclones*** - a non-frontal, synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region. Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon.
10. ***Tsunami*** - an ocean wave produced by a submarine earthquake, landslide, or volcanic eruption that may reach enormous dimensions and have sufficient energy to travel across entire oceans.
11. ***Volcanic Eruption*** - the transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions.
    Source of Definition: DOST PHIVOLCS: Introduction to Volcanoes. https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 34. DISASTERS/CALAMITIES (Human-Induced Hazards), For the months of June 2023 to May 2024
(Provide appropriate answers)

Human-Induced Hazards	2023							2024				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
1. Armed Conflict												
1a. Number of times armed conflict occurred in your school and its immediate surroundings.												
Armed conflict incident experienced in the past months												
1b. Number of times the following state/non-state actors were involved in the armed conflict incidents.												
1b1. *State Actors:*												
Armed Forces of the Philippines (AFP)												
Philippine National Police (PNP)												
Others, (specify)												
1b2. *Non-State Actors:*												
Abu Sayyaf Group (ASG)												
Bangsamoro Islamic Freedom Fighters (BIFF)												
Communist Party of the Philippines/ New People's Army/ National Democratic Front (CPP-NPA-NDF)												
Maute Group												
Others, (specify)												
2. Grave Child Rights Violations (GCRVs)												
2a. Number of reports of GCRVs within the school and immediate surroundings that were filed through government channels.												
Killing and maiming of children												
Abduction of children												
Attacks against schools or hospitals												
Denial of humanitarian access for children												
Recruitment or use of children as soldiers												
Sexual violence against children												
3. Others												
Bomb Threat in School Premises												
Bombing in School Premises												
Fire **												
Hazardous Materials Incident *(e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)*												
Health Threat *(i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)*												
Hostage-taking within school premises												
Shooting incident within school vicinity												
Structural collapse *(as a result of engineering failures)*												
Others, (specify)												

1. ***Armed conflict*** - refers to armed confrontations occurring between government forces and one or more armed groups, or between such groups arising in the Philippine territory. These shall include activities which may lead to, or are undertaken in preparation of armed confrontation or armed violence that put children's lives at risk and their rights violated. (R.A. 11188). - Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others.
2. ***State and/or Non-State Actors*** - refers to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.
Source of Definition: D. Schindler, The Different Types of Armed Conflicts According to the Geneva Conventions and Protocols, RCADI, Vol. 163, 1979-II, p. 147. as cited in International Committee of the Red Cross (ICRC): "How is the Term "Armed Conflict" Defined in International Humanitarian Law?". https://www.icrc.org/en/doc/assets/files/other/opinion-paper-armed-conflict.pdf

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 29. ENABLING ENVIRONMENT, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM Policies)

Part 1. DRRM and CCAM Policies

1. School has adopted/ localized existing policies relating to DRRM and CCAM

Policy Number	Title
A. DRRM-CCAM Policies	
☐ DO 21 s.2015	DepEd DRRM Information Management and Coordination Protocol
☐ DO 23 s.2015	School Watching and Hazard Mapping
☐ DO 27 s.2015	Family Earthquake Preparedness
☐ DO 37 s.2015	Comprehensive DRRM in Basic Education Framework
☐ DO 28 s.2016	Strengthening Fire Safety and Awareness Program
☐ DO 24 s.2021	Guidelines on the Coordination for Establishment of Schools in Resettlement Sites Due to Disasters and/or Emergencies
☐ DO 33 s.2021	School-based Disaster Preparedness and Response Measures For Tropical Cyclones, Flooding, and Other Weather-related Disturbances and Calamities
☐ DO 37 s. 2022	Guidelines on the Cancellation or Suspension of Classes and Work in Schools in the Event of Natural Disasters, Power Outages/Power Interruptions, and Other Calamities
☐ DO 53 s. 2022	Mandatory Unannounced Earthquake and Fire Drills in Schools

Part 2. DRRM and CCAM Plans

1. ☐ School has a comprehensive, inclusive, culture- and gender-sensitive Plan for
   ☐ DRRM ☐ CCAM
2. ☐ School DRRM and CCAM Plans are developed together with the following: *(check all applicable)*
   ☐ School Personnel ☐ Parents ☐ LGU ☐ External Partners
3. Number of learners who participated in the development of the School DRRM and CCAM Plans

Learners EXCLUDING IP, Muslim and SNEd		IP Learners		Muslim Learners		SNED Learners	
Male	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**

Reminder: ***A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or SNEd Learner at the same time.***

Note: For the definitions, refer to Box 29 - Part 3 to 5.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 29)

Part 3. DRRM and CCAM Organizational and Budget Support

1. ☐ School has a functional DRRM Team with defined roles and responsibilities
2. ☐ School has designated a School DRRM Coordinator
3. Number, cost, and percentage of DRRM and CCAM Programs, Projects, and Activities (PPAs) included in the school's budget

DRRM			CCAM - Climate Change Expenditure Tagging		
Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)	Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)

Part 4. Research and Information System

1. Number of evidence-based DRRM- and CCAM-related research that the school has undertaken
2. Number of programs developed or enhanced by the school based on research
3. ☐ School has used DRRMS-developed DRRM- and CCAM-related software for data collection and reporting

Part 5. Monitoring and Evaluation

1. ☐ School has used the Comprehensive School Safety (CSS) monitoring tool to keep track of their DRRM and CCAM initiatives
2. Number of DRRM- and CCAM-related good practices documented by the school

Documented Good Practices	DRRM	CCAM

3. Number of programs developed or enhanced by the school as a result of their monitoring and evaluation

1. ***CCAM (Climate Change Adaptation and Mitigation)*** - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. (Intergovernmental Panel on Climate Change). Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (United Nations Framework Convention on Climate Change).

   Climate Change Adaptation - *a climate change response that intends to reduce the vulnerability of human or natural systems to the impacts of climate change and climate-related risks, by maintaining or increasing adaptive capacity and resilience.*

   Climate Change Mitigation - *a climate change response that aims to reduce greenhouse gas emissions (GHG), directly or indirectly, by avoiding or capturing GHG before they are emitted to the atmosphere or sequestering those already in the atmosphere by enhancing "sinks" such as forests.*

   Source of Information: Joint Memorandum Circular No. 2015-01 (July 23, 2015). Revised Guidelines for Tagging / Tracking Climate Change Expenditures in the Local Budget. https://niccdies.climate.gov.ph/files/documents/Local%20CCET%20-DBM-DILG-CCC-.pdf
2. ***DRRM (Disaster Risk Reduction and Management)*** - is the systemic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of a disaster.
   Source of Definition: DO No. 37, s. 2015 The Comprehensive Disaster Risk Reduction and Management in Education Framework. http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf
3. ***NGOs (Non-Government Organizations) and External Partners*** - refers to organizations both public and private, for-profit and non-profit, and other funding sources (private foundations and federal, state, and local monies) that the schools have partnered with and were funded for research and conceptual development activities; includes organizations such as Save the Children and UNICEF, among others.
4. ***Teaching Personnel*** - refers to school personnel that includes Teacher I-III, Master Teacher I-IV, and SNEd Teacher I-V.
5. ***Non-Teaching Personnel*** - refers to school personnel that includes School Principal I-IV, Head Teacher I-VI, Guidance Coordinator I-III, Guidance Counselor I-III, Administrative Assistant II-III (Disbursing Officer and Senior Bookkeeper), Security Guard, and Utility Worker I.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 30. PILLAR 1. SAFE LEARNING FACILITIES, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted)

School Safety, and Disaster Prevention and Mitigation

1. Number of identified safe and unsafe instructional and non-instructional spaces

Learning Facilities	Safe	Unsafe
Instructional Spaces		
Non-instructional Spaces		

2. Number of instructional spaces retroffited ☐
3. Number of non-instructional spaces retroffited ☐
4. Number of instructional spaces constructed using inclusive and resilient designs ☐
5. Number of non-instructional spaces constructed using inclusive and resilient designs ☐
6. School has the following structural hazard mitigation measures: *(check all applicable)*
   - ☐ Flood Wall
   - ☐ Firewall
   - ☐ Sea Wall
   - ☐ Slope Protection
   - ☐ Others, (specify) _____
7. School has the following non-structural hazard mitigation measures: *(check all applicable)*
   - ☐ Non- structural slope protection
   - ☐ Vegetation (e.g. mangrove, shrubs, and trees)
   - ☐ Porous Landscaping
   - ☐ Pruning of trees
   - ☐ Others, (specify) _____
8. ☐ School conducts regular inspection of instructional and non-instructional spaces
9. ☐ School Head has allotted budget for routine maintenance of instructional and non-instructional spaces
10. ☐ School has undertaken regular repair of damaged instructional and non-instructional spaces
11. School has undertaken the maintenance of facilities within the following months: *(check all applicable)*

Maintenance of School Facilities in Year 2023	Jan.	Feb.	Mar.	Apr.	May	June
	☐	☐	☐	☐	☐	☐
	July	**Aug.**	**Sept.**	**Oct.**	**Nov.**	**Dec.**
	☐	☐	☐	☐	☐	☐

1. ***Instructional Spaces*** - these spaces are designed to directly accommodate the educational program. The basic instructional spaces for elementary schools are classrooms and work education shops or multi-purpose buildings for Home Economics and Industrial Arts Classes. However, for secondary schools offering general curriculum, the basic instructional spaces are classrooms, computer rooms, science laboratories, and Technology and Livelihood Education (TLE) shops. In secondary vocational schools, basic instructional spaces also include specialized shops. Other spaces such as libraries, learning centers, gymnasiums, and similar spaces are classified as instructional spaces when they are used directly in conjunction with the curriculum. In line with the changing curriculum, a modular type of school building has been designed to include components for home economics, industrial arts, agricultural arts, etc. in one building unit known as multipurpose workshop building.
2. ***Non-instructional Spaces*** - refers to administrative, non-programmed, and service spaces within the school, including ancillary facilities.
   - The administrative and services spaces are those which serve to facilitate administrative and administration-related functions and services such as administrative offices, canteens, or lunch counters, medical-dental clinics, guidance room, dormitories, etc.
   - Non-programmed spaces are those which are not directly related to the implementation of the educational program and administrative functions or services such as lobbies, corridors, stairs, etc.
   - Ancillary facilities are one of a group of buildings having a secondary or dependent use, such as an annex.

   Source of Definition: DepEd Educational Facilities Manual
3. ***Retrofit*** - the process of modifying an existing structure to render it more resilient to the hazard effects.
   Source of Definition: DepEd Educational Facilities Manual
4. ***Unsafe Classroom*** - refers to classrooms that have one or a combination of hazards listed in the School Watching Checklist.
   Source of Definition: DO No. 23, s. 2015 Student-led School Watching and Hazard Mapping

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 31. PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT
For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted)

Part 1. School-level Risk Assessment, Plans, and Partnerships

1. ☐ School has conducted Risk Assesssment
2. ☐ School has incorporated results of Student-led School Watching, Hazard Mapping, and Risk Assessment in the SIP
3. School has a Contingency Plan for each natural and human-induced hazard that it is affected with: *(check all applicable)*

Natural Hazards:		**Human-induced Hazards:**
☐ Tropical Cyclone	☐ Earthquake	☐ Armed Conflict
☐ Storm Surge	☐ Volcanic Eruption	☐ Bomb Threats / Bombing
☐ Flood	☐ Tsunami	☐ Civilian Violence
☐ Drought	☐ Fire	☐ Fire
☐ Landslide	☐ Others, (specify) _____	☐ Others, (specify) _____

4. School Contingency Planning is conducted together with the following: *(check all applicable)*
   ☐ Learners ☐ Personnel ☐ Parents ☐ LGU ☐ Partners
5. ☐ School has documented a Memorandum of Understanding or Memorandum of Agreement with the LGU and DSWD for the use of its facilities as evacuation centers following the JMC No. 1, s. 2013 and RA 10821
6. ☐ School has presented the results of the Family Earthquake Preparedness Plan to the PTA and LGU
7. ☐ School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan
8. ☐ School has participated in the different DRRM and CCAM activities of the LGUs and other partners
9. Number of partners mobilized to support the school's DRRM and CCAM PPAs, including those after a disaster/ emergency
10. Number of DRRM and CCAM PPAs the school has implemented with partners

Part 2. Disaster Preparedness

1. ☐ School has conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place
2. ☐ School has a functional early warning system to inform learners and personnel of natural and human-induced hazards (e.g. protocol, warning signs, devices, IEC)
3. Number of safety and emergency, response, and rescue supplies and equipment in the schools provided by DepEd and partners

A. Emergency Supplies and Equipment	**DepEd**	**Partners**
2-fold Aluminum Stretcher		
Cadaver bag		
C-Collar		
Cot (Battlefield Bed)		
CPR board		
Emergency Head Lamp		
Emergency Whistle		
Fire Extinguisher		
Go bag with Multi-Tool for each learner		
Go bag with Multi-Tool for each personnel		
Handheld / Base Radios		
LED search light, 850 lumens		
Life Vest / Life Jacket		
Medical cushion		
Plastic Spine Board with Safety Belts		
Portable P.A. system		
Safety Coat		
Safety Helmet		
Safety Shoes		
Splinter		
Steel boxes		
Steel cabinets		
Traffic Vest		
Transport bags, 45 L		
Trauma Bag with contents for 20 - 25 persons		
Universal head immobilizer		

B. Response and Rescue Supplies and Equipment	**DepEd**	**Partners**
Bicycle		
Fire Hose		
Motor Banca (For coastal and island schools only)		
Power Sprayer		

4. Number of conducted regular hazard-specific drills with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others) from ***January to December 2024***

Hazard-specific Drills	**Jan.**	**Feb.**	**Mar.**	**April**	**May**	**June**	**July**	**Aug.**	**Sept.**	**Oct.**	**Nov.**	**Dec.**
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Lockdown Drill												
Storm Surge Drill												
Tsunami Drill												

Note: For the definitions, refer to the next page of Box 31 - Part 3

Certified True and Correct by:
School Head : _____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by DRRM Coordinator:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Planning Officer III (PRS-SGOD):
_____
(Signature Over Printed Name) / Date

Box 31-Part 3. Disaster Response

1. ☐ School conducted Brigada Eskwela in the aftermath of a disaster/ emergency to ensure learning continuity

2. Number of response interventions received from Partners

Types of Intervention	Number of response interventions received
Donations in cash or in-kind	
Emergency School Feeding	
Hygiene Kits	
Learners' Kits	
Teachers' Kits	
Materials for Alternative Delivery Modes	
Materials for MHPSS	
Temporary Learning Spaces or Tents	
Temporary WASH Facilities	

3. Number of personnel trained and mobilized for Alternative Delivery Mode

Details	Teaching Personnel	
	Male	Female
1. Trained as part of disaster/emergency response		
2. Mobilized for the implementation in aftermath of a disaster/emergency		

4. ☐ School has implemented resumption strategies and Alternative Delivery Modes to ensure education continuity due to a disaster resulting from natural hazards

5. School has implemented the following resumption strategies: *(check all applicable)*

Resumption Strategies	Number of Days
☐ Class Shifting	
☐ Make-up Classes	
☐ Modular Learning	
☐ Online Learning	
☐ Peer Group Learning	
☐ Programmed Teaching	

6. School has implemented the following alternative delivery modes: *(check all applicable)*

Alternative Delivery Modes	Number of Days
☐ E-Impact	
☐ Home School	
☐ MISOSA	
☐ Night High School	
☐ Open High School Program	

7. Number of learners affected and provided by the following disasters/emergencies response

Details	Learners EXCLUDING IP, Muslim and SNEd		IP Learners		Muslim Learners		SNED Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Provided with Mental Health and Psychosocial Support (MHPSS)								
☐ Layer 1: Basic Services and Security								
☐ Layer 2: Family and Community Support								
☐ Layer 3: Focused, non-specialized support								
☐ Layer 4: Specialized support								
2. Utilized the established referral mechanism								

Reminder: A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or SNEd Learner at the same time.

8. Number of school personnel affected and provided by the following disasters/emergencies response

Details	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
1. Provided with Mental Health and Psychosocial Support (MHPSS)				
2. Affected by disasters/ emergencies and needing specialized psychosocial support (PSS)				
2a. Utilized the established referral mechanism				

Reminder: For 2a, out of the total number of school personnel affected by disasters/ emergencies and needing specialized psychosocial support (PSS), determine the number of school personnel who utilized the established referral mechanism.

9 ☐ School has utilized established feedback and accountability mechanisms for learners to report issues and concerns, observations, and good practices on response, rehabilitation and recovery interventions

(See definitions on the next page)

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Definitions of Box 31)

1. ***Bomb Threats / Bombing*** - refers to a threat or actual detonation of an explosive or incendiary device to cause property damage, death, or injuries.
   Indiana University: Emergency Planning
   Source of Definition: https://protect.iu.edu/emergency-planning/procedures/bomb-threats.html
2. ***Child-centred approach*** - placing the child at the notional centre of the learning process in which they are active participants. Involves giving children choices of learning activities, with the teacher acting as facilitator of learning.
   Source of Definition: United Nations Educational, Scientific and Cultural Organization
3. ***Civilian Violence*** - refers to the use of physical force brought by a noncombatant person, so as to injure, abuse, damage, or destroy. This includes crimes against school heads, teachers, learners, and school property.
   Merriam-Webster Dictionary
   Source of Definition: https://www.merriam-webster.com/dictionary/violence
4. ***Contingency Plan*** - a management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.
   Source of Definition: UNISDR Terminologies.
   https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
5. ***Early Warning*** - the provision of timely and effective information, through identified institutions, that allows individuals exposed to a hazard to take action to avoid or reduce their risk and prepare for effective response. ***(International Strategy for Disaster Risk Reduction)***
6. ***E-Impact*** - the Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) learning system is a technology-enhanced alternative delivery mode developed by the SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) to address issues in accessibility and quality of education in schools usually handled by a few teachers teaching multigrade classes.
   Source of Definition: UNICEF Evaluation on Alternative Delivery Modes.
   https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluationl_Philippines-2012-001.pdf
7. ***Emergency*** - a sudden and usually unforeseen event that calls for immediate measures to minimize its adverse consequences.
   Source of Definition:United Nations Department of Humanitarian Affairs
8. ***Evacuation Center*** - refers to a safe site, building or center hosting internally displaced persons, which includes covered courts, barangay or community halls, camping areas, collective centers, multi-purpose centers, established "tent cities" or schools.
   Source of Definition: DSWD-DILG-DOH-DepEd- Joint Memorandum No. 1, S. 2013 on the Guidelines on Evacuation Center Coordination and Management, Part III.
9. ***Hazard Mapping*** - the process of mapping hazard information within a study area of varying scale, coverage, and detail.
   Source of Definition: United Nations Human Settlements Programme
10. ***Learners with Disabilities (LWDs)*** - refer to children, youth, and adult learners with substantial limitations in their functions, characterized by significantly sub-average intellectual capacity and/or existing concurrently with related limitedtaions in two or more adaptive skills areas. These learners may have any or a combination of the following: intellectual disabilities, learning disabilities, mental, emotional or behavioral disorders, sensory impairments, autism, long term physical or health disabilities, deaf blindness, and multiple handicapping conditions. These conditions may be a hindrance to the learners' full and effective participation in the society; thus, these conditions necesstiate the provision of special education services and other allied services that will enable LWDs to live functional lives.
    Source of Definition: DepEd Order No. 21, s. 2020.
    https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_021.pdf
11. ***Lockdown Drill*** - an emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/ exit and movement within a facility, emergency personnel are better able to contain and handle any threats.
    Source of Definition: University of British Columbia: Emergency Procedures.
    https://emergency.ok.ubc.ca/procedures/lockdown/
12. ***Mental Health and Psychosocial Support (MHPSS)*** - any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder.
    Source of Definition: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.
    https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
13. ***Modified In-School, Off-School Approach (MISOSA)*** aims to: (i) solve congestion in schools with big enrolment; (ii) address the need of children for adequate learning materials; (iii) mobilize and strengthen community support; and (iv) improve students' performance.
    Source of Definition: UNICEF Evaluation on Alternative Delivery Modes.
    https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluationl_Philippines-2012-001.pdf
14. ***Open High School*** - an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
    Source of Definition: DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program. http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf
15. ***Preparedness*** - the capacities and knowledge developed by governments, professional response organizations, communities and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazard events or conditions.
    Source of Definition: International Strategy for Disaster Risk Reduction
16. ***Referral*** - one of the guidance services where learners are facilitated to avail other assistance or services that address their mental health or other concerns. This requires a wide range of internal partners (i.e. counselors, teachers, nurses, and school administrators), external partners (i.e. government, nongovernment agencies, organizations), and individuals in different professions, fields and interest.
    Source of Definition: DepEd Memorandum DM-OUCI-2021-055.
17. ***Resilience*** - the capacity of a system, community or society potentially exposed to hazards to resist, adapt, and recover from hazard events, and to restore an acceptable level of functioning and structure.
    Source of Definition: International Strategy for Disaster Risk Reduction
18. ***Specialized Psychosocial Support*** - this assistance should include psychological or psychiatric supports for people with severe mental disorders whenever their needs exceed the capacities of existing primary/general health services. such problems require either (a) referral to specialised services if they exist, or (b) initiation of longer-term training and supervision of primary/general health care providers. although specialised services are needed only for a small percentage of the population, in most large emergencies this group amounts to thousands of individuals.
    Source of Definition: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.
    https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
19. ***Temporary Learning Spaces*** - refers to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.
    Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".
20. ***Temporary WASH*** - refers to Water, Sanitation, and Hygiene Facilities built during the response phase.
21. ***Vulnerability*** - the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. For positive factors, which increase the ability of people to cope with hazards, see definition of 'capacity'.
    Source of Definition: International Strategy for Disaster Risk Reduction
22. ***Warning*** - dissemination of message signalling imminent hazard which may include advice on protective measures.
    Source of Definition: United Nations Department of Humanitarian Affairs

Box 32. Pillar 3. Risk Reduction and Resilience Education, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding initiatives conducted)

Part 1. Curriculum Integration

1. School teaches DRRM- and CCAM- related concepts

Subjects	DRRM-related concepts							CCAM-related concepts						
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Science	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Araling Panlipunan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Edukasyon sa Pagpapakatao (EsP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Health	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Edukasyong Pantahanan at Pangkabuhayan (EPP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Others	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Number of DRRM- and CCAM-related topics integrated in SNEd/IPEd/ALS program, learning competencies and contents introduced by the school/teachers to supplement the Curriculum Guide, and learning competencies contextualized in learning resources

Topics/ Competencies	Integrated to the following Program			Introduced by School/Teachers		Contextualized Learning Resources
	SNEd	IPEd	ALS	Learning Competencies	Contents	
DRRM						
CCAM						

Part 2. Information, Education, and Communication (IEC) and Advocacy

1. ☐ School used DRRMS-developed DRRM, CCAM and Peacebuilding Information, Education and Communication Materials (IEC) materials
2. ☐ School has DRRM, CCAM, and Peacebuilding corners, with updated IEC materials posted in it
3. Number of school personnel who participated in the survey on the effectiveness of IEC materials developed by DRRMS and/or contextualized by the region or division

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female

4. Number of learners who have participation in the development of IEC Materials

Details	Learners EXCLUDING IP, Muslim and SNEd		IP Learners		Muslim Learners		SNEd Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Participated in the survey on the effectiveness of IEC materials developed by DRRMS and/or contextualized by region or division								
2. Consulted in the development of IEC materials								
3. Co-developed IEC materials								
4. Initiated and developed IEC materials								

Reminder: A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or SNEd Learner at the same time.

Certified True and Correct by:
School Head : _____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by DRRM Coordinator:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Planning Officer III (PRS-SGOD):
_____
(Signature Over Printed Name) / Date

Box 32.- Part 3a. Resilience Education

1. Number of school personnel trained by partners on DRRM and CCAM

Topics	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
DRRM				
CCAM				

2. Number of stakeholders that participated in DRRM and CCAM activities

Learners	School Personnel	Parents	LGU or Barangay Officials	NGOs

3. Number of school personnel that participated in DRRM and CCAM activities

Activities	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
A. DRRM				
Basic First Aid				
Family Earthquake Preparedness				
School Watching and Hazard Mapping				
Celebration and commemoration of special events related to DRRM				
DRRM-related Campus Journalism Activities (Photojournalism, Editorial Cartoons, Comic Script Writing, Broadcasting and News Writing)				
Other, (specify): _____				
B. CCAM				
Art, essay, slogan, etc. contests for climate change adaptation and mitigation				
Environmental Journalism Training				
Gulayan sa Paaralan				
Installation or Maintenance of a Material Recovery Facility				
Celebration and commemoration of special events related to climate change				
Other, (specify): _____				

Part 3b. Resilience Education

1. Number of learners that participated in DRRM, CCAM, and Peacebuilding activities

Activities	Learners EXCLUDING IP, Muslim and SNEd		IP Learners		Muslim Learners		SNEd Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
A. DRRM								
Basic First Aid								
Family Earthquake Preparedness								
School Watching and Hazard Mapping								
Celebration and commemoration of special events related to DRRM								
DRRM-related Campus Journalism Activities (Photojournalism, Editorial Cartoons, Comic Script Writing, Broadcasting and News Writing)								
Other, (specify): _____								
B. CCAM								
Art, essay, slogan, etc. contests for climate change adaptation and mitigation								
Environmental Journalism Training								
Celebration and commemoration of special events related to climate change								
Other, (specify): _____								

Reminder: A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or Learner with Disability at the sam

2. ☐ School used DepEd developed learning resources on DRRM and CCAM
3. Number of DRRM and CCAM trainings conducted for learners

Topics	Trainings Conducted
DRRM	
CCAM	

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 32.- Part 3c. Resilience Education

1. Number of DRRM and CCAM PPAs led by learners

Topics	PPAs led by learners
DRRM	
CCAM	

2. ☐ School used DepEd developed and DepEd approved standardized training manuals on DRRM and CCAM

Part 3d. Resilience Education

1. Number of teaching and non-teaching personnel who completed the accredited training courses on DRRM and CCAM

Topics	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
DRRM				
CCAM				

2. Number of teachers trained in integrating DRRM and CCAM in their daily learning log

Teaching Personnel	
Male	Female

3. ☐ School has used DepEd developed MHPSS standardized training manuals

4. Number of MHPSS trainings conducted for learners and personnel

Topics	MHPSS Trainings	
	Learners	Personnel
DRRM		
CCAM		

5. Number of school personnel trained in MHPSS and Psychological First Aid

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female

1. ***Psychological First Aid*** - An evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Individuals affected by a disaster or traumatic incident, whether survivors, witnesses, or responders to such events, may struggle with or face new challenges following the event. PFA was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response.
   Source of Definition: National Child Traumatic Stress Network: Psychological First Aid
   https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa
2. ***Change the Current: Climate Action Online Training for Adolescents*** aims to enhance adolescents' knowledge on the science of climate change and adaptation and mitigation strategies, and hone skills that they need to increase adaptation and mitigation awareness and practices in their communities. Project grants amounting to Php 15,000.00 will be awarded to selected adolescents.
3. ***YSEALI Climate Changemakers*** is an online training course that aims to increase the competence of teachers in teaching climate change concepts and encouraging learners to act on climate. It consists of one core training subject on introduction to climate change and a specialized training subject on teaching climate change. Additionally, learning facilitators will receive supplementary training on online learning delivery. YSEALI Climate Changemakers aims to train 50 region and division as learning facilitators who will train a total of 2,000 teachers from their respective regions and divisions.
4. ***The Green Beat Initiative (TGBI)*** An Environmental Journalism Training for Campus Journalists and School Paper Advisers is a 6-week pilot intensive online environmental journalism training. It aims to equip participants with the necessary skills and knowledge to pursue, develop, and report stories about the environment with a focus on climate change adaptation and mitigation.
5. ***KaLIKHAsan Climate Action Action Advocacy Show*** is a theater arts performance, ideation, and devising workshops based on the KaLIKHAsan! Likha at Lakas ng Kabataan para sa Kalikasan Creative Sourcebook.
6. ***The KaLIKHAsan! Likha at Lakas ng Kabataan para sa Kalikasan:*** A Creative Sourcebook on the Use of Theater for Climate Change Education and Action is a resource intended for teachers, theater and performance practitioners, and workshop facilitators. It explains how to design and facilitate a collaborative performance-making process with youth that includes climate action and the environment as central themes. Teachers are encouraged to use the sourcebook as a guide in replicating the process in making the Climate Action Advocacy Show and empowering the learners toward climate change

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 33. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school have learners belonging to IP communities? ☐ Yes ☐ No

2. Is the school implementing the IPEd Program? ☐ Yes ☐ No

3. Check if the school has any of the following conditions *(check all applicable)* :

- ☐ Peace and order tensions in the community experienced at least once in the past five years caused by the presence of armed groups and/or potential violence; areas that have experienced worse, like armed conflict or evacuation in the past 5 years are included
- ☐ Cannot be reached by regular cars or through regular public utility vehicles (PUVs; jeep, bus, tricycle); specialized transportation (e.g., single motor or habal-habal, skylab, horse, bangka) and/or walking is needed
- ☐ Occasional dangerous geographical challenges affecting learners coming to school (e.g., river to be crossed by learners swells during rains; area to school or of the school prone to landslides)

4. Number of teachers residing within and outside the school municipality

Teachers Residence	Number of Teachers															
	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (K to 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Within the School Municipality															0	0
Outside the School Municipality															0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

5. Does the school have experience in working with the IP community for the development of contextualized lesson plans, development of learning resources, and other activities? ☐ Yes ☐ No

6. To be answered only by schools with a population of K to 3 learners that is dominantly IP (70% and above of all K to 3 learners):

6.1 Does the school use the IP community's cultural language in the Mother Tongue-Based Multilingual Education (MTB-MLE) subject? ☐ Yes ☐ No

6.2 Does the school use the IP community's cultural language as medium of teaching and learning in K to 3? ☐ Yes ☐ No

7. Does the school celebrate IP Day? ☐ Yes ☐ No

8. Does the school celebrate IP Month? ☐ Yes ☐ No

9. Is the school head an IP? ☐ Yes ☐ No If **Yes**, what ethnicity? _____

10. Did the school head attend the Orientation on IPEd provided by DepEd? ☐ Yes ☐ No

11. Number of teachers in the school who are IPs

Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (K to 6)		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
														0	0	0

12. Number of teachers who have attended the Orientation on IPEd provided by DepEd

Male	Female	TOTAL
		0

13. Number of teachers who have attended trainings on IPEd outside of DepEd

Male	Female	TOTAL
		0

14. Are the teachers in the school receiving Special Hardship Allowance (SHA)? ☐ Yes ☐ No

15. Number of teachers in school received Special Hardship Allowance (SHA) in the last School Year?

Male	Female	TOTAL
		0

16. Number of IP learners who were vaccinated by the Department of Health (based on LGU health records)

Type of Vaccines	Grade 1			Grade 4
	Male	Female	TOTAL	Female
Measles Containing Vaccine			0	
Tetanus Diphtheria			0	
Human Papiloma Virus				

17. Is the school located in the ancestral domain and affected by armed conflict? (both conditions must hold) ☐ Yes ☐ No

Reminders: 1. Teachers shall be counted only once. If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours. However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.

2. For list of Ethnicity, kindly refer to the page 17 of DepEd Order 3 s. 2018 or the Basic Education Enrollment Policy

1. ***Indigenous Cultural Communities/Indigenous Peoples*** *(ICCs/IPs)* — refer to a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as an organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains;
   Source: IPRA of 1997
   Link: https://www.officialgazette.gov.ph/1997/10/29/republic-act-no-8371/
2. ***Ethnicity*** is a primary sense of belonging to an ethnic group. Ethnic group is consanguine in nature, meaning, the ties are reckoned by blood and traced through the family tree. Thus, ethnicity refers to the household member's identity, by blood and not by choice nor by adoption/confirmation for any ethnic group, primarily the Indigenous Peoples (IPs).
   Generally, ethnic grouping denotes genealogical and paternal lineage to any of the Philippines' group of native population. However, for the purpose of census, ethnic grouping also includes maternal lineage. As such, anybody whose consanguinity with either both parents or any one of them who is a member of an IP group, is an Indigenous Person.
   The updated categories of ethnicity are provided by the National Commission on Indigenous Peoples and the National Commission on Muslim Filipinos.
   Source: 2010 Census of Population and Housing (CPH) & 2015 Population Census (POPCEN)
   Link: https://psa.gov.ph/content/ethnicity-1
3. ***Ancestral Domain*** - refers to all areas generally belonging to ICCs/IPs comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, by themselves or through their ancestors, communally or individually since time immemorial, continuously to the present except when interrupted by war, force majeure or displacement by force, deceit, stealth or as a consequence of government projects or any other voluntary dealings entered into by government and private individuals/corporations, and which are necessary to ensure their economic, social and cultural welfare.
   Source: IPRA of 1997 (REPUBLIC ACT NO. 8371)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division IPEd Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

GOVERNMENT JUNIOR HIGH SCHOOL PROFILE, SY 2024-2025

TABLE	BOX	Page #	TITLE	PROGRAM OWNER
		1	SCHOOL INFORMATION	Planning Service - Education Management Information System Division (EMISD)
1		2	Table 1. LEARNERS BY SPECIAL CURRICULAR PROGRAM, SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
2		3	Table 2. LEARNERS BY SPECIAL PROGRAM IN TECHNICAL VOCATIONAL EDUCATION (SPTVE), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
3		4	Table 3. LEARNERS WHO PASSED THE PROFICIENCY EXAMINATION IN THE FOREIGN LANGUAGE, SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
4		5	Table 4. LEARNERS IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
5		6	Table 5. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNED) LEARNERS, SY 2024-2025 (As of February 28, 2025)	Bureau of Learning Resources (BLR)
6		6	Table 6. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)	School Effectiveness Division (SED)
7		6	Table 7. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL WHO ARE QUALIFIED AND TRAINED, SY 2024-2025 (As of February 28, 2025)	Planning Service - Education Management Information System Division (EMISD)
8		7	Table 8. LOCALLY-FUNDED NON-TEACHING PERSONNEL WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)	School Effectiveness Division (SED)
9		8	Table 9. TEACHING RELATED AND NON-TEACHING PERSONNEL (Nationally-funded), SY 2024-2025 (As of February 28, 2025)	Organizational Effectiveness Division (OED) , School Effectiveness Division (SED) & Planning Service - Education Management Information System Division (EMISD)
10		9	Table 10. TEACHING PERSONNEL (Nationally-funded), SY 2024-2025 (As of February 28, 2025)	School Effectiveness Division (SED) & Planning Service - Education Management Information System Division (EMISD)
11		10	Table 11. TEACHER WORKLOAD (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	School Effectiveness Division (SED) & Planning Service - Education Management Information System Division (EMISD)
12		11	Table 12. TEACHERS WHO RECEIVED TRAINING WHILE IN-SERVICE FROM JANUARY 2024 TO OCTOBER 2024 (Nationally-funded teachers working in the school)	Planning Service - Education Management Information System Division (EMISD)
13		11	Table 13. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD) & Bureau of Learning Delivery Student Inclusion Division (BLD-SID)
14		11	Table 14. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Bureau of Learning Delivery Student Inclusion Division (BLD-SID)
15		11	Table 15. TEACHERS WHO RECEIVED TRAINING ON SPECIAL CURRICULAR PROGRAMS (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
16		12	Table 16. NUMBER OF TEACHERS BY GRADE LEVEL AND SEX (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Planning Service - Education Management Information System Division (EMISD)
17		12	Table 17. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND SEX (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)	Planning Service - Education Management Information System Division (EMISD)
18		13	Table 18. NUMBER OF TEACHERS BY HIGHEST EDUCATIONAL ATTAINMENT (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)	Planning Service - Education Management Information System Division (EMISD)
19		13	Table 19. NUMBER OF SCIENCE TEACHERS WITH SCIENCE EDUCATION MAJOR (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)	Planning Service - Education Management Information System Division (EMISD)
20		13	Table 20. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT AND AREA OF SPECIALIZATION (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)	Planning Service - Education Management Information System Division (EMISD)
21		13	Table 21. NUMBER OF ENGLISH, FILIPINO, MATHEMATICS AND SCIENCE TEACHERS BY SPECIALIZATION (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Planning Service - Education Management Information System Division (EMISD)
22		14	Table 22. TEACHERS WHO HAVE SPECIALIZATION IN TLE SUBJECTS THEY ARE TEACHING, SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
23		15	Table 23. TEACHERS' WHO PASSED THE PROFICIENCY EXAMINATION IN THE FOREIGN LANGUAGE TAUGHT (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
	1	15	Box 1. LEARNING ACTION CELL (LAC) SESSION, SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
	2	15	Box 2. ACTION RESEARCH, SY 2024-2025 (As of February 28, 2025)	Bureau of Learning Delivery (BLD) Teaching and Learning Division (TLD)
24		16	Table 24. TEACHERS WHO HAVE SPECIALIZATION IN ARTS AND THE SPECIALIZATION THEY ARE HANDLING (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)

GOVERNMENT JUNIOR HIGH SCHOOL PROFILE, SY 2024-2025

TABLE	BOX	Page #	TITLE	PROGRAM OWNER
25		16	Table 25. TEACHERS IN LANGUAGE AND CULTURE IMMERSION BENEFICIARIES FROM PROGRAM PARTNERS (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
26		16	Table 26. TEACHERS WHO RECEIVED JOURNALISM IMMERSION/TRAINING (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
27		16	Table 27. TEACHERS WHO RECEIVED TRAINING ON CURRICULAR PROGRAMS (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)	Bureau of Curriculum Development Special Curricular Programs Division (SCPD) & Curriculum Standards Development Division (CSDD)
	3	17	Box 3. LEARNER GOVERNMENT PROGRAM (LGP), SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) Youth Formation Division (YFD)
	4	18	Box 4. CAREER GUIDANCE PROGRAM, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) Youth Formation Division (YFD)
	5	18	Box 5. SCHOOL CLUBS AND ORGANIZATIONS, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) Youth Formation Division (YFD)
	6	19	Box 6. YOUTH FOR ENVIRONMENT IN SCHOOL ORGANIZATION (YES-O) AND BARKADA KONTRA DROGA (BKD) PROGRAM, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) Youth Formation Division (YFD)
28		20	Table 28. NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)	Information & Communication Technology Service - Technology Infrastructure Division (TID) & Planning Service - Education Management Information System Division (EMISD)
29		21	Table 29. NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)	Information & Communication Technology Service - Technology Infrastructure Division (TID)
30		22	Table 30. NUMBER OF FUNCTIONAL E-CART COMPONENTS IN THE SCHOOL UNDER DEPED COMPUTERIZATION PROGRAM (DCP), SY 2024-2025 (As of February 28, 2025)	Information & Communication Technology Service - Technology Infrastructure Division (TID)
	7	23	Box 7. INTERNET CONNECTIVITY, SY 2024-2025 (As of February 28, 2025)	Information & Communication Technology Service - Technology Infrastructure Division (TID) & Planning Service - Education Management Information System Division (EMISD)
31		24	Table 31. INTERNET CONNECTIVITY BY PROVIDER, SY 2024-2025 (As of February 28, 2025)	Information & Communication Technology Service - Technology Infrastructure Division (TID) & Planning Service - Education Management Information System Division (EMISD)
32		25	Table 32. CELLULAR COMMUNICATION, SY 2024-2025 (As of February 28, 2025)	Information & Communication Technology Service - Technology Infrastructure Division (TID)
33		26	Table 33. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2024 TO DECEMBER 2024	Planning Service - Planning & Programming Division (PPD)
	8	26	Box 8. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2024-2025 (As of February 28, 2025)	Education Facilities Division (EFD) & Planning Service - Education Management Information System Division (EMISD)
	9	27-28	Box 9. SCHOOL SITE, SY 2024-2025 (As of February 28, 2025)	Sites Titling Office (STO)
34		29	Table 34. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2024-2025	School Effectiveness Division (SED)
	10	29	Box 10. USUAL MODE OF TRANSPORTATION, SY 2024-2025	School Effectiveness Division (SED)
	11	29	Box 11. SCHOOL LOCATION, SY 2024-2025	School Effectiveness Division (SED)
35			Table 35. HEALTH AND NUTRITION, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
		30	A. Number of learners who were vaccinated by the Department of Health (based on LGU health records)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
		30	B. Number of learners by nutritional status	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
		31	C. Number of learners who were dewormed (based on LGU health records)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
		31	D. Number of female learners who received Weekly Iron Folic Acid (WIFA) Supplementation for the PREVIOUS SY 2023-2024	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	12	31	Box 12. SCHOOL CLINIC, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	13	32	Box 13. AVAILABILITY OF WATER SUPPLY, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD) & Planning Service - Education Management Information System Division (EMISD)
36		32	Table 36. NUMBER OF EXISTING WASH FACILITIES, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
37		33	Table 37. ORAL HEALTH, PREVIOUS SY 2023-2024	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
38		33	Table 38. MEDICAL AND NURSING SERVICES, PREVIOUS SY 2023-2024	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
39		33	Table 39. MENTAL HEALTH, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	14	34	Box 14. SCHOOL MENTAL HEALTH, PREVIOUS SY 2023-2024	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	15	35	Box 15. CANCER CASES, PREVIOUS SY 2023-2024	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	16	36	Box 16. ADOLESCENT REPRODUCTIVE HEALTH, PREVIOUS SY 2023-2024	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	17	37	Box 17. COMPREHENSIVE TOBACCO CONTROL, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)

GOVERNMENT JUNIOR HIGH SCHOOL PROFILE, SY 2024-2025

TABLE	BOX	Page #	TITLE	PROGRAM OWNER
	18	38	Box 18. NATIONAL PREVENTIVE DRUG EDUCATION, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	19	38	Box 19. FEEDING PROGRAM, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	20	38	Box 20. FOOD HANDLING, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	21	39	Box 21. SOLID WASTE MANAGEMENT, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	22	39	Box 22. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	23	39	Box 23. MENSTRUAL HYGIENE, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Health Division (SHD)
	24	40	Box 24. LEARNER RIGHTS AND PROTECTION, PREVIOUS SY 2023-2024	Learner Rights and Protection Office (LRPO)
	25	40-41	Box 25. LEARNER RIGHTS AND PROTECTION CONCERNS, PREVIOUS SY 2023-2024	Learner Rights and Protection Office (LRPO)
	26	42	Box 26. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS EVENTS, CLUBS, AND EQUIPMENT, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Sports Division (SSD)
40		43	Table 40. SCHOOL SPORTS PROGRAM: SPORTS PERSONNEL (DepEd Funded), SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Sports Division (SSD)
	27	44	Box 27. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS FACILITIES, SY 2024-2025 (As of February 28, 2025)	Bureau of Learner Support Services (BLSS) School Sports Division (SSD)
41		45	Table 41. DISASTERS/CALAMITIES, For the months of June 2023 to May 2024	Disaster Risk Reduction Management Service (DRRMS)
42		46	Table 42. DISASTERS/CALAMITIES (Human-Induced Hazards), For the months of June 2023 to May 2024	Disaster Risk Reduction Management Service (DRRMS)
	28		Box 28. ENABLING ENVIRONMENT, For the months of June 2023 to May 2024	Disaster Risk Reduction Management Service (DRRMS)
		47	Part 1. DRRM and CCAM Policies	
		47	Part 2. DRRM and CCAM Plans	
		48	Part 3. DRRM and CCAM Organizational and Budget Support	
		48	Part 4. Research and Information System	
		48	Part 5. Monitoring and Evaluation	
	29		Box 29. PILLAR 1. SAFE LEARNING FACILITIES, For the months of June 2023 to May 2024	Disaster Risk Reduction Management Service (DRRMS)
		49	School Safety, and Disaster Prevention and Mitigation	
	30		Box 30. PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT For the months of June 2023 to May 2024	Disaster Risk Reduction Management Service (DRRMS)
		50	Part 1. School-level Risk Assessment, Plans, and Partnerships	
		50	Part 2. Disaster Preparedness	
		51-52	Part 3. Disaster Response	
	31		Box 31. Pillar 3. Risk Reduction and Resilience Education, For the months of June 2023 to May 2024	Disaster Risk Reduction Management Service (DRRMS)
		53	Part 1. Curriculum Integration	
		53	Part 2. Information, Education, and Communication (IEC) and Advocacy	
		54-56	Part 3a-3c. Resilience Education	
	32	57	Box 32. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2024-2025 (As of February 28, 2025)	Bureau of Learning Delivery (BLD) Indigenous Peoples Education Office (IPsEO)

School ID:

Republic of the Philippines
DEPARTMENT OF EDUCATION
POLICY AND PLANNING SERVICE
Education Management Information System Division

GOVERNMENT JUNIOR HIGH SCHOOL (JHS) PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of all government Junior High Schools. In the case of schools with annexes, extensions, etc., a separate school profile form shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Schools Division Office (SDO).

Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item shall be left blank. Instead, "zero (0)", "not applicable (n/a)" or "not available or missing (m)" shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2024-2025

School Name : _____ *(Official Name)*

_____ *(Previous Name, if any)*

Address : _____ *No.* _____ *Street/Sitio/Purok* _____ *Barangay*

_____ *Municipality/City* _____ *Province* _____ *Zip Code*

Region :
Division :
Legislative District :
Telephone Number :
Mobile Number :
Fax Number :
Website (if any) :
E-Mail Address :
Date Established (Year) :

Check (✔) if the school is: (check all applicable)

- ☐ **Science High School**
- ☐ **Farm School**
- ☐ **Offering Night Classes**

  Annex/Extension School ***(Indicate Mother School ID:*** _____ **)**
- ☐ **Implementing Unit** (***with any of the following: finance positions, book of accounts or fiscal autonomy and agency code***)

  Implementing Shifting ***(Indicate the highest number of shift if a school has multiple shifts:*** _____ **)**

  Shift **- refers to time schedules corresponding to different sets of classes with different sets of learners (e.g., morning and afternoon shifts).** ***Night classes*** **are not considered a shifting schedule.**

Certified True and Correct by:

School Head : _____ *(Signature Over Printed Name) / Date*

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ *(Signature Over Printed Name) / Date*

Noted by the Schools Division Office:

Head of the Office : _____ *(Signature Over Printed Name) / Date*

Position Title : _____

Table 1. LEARNERS BY SPECIAL CURRICULAR PROGRAM, SY 2024-2025 (As of February 28, 2025)

Special Programs	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Special Program in the Arts										
a. Music									0	0
b. Dance									0	0
c. Theater Arts									0	0
d. Creative Writing									0	0
e. Media Arts									0	0
f. Visual Arts									0	0
2. Special Program in Foreign Language										
a. Chinese (Mandarin)									0	0
b. French									0	0
c. German									0	0
d. Japanese (Nihongo)									0	0
e. Korean									0	0
f. Spanish									0	0
3. Special Program in Journalism										
a. Pamamahayag (Filipino)									0	0
b. Journalism (English)									0	0
4. Special Program in Science, Technology, Engineering, and Mathematics										
a. Science, Technology and Engineering									0	0
b. Legislated Science High School									0	0
c. Regional Science High School									0	0
5. Special Program in Sports										
a. Individual Sports									0	0
b. Dual Sports									0	0
c. Team Sports									0	0

Reminders: ***1. Learners enrolled in SPA, SPFL, SPJ and STEM shall be counted only once where he/she has the most number of time spent.***
2. A learner enrolled in SPS who took up more than one type of sports can be counted more than once.

Enrollment by Special Program - refers to the number of learners according to special curricular programs offered in JHS.

Types of Special Programs:

1. ***Special Program in the Arts (SPA)*** - refers to a special curricular program that develops learners with potentials or talents in the arts, covering a wide range of art forms and disciplines to produce artists and cultural workers responsible for the growth and development of culture and creative industries.
   a. ***Music*** - composed of voice and instruments specializations. This art area develops the learners' knowledge, appreciation, and skills in music using knowledge of music theory, history, and the connections to the culture it was produced.
   b. ***Dance*** - refers to a specialization that focuses on the learners' movement vocabulary, development of technique, and deeper understanding of dance as an art form using the body as a medium of expression.
   c. ***Theater Arts*** - refers to an improvisational and process-oriented form of creation where the students explore creative theater techniques appropriate to their developmental level to produce or mount situations with real or imagined characters using dialogues, sceneries, scenarios, and other forms of storytelling.
   d. ***Creative Writing*** - refers to a specialization designed to bring out the young writer's imagination, emotions, and ideas through the writing of different forms of literature such as poetry, essays, stories, scripts, diaries, memoirs, blogs, lyrics, or free writing.
   e. ***Media Arts*** - the study of human communication through photography, broadcasting, print media, online media, videography, and film. In this art form, students are trained to use the elements of space, time, light, motion, color, and sound to express their perspectives, feelings/emotions, and ideas creatively.
   f. ***Visual Arts*** - refers to a specialization that focuses on an in-depth exploration of the basic elements (lines, shapes, textures, forms, patterns, and colors) through the development of visual consciousness in terms of its relationship to the environment, which gives meaning to the art-maker and the viewer.
2. ***Special Program in Foreign Language (SPFL)*** - a program which envisions a multilingual Filipino learner who is globally competitive and equipped with 21st century skills in a culturally diverse environment while preserving the national identity. The program will equip learners with skills and competencies in a foreign language by providing them with greater opportunities through an enhanced research-based curriculum, competent roster of teachers, supportive administrators, and strong collaboration with program partners. The program offers a variety of opportunities for students to learn not only the basics of foreign languages, but at the same time, heighten their global awareness by enhancing their social and cross-cultural skills and understanding.
   a. ***Chinese (Mandarin)*** - one of the 6 languages offered in the Special Program in Foreign Language. One of the languages in China and oldest written language in the world.
   b. ***French*** - one of the 6 languages offered in the Special Program in Foreign Language. Language spoken in France, also used in parts of Belgium, Switzerland, and Canada.
   c. ***German*** - one of the 6 languages offered in the Special Program in Foreign Language. Official language of both Germany and Austria and one of the three official languages of Switzerland.
   d. ***Japanese (Nihongo)*** - one of the 6 languages offered in the Special Program in Foreign Language. The language of the Japanese.
   e. ***Korean*** - one of the 6 languages offered in the Special Program in Foreign Language. A language spoken by the people living in South Korea and North Korea.
   f. ***Spanish*** - one of the 6 languages offered in the Special Program in Foreign Languages. A language spoken in Spain and of the countries colonized by Spaniards.
3. ***Special Program in Journalism (SPJ)*** - develops and enhances the learners' skills required in mass communication particularly in print, broadcast, and online media. It focuses primarily on the competencies and values to help transform the society and the nation through responsible and ethical journalism.
4. ***Special Program in Science, Technology, Engineering, and Mathematics (STEM)*** - a special curricular program focusing on educating the learners in four specific disciplines – science, technology, engineering and mathematics in an interdisciplinary and applied approach focusing on real-world problems.
   a. ***Science, Technology and Engineering (STE) Implementing Schools*** - junior high schools offering classes with enhanced curriculum in science, mathematics and
   b. ***Legislated Science High Schools*** - science schools that have been established by legislative acts of congress or ordinances of local governments.
   c. ***Regional Science High Schools*** - science schools established on a regional basis by virtue of DepEd Orders.
5. ***Special Program in Sports*** - a special curricular program that addresses the needs of talented student-athletes in the different sports disciplines; helps develop student-athletes who will be trained to compete in national and international sports competitions; and envisions student-athletes who are holistically developed, imbued with values, and equipped with athletic skills to be ready for the competencies required in SHS and to harness their full potential in the world of sports and related fields.
   a. ***Individual Sports*** - a sport wherein student-athletes compete individually. Examples of individual sports are swimming, gymnastics and running.
   b. ***Dual Sports*** - a sport played by student-athletes to compete as a team to win together. Examples of dual sports are badminton, table tennis and tennis.
   c. ***Team Sports*** - a sport that involves competition between student-athletes. Examples of team sports are basketball, volleyball and soccer.
6. ***Special Program for Technical Vocational Education (SPTVE)*** - refer to Table 2 for detailed definition.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 2. LEARNERS BY SPECIAL PROGRAM IN TECHNICAL VOCATIONAL EDUCATION (SPTVE), SY 2024-2025 (As of February 28, 2025)

AREA OF SPECIALIZATION	EXPLORATORY YEARS		SPECIALIZATION						TOTAL (Grades 7 to 10)	
	Grade 7		Grade 8		Grade 9		Grade 10			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Arts and Trades Courses										
Beauty Care and Wellness									0	0
Garments									0	0
Food Services									0	0
Airconditioning									0	0
Computer Servicing									0	0
Machining									0	0
Building Construction									0	0
Electronic Product Assembly and Servicing									0	0
Automotive Servicing									0	0
Shielded Metal Arc Welding									0	0
Electrical Servicing									0	0
Technical Drafting									0	0
Furniture and Cabinet Making									0	0
Agriculture										
Agricultural Crops Production									0	0
Animal Production									0	0
Food Processing									0	0
Fishery									0	0
SPTVE Applied Subjects										
ICT Fundamentals									0	0
Entrepreneurship									0	0
Technical Drawing									0	0

1. Special Program in Technical-Vocational Education (SPTVE) **-** refers to a special curricular program that endeavors for utmost development of the individual as a total person equipped with technical and vocational competencies, proper work ethics and desirable values that will make the person economically stable, responsible, law-abiding, productive, and competitive in the world of work.

a. ***Arts and Trade Component*** **-** consists of a specialization or bundled specializations in the industrial arts, family and consumer science, and information and communications technology (ICT) sectors.
b. ***Agriculture Component*** **-** refers to a specialization or bundled specializations in the agriculture (land) and/or agri-industrial sectors.
c. ***Fishery Component*** **-** refers to a specialization or bundled specializations in the fishery sector.
d. ***SPTVE Applied Subjects*** **-** these subjects that are mandatory for students under the SPTVE Curriculum. These supplement the development and application of skills and competencies of learners in the different techvoc specializations.

2. Exploratory Subject **-** refers to subject that is taken by SPTVE learners in Grade 7 to equip them with the common competencies of the industries in preparation for their specializations in Grade 8.

Reminder: This table shall be accomplished ONLY by SPTVE-Recognized Implementing School.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Education Program Specialist In-Charge of TLE/SPTVE:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 3. LEARNERS WHO PASSED THE PROFICIENCY EXAMINATION IN THE FOREIGN LANGUAGE, SY 2024-2025 (As of February 28, 2025)

Proficiency Examination in SPFL	Number of Takers										Number of Passers									
	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Chinese - Youth Chinese Test (YCT)									0	0									0	0
French - Diplôme d'études en langue française (DELF)									0	0									0	0
German - Zertifikat Deutsch (ZD)									0	0									0	0
Japanese - Japan Language Proficiency Test (JLPT)									0	0									0	0
Korean - Test of Proficiency in Korean (TOPIK)									0	0									0	0
Spanish - Diplomas de Español como Lengua Extranjera (DELE)									0	0									0	0

Proficiency Examination in SPFL:

1. ***Youth Chinese Test (YCT)*** - an international standardized test of Chinese language proficiency. It assesses young foreign students' abilities to use Chinese in their daily and academic lives. The new YCT consists of a writing test and a speaking test, which are independent of each other. The writing test is divided into four levels, namely, YCT - Level I, YCT - Level II, YCT - Level III, and YCT - Level IV. The speaking test is divided into YCT - Beginner Level and YCT - Intermediate Level.
2. ***Diplôme d'études en langue française (DELF)*** - a certification of French-language abilities for non-native speakers of French administered by the International Centre for French Studies for France's Ministry of Education. It is composed of four independent diplomas corresponding to the first four levels of the Common European Framework of Reference for Languages: A1, A2, B1 and B2.
3. ***Zertifikat Deutsch (ZD)*** - an internationally acknowledged exam of German language ability. It tests for a level of proficiency equivalent to level B2 of the six-level scale of competence laid down in the Common European Framework of Reference (CEFR) for Languages.
4. ***Japanese Language Proficiency Test (JLPT)*** - a standardized criterion-referenced test to evaluate and certify Japanese language proficiency for non-native speakers, covering language knowledge, reading ability, and listening ability.
5. ***Test of Proficiency in Korean (TOPIK)*** - a written test designed to to measure the ability on non-native speakers for expression and comprehension in the Korean language. The test has three different levels, Beginner, Intermediate and Advanced.
6. ***Diplomas de Español como Lengua Extranjera (DELE)*** *(English: Diplomas of Spanish as a Foreign Language)* - an official diplomas issued by the Spanish Instituto Cervantes on behalf of the Spanish Ministry of Education and Science to participants who have passed a standardised test indicating their European Spanish language proficiency.

Reminder: Number of Passers shall be less than or equal to the Number of Takers.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 4. LEARNERS IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2024-2025 (As of February 28, 2025)

SUBJECT	EXPLORATORY YEARS				REGULAR TLE				TOTAL (Grades 7 to 10)	
	Grade 7		Grade 8		Grade 9		Grade 10			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Family and Consumer Science (FCS) (formerly Home Economics)										
Attraction and Theme Parks Operations with Ecotourism									0	0
Barbering									0	0
Barista									0	0
Bartending									0	0
Beauty Care/Nail Care									0	0
Caregiving									0	0
Cookery									0	0
Dressmaking									0	0
Events Management									0	0
Food and Beverage Services									0	0
Front Office Services									0	0
Hairdressing									0	0
Handicraft (Basketry, Macrame)									0	0
Handicraft (Fashion Accessories, Paper Craft)									0	0
Handicraft (Needlecraft)									0	0
Handicraft (Woodcraft, Leathercraft)									0	0
Housekeeping									0	0
Local Guiding Services									0	0
Tailoring									0	0
Tourism Promotion									0	0
Travel Services									0	0
Wellness Massage									0	0
Agri-Fishery Arts (AFA)										
Agri-Crop Production									0	0
Animal Production (Large Ruminants)									0	0
Animal Production (Poultry)									0	0
Animal Production (Swine)									0	0
Aquaculture									0	0
Fish Capture									0	0
Fish Product Packaging									0	0
Fish Wharf Operation									0	0
Fishing Gear Repair and Maintenance									0	0
Food Processing									0	0
Landscape Installation and Maintenance									0	0
Organic Agriculture									0	0
Pest Management									0	0
Rice Machinery Operation									0	0
Rubber Processing									0	0
Rubber Production									0	0
Slaughtering Operations									0	0
Industrial Arts (IA)										
Automotive Servicing									0	0
Carpentry									0	0
Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing									0	0
Driving									0	0
Electrical Installation and Maintenance									0	0
Electronic Products Assembly and Servicing									0	0
Furniture Making									0	0
Machining									0	0
Masonry									0	0
Plumbing									0	0
Refrigeration and Airconditioning									0	0
Shielded Metal Arc Welding									0	0
Tile Setting									0	0
Information and Communication Technology (ICT)										
Animation									0	0
Computer Programming (Net Technology)									0	0
Computer Programming (Java)									0	0
Computer Programming (Oracle Database)									0	0
Computer Systems Servicing									0	0
Contact Center Services									0	0
Illustration									0	0
Medical Transcription									0	0
Technical Drafting									0	0

1. ***Exploratory Years*** - learners will be taking up Basic Fundamental Skills of the four components (HE, AFA, IA & ICT) which is aligned to the specializations offered by the school in Grades 9 to 10.
2. ***Basic Fundamental Skills*** - these are pre-requisite competencies for the learners who will take a specialization/s under Technical Livelihood Education.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Education Program Specialist In-Charge of TLE/SPTVE:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 5. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNED) LEARNERS, SY 2024-2025 (As of February 28, 2025)

Types of Devices	Number of Devices
Assistive Technology Devices	
Adaptive Devices	
TOTAL	**0**

Assistive Technology Device - refers to any device that helps someone do something that might not otherwise be able to do well or at all. Generally, the term is used for devices that help people overcome a handicap such as a mobility, vision, mental, dexterity or hearing loss.

Adaptive Device - refers to any device that are used to assist with completing activities of daily living.

Validated by Division SPED Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Table 6. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE SY 2024-2025 (As of February 28, 2025)

Number of Locally-Funded Teachers by Funding Source				
Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded Teachers
Provincial	Municipal/City			
				0

Locally-funded teachers working in the school - teachers not having plantilla positions and whose compenstation is chargeable against the local budget.

These are classified according to the following:

a. ***Special Education Fund (SEF) Teachers*** - teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
b. ***Local Government Unit (LGU) funded Teachers*** - teachers paid out of the general fund (not the SEF) of the LGU.
c. ***Others*** - teachers who are being funded by other sources not mentioned above (e.g., Parents-Teachers Association, etc.).

Reminder: Total of Locally-funded Teachers shall be greater than or equal to the Total of Qualified / Trained Teachers in Table 7.

Validated by Division HR Personnel:

(Signature Over Printed Name) / Date

Position Title : _____

Table 7. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL WHO ARE QUALIFIED AND TRAINED SY 2024-2025 (As of February 28, 2025)

Qualified Teachers			Trained Teachers		
Male	Female	TOTAL	Male	Female	TOTAL
		0			**0**

Qualified teacher - locally-funded teacher who has the minimum academic qualifications necessary to teach Junior High School Education. He/She must be a Licensure Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and the Department of Education, Culture and Sports (DECS [now DepEd]).

Trained teacher - locally-funded teacher who received at least the minimum organized teacher-training requirements (pre-service or in-service) to teach Junior High School Education.

Reminder: Total of Qualified / Trained Teachers shall be less than or equal to the Total of Locally-funded Teachers in Table 6.

Validated by Senior Education Program Specialist (HRTD):

(Signature Over Printed Name) / Date

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 8. LOCALLY-FUNDED NON-TEACHING PERSONNEL WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)

Position	Average Monthly Salary	Number of Locally-Funded Non-Teaching Personnel by Funding Source				
		Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded Non-Teaching
		Provincial	Municipal/City			
Learning Support Aides						0
Administrative Officers						0
Administrative Assistants						0
Administrative Aides						0
Project Development Officer/Program Officer						0
Medical Officer/School Doctor						0
School Dentist						0
School Nurse						0
Librarian						0
Library Assistant/Aide						0
Registered Guidance Counselor						0
Guidance-related Staff						0
Computer Technician/ICT Services/ICT Assistant						0

Locally-funded non-teaching personnel working in the school - non-teaching personnel not having plantilla positions and whose compensation is chargeable against the local budget.
Learning Support Aide - refers to a person who works together in collaboration with a teacher and contributes to the provision of learning opportunities that promote achievement and progression of learners.

These are classified according to the following:

a. ***Special Education Fund (SEF)*** - non-teaching personnel whose salaries are being paid by the Local School Board Fund (Provincial or Municipal/City) where the school is located.
b. ***Local Government Unit (LGU) funded*** - non-teaching personnel paid out of the general fund (not the SEF) of the LGU.
c. ***Others*** - non-teaching personnel who are being funded by other sources not mentioned above (e.g., Parents-Teachers Association, etc.).

Reminders: ***1. Those serving two or more schools simultaneously shall be counted only in the school (a) where the non-teaching personnel have longer reporting hours as identified by the SDO or (b) where the non-teaching personnel is originally intended to be deployed.***
2. The non-teaching personnel shall be counted under its generic title if it has a parenthetical title.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 9. TEACHING-RELATED AND NON-TEACHING PERSONNEL (Nationally-funded), SY 2024-2025 (As of February 28, 2025)

Position Title	NATIONALLY-FUNDED PERSONNEL																	
	Number of plantilla items in school per latest PSI-POP	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number of personnel actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL							
							DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL								
		Male	Female	TOTAL								Male	Female	TOTAL	Male	Female	TOTAL
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5 (Col.3+Col.4)	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11 (Col.8+Col.9+ Col.10)	Col. 12 (Col.5+Col.6+ Col.7+ Col.11)	Col. 13	Col. 14	Col. 15 (Col.13+Col.14)	Col. 16 (Col.3+Col.13)	Col. 17 (Col.4+Col.14)	Col. 18 (Col.16+Col.17)
Vocational School Administrator III				0						0	0			0	0	0	0
Vocational School Administrator II				0						0	0			0	0	0	0
Vocational School Administrator I				0						0	0			0	0	0	0
School Principal IV				0						0	0			0	0	0	0
School Principal III				0						0	0			0	0	0	0
School Principal II				0						0	0			0	0	0	0
School Principal I				0						0	0			0	0	0	0
Assistant School Principal III				0						0	0			0	0	0	0
Assistant School Principal II				0						0	0			0	0	0	0
Assistant School Principal I				0						0	0			0	0	0	0
Head Teacher VI				0						0	0			0	0	0	0
Head Teacher V				0						0	0			0	0	0	0
Head Teacher IV				0						0	0			0	0	0	0
Head Teacher III				0						0	0			0	0	0	0
Head Teacher II				0						0	0			0	0	0	0
Head Teacher I				0						0	0			0	0	0	0
Guidance Coordinator III				0						0	0			0	0	0	0
Guidance Coordinator II				0						0	0			0	0	0	0
Guidance Coordinator I				0						0	0			0	0	0	0
Guidance Counselor III				0						0	0			0	0	0	0
Guidance Counselor II				0						0	0			0	0	0	0
Guidance Counselor I				0						0	0			0	0	0	0
Administrative Officer IV				0						0	0			0	0	0	0
Administrative Officer II				0						0	0			0	0	0	0
Project Development Officer I				0						0	0			0	0	0	0
School Librarian III				0						0	0			0	0	0	0
School Librarian II				0						0	0			0	0	0	0
School Librarian I				0						0	0			0	0	0	0
Accountant I				0						0	0			0	0	0	0
Cashier I				0						0	0			0	0	0	0
Supply Officer I				0						0	0			0	0	0	0
Administrative Assistant III (Senior Bookkeeper)				0						0	0			0	0	0	0
Bookkeeper				0						0	0			0	0	0	0
Administrative Assistant II (Disbursing Officer II)				0						0	0			0	0	0	0
Disbursing Officer I				0						0	0			0	0	0	0
Administrative Aide VI				0						0	0			0	0	0	0
Heavy Equipment Operator I				0						0	0			0	0	0	0
Driver I				0						0	0			0	0	0	0
Security Guard I				0						0	0			0	0	0	0
Light Equipment Operator				0						0	0			0	0	0	0
Utility Worker I				0						0	0			0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Reminders: 1. Totals in column 12 shall tally with entries in column 2.

2. For teaching-related and non-teaching personnel currently deployed through clustering strategy, they shall be counted under their mother school.

Note: For the definitions, refer to Teaching Personnel Data (Table 10).

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 10. TEACHING PERSONNEL (Nationally-funded), SY 2024-2025 (As of February 28, 2025)

Position Title	NATIONALLY-FUNDED PERSONNEL																	
	SCHOOL PLANTILLA ITEMS											Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
	Number of plantilla items in school per latest PSI-POP	Number of teachers actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to			TOTAL (Col.8+Col.9+ Col.10)	TOTAL (Col.5+Col.6+ Col.7+ Col.11)							
		Male	Female	TOTAL (Col.3+Col.4)			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies			Male	Female	TOTAL (Col.13+Col.14)	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
a. Teaching Positions																	
Instructor III				0						0	0			0	0	0	0
Instructor II				0						0	0			0	0	0	0
Instructor I				0						0	0			0	0	0	0
Master Teacher IV				0						0	0			0	0	0	0
Master Teacher III				0						0	0			0	0	0	0
Master Teacher II				0						0	0			0	0	0	0
Master Teacher I				0						0	0			0	0	0	0
Teacher III				0						0	0			0	0	0	0
Teacher II				0						0	0			0	0	0	0
Teacher I				0						0	0			0	0	0	0
Special Science Teacher I				0						0	0			0	0	0	0
SPED Teacher V				0						0	0			0	0	0	0
SPED Teacher IV				0						0	0			0	0	0	0
SPED Teacher III				0						0	0			0	0	0	0
SPED Teacher II				0						0	0			0	0	0	0
SPED Teacher I				0						0	0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
b. Assignment (Number of teachers working in the school):																	
Handling Grades 11-12				0										0	0	0	0
Handling ALIVE classes				0										0	0	0	0
Handling SNEd classes				0										0	0	0	0
TOTAL		**0**	**0**	**0**								**0**	**0**	**0**	**0**	**0**	**0**

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of plantilla items in school per latest PSI-POP*** - number of plantilla items allocated to the school.
3. ***Number of teachers actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Plantilla item(s) vacant*** - plantilla positions that are unfilled whether existing plantilla or newly created positions.
6. ***Plantilla personnel detailed to DepEd office(s)/sec. school(s) within the division*** - personnel assigned/designated to the division office or to other secondary schools within the division.
7. ***Plantilla personnel detailed to Elementary school(s) within the division*** - personnel assigned/designated to elementary schools within the division.
8. ***Plantilla personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from elementary/secondary school(s) or from other DepEd office(s) like the division, regional, central office or from other school division(s).

Reminders:
1. ***In Table 10 $_a$, totals in column 12 shall tally with entries in column 2.***
2. ***In Table 10 $_b$, if a teacher is handling two or more assignments, he/she shall be counted in his/her assignment where he/she has the most number of loads.***
3. ***In Table 10 $_a$, totals in column 18 shall tally with entries in Table 11 column 7.***
4. ***In Table 10 $_a$, totals in columns 16, 17 and 18 shall be greater than or equal to the entries in Table 12.***
5. ***In Table 10 $_a$, totals in columns 16, 17 and 18 shall tally with the totals in Table 18.***

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 11. TEACHER WORKLOAD (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Position Title Col. 1	Teachers with less than 360 mins of teaching load per day		Teachers with more than 360 mins of teaching load per day		Teachers with 360 mins of teaching load per day Col. 6	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6) Col. 7
	Designated with teaching-related assignments Col. 2	Not designated to teaching-related assignments Col. 3	Designated with teaching-related assignments Col. 4	Not designated to teaching-related assignments Col. 5		
Instructor III						0
Instructor II						0
Instructor I						0
Master Teacher IV						0
Master Teacher III						0
Master Teacher II						0
Master Teacher I						0
Teacher III						0
Teacher II						0
Teacher I						0
Special Science Teacher I						0
SPED Teacher V						0
SPED Teacher IV						0
SPED Teacher III						0
SPED Teacher II						0
SPED Teacher I						0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

Teaching-Related Assignments - as defined in DepEd Order No. 005, s. 2024, refer to tasks related to teaching and academic learning which support learner development.

Reminder: Totals in column 7 of this table shall be equal to the totals in Table 10 $_a$ (column 18 - Total Nationally-funded teachers working in the school).

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

Table 12. TEACHERS WHO RECEIVED TRAINING WHILE IN-SERVICE FROM JANUARY 2024 TO DECEMBER 2024 (Nationally-funded teachers working in the school)

Position Title	Number of Teachers		
	Male	Female	TOTAL
Instructor III			0
Instructor II			0
Instructor I			0
Master Teacher IV			0
Master Teacher III			0
Master Teacher II			0
Master Teacher I			0
Teacher III			0
Teacher II			0
Teacher I			0
Special Science Teacher I			0
SPED Teacher V			0
SPED Teacher IV			0
SPED Teacher III			0
SPED Teacher II			0
SPED Teacher I			0
TOTAL	**0**	**0**	**0**

Note: Number of teachers who received training relevant to the subject matter they are teaching for the past 12 months.

Reminder: Entries in this table shall be less than or equal to the totals in Table 10 a (columns 16, 17 and 18 - Total Nationally-funded teachers in the school).

Table 13. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) (Nationally-funded teachers working in the school) SY 2024-2025 (As of February 28, 2025)

Training on ICT	Number of Teachers		
	Male	Female	TOTAL
ICT Integration			0
ICT Literacy/Content			0
Software			0
Hardware			0
Others			0
TOTAL	**0**	**0**	**0**

1. ***ICT Integration*** - it is a strategy to incorporate information and communications technology into all facets of education and training, including the administrative functions and models required to support learning.
2. ***ICT Literacy/Content*** - knowledge to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society.
3. ***Software*** - the programs and other operating information used by a computer.
4. ***Hardware*** - the machines, writing, and other physical components of a computer or other electronic system.

Reminder: If a teacher is receiving more than one training on ICT, he/she can be counted more than once.

Table 14. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY (Nationally-funded teachers working in the school) SY 2024-2025 (As of February 28, 2025)

Training on Pedagogy	Number of Teachers		
	Male	Female	TOTAL
Constructivist			0
Inquiry based			0
Reflective			0
Collaborative			0
Integrative			0
Inclusive Education			0
Others			0
TOTAL	**0**	**0**	**0**

1. ***Pedagogy*** - strategies/approaches in teaching and learning. Based on RA 10533; Rule 2, Section 10.2.
2. ***Constructivist teaching*** - based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.
3. ***Inquiry based*** - is a form of active learning that starts by posing questions, problems or scenarios-rather than simply presenting established facts or portraying a smooth path to knowledge.
4. ***Reflective teaching*** - means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.
5. ***Collaborative learning*** - is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project.
6. ***Integrated approach*** - allows learners to explore, gather, process, refine and represent information about topics they want to investigate without the constraints imposed by traditional subject barriers (Pigdon and Wolly, 1992).
7. ***Inclusive Education*** - embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, learners, parents and the community (DepED Order No. 72, s. 2009).

Reminder: If a teacher is receiving more than one training on pedagogy, he/she can be counted more than once.

Table 15. TEACHERS WHO RECEIVED TRAINING ON SPECIAL CURRICULAR PROGRAMS (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Special Curricular Programs	Training Provided by DepED			Training Provided by Non-DepED		
	Male	Female	TOTAL	Male	Female	TOTAL
Special Program in the Arts			0			0
Special Program in Foreign Language			0			0
Special Program in Journalism			0			0
Special Program in Science, Technology and Engineering			0			0
Special Program in Sports			0			0
Special Program in Technical Vocational Education			0			0

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Chief Education Supervisor (CID):

_____
(Signature Over Printed Name) / Date

Validated by Chief Education Supervisor (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 16. NUMBER OF TEACHERS BY GRADE LEVEL AND SEX
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Grade Level	Number of Teachers		
	Male	Female	TOTAL
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
TOTAL	**0**	**0**	**0**

Reminder:

If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours.

However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.

Table 17. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND SEX (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Learning Areas	Junior High School								Senior High School			
	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
English												
Mathematics												
Filipino												
Science												
Araling Panlipunan (AP)												
Edukasyon sa Pagpapakatao (EsP)												
Technology and Livelihood Education (TLE)												
Music, Art, Physical Education, Health (MAPEH)												
* SHS Subjects												

Note: * - Number of teachers with Junior High School plantilla items teaching Senior High School subjects.

Reminder: A teacher who is teaching more than one learning area or grade level can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 18. NUMBER OF TEACHERS BY HIGHEST EDUCATIONAL ATTAINMENT (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Highest Educational Attainment	Number of Teachers		
	Male	Female	TOTAL
Bachelor Degree			0
Master Degree Units			0
Master Degree			0
Doctorate Degree Units			0
Doctorate Degree			0
TOTAL	0	0	0

Reminder: 1. A teacher shall be counted based on his/her highest level of educational attainment regardless if it is related to his/her specialization subject or not (i.e. Master of Public Administration [MPA], Master in Business Administration [MBA], etc.).
2. Totals in this table shall be equal to the totals in Tables 10$_a$ (columns 16, 17 and 18 - Total Nationally-funded teachers working in the school).

Table 19. NUMBER OF SCIENCE TEACHERS WITH SCIENCE EDUCATION MAJOR (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Area of Specialization	Number of Teachers		
	Male	Female	TOTAL
General Science			0
Biology			0
Chemistry			0
Physics			0
Others			0
TOTAL	0	0	0

Reminder: A science teacher with Science Education Major who has more than one specialization can be counted more than once.

Table 20. NUMBER OF CLASSES ASSIGNED TO TEACHERS (Nationally-funded only) BY SUBJECT, CLASS SIZE AND SPECIALIZATION, SY 2024-2025 (As of February 28, 2025)

Class Subject	No. of Classes with class size of greater than 40 assigned to …					No. of Classes with class size of less than or equal to 40 assigned to …					TOTAL Number of Classes
	teachers who are …			teachers who ...		teachers who are …			teachers who ...		
	Graduate Degree Major Col. 1	Bachelor's Degree Major Col. 2	Bachelor's Degree Minor Col. 3	Has Special Training Col. 4	Has No Special Training Col. 5	Graduate Degree Major Col. 6	Bachelor's Degree Major Col. 7	Bachelor's Degree Minor Col. 8	Has Special Training Col. 9	Has No Special Training Col. 10	Col. 11
English											0
Mathematics											0
Filipino											0
Science											0
Araling Panlipunan (AP)											0
Edukasyon sa Pagpapakatao (EsP)											0
Technology and Livelihood Education (TLE)											0
Music, Art, Physical Education, Health (MAPEH)											0

1. ***Class size*** - refers to the number of learners under the authority of one teacher in one classroom. For this table, class size are classified into 2 only, greater than 40; and less than or equal to 40.
2. ***Special Training*** - refers to a focused course or program that provides a teacher without formal academic degree in a specific subject with the necessary skills and knowledge to teach that subject effectively.

Reminder: This table accounts for the number of classes and NOT for the number of teachers, but be mindful of the teacher's specialization in counting subjects and classes.
Example 1. If a teacher who handles 3 classes in Mathematics (2 classes with class size greater than 40; 1 class with class size less than 40) is a Bachelor's Degree Major in Mathematics, "2" and "1" shall be entered in Col. 2 and Col. 7 under Mathematics subject, respectively.
2. If a teacher who handles 4 classes (2 classes in English with class size greater than 40; 2 classes in Filipino with class size less than 40), is a Bachelor's Degree Major in English and also a Bachelor's Degree Minor in Filipino, "2" shall be entered in Col. 2 under English subject and "2" in Col. 8 under Filipino subject.
3. If a teacher who handles a Mathematics class with class size less than 40 is a Bachelor's Degree Major in Science and has special training in Mathematics, "1" shall be entered in Col. 9 under Mathematics subject.

Table 21. NUMBER OF ENGLISH, FILIPINO, MATHEMATICS AND SCIENCE TEACHERS BY SPECIALIZATION (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Teaching Assignment	Full-Time Teachers									Part-Time Teachers								
	Major in				Minor in				Major / Minor in Other Subjects	Major in				Minor in				Major / Minor in Other Subjects
	English	Filipino	Mathematics	Science	English	Filipino	Mathematics	Science		English	Filipino	Mathematics	Science	English	Filipino	Mathematics	Science	
English																		
Filipino																		
Mathematics																		
Science																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Reminder: A teacher who is teaching more than one teaching assignment or more than one specialization can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 22. TEACHERS WHO HAVE SPECIALIZATION IN TLE SUBJECTS THEY ARE TEACHING, SY 2024-2025 (As of February 28, 2025)

SUBJECT	EXPLORATORY YEARS				REGULAR TLE				TOTAL (Grades 7 to 10)	
	Grade 7		Grade 8		Grade 9		Grade 10			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Family and Consumer Science (FCS) (formerly Home Economics)										
Beauty Care									0	0
Caregiving									0	0
Cookery									0	0
Dressmaking									0	0
Front Office Services									0	0
Handicraft									0	0
Household Services									0	0
Travel Services									0	0
Wellness Massage									0	0
Agri-Fishery Arts (AFA)										
Agri-Crop Production									0	0
Animal Production									0	0
Aquaculture									0	0
Fish Processing									0	0
Industrial Arts (IA)										
Automotive Servicing									0	0
Carpentry									0	0
Electrical Installation and Maintenance									0	0
Electronic Products Assembly and Servicing									0	0
Masonry									0	0
Plumbing									0	0
Refrigeration and Airconditioning									0	0
Shielded Metal Arc Welding									0	0
Information and Communication Technology (ICT)										
Computer Systems Servicing									0	0
Contact Center Services									0	0
Illustration									0	0
Technical Drafting									0	0

Reminder: A teacher who is teaching more than one learning area or grade level can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Curriculum Implementation Division (CID) Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 23. TEACHERS' WHO PASSED THE PROFICIENCY EXAMINATION IN THE FOREIGN LANGUAGE TAUGHT (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Special Program in Foreign Language	Number of Teachers		
	Male	Female	TOTAL
Chinese - Hanyu Shuiping Kaoshi Examination (HSK)			0
French - Diplôme d'études en langue française (DELF)			0
German - Zertifikat Deutsch (ZD)			0
Japanese - Japan Language Proficiency Test (JLPT)			0
Korean - Test of Proficiency in Korean (TOPIK) / Sejong Korean Language Assessment (SKA)			0
Spanish - Diplomas de Español como Lengua Extranjera (DELE)			0

Validated by Senior Education Program Specialist (HRTD):

_____
(Signature Over Printed Name) / Date

Reminder: A teacher shall be counted if he/she successfully passed the language proficiency test.

Box 1. LEARNING ACTION CELL (LAC) SESSION, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Indicate the number of LAC Session/s conducted:

a. Conducted last SY 2023-2024 _____

b. Planned to be conducted this SY 2024-2025 _____

Validated by Curriculum Implementation Division (CID) Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Box 2. ACTION RESEARCH, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Indicate the number of Action Research conducted:

a. Conducted last SY 2023-2024 _____

b. On-going _____

c. To be conducted _____

Validated by Senior Education Program Specialist (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 24. TEACHERS WHO HAVE SPECIALIZATION IN ARTS AND THE SPECIALIZATION THEY ARE HANDLING
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Art Specialization	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Music									0	0
Dance									0	0
Theater Arts									0	0
Creative Writing									0	0
Media Arts									0	0
Visual Arts									0	0

Reminder: A teacher who is teaching more than one specialization or grade level can be counted more than once.

Table 25. TEACHERS IN LANGUAGE AND CULTURE IMMERSION BENEFICIARIES FROM PROGRAM PARTNERS
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Special Program in Foreign Language	Number of Teachers		
	Male	Female	TOTAL
Chinese - Hanyu Shuiping Kaoshi Examination (HSK)			0
French - Diplôme d'études en langue française (DELF)			0
German - Zertifikat Deutsch (ZD)			0
Japanese - Japan Language Proficiency Test (JLPT)			0
Korean - Test of Proficiency in Korean (TOPIK) / Sejong Korean Language Assessment (SKA)			0
Spanish - Diplomas de Español como Lengua Extranjera (DELE)			0

Reminder: A teacher is considered a beneficiary if he/she was able to participate in the language/culture immersion of the Program Partner.

Table 26. TEACHERS WHO RECEIVED JOURNALISM IMMERSION/TRAINING
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Journalism Immersion/Training Received	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Print Media									0	0
Online Media									0	0
Radio Broadcasting									0	0
TV Broadcasting									0	0

Reminder: The number of times a teacher is counted may vary depending on the number of immersion or training he/she received.

Table 27. TEACHERS WHO RECEIVED TRAINING ON CURRICULAR PROGRAMS
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Curricular Programs	Training Provided by DepEd			Training Provided by Non-DepEd		
	Male	Female	TOTAL	Male	Female	TOTAL
Comprehensive Sexuality Education			0			0
Preventive Drug Education Program			0			0
Others			0			0
TOTAL	0	0	0	0	0	0

Reminder: If a teacher is receiving more than one training on curricular programs, he/she can be counted more than once.

Validated by Curriculum Implementation Division (CID) Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist (HRTD):

_____
(Signature Over Printed Name) / Date

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 3. LEARNER GOVERNMENT PROGRAM (LGP), SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Do you have a Supreme Secondary Learner Government (SSLG) in your school? ☐ Yes ☐ No
   1.a. If Yes, did the school conduct an SSLG election? ☐ Yes ☐ No
2. Did the school establish Commission on Election and Appointment (COMEA)? ☐ Yes ☐ No
3. Based on the records of the last or previous SSLG election, how many learners participated and cast their votes?

Grade Level	Male	Female	TOTAL
Grade 7			**0**
Grade 8			**0**
Grade 9			**0**
Grade 10			**0**
TOTAL	**0**	**0**	**0**

4. Do you have a designated SSLG teacher-adviser in the current school year? ☐ Yes ☐ No
   4.a. What is the position of the deisgnated SSLG Teacher-Adviser?
   ☐ Teacher I ☐ Master Teacher I ☐ Master Teacher IV
   ☐ Teacher II ☐ Master Teacher II ☐ Others, (specify) _____
   ☐ Teacher III ☐ Master Teacher III
   4.b. If Yes, how long has the teacher-adviser been in charge of the SSLG on consecutive basis?
   ☐ 0-3 years ☐ 4-6 years ☐ 7-9 years ☐ 10 years and above
   4.c. Does your SSLG teacher-adviser attend DepEd initiated training for the SSLG-related program? ☐ Yes ☐ No
   4.d. Does the SDO authorize to grant Service Credit (SC) for activities conducted / attended by SSLG teacher-advisers during Weekend / holiday? ☐ Yes ☐ No
   4.e. Does the Teacher Adviser have any other responsibilities in the school other than being the SSG Teacher-Adviser? ☐ Yes ☐ No
5. Does the SSLG able to perform their function as part of the Child Protection Committee (CPC)? ☐ Yes ☐ No
6. Does the SSLG served as a learner representative in the School Governace Council? ☐ Yes ☐ No
7. Did the school allocate a budget for SSLG-initiated activities as part of the School Implementation Plan (SIP)/ Annual Implementation Plan (AIP)? ☐ Yes ☐ No
   7.a. If Yes, what percentage (%) of the MOOE is allotted to SSLG?
   ☐ Less than 1% ☐ 1-2% ☐ 3-5% ☐ More than 5%
8. Is there a dedicated room for the SSLG to utilize? ☐ Yes ☐ No
9. Does the SSLG conduct learner-initiated activities? ☐ Yes ☐ No
   If Yes, provide appropriate answers.

Conducted Activities, Fund Utilization, and Fund Source							
Related Programs, Projects, and Activities (Advocacy, Training, Orientation, IEC materials, etc.)	**Number of Activities Conducted**	**Total Amount Utilized**	**Fund Source** ***(Check all applicable)***				
			MOOE	**LGUs/SEF**	**PTA**	**Private Donation**	**Other Gov't Agencies**
Childs Right and Protection			☐	☐	☐	☐	☐
Comprehensive Sexual Education (CSE) - Adolescent Reproductive Health			☐	☐	☐	☐	☐
Mental Health			☐	☐	☐	☐	☐
Drug, Tobacco, and Alcohol Prevention			☐	☐	☐	☐	☐
Inclusivity (LGBTQ, IP, LWD, Muslim, etc.)			☐	☐	☐	☐	☐
Climate Change, Environment, Agriculture			☐	☐	☐	☐	☐
Entrepreneurship			☐	☐	☐	☐	☐
Future Readiness			☐	☐	☐	☐	☐
Culture, Arts, and Peace			☐	☐	☐	☐	☐
Others			☐	☐	☐	☐	☐

10. Has the Division Youth Formation Coordinator (YFC) visited the school to monitor the implementation of SSLG? ☐ Yes ☐ No

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Youth Formation Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 4. CAREER GUIDANCE PROGRAM, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Is there a Guidance Counselor assigned in your school? ☐ Yes ☐ No
   1.a. If Yes, how many Guidance Counselor/s your school has/have? _____
   1.b. Is/are the Guidance Counselor/s also serve as Career Advocate? ☐ Yes ☐ No
   1.c. Does your Guidance Counselor/s attend DepEd-initiated training for Career Guidance-related program? ☐ Yes ☐ No
2. Do you have a designated Career Advocate (CA)? ☐ Yes ☐ No
   2.a. If Yes, how many designated CA/s does your school has/have?

Personnel	Male	Female	TOTAL
Teaching			0
Teaching-Related			0
Non-Teaching			0
TOTAL	**0**	**0**	**0**

   2.b. Does your Career Advocate/s attend DepEd initiated training for Career Guidance-related programs? ☐ Yes ☐ No
3. Do you have a designated Career Guidance Office? ☐ Yes ☐ No
4. Does your school conduct Career Guidance-related activities? ☐ Yes ☐ No
   4.a. If Yes, how many Career Guidance-related activities your school conducted? _____
   4.b. What was the total amount utilized for the conducted Career Guidance-related activities? _____
   4.c. What grade level/s participated in the Career Guidance-related activities? *(Check all applicable)*
   ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10
   4.d. What are the funding source/s for Career Guidance-related activities? *(Check all applicable)*
   ☐ MOOE ☐ PTA fund ☐ Other Gov't Agencies
   ☐ LGU/SEF fund ☐ Private Individual / Sector
5. Are there learners who consulted regarding Career-related concerns? ☐ Yes ☐ No
   5.a. If Yes, how many learners have asked for consultation on Career-related concerns?

Grade Level	Male	Female	TOTAL
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
TOTAL	**0**	**0**	**0**

Box 5. SCHOOL CLUBS AND ORGANIZATIONS, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. How many learners have joined school clubs and organizations?

Grade Level	Male	Female	TOTAL
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
TOTAL	**0**	**0**	**0**

2. What are the existing co-curricular school clubs and organizations in your school related to the following subject areas? *(Check all applicable)*
   ☐ Araling Panlipunan ☐ Music
   ☐ English ☐ Science
   ☐ Filipino ☐ TLE
   ☐ Math ☐ Others, (specify) _____
3. What are other existing school clubs and organizations in your school? *(Check all applicable)*
   ☐ Barkada Kontra Droga (BKD) ☐ Project W.A.T.C.H.
   ☐ Batang Emergency Response Team (BERT) ☐ Red Cross Youth Council (RCYC)
   ☐ Boy Scout of the Philippines (BSP) ☐ Youth for Environment in Schools Organization (YES-O)
   ☐ Drums and Lyre ☐ Sports Club
   ☐ Girl Scout of the Philippines (GSP) ☐ Others, (specify) _____
   ☐ Journalism

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Youth Formation Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 6. YOUTH FOR ENVIRONMENT IN SCHOOL ORGANIZATION (YES-O) AND BARKADA KONTRA DROGA (BKD) PROGRAM
SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school has established YES-O and BKD organization?

Organization	With established organization
YES-O	☐ Yes ☐ No
BKD	☐ Yes ☐ No

2. How many members does the YES-O and BKD have?

Grade Level	Number of Members					
	YES-O			BKD		
	Male	Female	Total	Male	Female	Total
Grade 7			0			0
Grade 8			0			0
Grade 9			0			0
Grade 10			0			0

3. Answer the following questions regarding teacher-advisers.

Organization	Does the school have a designated Teacher Adviser?	What is the length of tenure of the TA in consecutive basis?	Was the TA reduced a teaching load?	Does the TA able to attend organization-related trainings?	Does SDO grant Service Credit for TA who attend activities during weekends or holidays?
YES-O	☐ Yes ☐ No	☐ 0-3 yrs. ☐ 4-6 yrs. ☐ 7-9 yrs. ☐ 10 yrs. above		☐ Yes ☐ No	☐ Yes ☐ No
BKD	☐ Yes ☐ No	☐ 0-3 yrs. ☐ 4-6 yrs. ☐ 7-9 yrs. ☐ 10 yrs. above	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

4. Does the school have a dedicated room for YES-O and BKD?

Organization	With dedicated room
YES-O	☐ Yes ☐ No
BKD	☐ Yes ☐ No

5. Does the YES-O and BKD conduct learner-initiated activities?

Conducted Activities, Fund Utilization, and Fund Source							
Conducted Activities	Number of Activities Conducted	Total Amount Utilized	Fund Source *(Check all applicable)*				
			MOOE	LGUs/SEF	PTA	Private Donation	Other Gov't Agencies
A. YES-O Related Activities Programs, Projects and Activities							
Seedbank and Nursery Establishment			☐	☐	☐	☐	☐
Planting, Growing and Caring for Trees/Mangroves			☐	☐	☐	☐	☐
Environmental Information Education Advocacy (E-IEA)			☐	☐	☐	☐	☐
Conservation of Resources			☐	☐	☐	☐	☐
Clean Up Drives			☐	☐	☐	☐	☐
Ecological Solid Waste Management			☐	☐	☐	☐	☐
Outreach Programs			☐	☐	☐	☐	☐
Promotion of Local Ecotourism Sites			☐	☐	☐	☐	☐
Environmental Camps			☐	☐	☐	☐	☐
B. BKD Related Activities Programs, Projects and Activities							
Drug Prevention			☐	☐	☐	☐	☐
Tobacco Prevention			☐	☐	☐	☐	☐
Alcohol Prevention			☐	☐	☐	☐	☐
Other vices (Gambling, excessive online gaming,			☐	☐	☐	☐	☐

6. How many incidents were reported related to the following:

Reported Cases	Number of Reported Incidences
Drug use	
Alcohol use	
Smoking	
Other vices (Gambling, excessive online gaming,	

7. Has the Division Youth Formation Coordinator (YFC) visited the school to monitor the implementation of the YES-O and BKD?

Organization	Visited and monitored by YFC
YES-O	☐ Yes ☐ No
BKD	☐ Yes ☐ No

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Youth Formation Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

0
(Signature Over Printed Name) / Date

Table 28. NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Types of Computer	NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	TOTAL
Academic Use								
Desktop								0
Laptop								0
All-in-One								0
Tablet								0
Tablet PC								0
Virtual Terminal (Thin Client)								0
Administrative Use								
Desktop								0
Laptop								0
All-in-One								0
Tablet								0
Tablet PC								0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

1. Indicate the number of functional computers according to the following funding sources:

a. DepEd DCP - computers procured through the DepEd Computerization Program.

b. DepEd non-DCP - computers procured through other DepEd downloaded funds.

c. LGU/SEF - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.

d. PTA - computers funded from the Parents-Teachers Association (PTA).

e. Private Donations - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assisted funds.

f. Other Government Agencies - computers funded from other government agencies such as DTI, DOST, CICT, etc.

g. Others - computers procured from other sources not listed above.

2. Computer - refers to electronic devices for storing and processing data such as :

a. Desktop - refers to a computer that is designed to be used on a table.

b. Laptop - refers to a compact and portable personal computer featuring a hinged display and an integrated keyboard, designed for mobile use with the convenience of battery-powered operation. Notebook also fall into this category.

c. All-in-One - refers to a type of computer that integrates all the components of a traditional desktop computer into a single unit, including the monitor, central processing unit (CPU), speakers, and often a webcam and microphone.

d. Tablet - refers to a portable computer that has a touchscreen feature as the primary means of input.

e. Tablet PC - features a touchscreen display that can be used with a stylus or finger, and can be converted into a laptop-like configuration by attaching a keyboard or a keyboard dock.

f. Virtual Terminal (Thin Client) - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host.
(Reminder: Do not count the computer host.)

3. Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

4. Computer for Administrative Use - refers to computer units used for encoding administrative data of the school (e.g., enrollment, attendance, disbursements, financial statements, and other reports).

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 29. NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)

(Provide appropriate answers)

Types of ICT Equipment	NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	TOTAL
Academic Use								
LED TV								0
SMART TV								0
Network Switch								0
Printer								0
Projector								0
External Hard Drive								0
UPS								0
Wireless Router								0
Lapel								0
Charging Carts								0
Administrative Use								
LED TV								0
SMART TV								0
Network Switch								0
Printer								0
Projector								0
External Hard Drive								0
UPS								0
Wireless Router								0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ICT Equipment **-** refers to electronic devices such as hardware and software that are intended to perform information processing and communication functions.

1. ***LED TV*** **-** refers to a type of television that uses Light Emitting Diodes (LEDs) to illuminate the display.
2. ***SMART TV*** **-** refers to a television set that has integrated internet connectivity and built-in software or applications, enabling it to access online content and interactive services.
3. **Network Switch -** refers to a device used to network multiple computers together.
4. ***Printer*** **-** refers to a machine for printing text or illustrations on paper.
5. ***Projector*** **-** refers to a machine that projects images onto a screen or a wall.
6. ***External Hard Drive*** **-** portable storage device that is connected to a computer or other digital devices via an external interface, typically USB, Thunderbolt, eSATA, or other connection methods.
7. ***Uninterruptible Power Source (UPS)*** **-** refers to an electronic equipment that provides battery backup when the electrical power source fails.
8. ***Wireless Router*** **-** refers to electronic device that works as router and as a wireless access point, to provide access to the internet or a private computer network.
9. ***Lapel*** **-** refers to an electronic device used to amplify voice.
10. ***Charging Carts*** **-** refers to a mobile storage units equipped with multiple charging ports designed to securely store and recharge electronic devices.

Certified True and Correct by:

School Head **:** _____

(Signature Over Printed Name) / Date

Position Title **:** _____

Validated by Information Technology Officer:

_____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 30. NUMBER OF FUNCTIONAL E-CART COMPONENTS IN THE SCHOOL UNDER DEPED COMPUTERIZATION PROGRAM (DCP), SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Types of E-Cart Components	Number of E-Cart Components		
	2022-01	2023-01	2024-01
Laptop			
Smart TV			
Charging Carts			
Wireless Router			
External HDD			
TOTAL	**0**	**0**	**0**

E-Cart Package - refers to a set of mobile educational resources. These packages might include a combination of electronic devices (such as laptops or tablets), charging cart, Smart TV and other possible educational technology tools. These packages are designed to enhance digital learning, facilitate technology-enabled teaching, or support various educational initiatives."

1. ***Laptop*** - refers to a personal computer designed for mobile use, typically featuring a hinged display screen attached to a keyboard.
2. ***Smart TV*** - refers to a television set integrated with internet connectivity and interactive features.
3. ***Charging Carts*** - refers to a mobile storage units equipped with multiple charging ports designed to securely store and recharge electronic devices.
4. ***Wireless Router*** - refers to a network device that enables the creation of a local area network (LAN) by connecting to a modem.
5. ***External HDD*** - refers to a portable storage device connected to a computer through a USB or other external interface.

Reminder: Count the "Host Laptop" as Laptop.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 7. INTERNET CONNECTIVITY, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Are there internet service providers in the area? ☐ Yes ☐ No

   If Yes, check the appropriate internet service provider/s servicing the area:

   ☐ GLOBE ☐ SKYCABLE ☐ EASTERN COMMUNICATIONS

   ☐ SMART ☐ CONVERGE ☐ DITO TELECOMMUNITY

   ☐ PLDT ☐ STARLINK ☐ Others, (specify) _____

2. Does the school subscribe to any internet service provider/s? ☐ Yes ☐ No

   If Yes, tick the purpose:

   ☐ For administrative use ☐ For classroom instruction use ☐ For both administrative and classroom instruction use

   If No, what prevents the school from subscribing to internet services? *(Kindly provide short answer).* _____

3. What is the coverage area of your internet subscription? *(Check all applicable).*

   ☐ School-wide ☐ Elementary School Area ☐ ICT Room/Laboratory

   ☐ Faculty area ☐ Junior High School (JHS) Area ☐ Library

   ☐ Principal's office ☐ Senior High School (SHS) Area ☐ Other area/s, (specify) _____

4. How many rooms were utilizing the school internet service:

   a. For administrative use _____ b. For classroom instruction use _____

5. Are you a recipient of DICT Free Wifi? ☐ Yes ☐ No

1. Internet Service Provider (ISP) - refers to an organization that provides a myriad of services for accessing, using, or participating in the internet.

2. Coverage Area:

- ***a. School-wide*** - refers to the entirety of a school's physical space, encompassing all its buildings, facilities, and outdoor grounds.
- ***b. Faculty Area*** - refers to a specific section within a school where teaching staff, including teachers and educators, gather for academic and professional purposes.
- ***c. Principal's office*** - refers to the official workspace of the school's principal or head administrator.
- ***d. Elementary Schools Area*** - refers to the designated section of the school where students in elementary grades congregate for classes, activities, and social interaction.
- ***e. Junior High Schools (JHS) Area*** - refers to the designated section of the school where students in Junior High Schools (JHS) congregate for classes, activities, and social interaction.
- ***f. Senior High School (SHS) Area*** - refers to the designated section of the school where students in Senior High School (SHS) congregate for classes, activities, and social interaction.
- ***g. ICT Room/Laboratory*** - refers to the space that serves as an environment for learning and teaching related to information technology and digital skills.
- ***h. Library*** - refers to the place where a collection of organized information resources, including books, digital media, periodicals, and more, made available for research, learning, reference, and leisure reading.

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 31. INTERNET CONNECTIVITY BY PROVIDER, SY 2024-2025 (As of February 28, 2025)

(Provide appropriate answers)

Internet Service Provider *(Select from the available ISPs in Box 8)*	Types of Internet Connection *(Satellite, DSL, Fiber, Point-to-point, Wireless Broadband, Mobile Data, Cable)*	Purpose *(For administrative use, For classroom instruction use, For both administrative & classroom instruction use)*	Speed Test					Quality / Realibity *(Strong, Stable, Weak, Intermittent, Poor)*	Average Monthly Expense *(in PhP)*	Funding Source *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, Others)*
			Date Tested (mm/dd/yyyy)	*Time Tested (HH:MM:SS 24 hrs. format) e.g. 1:20 AM = 1:20:00 1:20 PM = 13:20:00)*	*Ping (ms)*	*Download (Mbps)*	*Upload (Mbps)*			

1. Types of Internet Connection:

- ***a. Satellite*** - refers to a broadband connection that uses communication satellites in orbit to transmit data between a user's satellite dish and an internet service provider (ISP).
- ***b. DSL*** - refers to the type of internet connection that uses existing telephone lines to transmit digital data.
- ***c. Fiber*** - refers to the high-speed broadband internet connection that utilizes thin strands of glass or plastic fibers to transmit data as pulses of light.
- ***d. Point-to-Point*** - refers to the internet connection that involves a dedicated link between two locations, often using wireless or wired connections.
- ***e. Wireless Broadband*** - refers to the internet access delivered wirelessly, typically using radio signals or microwave technology.
- ***f. Mobile Data*** - refers to the internet access provided through cellular networks.
- ***g. Cable*** - refers to the internet connection that utilizes the same coaxial cable infrastructure as cable television to provide internet access.

2. Purpose - refers to the purpose of internet connection if it is for administrative use, for classroom instruction use or for both administrative & classroom instruction use.

3. Types of Quality / Reliability:

- ***a. Strong*** - refers to a connection that is robust, has a high data throughput, and is unlikely to experience disruptions or drops in speed.
- ***b. Stable*** - suggests that the signal maintains a steady and predictable performance without significant fluctuations or interruptions.
- ***c. Weak*** - the connection is not very robust, may have low data throughput, and is more susceptible to disruptions or fluctuations in speed.
- ***d. Intermittent*** - the signal may be unreliable, with interruptions or gaps in connectivity.
- ***e. Poor*** - the connection is significantly below acceptable standards, often resulting in slow speeds, frequent disruptions, and a generally unreliable performance.

4. Average Monthly Expense - refers to the average cost spent in Philippine Peso for the internet connection by type, ISP and funding source.

5. Funding Source - refers to the financial resource of the government or other entity set aside for specific purposes to finance specific programs and projects.

Note: This table shall be filled out if the school subscribes to an internet service provider, if "Yes" is answered in Box 7 item 2, and/or if the school answered "Yes" in Box 7 item 5 as a recipient of DICT Free Wifi.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 32. CELLULAR COMMUNICATION, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Cellular Service Provider *(SMART, GLOBE, TALK n TEXT, SUN, DITO, RED MOBILE, TOUCH MOBILE, Others)*	**Signal Capacity** *(Check all applicable)*	**Types of Cellular Wireless Technology** *(2G/3G/LTE/5G)*	**Average Monthly Expense** *(in PhP)*	**Funding Source** *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, Others)*
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			

1. Cellular Service Provider - refers to an authorized telecommunication company to provide cellular, mobile, and telephone service in a specified service area.
- ***a. SMART***
- ***b. GLOBE***
- ***c. TALK n TEXT***
- ***d. SUN***
- ***e. DITO***
- ***f. RED MOBILE***
- ***g. TOUCH MOBILE***
- ***f. Others***

2. Signal Capacity - refers to the ability of the cellular's signal to perform activities.
- ***a. Text/ SMS*** - refers to the ability to receive and send text or Small Message Service (SMS).
- ***b. Call*** - refers to the ability to complete a call without signal drop.
- ***c. Send / View images*** - refers to the ability to receive and send images without image corruption.
- ***d. Video Call*** - refers to the ability to initiate and receive video call without interruption.
- ***e. No Signal at all*** - refers to the cellular's reception/signal with no ability to perform all the above-mentioned activities.

3. Types of Cellular Wireless Technology - refers to the type/level of wireless mobile telecommunications technology available.
- ***a. 2G (Second Generation)*** - refers to a cellular wireless technology that offers a theoretical maximum transfer speed of 40 kbit/s (5 KB/s).
- ***b. 3G (Third Generation)*** - refers to a cellular wireless technology that offers a speed of at least 7.2 Mbps.
- ***c. LTE (Long Term Evolution)*** - refers to a mobile wireless technology that offers a speed of 50 Mbps to 100 Mbps.
- ***d. 5G (Fifth Generation)*** - refers to a cellular wireless technology that offers a speed of around 1 Gbps to 20 Gbps.

4. Average Monthly Expense - refers to the average cost spent in Philippine Peso for the cellular communication by type of cellular wireless technology, cellular service provider and funding source.

5. Funding Source - refers to the identified source of financial support/fund type.

Note: This table shall be filled out if the school subscribe to any cellular service provider.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 33. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2024 TO DECEMBER 2024

MOOE	Amount in PhP
Allocation	
Utilization	
Liquidation	

1. ***Maintenance and Other Operating Expenses (MOOE)*** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.
2. ***MOOE Allocation*** - refers to the MOOE provided for the previous fiscal year.
3. ***MOOE Utilization*** - refers to the amount of MOOE utilized from the MOOE allocation of the previous fiscal year.
4. ***MOOE Liquidation*** - refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous fiscal year.

Validated by Division Accountant:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Box 8. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Electrical Supply Sources:
   - ☐ Grid Supply
   - ☐ Off Grid Supply
     - ☐ Solar Power
     - ☐ Generator
     - ☐ Others, (specify) _____
   - ☐ No source of electricity
2. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in PhP)* _____
3. What is the funding source?
   - ☐ School MOOE ☐ School Canteen Fund
   - ☐ LGU ☐ Private Individual/Sector
   - ☐ PTA ☐ Others, (specify) _____
4. Number of **hours** that the electricity is usually available in a day: _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g., **electric cooperatives such as ANTECO, BASELCO, CASURECO, MERALCO, NAPOCOR, etc.**).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g., **solar power, generator, hydro electric, micro hydro, wind turbine, windmill, etc.**).
3. ***No source of electricity*** - without existing electrical supply at all.

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 9. SCHOOL SITE, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. School Site Ownership and / or Proof of Occupancy
   a. Ownership in the name of:
   - ☐ DepEd ☐ Other Government Agency
   - ☐ LGU ☐ Private Entity / Individual/s

   b. With Document? ☐ Yes ☐ No

   If Yes, what Document Type:
   - ☐ Original Certificate of Title (OCT)
   - ☐ Transfer Certificate of Title (TCT)
   - ☐ Certificate of Land Ownership Award (CLOA)
   - ☐ Special Patent
   - ☐ Presidential Proclamation
   - ☐ Tax Declaration
   - ☐ Deed of Absolute Sale
   - ☐ Deed of Donation
   - ☐ Certificate of Stewardship
   - ☐ Special Land Use Permit (SLUP)
   - ☐ Contract of Usufruct
   - ☐ Memorandum of Agreement or Understanding
   - ☐ Lease Agreement
   - ☐ Special Forest Landuse Agreement (FLAg)
   - ☐ Gratuitous Special Use Permit (GSUP)
   - ☐ Others, (specify) _____

2. Total Land Area *(in square meters)* : _____

3. Mode of Acquisition of School Site:

Mode	Year Acquired
☐ Donation	
☐ Purchase	
☐ Usufruct Agreement	
☐ Expropriation	
☐ Deed of Exchange (Land Swapping)	
☐ Presidential Proclamation	
☐ Special Patent	
☐ Certificate of Land Ownership Award (CLOA)	
☐ Special Land Use Permit (SLUP)	
☐ Others, (specify) _____	

4. Within Ancestral Domain :
   With Usufruct Agreement?
   ☐ Yes ☐ No
   With Certificate of Ancestral Domain Title (CADT)?
   ☐ Yes ☐ No

5. Within Ancestral Land :
   With Usufruct Agreement?
   ☐ Yes ☐ No
   With Certificate of Ancestral Land Title (CALT)?
   ☐ Yes ☐ No

6. Legal Ownership Issues :
   - ☐ With Adverse Claim
   - ☐ Encroachment
   - ☐ With Informal Settlers
   - ☐ Others, (specify) _____

7. School Site within :
   - ☐ Protected Areas
   - ☐ Areas classified as Timberland and Forestland

1. ***School Site Ownership and / or Proof of Occupancy*** - refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
   Document Type:
   Certificate of Title - refers to the transcript of the decree or registration made by the Register of Deeds.
   a. ***Original Certificate of Title (OCT)*** - refers to a document when the land has been adjudicated and decreed in the name of its owner in registration proceeding and the title issued for the **first time** is pursuant of such decree.
   b. ***Transfer Certificate of Title (TCT)*** - refers to a document when the land title is **cancelled and replaced** by another title by reason of sale or transfer.
   c. ***Certificate of Land Ownership Award (CLOA)*** - refers to a proof of ownership of the agrarian reform beneficiary with respect to private and agricultural land covered under RA 6657.
   d. ***Special Patent*** - refers to a public instrument issued by the government confirming the grant by the State of the ownership over a parcel of agricultural land (alienable and disposable) in favor of a grantee.
   e. ***Presidential Proclamation*** - refers to a proclamation issued by the President reserving an untitled land for public use.
   f. ***Tax Declaration*** - refers to a document issued by the Assessor's Office of the jurisdiction (e.g., city or municipality) evidencing the payment of taxes on the use of the real property.
   g. ***Deed of Absolute Sale*** - refers to a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   h. ***Deed of Donation*** - refers to a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   i. ***Certificate of Stewardship*** - refers to a document awarded to individuals or families actually occupying or tilling portions of forest lands pursuant to LOI 1260 for a period of 25 years' renewable for another 25 years.
   j. ***Special Land Use Permit (SLUP)*** - refers to a privilege granted by the State to a person to occupy, possess and manage in consideration of specified return, any public forest lands for a specific use or purpose.
   k. ***Contract of Usufruc*** t - refers to a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
   l. ***Memorandum of Agreement or Understanding/Lease Agreement*** - refers to a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
   m. ***Special Forest Landuse Agreement (FLAg)*** - refers to contract between the government as first party represented by the Secretary or the Regional Director concerned, and a second party or a person, authorizing the latter to temporarily occupy, manage and develop in consideration of a government share, any forestland of the public domain for specific use for a period of 25 years.
   n. ***Gratuitous Special Use Permit (GSUP)*** - refers to a 5-year permit authorizing a head of a government agency and/or local chief executive to use certain portions of forest lands free of charge for the development of government managed projects of national interest and infrastructures for public service and use, and non-commercial projects of GOCCs.
   o. ***Others*** - refers to the other documents that are competent proof of ownership and occupancy.

(See continuation of definitions on the next page)

Note: In case the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation of definitions from previous page, Box 9)

2. ***Total Land Area*** - refers to the size in square meters of all areas designated as land used for some particular purpose such as school building.
3. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
   a. ***Donation*** - includes the four (4) types of :
      a.1. ***Simple Donation*** - refers to a type of donation whereby a person, through an act of liberality disposes a piece of land in favor of the government.
      a.2. ***Conditional Donation*** - refers to a type of donation which imposes a condition (e.g., "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
      a.3. ***Inter Vivos Donation*** - refers to a type of donation that is in effect during the lifetime of the donor.
      a.4. ***Mortis Causa*** - refers to a type of donation that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
   b. ***Purchase*** - refers to a mode of acquisition of school sites by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
   c. ***Expropriation*** - refers to a mode of acquisition of school sites by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
   d. ***Exchange (Land Swapping)*** - refers to a mode of acquisition of school sites by exchanging an existing school site for a new site for justifiable reasons as identified by law.
   e. ***Presidential Proclamation*** - refers to a mode of acquisition of school sites by virtue of a declaration by the President under the procedures established by law.
4. ***Within Ancestral Domain*** - refers to all areas generally belonging to Indigenous Cultural Communities / Indigenous People (ICCs/IPs) comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, communally or individually since time immemorial. It covers the total environment, including the spiritual and cultural bonds to the areas which the ICCs/IPs possess, occupy and use and to which they have claims of ownership.
   a. ***Certificate of Ancestral Domain Titles (CADT)*** - refers to a title formally recognizing the rights of possession and ownership of ICCs/IPs over their ancestral domains identified and delineated in accordance with RA No. 837 otherwise known as the Indigenous People's Rights Act of 1973.
5. ***Within Ancestral Land*** - refers to occupied land, possessed and utilized by individuals, families and clans who are members of the ICCs/IPs since time immemorial. Ancestral lands include residential lots, rice terraces or paddies, private forests, swidden farms and tree lots. These may be found within ancestral domains.
   a. ***Certificate of Ancestral Land Title (CALT)*** - refers to a title formally recognizing the rights of ICCs/IPs over their ancestral lands.
6. ***Legal Ownership Issues:***
   a. ***Adverse Claim*** - refers to a written statement setting forth claim to the title or right to possession over a registered property, alleging how and under whom such alleged right was acquired.
   b. ***Encroachment*** - refers to unlawful interference or gaining upon the land, property, other possessions, or the rights of another.
   c. ***With Informal Settlers*** - refers to groups of housing units illegally constructed on a land that the occupants have no legal claim.
7. ***School Site within:***
   a. ***Protected Areas*** – refers to identified portions of land and water set aside by reason of their unique physical and biological significance, managed to enhance biological diversity and protected against destructive human exploitation, such as National Parks, Natural Parks, Natural Monuments, Protected Landscape, Protected Seascape, Game Refuge and Bird Sanctuaries, Resource Reserves, Managed Resource Protected Areas, Marine Reserves, Watershed Forest Reserves, Natural Biotic Areas, Wildlife Sanctuaries, and Wilderness Areas.
   b. ***Timberland and Forestland*** – refers to lands of the public domain which have been the subject of the present system of land classification and determined to be needed for forest purposes. Eventually, these lands will be proclaimed as forest reserves by the President.

Table 34. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2024-2025

*For each **ONE-WAY** trip from your school to the specified reference points (i.e., Schools Division Office, Municipal Office, and Nearest Schools), indicate the following:*

1. Travel cost - How much does it USUALLY* cost to travel from your school to the reference point? Specify your answers in Pesos.
2. Travel time - How many minutes does it USUALLY* take to travel from your school to the reference point?
3. Time spent walking - Given the USUAL* travel time in item 2, how much of this is spent walking? Specify your answers in minutes.
4. Crossing any body of water without a bridge - Do you need to cross any body of water (e.g., river, lake, sea) without a bridge to travel from your school to the reference point? Specify if yes or no.
5. Passing difficult terrain - Do you need to pass difficult terain (e.g., mountains, forests) to travel from your school to the reference point? Specify if yes or no.

Travel Details	From your school to your Schools Division Office (SDO)	From your school to your Municipal Office
1. Travel cost (in PhP)		
2. Travel time (in minutes)		
3. Time spent walking (in minutes)		
4. Crossing any body of water without a bridge (yes/no)		
5. Passing difficult terrain (yes/no)		

Notes : ***1. USUAL* - most frequent.***
2. For Integrated Schools (Elementary, JHS and/or SHS Schools) and Secondary Schools details should be provided separately for each level.
(e.g., Integrated School: Elementary - Php 20; JHS - Php 20)

EXAMPLE:

Over the course of 3 years, a school head has travelled from her school to the Schools Division Office 50 times already. During that time, the total cost of travelling from the school to the Schools Division office was as follows:

- P40 when taking public transportation (i.e., two jeepney rides);
- P200 for gas when the school service was available.

And, the **travel time** was as follows:

- 60 minutes when taking public transportation which required her to walk between jeepney stops;
- 30 minutes when the school service was available which did not require her to walk.

Out of those 50 trips, 40 trips were via the school service. Hence, the **USUAL** travel cost and travel time from the school to the Schools Division Office should be based on trips using the school service, as follows:

- Travel cost = P200;
- Travel time = 30 minutes;
- Time spent walking = 0 minute.

Box 10. USUAL MODE OF TRANSPORTATION, SY 2024-2025
(Check/Provide appropriate answers)

Mode of transportation from the centro to your school: ***(Check all applicable)***

☐ Banca	☐ Animal ride (e.g., carabao, horse)	☐ Jeepney
☐ Motorized boat	☐ Habal-habal	☐ Van/UV Express/Bus
☐ Tricycle	☐ Hike (for more than 2km)	☐ Others, (specify) _____

Notes: ***1. USUAL - most frequent.***
2. Centro (Poblacion) - where the Municipal Office is located.

Box 11. SCHOOL LOCATION, SY 2024-2025
(Check/Provide appropriate answers)

Location descriptions for your school: ***(Check all applicable)***

☐ Along the highway *	☐ On a small island ****	☐ Near a faultline *****
☐ By the hillside **	☐ Near the coastline *****	☐ Others, (specify) _____
☐ On top of a mountain ***	☐ Near a river or waterway *****	

Notes: *** - facing or directly beside a national road/public road***
**** - on an inclined or steeped area***
***** - on an elevated area***
****** - an island with an area less than 200 sq. km.***
******* - near if within 1.5 km from the school***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 35. HEALTH AND NUTRITION, SY 2024-2025 (As of February 28, 2025)

A. Number of learners who were vaccinated by the Department of Health (based on LGU health records)

Type of Vaccines	Grade 7		
	Male	Female	TOTAL
Measles Rubella			0
Tetanus Diphtheria			0

B. Number of learners by nutritional status

Nutritional Status	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Weight										
Normal									0	0
Obese									0	0
Overweight									0	0
Severely Wasted									0	0
Wasted									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0
Height										
Severely Stunted									0	0
Stunted									0	0
Normal									0	0
Tall									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

Learners Nutritional Status in Weight:

1. ***Normal*** - refers to a learner with normal weight for his/her age whose BMI-for-age fall between -2 to +2 z-score line or standard deviation (SD).
2. ***Obese*** - refers to a learner who is severely overweight for his/her height and whose BMI-for-age fall beyond +3 z-score line or standard deviation (SD).
3. ***Overweight*** - refers to a learner weighing too much for his/her height and whose BMI-for-age fall between +2 to +3 z-score line or standard deviation (SD).
4. ***Severely wasted*** - refers to a very thin learner whose BMI-for-age is below -3 z-score line or standard deviation (SD).
5. ***Wasted*** - refers to a thin learner whose BMI-for-age fall between -2 to -3 z-score line or standard deviation (SD).

Learners Nutritional Status in Height:

1. ***Severely Stunted*** - refers to a learner who is very short for his/her age and whose height-for-age (HFA) fall below -3 z-score line or standard deviation (SD).
2. ***Stunted*** - refers to a learner who is short for his/her age and whose height-for-age (HFA) fall between -2 to -3 z-score line or standard deviation (SD).
3. ***Normal*** - refers to a learner with normal height for his/her age and whose height-for-age (HFA) fall between -2 to +2 z-score line or standard deviation (SD).
4. ***Tall*** - refers to a learner who is tall for his/her age and whose height-for-age (HFA) fall beyond +2 z-score line or standard deviation (SD).

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

C. Number of learners who were dewormed (based on LGU health records)

Number of Learners Dewormed	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
									0	0

D. Number of female learners who received Weekly Iron Folic Acid (WIFA) Supplementation for the PREVIOUS SY 2023-2024

Details	Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Grades 7 to 10)
Number of female learners with consent					0
Number of female learners given WIFA Supplements from July to September 2023					0
Number of female learners given WIFA Supplements from January to March 2024					0

Box 12. SCHOOL CLINIC, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school have a designated school clinic? ☐ Yes ☐ No

2. Does the school have a designated Clinic Teacher? ☐ Yes ☐ No

3. Number of medical devices/equipment/instruments in the school:

Medical Devices / Equipment / Instruments	Number of Units Available
Weighing Scales	
Bathroom	
Beam balance	
Others, (speci	
First Aid Kits	
Medical Thermometers	
Blood Pressure Apparatus	

4. Which of the following tools does the school use for taking height?

☐ Tape Measure ☐ Microtoise ☐ Others, (specify) _____

☐ Steel tape ☐ Stadiometer

5. How many school personnel has a training on basic life support and/or first aid? _____

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 13. AVAILABILITY OF WATER SUPPLY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. What is the school's main water supply?

1.1. What is the Water Supply Source:

- ☐ Piped water from local service provider
- ☐ Water Well
- ☐ Natural source
- ☐ Rainwater Catchments
- ☐ Others, (specify) _____

1.2. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in PhP)* _____

1.3. Who pays for the Cost of Monthly Bills/Maintenance?

- ☐ School MOOE
- ☐ LGU
- ☐ PTA
- ☐ School Canteen Fund
- ☐ Private Individual/Sector
- ☐ Others, (specify) _____

1.4. Is the water source inside the school ground being used for drinking? ☐ Yes ☐ No

1.5. Has the water source inside the school been tested to determine safety of the water? ☐ Yes ☐ No

1.5.a. If Yes, did the test results show that the water source inside the school is safe to drink? ☐ Yes ☐ No

1.5.b. How frequent is the water source tested for safety?

- ☐ Monthly
- ☐ Quarterly
- ☐ Annually
- ☐ Others, (specify) _____

1.5.c. When was the last time the water source was tested? _____

1.6. Are there times in the year when water is not available for an extended period of time? ☐ Yes ☐ No

2. Does the school have mechanism to ensure that the learners have safe drinking water? ☐ Yes ☐ No

2.1. If Yes, what mechanism is used?

- ☐ Teachers ask the learners to bring their own drinking water to school
- ☐ Safe water in refillable containers are provided in designated areas within the school
- ☐ Water from an accessible water source is treated (i.e., boiled, etc.)
- ☐ Others, (specify) _____

1. Local piped water - water source coming from local water service providers.
2. Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.
4. Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 36. NUMBER OF EXISTING WASH FACILITIES, SY 2024-2025 (As of February 28, 2025)

Usage	Functional		Non-Functional	TOTAL Number of Wash Facilities	Number of Water Outlets
	with soap	without soap			
Facilities for group handwashing				0	
Facilities for individual handwashing				0	

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate at least 4 learners.
2. Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc. that learners can be used for handwashing at critical times.
3. Functional facilities for handwashing - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. Non-functional facilities for handwashing - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.
5. Water Outlet - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 37. ORAL HEALTH, PREVIOUS SY 2023-2024
(Provide appropriate answers)

Details	Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Grades 7 to 10)
Number of learners examined					0
Decayed, Missing, and Filled Teeth (DMFT) - ***Permanent Teeth***					
No. of learners with DMFT					0
No. of DMFT					0
Decayed, Missing, and Filled Teeth (dmft) - ***Temporary Teeth***					
No. of learners with dmft					0
No. of dmft					0
Number of learners found to have gum disease					0
Number of learners with other significant dental anomalies					0

1. ***Decayed, Missing, and Filled Teeth (DMFT) Index*** - refers to the common method use in oral epidemology for assessing dental carries prevalence as well as dental treatment needs among populations.
2. ***Gum Disease*** - refers to an inflammation of the gum line that can progress to affect the bone that surrounds and supports the teeth.
3. ***Dental Anomalies*** - refers to the craniofacial abnormalities of form, function or position of the teeth, bones, and tissues of the jaw and mouth.

Table 38. MEDICAL AND NURSING SERVICES, PREVIOUS SY 2023-2024
(Provide appropriate answers)

Details	Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Grades 7 to 10)
Number of learners examined					0
Number of learners with findings					0
Number of learners given interventions by clinic teachers and DepEd health personnel					0
Number of learners referred to city/rural health units or other private health professionals					0

Table 39. MENTAL HEALTH, SY 2024-2025 (As of February 28, 2025)
(Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school)

Cases*	Number of Cases from January 2024 to December 2024	
	Among Learners	Among School Personnel
Deaths by Suicide ***within*** the School		
Deaths by Suicide ***outside*** the School		
Attempted Suicide ***within*** the School		
Attempted Suicide ***outside*** the School		
TOTAL	**0**	**0**

Note: *Cases related to suicide can only be defined and confirmed through a process of collaboration, investigation, and validation with relevant professionals including authorities, medical officers, and/or guidance couselors or mental health coordinators or social worker involved in the case of the learners. Only cases with proper documentation can only be reported as cases of suicide. Please refer to Annex A, Section III of OUOPS No. 2023-06-7518 for interim guidelines on validation of data regarding suicide incident reporting.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 14. SCHOOL MENTAL HEALTH, PREVIOUS SY 2023-2024
(Check/Provide appropriate answers)

1. Does the school have a guidance office? ☐ Yes ☐ No

2. Is the person in charge of the guidance office a Registered Guidance Counselor? ☐ Yes ☐ No

3. Number of learners who sought *guidance counseling or life coaching* from the school's guidance counselor or guidance advocate:

Grade Level	Number of Learners
Grade 7	
Grade 8	
Grade 9	
Grade 10	
TOTAL	**0**

4. Does the school screen learners and personnel for mental health problems? ☐ Yes ☐ No

5. Does the school identify learners at risk for mental health problems? ☐ Yes ☐ No

6. Does the school currently use a "screening tool" for identification of learners at risk of mental health conditions? ☐ Yes ☐ No

7. Did the school celebrate the National Mental Health Week in October 2023? ☐ Yes ☐ No

8. Did the school conduct trainings or extra-curricular activities for ***learners*** related to any of the topics below? ☐ Yes ☐ No
If Yes, indicate the number of learners who participated in the activities that covered each of the following topics.

Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
Grade 7						
Grade 8						
Grade 9						
Grade 10						
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

9. Did the school conduct trainings or extra-curricular activities for ***teachers*** related to any of the topics below? ☐ Yes ☐ No
If Yes, indicate the number of teachers who participated in the activities that covered each of the following topics.

Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
Grade 7						
Grade 8						
Grade 9						
Grade 10						
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 15. CANCER CASES, PREVIOUS SY 2023-2024

(Provide appropriate answers)

1. Cancer Cases among Learners

Cancer Cases	Number of Learners			
	Learners with Cancer		Cancer Survivors	Died due to Cancer
	Cancer Patients (Symptomatic)	Living with Cancer (Asymptomatic)		
Leukemia				
Brain and Spinal Cancer				
Other Types of Cancer				
TOTAL	**0**	**0**	**0**	**0**

2. Cancer Cases among School Personnel

Cancer Cases	Number of School Personnel			
	School Personnel with Cancer		Cancer Survivors	Died due to Cancer
	Cancer Patients (Symptomatic)	Living with Cancer (Asymptomatic)		
Breast Cancer				
Lung Cancer				
Other Types of Cancer				
TOTAL	**0**	**0**	**0**	**0**

1. ***Cancer patients*** - are those with symptomatic and/or under definitive or palliative treatment.
2. ***Living with cancer*** - are those with microscopic or residual disease, asymptomatic, or with supportive treatment subclinical symptoms on maintenance or supportive treatment.
3. ***Cancer survivors*** - are those who have completed all of their anti-cancer therapy and presently show no signs of disease.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 16. ADOLESCENT REPRODUCTIVE HEALTH, PREVIOUS SY 2023-2024

(Check/Provide appropriate answers)

1. Number of Pregnant Learners

Grade Level	In School	On Alternative Delivery Mode (ADM)	Transferred		Dropped
			In	Out	
Grade 7					
Grade 8					
Grade 9					
Grade 10					
TOTAL	**0**	**0**	**0**	**0**	**0**

2. Does the school have an operational teen center? ☐ Yes ☐ No

3. Number of Learners Reached by Adolescent Reproductive Health Trainings/Activities

Grade Level	Participated in HIV/AIDS Training	Trained as Peer Educators for Adolescent Sexual and Reproductive Health (ASRH)	Screened for ARH Concerns	Catered to by Teen Centers	Red Cross Youth
Grade 7					
Grade 8					
Grade 9					
Grade 10					
TOTAL	**0**	**0**	**0**	**0**	**0**

4. Number of Teachers Reached by Adolescent Reproductive Health Trainings/Activities

Grade Level	Trained on Adolescent Job Aid (AJA)	Trained on Adolescent Health Education and Practical Training (ADEPT)	HIV/AIDS Training
Grade 7			
Grade 8			
Grade 9			
Grade 10			
TOTAL	**0**	**0**	**0**

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 17. COMPREHENSIVE TOBACCO CONTROL, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school display the following IEC materials:
   1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016) ☐ Yes ☐ No
   1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017) ☐ Yes ☐ No
2. Is there at least one store or shop with in 100 meters from any point of the perimeter of the school that sells:
   2.a. Tobacco products (e.g., cigarettes)? ☐ Yes ☐ No
   2.b. Vape or e-cigarettes? ☐ Yes ☐ No
3. Measures Against Tobacco Industry Interference:
   3.a. How many partnerships did the school have from January to December 2023? _____
   3.b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD)/deed of acceptance, memorandum of understanding, etc.)? _____
   3.c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes? _____
4. Prevalence of the Use of Cigarettes and E-cigarettes/Vapes Among Learners and School Personnel
   4.a. Is the ***school head*** ___ *(Check only one)*
   ☐ a tobacco (cigarette) smoker but not an ENDS/ENNDS (vape/e-cigarette) user? ☐ both a tobacco (cigarette) smoker and an ENDS/ENNDS (vape/e-cigarette) user?
   ☐ an ENDS/ENNDs (vape/e-cigarette) user but not a tobacco (cigarette) smoker? ☐ neither a tobacco (cigarette) smoker nor an ENDS/ENNDS (vape/e-cigarette) user?
   4.b. How many teachers are tobacco (cigarette) smokers and/or ENDS/ENNDS (vape/e-cigarette) users? How many have been provided with Brief Tobacco Intervention (BTI)?

Grade Level	Number of Teachers			
	Tobacco (Cigarette) Smokers but are not ENDS/ENNDS (Vape/E-cigarette) Users	ENDS/ENNDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also ENDS/ENNDS (Vape/E-cigarette) Users	Provided with BTI
Grade 7				
Grade 8				
Grade 9				
Grade 1				
TOTAL	**0**	**0**	**0**	**0**

   4.c. How many personnel in the school have been trained to provide brief tobacco intervention to personnel or learners who smoke? _____
   4.d. In the previous school year, how many learners were recorded by the school to have smoked tobacco and/or used ENDS/ENNDS? How many have been provided with Brief Tobacco Intervention (BTI)?

Grade Level	Number of Learners			
	Tobacco (Cigarette) Smokers but are not ENDS/ENNDS (Vape/E-cigarette) Users	ENDS/ENNDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also ENDS/ENNDS (Vape/E-cigarette) Users	Provided with BTI
Grade 7				
Grade 8				
Grade 9				
Grade 1				
TOTAL	**0**	**0**	**0**	**0**

ENDS/ENNDS - stands for Electronic Nicotine Delivery Systems and Electronic Non-Nicotine Delivery Systems, which include vape and e-cigarettes.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 18. NATIONAL PREVENTIVE DRUG EDUCATION, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school implement a preventive drug education program? ☐ Yes ☐ No
2. Which of the following components are part of the school's preventive drug education program?
   - ☐ Curriculum integration
   - ☐ Partnership with the Barangay Anti-Drug Abuse Council
   - ☐ Extra-curricular activities
   - ☐ Others, (specify) _____
3. Does the school have a National Drug Education Program (NDEP) Coordinator? ☐ Yes ☐ No
4. How many classrooms have NDEP Corners? _____
5. In the previous school year, how many learners were trained on life skills in relation to drug prevention?

Grade Level	Number of Learners
Grade 7	
Grade 8	
Grade 9	
Grade 10	
TOTAL	**0**

Box 19. FEEDING PROGRAM, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school have a feeding program? ☐ Yes ☐ No
   If Yes, what is the funding source of school feeding program?
   - ☐ School MOOE
   - ☐ Barangay Fund
   - ☐ School Canteen Fund
   - ☐ Private Individual/Sector Fund
   - ☐ LGU Fund
   - ☐ School-Based Feeding Program (SBFP)
   - ☐ PTA Fund
   - ☐ Others, (specify) _____
2. Availability of agriculture and fishery resources in the school :
   - ☐ Gulayan sa Paaralan, If *check,* which of the following types of vegetables are present in the school garden?
     - ☐ Legumes ☐ Leafy vegetables ☐ Fruit-bearing ☐ Rootcrops
   - ☐ Fish Pond
   - ☐ Agricultural Crops
   - ☐ Livestock
   - ☐ Others, (specify) _____
   - ☐ None
3. Are agricultural and fishery resources in the school used for feeding program? ☐ Yes ☐ No
   If Yes, what is the funding source?
   - ☐ School MOOE
   - ☐ Barangay Fund
   - ☐ School Canteen Fund
   - ☐ Private Individual/Sector Fund
   - ☐ LGU Fund
   - ☐ Others, (specify) _____
   - ☐ PTA Fund

Box 20. FOOD HANDLING, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school have a canteen? ☐ Yes ☐ No
   If Yes,

1.a. Managed by:	1.b. Sanitary Permit	1.c. Do canteen personnel/food handlers have health certificates?
☐ School	☐ Yes ☐ No	☐ Yes ☐ No
☐ Teacher-Coop	☐ Yes ☐ No	☐ Yes ☐ No
☐ Others, (specify) _____	☐ Yes ☐ No	☐ Yes ☐ No

Sanitary Permit **-** is the official document issued by proper authorities to an establishment that has been determined to have met the minimum requirements for the sanitary operation.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 21. SOLID WASTE MANAGEMENT, SY 2024-2025 (As of February 28, 2025)
(Check as appropriate)

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ☐ Yes ☐ No

2. How is the school implementing Solid Waste Management?

☐ Composting	☐ Posting of signage	☐ Use of paper plates/cups instead of plastic
☐ Designation of trash collection point	☐ Recycling Projects	☐ Use of recycled materials are teaching tool
☐ Poster making and/or slogan making contest	☐ School representative at the Barangay Solid Waste Management Committee	☐ Use of reusable food containers
		☐ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management?

☐ Barangay	☐ Local business partners	☐ Parents
☐ Community leaders	☐ Municipal/City government	

Box 22. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. How often are the sanitation facilites cleaned? *(Check only one)*

☐ Daily	☐ Once a week
☐ At least twice a week	☐ Less than once a week

1.1. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in Php)* _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance?

☐ School MOOE	☐ School Canteen Fund
☐ LGU	☐ Private Individual/Sector
☐ PTA	☐ Others, (specify) _____

Box 23. MENSTRUAL HYGIENE, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Does the school have a provision for availability of sanitary pads? ☐ Yes ☐ No

If Yes, where can the learners avail the sanitary pads?

☐ School Canteen	☐ Guidance Office
☐ School Clinic	☐ Others, (specify) _____

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 24. LEARNER RIGHTS AND PROTECTION, PREVIOUS SY 2023-2024
(Check/Provide appropriate answers)

1. Does the school have a Child Protection Committee (CPC)?	☐ Yes	☐ No
1.a. If Yes, what is the CPC's overall score in the CPC Functionality Tool?		
2. Does the school have a Localized Child Protection Policy?	☐ Yes	☐ No
3. Does the school have an Anti-Bullying Policy?	☐ Yes	☐ No
4. Does the school have a Student Code of Conduct?	☐ Yes	☐ No
5. Does the school have a Code of Conduct for other stakeholders (teaching and non-teaching personnel, visitors, temporary workers)?	☐ Yes	☐ No

Note: To access the CPC Functionality Tool, please coordinate with your Division/Regional Learner Rights and Protection focal person.

Box 25. LEARNER RIGHTS AND PROTECTION CONCERNS, PREVIOUS SY 2023-2024
(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.a. Bullying

Types of Bullying	Number of Victims		
	Male	Female	TOTAL
Physical Bullying			0
Social Bullying			0
Gender-based Bullying			0
Cyberbullying			0
Retaliation			0
TOTAL	**0**	**0**	**0**

1.b. Child Abuse

Types of Abuse	Number of Victims		
	Male	Female	TOTAL
Physical Abuse			0
Sexual Abuse			0
Verbal / Psychological Abuse			0
TOTAL	**0**	**0**	**0**

1.c. Children-At-Risk (CAR)

Types of Children-At-Risk	Number of Victims		
	Male	Female	TOTAL
Victims of Abuse (sexual, physical, psychological, mental, economic and other means)			0
Victims of Neglect			0
Coming from a Dysfunctional family or without parent or			0
Being a member of a gang			0
Living in a Community with a Higher Level of Criminality			0
Living in a situation of armed conflict			0
Committed a status Offense under Section 57 of RA 9344, as amended			0
Mendicant under PD 1563			0
Solvent or Rugby User			0
Marijuana/ Drug Use/ Dependency			0
Smoking			0
TOTAL	**0**	**0**	**0**

1.d. Children in Conflict with the Law (CICL)

Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Theft			0			0	0	0	0
Violation of RA 9165			0			0	0	0	0
Rape			0			0	0	0	0
Physical Injuries			0			0	0	0	0
Robbery			0			0	0	0	0
Others			0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

(See continuation on the next page)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Learner Rights and Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 25)

1.e. Other Learner Protection Concerns

Other Learner Protection Concerns	Number of Victims		
	Male	Female	TOTAL
Child Labor			0
Suicide			0
Child Trafficking			0
Online Sexual Exploitation of			0
Sexual Exploitation of Children			0
Corporal Punishment			0
Other Acts of Abuse (Learner-to-Leaner)			0
TOTAL	**0**	**0**	**0**

2. Status of Learner Rights and Protection Concerns

LRP Concerns	Number by Type of Action Taken			
	Resolved Cases	Cases for Monitoring	Referred to other Government Agencies (e.g. PNP, LSWDO, NGOs, etc.)	Referred to other Non-Government Agencies (e.g. CPN, Bantay Bata, etc.)
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				

1. ***Bullying or peer abuse*** - refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (DO 55, s.2013).
2. ***Child abuse*** - refers to the maltreatment of a child, whether habitual or not (DO 40, s. 2012).
3. ***Child-at-risk*** - refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances (DO 18, s. 2015).
4. ***Child in conflict with the law*** - refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (e) RA No. 9344, as amended).
5. ***Child labor*** - refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development (DOLE Order 149, s. 2016).
6. ***Trafficking in persons*** - refers to the recruitment, obtaining, hiring, providing, offering, transportation, transfer, maintaining, harboring, or receipt of persons...for the purpose of exploitation (RA 11862).
7. ***Online sexual exploitation of children*** - refers to the use of ICT as a means to exploit children sexually, which includes cases in which offline child exploitation is combined with an online component (RA 11930).
8. ***Child sexual exploitation*** - refers to any of the following acts even if consent appears to have been granted by the child: child sexual abuse; actual sexual intercourse with a child; employing fraud, machination, undue influence, intimidation, threat or deception by any person to commit sexual abuse of or sexual intercourse with a child or children; or any other similar or analogous acts related to child abuse, cruelty or exploitation or to be responsible for other conditions prejudicial to the development of the child (RA 11930).
9. ***Corporal Punishment*** - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline (DO 40, s. 2012).
10. ***Other Acts of Abuse by a pupil, student or learner*** - refers to physical, sexual, or psychological nature that are prejudicial to the child (DO 40, s.2012).
11. ***Section 57 of RA 9344*** - states that "Any conduct not considered an offense or not penalized if committed by an adult shall not be considered an offense and shall not be punished if committed by a child".
12. ***Mendicant under PD 1563*** - Presidential Decree 1563 otherwise known as the *"Mendicancy Law of 1978"* ***defined Mendicancy under Section 3 (a)*** as any person, except those enumerated in Section 4 of this Decree, who has no visible and legal means of support, or lawful employment and who is physically able to work but neglects to apply himself to some lawful calling and instead uses begging as a means of living.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Learner Rights and Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 26. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS EVENTS, CLUBS, AND EQUIPMENT, SY 2024-2025 (As of February 28, 2025)
(Check multiple sports events, clubs, and facilities being offered in the school)

Sports Program	Sports Event/s	Sports Club/s	Sports Equipment	Sports Program	Sports Event/s	Sports Club/s	Sports Equipment
1. Archery	☐	☐	☐	17. Ryhtmic Gymnastics (RG)	☐	☐	☐
2. Arnis	☐	☐	☐	18. Pencak Silat	☐	☐	☐
3. Athletics (Track events)	☐	☐	☐	19. Sepak Takraw	☐	☐	☐
4. Athletics (Field events)	☐	☐	☐	20. Softball	☐	☐	☐
5. Badminton	☐	☐	☐	21. Swimming	☐	☐	☐
6. Basketball	☐	☐	☐	22. Table Tennis	☐	☐	☐
7. Baseball	☐	☐	☐	23. Taekwondo	☐	☐	☐
8. Billards	☐	☐	☐	24. Tennis	☐	☐	☐
9. Boxing	☐	☐	☐	25. Volleyball	☐	☐	☐
10. Chess	☐	☐	☐	26. Wrestling	☐	☐	☐
11. Dance Sports	☐	☐	☐	27. Wushu	☐	☐	☐
12. Football	☐	☐	☐	28. Athletics (Paragame)	☐	☐	☐
13. Futsal	☐	☐	☐	29. Swimming (Paragame)	☐	☐	☐
14. Aerobic Gymnastics (AER)	☐	☐	☐	30. Goal Ball (Paragame)	☐	☐	☐
15. Men Artistic Gymnastics (MAG)	☐	☐	☐	31. Bocce (Paragame)	☐	☐	☐
16. Women's Artistic Gymnastics (WAG)	☐	☐	☐	32. Philippine Games (*e.g. patintero, luksong baka, tumbang preso)*	☐	☐	☐

1. ***Sports events*** - current sports events being offered by the school.
2. ***Sports clubs*** - current sports clubs being offered by the school.
3. ***Sports equipment*** - current sports equipment existing in the school.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 40. SCHOOL SPORTS PROGRAM: SPORTS PERSONNEL (DepEd Funded), SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Sporting Events	Number of Coach/es	Number of Officiating Official/s	Number of PE teacher/s with sports specialization	Number of Non PE teacher/s with sports specialization	Number of Non-teaching personnel with sports specialization
1. Archery					
2. Arnis					
3. Athletics (Track events)					
4. Athletics (Field events)					
5. Badminton					
6. Basketball					
7. Baseball					
8. Billards					
9. Boxing					
10. Chess					
11. Dance Sports					
12. Football					
13. Futsal					
14. Aerobic Gymnastics (AER)					
15. Men Artistic Gymnastics (MAG)					
16. Women Artistic Gymnastics (WAG)					
17. Ryhtmic Gymnastics (RG)					
18. Pencak Silat					
19. Sepak Takraw					
20. Softball					
21. Swimming					
22. Table Tennis					
23. Taekwondo					
24. Tennis					
25. Volleyball					
26. Wrestling					
27. Wushu					
28. Athletics (Paragame)					
29. Swimming (Paragame)					
30. Goalball (Paragame)					
31. Bocce (Paragame)					

1. ***Coaches*** - identified personnel (DepEd funded) who is qualified/currently handling the identified sporting event.
2. ***Officiating Officials*** - identified personnel (DepEd funded) who is an NSA accredited officiating official in the identified sporting event.
3. ***PE teachers*** - identified BSPE personnel (DepEd funded) and their sports specialization.
4. ***Non PE teachers*** - identified personnel teaching academics (DepEd funded) and their sports specialization.
5. ***Non-teaching personnel*** - identified non academic personnel (DepEd funded) and their sports specialization.

Reminder: PE teacher/s, Non PE teacher/s and Non-teaching personnel may be identified in multiple sports events.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 27. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS FACILITIES, SY 2024-2025 (As of February 28, 2025)
(Check multiple sports facilities existing in the school)

Sports Facility Type			
1. Multi-Purpose Gymnasium	☐	6. Open Field	☐
2. Stand-Alone Gymnasium		7. Track Oval	
2.1. Covered	☐	7.1. Standard *(for competition purposes)*	☐
2.2. Open	☐	7.2. Non-standard *(for recreational/training purposes)*	☐
3. Racket Sports Facility		8. Swimming Pool	
5.1. Covered *(Badminton and Table Tennis)*	☐	8.1. Standard *(for competition purposes)*	☐
5.2. Open *(Badminton and Tennis)*	☐	8.2. Non-standard *(for recreational/training purposes)*	☐
4. Martial Arts Gymnasium	☐	9. Goal Ball Gymnasium	☐
5. Dance Studio	☐	10. Buildable Space for Sports Facilities	☐

1. ***Multi-Purpose Gymnasium*** **-** refers to a facility that can accommodate 2 or 3 sports (*badminton, basketball, volleyball, sepak takraw, etc.*) simultaneously.
2. ***Stand-Alone Gymnasium*** - refers to a facility that can accommodate 1 sport *(badminton, basketball, volleyball, sepak takraw, etc.)* at a time.
3. ***Racket Sport Facility*** - refers to a facility intended for racket sports such as badminton, table tennis, and tennis.
4. ***Martial Arts Gymnasium*** - refers to a facility intended for combative sports such as arnis, boxing, pencak silat, taekwondo, wrestling, and wushu.
5. ***Dance Studio*** - refers to a facility *(particularly with wooden flooring*) intended for dancesport.
6. ***Open Field*** - refers to a facility, with a minimum area of 110 x 80 meters, that can accommodate outdoor/field sports such as archery, baseball, football, softball, and bocce.
7. ***Track Oval*** - refers to a facility that intended for athletics (*track and field events*).
8. ***Swimming Pool*** - refers to a facility intended for swimming/aquatics events.
9. ***Goal Ball Gymnasium*** - refers to a noise-insulated facility intended for goal ball.
10. ***Buildable Space for sports facilities*** **-** refers to an open space/land mass, with a minimum area of 10,000 square meters, that can accommodate construction of new sports facilities.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 41. DISASTERS/CALAMITIES, For the months of June 2023 to May 2024
(Provide the number of times the following hazards occurred in your school and its immediate surroundings)

Disasters	2023							2024				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought												
Earthquake												
Fire *												
Flood												
Landslide												
Low Pressure Area / Monsoon / Shear Line												
Storm Surge												
Tropical Cyclones												
Tsunami												
Volcanic Eruption												

1. ***Disaster*** **-** a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
   Source of Definition: UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
2. ***Drought*** **-** pronounced absence or marked deficiency of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.
   Source of Definition:Reliefweb Glossary of Humanitarian Terms. https://reliefweb.int/taxonomy-descriptions
3. ***Earthquake*** **-** a weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.
   Source of Definition:DOST-PHIVOLCS: Introduction to Earthquake. https://www.phivolcs.dost.gov.ph/index.php/earthquake/introduction-to-earthquake
4. ***Fire*** - a destructive burning (as of a building). Include in this category urban, industrial or rural fires, but not including wild (forest) fires. Limited to those induced or highly connected to natural phenomena, such as storms, earthquakes, droughts, etc.
   * Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.
   ** Includes fires due to human negligence, such as electrical wiring failure
   Source of Definition: ReliefWeb Glossary of Humanitarian Terms. GLIDE Working Group, Global Identifier Number, 2006. https://www.who.int/hac/about/reliefweb-aug2008.pdf
5. ***Flood*** - a progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.
   Source of Definition:DOST-PAGASA Learning Tools: Floods. bagong.pagasa.dost.gov.ph/learning-tools/floods
6. ***Landslide*** - a mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.
   Source of Definition: DOST-PHIVOLCS: Introduction to Landslide. https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide
7. ***Low Pressure Area / Monsoon / Shearline*** - a wind that reverses its direction with the season, blowing more or less steadily from the interior of a continent toward the sea in winter, and in the opposite direction during summer.
   Source of Definition: Department of Science and Technology, Philippine Atmospheric, Geophysical and Astronomical Services Administration, Meteorological Terms. https://www.pagasa.dost.gov.ph/learning-tools/meteorological-terms)
8. ***Storm Surge*** - an abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall.
   Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Storm Surge. http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms
9. ***Tropical Cyclones*** - a non-frontal, synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region. Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon.
   Source of Definition: DOST-PAGASA: About Tropical Cyclones. http://bagong.pagasa.dost.gov.ph/information/about-tropical-cyclone
10. ***Tsunami*** - an ocean wave produced by a submarine earthquake, landslide, or volcanic eruption that may reach enormous dimensions and have sufficient energy to travel across entire oceans.
    Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Tsunami. http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms
11. ***Volcanic Eruption*** - the transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions.
    Source of Definition: DOST PHIVOLCS: Introduction to Volcanoes. https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 42. DISASTERS/CALAMITIES (Human-Induced Hazards), For the months of June 2023 to May 2024
(Provide appropriate answers)

Human-Induced Hazards	2023							2024				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
1. Armed Conflict												
1a. Number of times armed conflict occurred in your school and its immediate surroundings.												
Armed conflict incident experienced in the past months												
1b. Number of times the following state/non-state actors were involved in the armed conflict incidents.												
1b1. *State Actors:*												
Armed Forces of the Philippines (AFP)												
Philippine National Police (PNP)												
Others, (specify)												
1b2. *Non-State Actors:*												
Abu Sayyaf Group (ASG)												
Bangsamoro Islamic Freedom Fighters (BIFF)												
Communist Party of the Philippines/ New People's Army/ National Democratic Front (CPP-NPA-NDF)												
Maute Group												
Others, (specify)												
2. Grave Child Rights Violations (GCRVs)												
2a. Number of reports of GCRVs within the school and immediate surroundings that were filed through government channels.												
Killing and maiming of children												
Abduction of children												
Attacks against schools or hospitals												
Denial of humanitarian access for children												
Recruitment or use of children as soldiers												
Sexual violence against children												
3. Others												
Bomb Threat in School Premises												
Bombing in School Premises												
Fire **												
Hazardous Materials Incident *(e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)*												
Health Threat *(i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)*												
Hostage-taking within school premises												
Shooting incident within school vicinity												
Structural collapse *(as a result of engineering failures)*												
Others, (specify)												

1. ***Armed conflict*** - refers to armed confrontations occurring between government forces and one or more armed groups, or between such groups arising in the Philippine territory. These shall include activities which may lead to, or are undertaken in preparation of armed confrontation or armed violence that put children's lives at risk and their rights violated. (R.A. 11188).
   - Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others.

   Source of Definition: R.A. 11188, or the Special Protection of Children in Situations of Armed Conflict (2017)
2. ***State and/or Non-State Actors*** - refers to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.
   Source of Definition: D. Schindler, The Different Types of Armed Conflicts According to the Geneva Conventions and Protocols, RCADI, Vol. 163, 1979-II, p. 147. as cited in International Committee of the Red Cross (ICRC): "How is the Term "Armed Conflict" Defined in International Humanitarian Law?". https://www.icrc.org/en/doc/assets/files/other/opinion-paper-armed-conflict.pdf

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 28. ENABLING ENVIRONMENT, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM Policies)

Part 1. DRRM and CCAM Policies

1. School has adopted/ localized existing policies relating to DRRM and CCAM

Policy Number	Title
☐ DO 21 s.2015	DepEd DRRM Information Management and Coordination Protocol
☐ DO 23 s.2015	School Watching and Hazard Mapping
☐ DO 27 s.2015	Family Earthquake Preparedness
☐ DO 37 s.2015	Comprehensive DRRM in Basic Education Framework
☐ DO 28 s.2016	Strengthening Fire Safety and Awareness Program
☐ DO 24 s.2021	Guidelines on the Coordination for Establishment of Schools in Resettlement Sites Due to Disasters and/or Emergencies
☐ DO 33 s.2021	School-based Disaster Preparedness and Response Measures For Tropical Cyclones, Flooding, and Other Weather-related Disturbances and Calamities
☐ DO 37 s. 2022	Guidelines on the Cancellation or Suspension of Classes and Work in Schools in the Event of Natural Disasters, Power Outages/Power Interruptions, and Other Calamities
☐ DO 53 s. 2022	Mandatory Unannounced Earthquake and Fire Drills in Schools

Part 2. DRRM and CCAM Plans

1. ☐ School has a comprehensive, inclusive, culture- and gender-sensitive Plan for
   ☐ DRRM ☐ CCAM
2. ☐ School DRRM and CCAM Plans are developed together with the following: *(check all applicable)*
   ☐ School Personnel ☐ Parents ☐ LGU ☐ External Partners
3. Number of learners who participated in the development of the School DRRM and CCAM Plans

Learners **EXCLUDING** IP, Muslim and SNEd		IP Learners		Muslim Learners		SNEd Learners	
Male	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**

Reminder: ***A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or SNEd Learner at the same time.***

Note: For the definitions, refer to Box 28 - Part 3 to 5.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Part 3. DRRM and CCAM Organizational and Budget Support

1. ☐ School has a functional DRRM Team with defined roles and responsibilities
2. ☐ School has designated a School DRRM Coordinator
3. Number, cost, and percentage of DRRM and CCAM Programs, Projects, and Activities (PPAs) included in the school's budget

DRRM			CCAM - Climate Change Expenditure Tagging		
Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)	Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)

Part 4. Research and Information System

1. Number of evidence-based DRRM- and CCAM-related research that the school has undertaken
2. Number of programs developed or enhanced by the school based on research
3. ☐ School has used DRRMS-developed DRRM- and CCAM-related software for data collection and reporting

Part 5. Monitoring and Evaluation

1. ☐ School has used the Comprehensive School Safety (CSS) monitoring tool to keep track of their DRRM and CCAM initiatives
2. Number of DRRM- and CCAM-related good practices documented by the school

Documented Good Practices	DRRM	CCAM

3. Number of programs developed or enhanced by the school as a result of their monitoring and evaluation

1. ***CCAM (Climate Change Adaptation and Mitigation)*** - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. (Intergovernmental Panel on Climate Change). Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (United Nations Framework Convention on Climate Change).

   Climate Change Adaptation - *a climate change response that intends to reduce the vulnerability of human or natural systems to the impacts of climate change and climate-related risks, by maintaining or increasing adaptive capacity and resilience.*

   Climate Change Mitigation - *a climate change response that aims to reduce greenhouse gas emissions (GHG), directly or indirectly, by avoiding or capturing GHG before they are emitted to the atmosphere or sequestering those already in the atmosphere by enhancing "sinks" such as forests.*

   Source of Information: Joint Memorandum Circular No. 2015-01 (July 23, 2015). Revised Guidelines for Tagging / Tracking Climate Change Expenditures in the Local Budget. https://niccdies.climate.gov.ph/files/documents/Local%20CCET%20-DBM-DILG-CCC-.pdf
2. ***DRRM (Disaster Risk Reduction and Management)*** - is the systemic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of a disaster.
   Source of Definition: DO No. 37, s. 2015 The Comprehensive Disaster Risk Reduction and Management in Education Framework. http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf
3. ***NGOs (Non-Government Organizations) and External Partners*** - refers to organizations both public and private, for-profit and non-profit, and other funding sources (private foundations and federal, state, and local monies) that the schools have partnered with and were funded for research and conceptual development activities; includes organizations such as Save the Children and UNICEF, among others.
4. ***Teaching Personnel*** - refers to school personnel that includes Teacher I-III, Master Teacher I-IV, SPED Teacher I-V, Special Science Teacher, and Instructor I-III.
5. ***Non-Teaching Personnel*** - refers to school personnel that includes School Principal I-IV, Head Teacher I-VI, Guidance Coordinator I-III, Guidance Counselor I-III, Administrative Assistant II-III (Disbursing Officer and Senior Bookkeeper), Security Guard, and Utility Worker I.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 29. PILLAR 1. SAFE LEARNING FACILITIES, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted)

School Safety, and Disaster Prevention and Mitigation

1. Number of identified safe and unsafe instructional and non-instructional spaces

Learning Facilities	Safe	Unsafe
Instructional Spaces		
Non-instructional Spaces		

2. Number of instructional spaces retroffited ☐
3. Number of non-instructional spaces retroffited ☐
4. Number of instructional spaces constructed using inclusive and resilient designs ☐
5. Number of non-instructional spaces constructed using inclusive and resilient designs ☐
6. School has the following structural hazard mitigation measures: *(check all applicable)*
   - ☐ Flood Wall
   - ☐ Firewall
   - ☐ Sea Wall
   - ☐ Slope Protection
   - ☐ Others, (specify) _____
7. School has the following non-structural hazard mitigation measures: *(check all applicable)*
   - ☐ Non- structural slope protection
   - ☐ Vegetation (e.g. mangrove, shrubs, and trees)
   - ☐ Porous Landscaping
   - ☐ Pruning of trees
   - ☐ Others, (specify) _____
8. ☐ School conducts regular inspection of instructional and non-instructional spaces
9. ☐ School Head has allotted budget for routine maintenance of instructional and non-instructional spaces
10. ☐ School has undertaken regular repair of damaged instructional and non-instructional spaces
11. School has undertaken the maintenance of facilities within the following months: *(check all applicable)*

Maintenance of School Facilities in Year 2023	Jan. ☐	Feb. ☐	Mar. ☐	Apr. ☐	May ☐	June ☐
	July ☐	Aug. ☐	Sept. ☐	Oct. ☐	Nov. ☐	Dec. ☐

1. ***Instructional Spaces*** - these spaces are designed to directly accommodate the educational program. The basic instructional spaces for elementary schools are classrooms and work education shops or multi-purpose buildings for Home Economics and Industrial Arts Classes. However, for secondary schools offering general curriculum, the basic instructional spaces are classrooms, computer rooms, science laboratories, and Technology and Livelihood Education (TLE) shops. In secondary vocational schools, basic instructional spaces also include specialized shops. Other spaces such as libraries, learning centers, gymnasiums, and similar spaces are classified as instructional spaces when they are used directly in conjunction with the curriculum. In line with the changing curriculum, a modular type of school building has been designed to include components for home economics, industrial arts, agricultural arts, etc. in one building unit known as multipurpose workshop building.
   Source of Definition: DepEd Educational Facilities Manual
2. ***Non-instructional Spaces*** - refers to administrative, non-programmed, and service spaces within the school, including ancillary facilities.
   - The administrative and services spaces are those which serve to facilitate administrative and administration-related functions and services such as administrative offices, canteens, or lunch counters, medical-dental clinics, guidance room, dormitories, etc.
   - Non-programmed spaces are those which are not directly related to the implementation of the educational program and administrative functions or services such as lobbies, corridors, stairs, etc.
   - Ancillary facilities are one of a group of buildings having a secondary or dependent use, such as an annex.
   Source of Definition: DepEd Educational Facilities Manual
3. ***Retrofit*** - the process of modifying an existing structure to render it more resilient to the hazard effects.
   Source of Definition: DepEd Educational Facilities Manual
4. ***Unsafe Classroom*** - refers to classrooms that have one or a combination of hazards listed in the School Watching Checklist.
   Source of Definition: DO No. 23, s. 2015 Student-led School Watching and Hazard Mapping

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 30. PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT
For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted)

Part 1. School-level Risk Assessment, Plans, and Partnerships

1. ☐ School has conducted Risk Assesssment
2. ☐ School has incorporated results of Student-led School Watching, Hazard Mapping, and Risk Assessment in the SIP
3. School has a Contingency Plan for each natural and human-induced hazard that it is affected with: *(check all applicable)*

Natural Hazards:		**Human-induced Hazards:**
☐ Tropical Cyclone	☐ Earthquake	☐ Armed Conflict
☐ Storm Surge	☐ Volcanic Eruption	☐ Bomb Threats / Bombing
☐ Flood	☐ Tsunami	☐ Civilian Violence
☐ Drought	☐ Fire	☐ Fire
☐ Landslide	☐ Others, (specify) _____	☐ Others, (specify) _____

4. School Contingency Planning is conducted together with the following: *(check all applicable)*
   ☐ Learners ☐ Personnel ☐ Parents ☐ LGU ☐ Partners
5. ☐ School has documented a Memorandum of Understanding or Memorandum of Agreement with the LGU and DSWD for the use of its facilities as evacuation centers following the JMC No. 1, s. 2013 and RA 10821
6. ☐ School has presented the results of the Family Earthquake Preparedness Plan to the PTA and LGU
7. ☐ School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan
8. ☐ School has participated in the different DRRM and CCAM activities of the LGUs and other partners
9. Number of partners mobilized to support the school's DRRM and CCAM PPAs, including those after a disaster/ emergency _____
10. Number of DRRM and CCAM PPAs the school has implemented with partners _____

Part 2. Disaster Preparedness

1. ☐ School has conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place
2. ☐ School has a functional early warning system to inform learners and personnel of natural and human-induced hazards (e.g. protocol, warning signs, devices, IEC)
3. Number of safety and emergency, response, and rescue supplies and equipment in the schools provided by DepEd and partners

A. Emergency Supplies and Equipment	**DepEd**	**Partners**
2-fold Aluminum Stretcher		
Cadaver bag		
C-Collar		
Cot (Battlefield Bed)		
CPR board		
Emergency Head Lamp		
Emergency Whistle		
Fire Extinguisher		
Go bag with Multi-Tool for each learner		
Go bag with Multi-Tool for each personnel		
Handheld / Base Radios		
LED search light, 850 lumens		
Life Vest / Life Jacket		
Medical cushion		
Plastic Spine Board with Safety Belts		
Portable P.A. system		
Safety Coat		
Safety Helmet		
Safety Shoes		
Splinter		
Steel boxes		
Steel cabinets		
Traffic Vest		
Transport bags, 45 L		
Trauma Bag with contents for 20 - 25 persons		
Universal head immobilizer		

B. Response and Rescue Supplies and Equipment	**DepEd**	**Partners**
Bicycle		
Fire Hose		
Motor Banca (For coastal and island schools only)		
Power Sprayer		

4. Number of conducted regular hazard-specific drills with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others) from ***January to December 2023***

Hazard-specific Drills	**Jan.**	**Feb.**	**Mar.**	**April**	**May**	**June**	**July**	**Aug.**	**Sept.**	**Oct.**	**Nov.**	**Dec.**
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Lockdown Drill												
Storm Surge Drill												
Tsunami Drill												

Note: For the definitions, refer to the next page of Box 30 - Part 3.

Certified True and Correct by:
School Head : _____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by DRRM Coordinator:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Planning Officer III (PRS-SGOD):
_____
(Signature Over Printed Name) / Date

Part 3. Disaster Response

1. ☐ School conducted Brigada Eskwela in the aftermath of a disaster/emergency to ensure learning continuity

2. Number of response interventions received from Partners

Types of Intervention	Number of response interventions received
Donations in cash or in-kind	
Emergency School Feeding	
Hygiene Kits	
Learners' Kits	
Teachers' Kits	
Materials for Alternative Delivery Modes	
Materials for MHPSS	
Temporary Learning Spaces or Tents	
Temporary WASH Facilities	

3. Number of personnel trained and mobilized for Alternative Delivery Mode

Details	Teaching Personnel	
	Male	Female
1. Trained as part of disaster/emergency response		
2. Mobilized for the implementation in aftermath of a disaster/emergency		

4. ☐ School has implemented resumption strategies and Alternative Delivery Modes to ensure education continuity due to a disaster resulting from natural hazards

5. School has implemented the following resumption strategies: *(check all applicable)*

Resumption Strategies	Number of Days
☐ Class Shifting	
☐ Make-up Classes	
☐ Modular Learning	
☐ Online Learning	
☐ Peer Group Learning	
☐ Programmed Teaching	

6. School has implemented the following alternative delivery modes: *(check all applicable)*

Alternative Delivery Modes	Number of Days
☐ E-Impact	
☐ Home School	
☐ MISOSA	
☐ Night High School	
☐ Open High School Program	

7. Number of learners affected and provided by the following disasters/emergencies response

Details	Learners EXCLUDING IP, Muslim and SNEd		IP Learners		Muslim Learners		SNEd Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Provided with Mental Health and Psychosocial Support (MHPSS)								
☐ Layer 1: Basic Services and Security								
☐ Layer 2: Family and Community Support								
☐ Layer 3: Focused, non-specialized support								
☐ Layer 4: Specialized support								
2. Utilized the established referral mechanism								

Reminder: ***A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or SNEd Learner at the same time.***

8. Number of school personnel affected and provided by the following disasters/emergencies response

Details	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
1. Provided with Mental Health and Psychosocial Support (MHPSS)				
2. Affected by disasters/ emergencies and needing specialized psychosocial support (PSS)				
2a. Utilized the established referral mechanism				

Reminder: ***For 2a, out of the total number of school personnel affected by disasters/ emergencies and needing specialized psychosocial support (PSS), determine the number of school personnel who utilized the established referral mechanism.***

9. ☐ School has utilized established feedback and accountability mechanisms for learners to report issues and concerns, observations, and good practices on response, rehabilitation and recovery interventions

(See definitions on the next page)

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Definitions of Box 30)

1. ***Bomb Threats / Bombing*** - refers to a threat or actual detonation of an explosive or incendiary device to cause property damage, death, or injuries.
   Indiana University: Emergency Planning
   Source of Definition: https://protect.iu.edu/emergency-planning/procedures/bomb-threats.html
2. ***Child-centred approach*** - placing the child at the notional centre of the learning process in which they are active participants. Involves giving children choices of learning activities, with the teacher acting as facilitator of learning.
   Source of Definition: United Nations Educational, Scientific and Cultural Organization
3. ***Civilian Violence*** - refers to the use of physical force brought by a noncombatant person, so as to injure, abuse, damage, or destroy. This includes crimes against school heads, teachers, learners, and school property.
   Merriam-Webster Dictionary
   Source of Definition: https://www.merriam-webster.com/dictionary/violence
4. ***Contingency Plan*** - a management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.
   Source of Definition: UNISDR Terminologies.
   https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
5. ***Early Warning*** - the provision of timely and effective information, through identified institutions, that allows individuals exposed to a hazard to take action to avoid or reduce their risk and prepare for effective response. ***(International Strategy for Disaster Risk Reduction)***
6. ***E-Impact*** - the Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) learning system is a technology-enhanced alternative delivery mode developed by the SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) to address issues in accessibility and quality of education in schools usually handled by a few teachers teaching multigrade classes.
   Source of Definition: UNICEF Evaluation on Alternative Delivery Modes.
   https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluationl_Philippines-2012-001.pdf
7. ***Emergency*** - a sudden and usually unforeseen event that calls for immediate measures to minimize its adverse consequences.
   Source of Definition:United Nations Department of Humanitarian Affairs
8. ***Evacuation Center*** - refers to a safe site, building or center hosting internally displaced persons, which includes covered courts, barangay or community halls, camping areas, collective centers, multi-purpose centers, established "tent cities" or schools.
   Source of Definition: DSWD-DILG-DOH-DepEd- Joint Memorandum No. 1, S. 2013 on the Guidelines on Evacuation Center Coordination and Management, Part III.
9. ***Hazard Mapping*** - the process of mapping hazard information within a study area of varying scale, coverage, and detail.
   Source of Definition: United Nations Human Settlements Programme
10. ***Learners with Disabilities (LWDs)*** - refer to children, youth, and adult learners with substantial limitations in their functions, characterized by significantly sub-average intellectual capacity and/or existing concurrently with related limitations in two or more adaptive skills areas. These learners may have any or a combination of the following: intellectual disabilities, learning disabilities, mental, emotional or behavioral disorders, sensory impairments, autism, long term physical or health disabilities, deaf blindness, and multiple handicapping conditions. These conditions may be a hindrance to the learners' full and effective participation in the society; thus, these conditions necessitate the provision of special education services and other allied services that will enable LWDs to live functional lives.
    Source of Definition: DepEd Order No. 21, s. 2020.
11. ***Lockdown Drill*** - an emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/ exit and movement within a facility, emergency personnel are better able to contain and handle any threats.
    Source of Definition: University of British Columbia: Emergency Procedures.
    https://emergency.ok.ubc.ca/procedures/lockdown/
12. ***Mental Health and Psychosocial Support (MHPSS)*** - any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder.
    Source of Definition: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.
    https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
13. ***Modified In-School, Off-School Approach (MISOSA)*** aims to: (i) solve congestion in schools with big enrolment; (ii) address the need of children for adequate learning materials; (iii) mobilize and strengthen community support; and (iv) improve students' performance.
    Source of Definition: UNICEF Evaluation on Alternative Delivery Modes.
    https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluationl_Philippines-2012-001.pdf
14. ***Open High School*** - an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
    Source of Definition: DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program. http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf
15. ***Preparedness*** - the capacities and knowledge developed by governments, professional response organizations, communities and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazard events or conditions.
    Source of Definition: International Strategy for Disaster Risk Reduction
16. ***Referral*** - one of the guidance services where learners are facilitated to avail other assistance or services that address their mental health or other concerns. This requires a wide range of internal partners (i.e. counselors, teachers, nurses, and school administrators), external partners (i.e. government, non-government agencies, organizations), and individuals in different professions, fields and interest.
    Source of Definition: DepEd Memorandum DM-OUCI-2021-055.
17. ***Resilience*** - the capacity of a system, community or society potentially exposed to hazards to resist, adapt, and recover from hazard events, and to restore an acceptable level of functioning and structure.
    Source of Definition: International Strategy for Disaster Risk Reduction
18. ***Specialized Psychosocial Support*** - this assistance should include psychological or psychiatric supports for people with severe mental disorders whenever their needs exceed the capacities of existing primary/general health services such problems require either (a) referral to specialised services if they exist, or (b) initiation of longer-term training and supervision of primary/general health care providers. although specialised services are needed only for a small percentage of the population, in most large emergencies this group amounts to thousands of individuals.
    Source of Definition: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.
    https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
19. ***Temporary Learning Spaces*** - refers to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.
    Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".
20. ***Temporary WASH*** - refers to Water, Sanitation, and Hygiene Facilities built during the response phase.
21. ***Vulnerability*** - the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. For positive factors, which increase the ability of people to cope with hazards, see definition of 'capacity'.
    Source of Definition: International Strategy for Disaster Risk Reduction
22. ***Warning*** - dissemination of message signalling imminent hazard which may include advice on protective measures.
    Source of Definition: United Nations Department of Humanitarian Affairs

Box 31. Pillar 3. Risk Reduction and Resilience Education, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted)

Part 1. Curriculum Integration

1. School teaches DRRM- and CCAM-related concepts

Subjects	DRRM-related concepts				CCAM-related concepts			
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 7	Grade 8	Grade 9	Grade 10
Science	☐	☐	☐	☐	☐	☐	☐	☐
Araling Panlipunan	☐	☐	☐	☐	☐	☐	☐	☐
Edukasyon sa Pagpapakatao (EsP)	☐	☐	☐	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐	☐	☐	☐
Health	☐	☐	☐	☐	☐	☐	☐	☐
Edukasyong Pantahanan at Pangkabuhayan (EPP)	☐	☐	☐	☐	☐	☐	☐	☐
Others	☐	☐	☐	☐	☐	☐	☐	☐

2. Number of DRRM- and CCAM-related topics integrated in SpEd/IPEd/ALS program, learning competencies and contents introduced by the school/teachers to supplement the Curriculum Guide, and learning competencies contextualized in learning resources

Topics/ Competencies	Integrated to the following Program			Introduced by School/Teachers		Contextualized Learning Resources
	SNEd	IPEd	ALS	Learning Competencies	Contents	
DRRM						
CCAM						

Part 2. Information, Education, and Communication (IEC) and Advocacy

1. ☐ School used DRRMS-developed DRRM and CCAM Information, Education and Communication Materials (IEC) materials
2. ☐ School has DRRM and CCAM corners, with updated IEC materials posted in it
3. Number of school personnel who participated in the survey on the effectiveness of IEC materials developed by DRRMS and/or contextualized by the region or division

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female

4. Number of learners who have participation in the development of IEC Materials

Details	Learners EXCLUDING IP, Muslim and SNEd		IP Learners		Muslim Learners		SNEd Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Participated in the survey on the effectiveness of IEC materials developed by DRRMS and/or contextualized by region or division								
2. Consulted in the development of IEC materials								
3. Co-developed IEC materials								
4. Initiated and developed IEC materials								

Reminder: ***A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or SNEd Learner at the same time.***

Note: For the definitions, refer to Box 31 - Part 3c.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Part 3a. Resilience Education

1. Number of school personnel trained by partners on DRRM and CCAM

Topics	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
DRRM				
CCAM				

2. Number of stakeholders that participated in DRRM and CCAM activities

Learners	School Personnel	Parents	LGU or Barangay Officials	NGOs

3. Number of school personnel that participated in DRRM and CCAM activities

Activities	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
A. DRRM				
Basic First Aid				
Family Earthquake Preparedness				
School Watching and Hazard Mapping				
Celebration and commemoration of special events related to DRRM				
DRRM-related Campus Journalism Activities (Photojournalism, Editorial Cartoons, Comic Script Writing, Broadcasting and News Writing)				
Other, (specify): _____				
B. CCAM				
Art, essay, slogan, etc. contests for climate change adaptation and mitigation				
Environmental Journalism Training				
Installation or Maintenance of a Material Recovery Facility				
Celebration and commemoration of special events related to climate change				
Other, (specify): _____				

Note: For the definitions, refer to Box 31 - Part 3c.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Part 3b. Resilience Education

1. Number of learners that participated in DRRM and CCAM activities

Activities	Learners EXCLUDING IP, Muslim and SNEd		IP Learners		Muslim Learners		SNEd Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
A. DRRM								
Basic First Aid								
Family Earthquake Preparedness								
School Watching and Hazard Mapping								
Celebration and commemoration of special events related to DRRM								
DRRM-related Campus Journalism Activities (Photojournalism, Editorial Cartoons, Comic Script Writing, Broadcasting and News Writing)								
Other, (specify): _____								
B. CCAM								
Art, essay, slogan, etc. contests for climate change adaptation and mitigation								
Environmental Journalism Training								
Celebration and commemoration of special events related to climate change								
Other, (specify): _____								

Reminder: A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or SNEd Learner at the same time.

2. ☐ School used DepEd developed learning resources on DRRM and CCAM

3. Number of DRRM and CCAM trainings conducted for learners

Topics	Trainings Conducted
DRRM	
CCAM	

4. Number of DRRM and CCAM PPAs led by learners

Topics	PPAs led by learners
DRRM	
CCAM	

5. ☐ School used DepEd developed and DepEd approved standardized training manuals on DRRM and CCAM

(See definitions on the next page)

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Part 3c. Resilience Education

1. Number of teaching and non-teaching personnel who completed the accredited training courses on DRRM and CCAM

Topics	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
DRRM				
CCAM				

2. Number of teachers trained in integrating DRRM and CCAM in their daily learning log

Teaching Personnel	
Male	Female

3. ☐ School has used DepEd developed MHPSS standardized training manuals

4. Number of MHPSS trainings conducted for learners and personnel

Topics	MHPSS Trainings	
	Learners	Personnel
DRRM		
CCAM		

5. Number of school personnel trained in MHPSS and Psychological First Aid

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female

1. ***Psychological First Aid*** - an evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Individuals affected by a disaster or traumatic incident, whether survivors, witnesses, or responders to such events, may struggle with or face new challenges following the event. PFA was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response.
   Source of Definition: National Child Traumatic Stress Network: Psychological First Aid
   https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa
2. ***Change the Current: Climate Action Online Training for Adolescents*** - aims to enhance adolescents' knowledge on the science of climate change and adaptation and mitigation strategies, and hone skills that they need to increase adaptation and mitigation awareness and practices in their communities. Project grants amounting to Php 15,000.00 will be awarded to selected adolescents.
3. ***YSEALI Climate Changemakers*** - an online training course that aims to increase the competence of teachers in teaching climate change concepts and encouraging learners to act on climate. It consists of one core training subject on introduction to climate change and a specialized training subject on teaching climate change. Additionally, learning facilitators will receive supplementary training on online learning delivery. YSEALI Climate Changemakers aims to train 50 region and division as learning facilitators who will train a total of 2,000 teachers from their respective regions and divisions.
4. ***The Green Beat Initiative (TGBI)*** - an Environmental Journalism Training for Campus Journalists and School Paper Advisers is a 6-week pilot intensive online environmental journalism training. It aims to equip participants with the necessary skills and knowledge to pursue, develop, and report stories about the environment with a focus on climate change adaptation and mitigation.
5. ***KaLIKHAsan Climate Action Action Advocacy Show*** - a theater arts performance, ideation, and devising workshops based on the KaLIKHAsan! Likha at Lakas ng Kabataan para sa Kalikasan Creative Sourcebook.
6. ***The KaLIKHAsan! Likha at Lakas ng Kabataan para sa Kalikasan*** - a Creative Sourcebook on the Use of Theater for Climate Change Education and Action is a resource intended for teachers, theater and performance practitioners, and workshop facilitators. It explains how to design and facilitate a collaborative performance-making process with youth that includes climate action and the environment as central themes. Teachers are encouraged to use the sourcebook as a guide in replicating the process in making the Climate Action Advocacy Show and empowering the learners toward climate change education and action.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 32. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school have learners belonging to IP communities? ☐ Yes ☐ No
2. Is the school implementing IPEd Program? ☐ Yes ☐ No
3. Check if the school has any of the following conditions *(check all applicable)* :
   - ☐ Peace and order tensions in the community experienced at least once in the past five years caused by the presence of armed groups and/or potential violence; areas that have experienced worse, like armed conflict or evacuation in the past 5 years are included
   - ☐ Cannot be reached by regular cars or through regular public utility vehicles (PUVs; jeep, bus, tricycle); specialized transportation (e.g., single motor or habal-habal, skylab, horse, bangka) and/or walking is needed
   - ☐ Occasional dangerous geographical challenges affecting learners coming to school (e.g., river to be crossed by learners swells during rains; area to school or of the school prone to landslides)
4. Number of teachers residing within and outside the school municipality

Teachers Residence	Number of Teachers									
	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Within the School Municipality									0	0
Outside the School Municipality									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

5. Does the school have experience in working with the IP community for the development of contextualized lesson plans, development of learning resources and other activities? ☐ Yes ☐ No
6. Does the school celebrate IP Day? ☐ Yes ☐ No
7. Does the school celebrate IP Month? ☐ Yes ☐ No
8. Is the school head an IP? ☐ Yes ☐ No
   If **Yes**, what ethnicity? _____
9. Did the school head attended the Orientation on IPEd provided by DepEd? ☐ Yes ☐ No
10. Number of teachers in the school who are IPs

Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
								0	0

11. Number of teachers who have attended the Orientation on IPEd provided by DepEd

Male	Female	TOTAL
		0

12. Number of teachers who have attended trainings on IPEd outside of DepEd

Male	Female	TOTAL
		0

13. Are the teachers in the school receiving Special Hardship Allowance (SHA)? ☐ Yes ☐ No
14. Number of teachers in school received Special Hardship Allowance (SHA) in the last School Year?

Male	Female	TOTAL
		0

15. Number of IP learners who were vaccinated by the Department of Health (based on LGU health records)

Type of Vaccines	Grade 7		
	Male	Female	TOTAL
Measles Containing Vaccine			0
Tetanus Diphtheria			0

16. Is the school located in the ancestral domain and affected by armed conflict? (both conditions must hold) ☐ Yes ☐ No

1. ***Indigenous Cultural Communities/Indigenous Peoples*** *(ICCs/IPs)* - refers to a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as an organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains;
   Source: IPRA of 1997
   Link: https://www.officialgazette.gov.ph/1997/10/29/republic-act-no-8371/
2. ***Ethnicity*** - is a primary sense of belonging to an ethnic group. Ethnic group is consanguine in nature, meaning, the ties are reckoned by blood and traced through the family tree. Thus, ethnicity refers to the household member's identity, by blood and not by choice nor by adoption/confirmation for any ethnic group, primarily the Indigenous Peoples (IPs).
   Generally, ethnic grouping denotes genealogical and paternal lineage to any of the Philippines' group of native population. However, for the purpose of census, ethnic grouping also includes maternal lineage. As such, anybody whose consanguinity with either both parents or any one of them who is a member of an IP group, is an Indigenous Person.
   The updated categories of ethnicity are provided by the National Commission on Indigenous Peoples and the National Commission on Muslim Filipinos.
   Source: 2010 Census of Population and Housing (CPH) & 2015 Population Census (POPCEN)
   Link: https://psa.gov.ph/content/ethnicity-1
3. ***Ancestral Domain*** - refers to all areas generally belonging to ICCs/IPs comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, by themselves or through their ancestors, communally or individually since time immemorial, continuously to the present except when interrupted by war, force majeure or displacement by force, deceit, stealth or as a consequence of government projects or any other voluntary dealings entered into by government and private individuals/corporations, and which are necessary to ensure their economic, social and cultural welfare.
   Source: IPRA of 1997 (REPUBLIC ACT NO. 8371)

Reminders: ***1. Teachers shall be counted only once. If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours. However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.***
2. For list of Ethnicity, kindly refer to the page 17 of DepEd Order 3 s. 2018 or the Basic Education Enrollment Policy

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division IPEd Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

GOVERNMENT SENIOR HIGH SCHOOL (SHS) PROFILE, SY 2024-2025

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School ID:

Republic of the Philippines
DEPARTMENT OF EDUCATION
POLICY AND PLANNING SERVICE
Education Management Information System Division

GOVERNMENT SENIOR HIGH SCHOOL (SHS) PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of all government Senior High Schools. In the case of schools with annexes, extensions, etc., a separate school profile form shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Schools Division Office (SDO).

Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item shall be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2024-2025

School Name : _____ *(Official Name)*

_____ *(Previous Name, if any)*

Address : _____ *No.* _____ *Street/Sitio/Purok* _____ *Barangay*

_____ *Municipality/City* _____ *Province* _____ *Zip Code*

Region : _____

Division : _____

Legislative District : _____

Telephone Number : _____

Mobile Number : _____

Fax Number : _____

Website (if any) : _____

E-Mail Address : _____

Date Established (Year) : _____

Check (✔) if the school is: (check all applicable)

Annex/Extension School ***(Indicate Mother School ID:*** _____ **)**

☐ **Farm School**

☐ **Implementing Unit (***with any of the following: finance positions, book of accounts or fiscal autonomy and agency code* **)**

Implementing Shifting (Indicate the highest number of shift if a school has multiple shifts: _____ **)**

Shift **- refers to time schedules corresponding to different sets of classes with different sets of learners (e.g., morning and afternoon shifts).** ***Night classes*** **are not considered a shifting schedule.**

Certified True and Correct by:

School Head : _____ *(Signature Over Printed Name) / Date*

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ *(Signature Over Printed Name) / Date*

Noted by the Schools Division Office:

Head of the Office : _____ *(Signature Over Printed Name) / Date*

Position Title : _____

Table 1. LEARNERS BY ARTS AND DESIGN TRACK AND STRAND, SY 2024-2025 (As of February 28, 2025)

Enrollment by Track	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
Arts and Design Track						
Music					0	0
Dance					0	0
Theater Arts					0	0
Creative Writing					0	0
Media Arts					0	0
Visual Arts					0	0
TOTAL	0	0	0	0	0	0

Arts and Design Track - designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations. SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.

1. ***Music*** - a specialization in the SHS Arts and Design Track where learner demonstrates an appreciation and understanding of the concepts and principles of Music leading to careers such as singer, Voice Actor, Music Teacher, Music Composer, Amateur/Professional Musician and Sound Designer.
2. ***Dance*** - a specialization in the SHS Arts and Design Track where the learner demonstrates understanding and appreciation of the basic concepts and principles of dance, leading to careers such as Professional Dancer, Dance Director, Choreographer, Dance Teacher and athlete.
3. ***Theater Arts*** - a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of the concepts and principles of Theater Arts leading to careers such as Set Designer, Teacher, Theater Director, Film Director, Stand-up Comedian and Professional Actor.
4. ***Creative Writing*** - a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of principles of Creative Writing leading to careers such as Novelist, Screenwriter, Playwright, Calligraphist, Teacher and Journalist.
5. ***Media Arts*** - a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Media Arts leading to Multimedia Designer Product, Designer, Web Developer, Video Game Director and Print Designer.
6. ***Visual Arts*** - a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Visual Arts leading to careers such as Visual Effects Animator, Video Game Designer, Architect, Naval Architect and Landscape Architect.

Note: Arts and Design strands are not yet available in the LIS database, hence, its inclusion in the BEIS form for SY 2024-2025.

Table 2. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR LEARNERS WITH SPECIAL NEEDS EDUCATION (SNEd) SY 2024-2025 (As of February 28, 2025)

Types of Devices	Number of Devices
Assistive Technology Devices	
Adaptive Devices	
TOTAL	**0**

1. Assistive Technology Device - refers to any device that helps someone do something that might not otherwise be able to do well or at all. Generally, the term is used for devices that help people overcome a handicap such as a mobility, vision, mental, dexterity or hearing loss.

2. Adaptive Device - refers to any device that are used to assist with completing activities of daily living.

Validated by Division SPED Coordinator:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 3a. GRADE 12 LEARNERS IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2023-2024

SPECIALIZATION	SY 2023-2024			
	NUMBER OF TAKERS		NUMBER OF PASSERS	
	Male	Female	Male	Female
Home Economics (HE)				
Attractions and Theme Parks Operations with Ecotourism (NC II)				
Barbering (NC II)				
Bartending (NC II)				
Beauty/Nail Care (NC II)				
Bread and Pastry Production (NC II)				
Caregiving (NC II)				
Commercial Cooking (NC III)				
Cookery (NC II)				
Dressmaking (NC II)				
Events Management Services (NC III)				
Fashion Design (Apparel) (NC III)				
Food and Beverage Services (NC II)				
Front Office Services (NC II)				
Hairdressing (NC II)				
Hairdressing (NC III)				
Handicraft (Basketry, Macrame) (Non-NC)				
Handicraft (Fashion Accessories, Paper Craft) (Non-NC)				
Handicraft (Needlecraft) (Non-NC)				
Handicraft (Woodcraft, Leathercraft) (Non-NC)				
Housekeeping (NC II)				
Local Guiding Services (NC II)				
Tailoring (NC II)				
Tourism Promotion Services (NC II)				
Travel Services (NC II)				
Wellness Massage (NC II)				
Agri-Fishery Arts (AFA)				
Agricultural Crops Production (NC I)				
Agricultural Crops Production (NC II)				
Agricultural Crops Production (NC III)				
Animal Health Care Management (NC III)				
Animal Production (Poultry-Chicken) (NC II)				
Animal Production (Large Ruminants) (NC II)				
Animal Production (Swine) (NC II)				
Aquaculture (NC II)				
Artificial Insemination (Large Ruminants) (NC II)				
Artificial Insemination (Swine) (NC II)				
Fish Capture (NC II)				
Fishing Gear Repair and Maintenance (NC III)				
Fish-Products Packaging (NC II)				
Fish Wharf Operation (NC I)				
Food Processing (NC II)				
Horticulture (NC III)				
Landscape Installation and Maintenance (NC II)				
Organic Agriculture (NC II)				
Pest Management (NC II)				
Rice Machinery Operations (NC II)				
Rubber Processing (NC II)				
Rubber Production (NC II)				
Slaughtering Operations (Hog/Swine/Pig) (NC II)				

Reminder: A learner can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 3b. GRADE 12 LEARNERS IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2023-2024

SPECIALIZATION	SY 2023-2024			
	NUMBER OF TAKERS		NUMBER OF PASSERS	
	Male	Female	Male	Female
Industrial Arts (IA)				
Automotive Servicing (NC I)				
Automotive Servicing (NC II)				
Carpentry (NC II)				
Carpentry (NC III)				
Construction Painting (NC II)				
Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II)				
Driving (NC II)				
Electrical Installation and Maintenance (NC II)				
Electric Power Distribution Line Construction (NC II)				
Electronic Products Assembly and Servicing (EPAS) (NC II)				
Furniture Making (Finishing) (NC II)				
Instrumentation and Control Servicing (NC II)				
Gas Metal Arc Welding (GMAW) (NC II)				
Gas Tungsten Arc Welding (GTAW) (NC II)				
Machining (NC I)				
Machining (NC II)				
Masonry (NC II)				
Mechatronics Servicing (NC II)				
Motorcycle/Small Engine Servicing (NC II)				
Plumbing (NC I)				
Plumbing (NC II)				
Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit (PACU)/Commercial Refrigeration Equipment (CRE) Servicing (NC III)				
Shielded Metal Arc Welding (SMAW) (NC I)				
Shielded Metal Arc Welding (SMAW) (NC II)				
Tile Setting (NC II)				
Transmission Line Installation and Maintenance (NC II)				
Information and Communication Technology (ICT)				
Animation (NC II)				
Broadband Installation (Fixed Wireless Systems) (NC II)				
Computer Programming (.Net Technology) (NC III)				
Computer Programming (Java) (NC III)				
Computer Programming (Oracle Database) (NC III)				
Computer Systems Servicing (NC II)				
Contact Center Services (NC II)				
Illustration (NC II)				
Medical Transcription (NC II)				
Technical Drafting (NC II)				
Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)				
Telecom OSP Installation (Fiber Optic Cable) (NC II)				
Technical-Vocational-Livelihood Maritime				
Navigational Watch 1				
Navigational Watch 2				
Navigational Watch 3				
Engine Watch 1				
Engine Watch 2				
Safety 1				
Safety 2				
Ship's Catering Services (NC I)				

Reminder: A learner can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 4. NUMBER OF LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2023-2024

Track/Strand	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
ABM					0	0
STEM					0	0
GAS					0	0
HUMSS					0	0
TVL						
Agri-Fishery Arts					0	0
Home Economics					0	0
Industrial Arts					0	0
ICT					0	0
Arts and Design					0	0
Sports					0	0
TOTAL	0	0	0	0	0	0

Reminder: A learner shall be counted only once based on the track and strand he/she is taking.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Education Program Supervisor for TVL (CID) Personnel:
_____
(Signature Over Printed Name) / Date

Position Title : _____

Table 5. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE
SY 2024-2025 (As of February 28, 2025)

No. of Locally-Funded Teachers by Funding Source				
Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded
Provincial	Municipal/City			
				0

Validated by Division HR Personnel:

(Signature Over Printed Name) / Date

Position Title :

Locally-funded teachers working in the school - teachers not having plantilla positions and whose compensation is chargeable against the local budget.

These are classified according to the following:

a. ***Special Education Fund (SEF) Teachers*** - teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
b. ***Local Government Unit (LGU) funded Teachers*** - teachers paid out of the general fund(not the SEF) of the LGU.
c. ***Others*** - teachers who are being funded by other sources not mentioned above(e.g., Parents-Teachers Association, etc.).

Reminder: Total of Locally-funded Teachers shall be greater than or equal to the Total of Qualified / Trained Teachers in Table 6.

Table 6. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL WHO ARE QUALIFIED AND TRAINED
SY 2024-2025 (As of February 28, 2025)

Qualified Teachers			Trained Teachers		
Male	Female	TOTAL	Male	Female	TOTAL
		0			0

Validated by Senior Education Program Specialist (HRTD):

(Signature Over Printed Name) / Date

Qualified teacher - locally-funded teacher who has the minimum academic qualifications necessary to teach Senior High School Education. He/She must be a Licensure Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and the Department of Education, Culture and Sports (DECS [now DepEd]).

Trained teacher - locally-funded teacher who received at least the minimum organized teacher-training requirements (pre-service or in-service) to teach Senior High School Education.

Reminder: Total of Qualified / Trained Teachers shall be less than or equal to the Total of Locally-funded Teachers in Table 5.

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

TABLE 7. LOCALLY-FUNDED NON-TEACHING PERSONNEL WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)

Position	Average Monthly Salary	No. of Locally-Funded Non-Teaching Personnel by Funding Source				
		Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded Non-Teaching
		Provincial	Municipal/City			
Learning Support Aides						0
Administrative Officers						0
Administrative Assistants						0
Administrative Aides						0
Project Development Officer/Program Officer						0
Medical Officer/School Doctor						0
School Dentist						0
School Nurse						0
Librarian						0
Library Assistant/Aide						0
Registered Guidance Counselor						0
Guidance-related Staff						0
Computer Technician/ICT Services/ICT Assistant						0

Locally-funded non-teaching personnel working in the school - non-teaching personnel not having plantilla positions and whose compensation is chargeable against the local budget.

Learning Support Aide - refers to a person who works together in collaboration with a teacher and contributes to the provision of learning opportunities that promote achievement and progression of learners.

These are classified according to the following:

a. ***Special Education Fund (SEF)*** - non-teaching personnel whose salaries are being paid by the Local School Board Fund (Provincial or Municipal/City) where the school is located.
b. ***Local Government Unit (LGU) funded*** - non-teaching personnel paid out of the general fund (not the SEF) of the LGU.
c. ***Others*** - non-teaching personnel who are being funded by other sources not mentioned above (e.g., Parents-Teachers Association, etc.).

Reminders: 1. Those serving two or more schools simultaneously shall be counted only in the school (a) where the non-teaching personnel have longer reporting hours as identified by the SDO or (b) where the non-teaching pers
2. The non-teaching personnel shall be counted under its generic title if it has a parenthetical title.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 8. TEACHING PERSONNEL (Nationally-funded), SY 2024-2025 (As of February 28, 2025)

Position Title	NATIONALLY-FUNDED PERSONNEL																
	Number of positions assigned in school per latest PSI-POP	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s) *			TOTAL Nationally-funded teachers working in the school		
		Number of teachers actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to			TOTAL	TOTAL						
		Male	Female	TOTAL (Col.3+Col.4)			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	(Col.8+Col.9+ Col.10)	(Col.5+Col.6+ Col.7+ Col.11)	Male	Female	TOTAL (Col.13+Col.14)	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Master Teacher IV				0						0	0			0	0	0	0
Master Teacher III				0						0	0			0	0	0	0
Master Teacher II				0						0	0			0	0	0	0
Master Teacher I				0						0	0			0	0	0	0
Teacher III				0						0	0			0	0	0	0
Teacher II				0						0	0			0	0	0	0
Teacher I				0						0	0			0	0	0	0
Special Science Teacher I				0						0	0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of plantilla items in school per latest PSI-POP*** - number of plantilla items allocated to the school.
3. ***Number actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Plantilla item(s) vacant*** - plantilla positions that are unfilled, whether existing plantilla or newly created position.
6. ***Plantilla personnel detailed to DepEd office(s)/sec. school(s) within the division*** - personnel assigned/designated to the division office or to other secondary schools within the division.
7. ***Plantilla personnel detailed to Elementary school(s) within the division*** - personnel assigned/designated to elementary schools within the division.
8. ***Plantilla personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from elementary/secondary school(s) or from other DepEd office(s) like the division, regional, central office or from other school division(s).

Note: * - Including those Junior High School teacher borrowed for Senior High School assigned in the same school.

Reminders:
1. ***Totals in column 12 shall tally with entries in column 2.***
2. ***Totals in column 18 shall tally with entries in Table 10 columns 2 and 3.***
3. ***Totals in column 18 shall tally with entries in Table 11 column 7.***
4. ***Totals in columns 16, 17 & 18 shall tally with the Totals of the Number of Teachers (counted only once) in Table 15a.***
5. ***Totals in columns 16, 17 & 18 shall tally with the Totals in Table 17.***

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 9. TEACHING-RELATED AND NON-TEACHING PERSONNEL (Nationally-funded), SY 2024-2025 (As of February 28, 2025)

Position Title	NATIONALLY-FUNDED PERSONNEL																
	Number of positions assigned in school per latest PSI-POP	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number of personnel actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL						
		Male	Female	TOTAL (Col.3+Col.4)			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL (Col.8+Col.9+ Col.10)	(Col.5+Col.6+ Col.7+ Col.11)	Male	Female	TOTAL (Col.13+Col.14)	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
School Principal IV				0						0	0			0	0	0	0
School Principal III				0						0	0			0	0	0	0
School Principal II				0						0	0			0	0	0	0
School Principal I				0						0	0			0	0	0	0
Assistant School Principal III				0						0	0			0	0	0	0
Assistant School Principal II				0						0	0			0	0	0	0
Assistant School Principal I				0						0	0			0	0	0	0
Head Teacher VI				0						0	0			0	0	0	0
Head Teacher V				0						0	0			0	0	0	0
Head Teacher IV				0						0	0			0	0	0	0
Head Teacher III				0						0	0			0	0	0	0
Head Teacher II				0						0	0			0	0	0	0
Head Teacher I				0						0	0			0	0	0	0
School Nurse II				0						0	0			0	0	0	0
Administrative Officer IV				0						0	0			0	0	0	0
Administrative Officer II				0						0	0			0	0	0	0
School Librarian III				0						0	0			0	0	0	0
School Librarian II				0						0	0			0	0	0	0
School Librarian I				0						0	0			0	0	0	0
Guidance Service Specialist II				0						0	0			0	0	0	0
Guidance Service Specialist I				0						0	0			0	0	0	0
Guidance Counselor III				0						0	0			0	0	0	0
Guidance Counselor II				0						0	0			0	0	0	0
Guidance Counselor I				0						0	0			0	0	0	0
Accountant I				0						0	0			0	0	0	0
Project Development Officer I				0						0	0			0	0	0	0
Registrar I				0						0	0			0	0	0	0
Cashier I				0						0	0			0	0	0	0
Supply Officer I				0						0	0			0	0	0	0
Administrative Assistant III (Senior Bookkeeper)				0						0	0			0	0	0	0
Administrative Assistant II (Disbursing Officer II)				0						0	0			0	0	0	0
Administrative Assistant I				0						0	0			0	0	0	0
Administrative Aide VI				0						0	0			0	0	0	0
Heavy Equipment Operator I				0						0	0			0	0	0	0
Security Guard I				0						0	0			0	0	0	0
Light Equipment Operator I				0						0	0			0	0	0	0
Utility Worker I				0						0	0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Reminder: *1. Totals in column 12 shall tally with entries in column 2.*
2. For the definitions, refer to Teaching Personnel Data (Table 8).
3. For teaching-related and non-teaching personnel currently deployed through clustering strategy, they shall be counted under their mother school.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 10. TEACHER EMPLOYMENT STATUS (Nationally-funded Teachers Working in the School & Contractual), SY 2024-2025 (As of February 28, 2025)

Position Title	Employment Status			
	Nationally-funded Teachers Working in the School		Contractual	
	Permanent	Provisional	Full-time	Part-time
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
Master Teacher IV				
Master Teacher III				
Master Teacher II				
Master Teacher I				
Teacher III				
Teacher II				
Teacher I				
Special Science Teacher I				
TOTAL	**0**	**0**	**0**	**0**

1. ***Permanent*** - refers to the employment status issued to a person who meets all the minimum qualification requirements of the position to which he/she is being appointed, including the appropriate eligibility prescribed, in accordance with the provisions of law, rules and standards promulgated in pursuance thereof. This includes all level of positions (As amended by CSC MC No. 15, s. 1999).
2. ***Provisional*** - refers to the employment status issued to a teacher who meets all the requirements of the position except eligibility (professional teaching license).
3. ***Contractual*** - refers to employment status issued to a person who obtains a rating of 70 and above but opts to work on contractual a basis, and or those who lacks the eligibility requirement but obtains a rating of between 65.00-69.99.

   a. Full-time Contractual - refers to teachers who carry/render full-time class teaching load of 360 minutes or more per day with or without assigned ancillary services**.**

   b. Part-time Contractual - refers to a practitioner in a field related to an SHS track/strand who teaches in SHS. Part-time SHS teachers may teach in one or more schools within the division, provided that the total teaching load will not exceed one-half of the regular teaching load. Prior to application, practitioner-SHS applicants currently employed by the national government or local government unit shall seek approval from the head of his/her unit to teach in SHS with supporting evidence thereto.

Reminders: ***Totals in Column 2 and 3 shall tally with Table 8 Column 18.***

Table 11. TEACHER WORKLOAD (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Position Title	Teachers with less than 360 mins of teaching load per day		Teachers with more than 360 mins of teaching load per day		Teachers with 360 mins of teaching load per day	TOTAL
	Designated with teaching-related assignments	Not designated to teaching-related assignments	Designated with teaching-related assignments	Not designated to teaching-related assignments		(Col.2+Col.3+Col.4+ Col.5+Col.6)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						**0**
Master Teacher III						**0**
Master Teacher II						**0**
Master Teacher I						**0**
Teacher III						**0**
Teacher II						**0**
Teacher I						**0**
Special Science Teacher I						**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

Teaching-Related Assignments, as defined in DepEd Order No. 005, s. 2024, refer to tasks related to teaching and academic learning which support learner development.

Reminder: ***Totals in column 7 of this table shall be equal to the totals in Table 8 (column 18 - Total Nationally-funded teachers working in the school).***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 12. TEACHERS WHO RECEIVED TRAINING WHILE IN-SERVICE FROM JANUARY 2024 TO DECEMBER 2024 (Nationally-funded teachers working in the school)

Position Title	Number of Teachers		
	Male	Female	TOTAL
Master Teacher IV			0
Master Teacher III			0
Master Teacher II			0
Master Teacher I			0
Teacher III			0
Teacher II			0
Teacher I			0
Special Science Teacher I			0
TOTAL	**0**	**0**	**0**

Note: Number of teachers who received training relevant to the subject matter they are teaching for the past 12 months.

Table 13. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) (Nationally-funded teachers working in the school) SY 2024-2025 (As of February 28, 2025)

Training on ICT	Number of Teachers		
	Male	Female	TOTAL
ICT Integration			0
ICT Literacy/Content			0
Software			0
Hardware			0
Others			0
TOTAL	**0**	**0**	**0**

1. ***ICT Integration*** - it is a strategy to incorporate information and communications technology into all facets of education and training, including the administrative functions and models required to support learning.
2. ***ICT Literacy/Content*** - knowledge to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society.
3. ***Software*** - the programs and other operating information used by a computer.
4. ***Hardware*** - the machines, writing, and other physical components of a computer or other electronic system.

Reminder: If a teacher is receiving more than one training on ICT, he/she can be counted more than once.

Table 14. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY (Nationally-funded teachers working in the school) SY 2024-2025 (As of February 28, 2025)

Training on Pedagogy	Number of Teachers		
	Male	Female	TOTAL
Constructivist			0
Inquiry based			0
Reflective			0
Collaborative			0
Integrative			0
Inclusive Education			0
Others			0
TOTAL	**0**	**0**	**0**

1. ***Pedagogy*** - strategies/approaches in teaching and learning. Based on RA 10533; Rule 2, Section 10.2.
2. ***Constructivist teaching*** - based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.
3. ***Inquiry based*** - is a form of active learning that starts by posing questions, problems or scenarios-rather than simply presenting established facts or portraying a smooth path to knowledge.
4. ***Reflective teaching*** - means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.
5. ***Collaborative learning*** - is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project.
6. ***Integrated approach*** - allows learners to explore, gather, process, refine and represent information about topics they want to investigate without the constraints imposed by traditional subject barriers (Pigdon and Wolly, 1992).
7. ***Inclusive Education*** - embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, learners, parents and the community (DepED Order No. 72, s. 2009).

Reminder: If a teacher is receiving more than one training on pedagogy, he/she can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist (HRTD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 15a. NUMBER OF TEACHERS BY GRADE LEVEL AND SEX
(Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Grade Level	Number of Teachers		
	Male	Female	TOTAL
Grade 11			0
Grade 12			0
TOTAL	0	0	0

Reminders of Tables 15a

1. *If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours.*
   However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.
2. *Totals in table 15a (counted only once) shall tally with the Totals in Table 8 columns 16, 17 & 18.*
3. *Entries in this table 15a shall be less than or equal to the entries in table 15b.*

Table 15b. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND SEX (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Teaching Assignment	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
LANGUAGE						
Oral Communication					0	0
Reading & Writing					0	0
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino					0	0
Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik					0	0
HUMANITIES						
21st Century Literature from the Philippines and the World					0	0
Contemporary Philippine Arts from the Regions					0	0
COMMUNICATION						
Media & Information Literacy					0	0
MATHEMATICS						
General Mathematics					0	0
Statistics & Probability					0	0
SCIENCE						
Earth and Life Science (Lecture and Laboratory)					0	0
Physical Science (Lecture and Laboratory)					0	0
SOCIAL SCIENCE						
Personal Development / Pansariling Kaunlaran					0	0
Understanding Culture, Society and Politics					0	0
PHILOSOPHY						
Introduction to the Philosophy of the Human Person / Pambungad sa Pilosopiya ng Tao					0	0
PE AND HEALTH						
Physical Education and Health					0	0
DISASTER READINESS AND RISK REDUCTION					0	0
TOTAL	0	0	0	0	0	0

Reminders of Tables 15b

1. *A teacher who is teaching more than one learning area or grade level can be counted more than once.*
2. *If a teacher is teaching more than one grade level, he/she can be counted in all the grade levels he/she is handling. In the case of a teacher handling one grade level only, he/she shall also be counted in the grade level that he/she is handling in table "Counted more than once".*
3. *Entries in this table 15b shall be greater than or equal to the entries in table 15a.*

Table 16a. NUMBER OF TEACHERS HANDLING TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK BY GRADE LEVEL AND SEX (COUNTED ONLY ONCE)
SY 2024-2025 (As of February 28, 2025)

Grade Level	Number of Teachers		
	Male	Female	TOTAL
Grade 11			0
Grade 12			0
TOTAL	0	0	0

Reminders of Tables 16a:

1. *If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours.*
   However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.
2. *Entries in this table 16a shall be less than or equal to the entries in table 16b.*

Table 16b. NUMBER OF TEACHERS HANDLING TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK BY GRADE LEVEL AND SEX (COUNTED MORE THAN ONCE)
SY 2024-2025 (As of February 28, 2025)

Grade Level	Number of Teachers		
	Male	Female	TOTAL
Grade 11			0
Grade 11			0
Grade 12	0	0	0

Reminders of Tables 16b:

1. *If a teacher is teaching more than one grade level, he/she can be counted in all the grade levels he/she is handling. In the case of a teacher handling one grade level only, he/she shall also be counted in the grade level that he/she is handling in table "Counted more than once".*
2. *Entries in this table 16b shall be greater than or equal to the entries in table 16a.*

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

_____
(Signature Over Printed Name) / Date

Position Title : _____

_____
(Signature Over Printed Name) / Date

Table 17. NUMBER OF TEACHERS BY HIGHEST EDUCATIONAL ATTAINMENT (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Highest Educational Attainment	Number of Teachers		
	Male	Female	TOTAL
Bachelor Degree			0
Master Degree Units			0
Master Degree			0
Doctorate Degree Units			0
Doctorate Degree			0
TOTAL	0	0	0

Reminder: *1. A teacher shall be counted based on his/her highest level of educational attainment regardless if it is related to his/her specialization subject or not (i.e. Master of Public Administration [MPA], Master in Business Administration [MBA], etc.).*
2. Totals in Table 18 shall be equal to the totals in Table 8 (columns 16, 17 and 18 - Total Nationally-funded teachers working in the school).

Table 18. NUMBER OF SCIENCE TEACHERS WITH SCIENCE EDUCATION MAJOR (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Area of Specialization	Number of Teachers		
	Male	Female	TOTAL
General Science			0
Biology			0
Chemistry			0
Physics			0
Others			0
TOTAL	0	0	0

Reminder: *A science teacher with Science Education Major who has more than one specialization can be counted more than once.*

Table 19. NUMBER OF CLASSES ASSIGNED TO TEACHERS (Nationally-funded only) BY SUBJECT, CLASS SIZE AND SPECIALIZATION, SY 2024-2025 (As of February 28, 2025)

Core Subject	No. of Classes with class size of greater than 40 assigned to …					No. of Classes with class size of less than or equal to 40 assigned to …					TOTAL Number of Classes
	teachers who are …			teachers who ...		teachers who are …			teachers who ...		
	Graduate Degree Major Col. 1	Bachelor's Degree Major Col. 2	Bachelor's Degree Minor Col. 3	Has Special Training Col. 4	Has No Special Training Col. 5	Graduate Degree Major Col. 6	Bachelor's Degree Major Col. 7	Bachelor's Degree Minor Col. 8	Has Special Training Col. 9	Has No Special Training Col. 10	Col. 11
English											0
Filipino											0
Humanities											0
Communication											0
Mathematics											0
Science											0
Social Science											0
Philosophy											0
PE and Health											0

1. ***Class size*** - refers to the number of learners under the authority of one teacher in one classroom. For this table, class size are classified into 2 only, greater than 40; and less than or equal to 40.
2. ***Special Training*** - refers to a focused course or program that provides a teacher without formal academic degree in a specific subject with the necessary skills and knowledge to teach that subject effectively.

Reminder: *This table accounts for the number of classes and NOT for the number of teachers, but be mindful of the teacher's specialization in counting subjects and classes.*

Example *1. If a teacher who handles 3 classes in Mathematics (2 classes with class size greater than 40; 1 class with class size less than 40) is a Bachelor's Degree Major in Mathematics, "2" and "1" shall be entered in Col. 2 and Col. 7 under Mathematics subject, respectively.*
2. If a teacher who handles 4 classes (2 classes in English with class size greater than 40; 2 classes in Filipino with class size less than 40), is a Bachelor's Degree Major in English and also a Bachelor's Degree Minor in Filipino, "2" shall be entered in Col. 2 under English subject and "2" in Col. 8 under Filipino subject.
3. If a teacher who handles a Mathematics class with class size less than 40 is a Bachelor's Degree Major in Science and has special training in Mathematics, "1" shall be entered in Col. 9 under Mathematics subject.

Table 20. NUMBER OF ENGLISH, FILIPINO, MATHEMATICS AND SCIENCE TEACHERS BY SPECIALIZATION (Nationally-funded teachers working in the school), SY 2024-2025 (As of February 28, 2025)

Teaching Assignment	Full-Time Teachers									Part-Time Teachers								
	Major in				Minor in				Major / Minor in Other Subjects	Major in				Minor in				Major / Minor in Other Subjects
	English	Filipino	Mathematics	Science	English	Filipino	Mathematics	Science		English	Filipino	Mathematics	Science	English	Filipino	Mathematics	Science	
English																		
Filipino																		
Mathematics																		
Science																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Reminder: *A teacher who is teaching more than one teaching assignment or more than one specialization can be counted more than once.*

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 21a. NUMBER OF TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Trainer's Methodology I	Trainer's Methodology II	Total
Home Economics (HE)								
Attractions and Theme Parks Operations with Ecotourism								**0**
Barbering								**0**
Bartending								**0**
Beauty/ Nail Care								**0**
Bread and Pastry Production								**0**
Caregiving								**0**
Commercial Cooking								**0**
Cookery								**0**
Dressmaking								**0**
Events Management Services								**0**
Fashion Design (Apparel)								**0**
Food and Beverage Services								**0**
Front Office Services								**0**
Hairdressing								**0**
Handicraft- Basketry, Macrame								**0**
Handicraft- Fashion Accessories, Paper Craft								**0**
Handicraft- Needlecraft								**0**
Handicraft- Woodcraft, Leathercraft								**0**
Housekeeping								**0**
Tailoring								**0**
Local Guiding Services								**0**
Tourism Promotion Services								**0**
Travel Services								**0**
Wellness Massage								**0**
Agri-Fishery Arts (AFA)								
Agricultural Crops Production								**0**
Animal Health Care Management								**0**
Animal Production								**0**
Aquaculture								**0**
Artificial Insemination- Ruminants								**0**
Artificial Insemination- Swine								**0**
Fish Capture								**0**
Fish Products Packaging								**0**
Fishport/ Wharf Operation								**0**
Fishing Gear Repair and Maintenance								**0**
Food (Fish) Processing								**0**
Horticulture								**0**
Landscape Installation and Maintenance								**0**
Organic Agriculture								**0**
Pest Management								**0**
Rice Machinery Operation								**0**
Rubber Processing								**0**
Rubber Production								**0**
Slaughtering Operation								**0**

Reminders: *1. A teacher who is teaching more than one learning area can be counted more than once (vertical).*
2. A teacher shall be counted once according to their TESDA National Qualifications (horizontal).

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 21b. NUMBER OF TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Trainer's Methodology I	Trainer's Methodology II	Total
Industrial Arts (IA)								
Automotive Servicing								**0**
Carpentry								**0**
Construction Painting								**0**
Consumer Electronics Servicing								**0**
Domestic Refrigeration and Airconditioning - DOMRAC Servicing								**0**
Driving								**0**
Electric Power Distribution Line Construction								**0**
Electronic Products Assembly and Servicing								**0**
Electrical Installation and Maintenance								**0**
Furniture Making- Finishing								**0**
Instrumentation and Control Servicing								**0**
Gas Metal Arc Welding- GMAW								**0**
Gas Tungsten Arc Welding- GTAW								**0**
Machining								**0**
Masonry								**0**
Mechatronics Servicing								**0**
Motorcycle/ Small Engine Servicing								**0**
Plumbing								**0**
Refrigeration and Air-Conditioning - Packaged Air-Conditioning Unit (PACU) / Commercial Refrigeration Equipment (CRE) Servicing								**0**
Shielded Metal Arc Welding								**0**
Tile Setting								**0**
Transmission Line Installation and Maintenance								**0**
Information and Communication Technology (ICT)								
Animation								**0**
Broadband Installation- Fixed Wireless Systems								**0**
Computer Hardware Servicing								**0**
Computer Programming (NC IV)								**0**
Contact Center Services								**0**
Illustration								**0**
Medical Transcription								**0**
Technical Drafting								**0**
Telecom OSP and Subscriber Line Installation - Copper Cable / POTS and DSL								**0**
Telecom OSP Installation- Fiber Optic Cable								**0**
Technical-Vocational-Livelihood Maritime								
Navigational Watch								**0**
Engine Watch								**0**
Safety								**0**
Ship's Catering Services								**0**

Reminders: ***1. A teacher who is teaching more than one learning area can be counted more than once (vertical).***
2. A teacher shall be counted once according to their TESDA National Qualifications (horizontal).

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division HR Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 22. NUMBER OF TEACHERS SPECIALIZING IN ARTS AND DESIGN AND THE SPECIALIZATION THEY ARE HANDLING (Nationally-funded teachers only), SY 2024-2025 (As of February 28, 2025)

Art Specialization	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
Art Specialization						
Visual Arts					0	0
Media Arts					0	0
Theater Arts					0	0
Creative Writing					0	0
Music					0	0
Dance					0	0
TOTAL	0	0	0	0	0	0

Reminder: A teacher handling more than one art specialization may be counted more than once.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Curriculum Implementation Division (CID) Personnel:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Box 1. LEARNING ACTION CELL (LAC) SESSION, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Indicate the number of LAC Session/s conducted:

a. Conducted last SY 2023-2024 _____

b. Planned to be conducted this SY 2024-2025 _____

Validated by Curriculum Implementation Division (CID) Personnel:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Box 2. ACTION RESEARCH, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Indicate the number of Action Research conducted:

a. Completed last SY 2023-2024 _____

b. On-going _____

c. To be conducted _____

Validated by Senior Education Program Specialist (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 3. LEARNER GOVERNMENT PROGRAM (LGP), SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Do you have a Supreme Secondary Learner Government (SSLG) in your school? ☐ Yes ☐ No
   1.a. If Yes, did the school conduct an SSLG election? ☐ Yes ☐ No
2. Did the school establish Commission on Election and Appointment (COMEA)? ☐ Yes ☐ No
3. Based on the records of the last or previous SSLG election, how many learners participated and cast their votes?

Grade Level	Male	Female	TOTAL
Grade 11			**0**

4. Do you have a designated SSLG teacher-adviser in the current school year? ☐ Yes ☐ No
   4.a. What is the position of the deisgnated SSLG Teacher-Adviser?
   ☐ Teacher I ☐ Master Teacher I ☐ Master Teacher IV
   ☐ Teacher II ☐ Master Teacher II ☐ Others, (specify) _____
   ☐ Teacher III ☐ Master Teacher III
   4.b. If Yes, how long has the teacher-adviser been in charge of the SSLG on consecutive basis?
   ☐ 0-3 years ☐ 4-6 years ☐ 7-9 years ☐ 10 years and above
   4.c. Does your SSLG teacher-adviser attend DepEd initiated training for the SSLG-related program? ☐ Yes ☐ No
   4.d. Does the SDO authorize to grant Service Credit (SC) for activities conducted / attended by SSLG teacher-advisers during Weekend / holiday? ☐ Yes ☐ No
   4.e. Does the Teacher Adviser have any other responsibilities in the school other than being the SSG Teacher-Adviser? ☐ Yes ☐ No
5. Does the SSLG able to perform their function as part of the Child Protection Committee (CPC)? ☐ Yes ☐ No
6. Does the SSLG served as a learner representative in the School Governace Council? ☐ Yes ☐ No
7. Did the school allocate a budget for SSLG-initiated activities as part of the School Implementation Plan (SIP)/ Annual Implementation Plan (AIP)? ☐ Yes ☐ No
   7.a. If Yes, what percentage (%) of the MOOE is allotted to SSLG?
   ☐ Less than 1% ☐ 1-2% ☐ 3-5% ☐ More than 5%
8. Is there a dedicated room for the SSLG to utilize? ☐Yes ☐No
9. Does the SSLG conduct learner-initiated activities? ☐Yes ☐No
   If Yes, provide appropriate answers.

Conducted Activities, Fund Utilization, and Fund Source							
Related Programs, Projects, and Activities (Advocacy, Training, Orientation, IEC materials, etc.)	**Number of Activities Conducted**	**Total Amount Utilized**	**Fund Source** *(Check all applicable)*				
			MOOE	**LGUs/SEF**	**PTA**	**Private Donation**	**Other Gov't Agencies**
Childs Right and Protection			☐	☐	☐	☐	☐
Comprehensive Sexual Education (CSE) - Adolescent Reproductive Health			☐	☐	☐	☐	☐
Mental Health			☐	☐	☐	☐	☐
Drug, Tobacco, and Alcohol Prevention			☐	☐	☐	☐	☐
Inclusivity (LGBTQ, IP, LWD, Muslim, etc.)			☐	☐	☐	☐	☐
Climate Change, Environment, Agriculture			☐	☐	☐	☐	☐
Entrepreneurship			☐	☐	☐	☐	☐
Future Readiness			☐	☐	☐	☐	☐
Culture, Arts, and Peace			☐	☐	☐	☐	☐
Others			☐	☐	☐	☐	☐

10. Has the Division Youth Formation Coordinator (YFC) visited the school to monitor the implementation of SSLG? ☐ Yes ☐No

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Youth Formation Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 4. CAREER GUIDANCE PROGRAM (CGP), SY 2024-2025 (As of February 28, 2025)
(Check/provide appropriate answers)

1. Is there a Guidance Counselor assigned in your school? ☐ Yes ☐ No
   1.a. If yes, how many Guidance Counselor/s your school has/have?
   1.b. Does the guidance counselor/s also serve as Career Guidance Advocate? ☐ Yes ☐ No
   1.c. Does your Guidance Counselor/s attend DepEd-initiated training for Career Guidance-related program? ☐ Yes ☐ No
2. Do you have designated Career Advocate (CA)? ☐ Yes ☐ No
   2.a. If Yes, how many designated CA/s does your school has/have?

Personnel	Male	Female	TOTAL
Teaching			0
Teaching-Related			0
Non-Teaching			0
TOTAL	0	0	0

   2.b. Does your Career Advocate/s attend DepEd initiated training for Career Guidance-related programs? ☐ Yes ☐ No
3. Do you have a designated Career Guidance Office? ☐ Yes ☐ No
4. Does your school conduct Career Guidance-related activities? ☐ Yes ☐ No
   4.a. If yes, how many career guidance-related activities did school conduct?
   4.b. What was the total amount utilized for the conducted Career Guidance-related activities?
   4.c. What grade level/s participated in the Career Guidance-related activities? *(Check all applicable)*
   ☐ Garde 11 ☐ Grade 12

   4.d What are the funding source/s for Career Guidance-related activities? *(Check all applicable)*
   ☐ MOOE ☐ PTA fund ☐ Other Gov't Agency
   ☐ LGU/SEF fund ☐ Private Individual / Sector

5. Are there learners who consulted regarding career-related concerns? ☐ Yes ☐ No
   5.a. If yes, how many learners have asked for consultation on Career-related concerns?

Grade Level	Male	Female	TOTAL
Grade 11			0
Grade 12			0

Box 5. SCHOOL CLUBS AND ORGANIZATIONS, SY 2024-2025 (As of February 28, 2025)
(Check/provide appropriate answers)

1. **How many learners have joined school clubs and organizations?**

Grade Level	Male	Female	TOTAL
Grade 11			0
Grade 12			0

2. **What are the existing co-curricular school clubs and organizations in your school related to the following tracks? (Select all applicable)**
   2.a. ☐ ABM
   2.b. ☐ GAS
   2.c. ☐ HUMSS
   2.d. ☐ STEM
   2.e. ☐ Arts and Design
   2.f. ☐ TVL
   2.g. ☐ Others, please specify:

3. **What are other existing school clubs and organizations in your school? (Select all aplicable)**
   3.a. ☐ Barkada Kontra Droga (BKD)
   3.b. ☐ Batang Emergency Response Team (BERT)
   3.c. ☐ Boy Scout of the Philippines (BSP)
   3.d. ☐ Drums and Lyre
   3.e. ☐ Girl Scout of the Philippines (GSP)
   3.f. ☐ Journalism
   3.g. ☐ Project W.A.T.C.H
   3.h. ☐ Red Cross Youth Council (RCYC)
   3.i. ☐ Youth for Environment in Schools Organization (YES-O)
   3.j. ☐ Sports Club
   3.l. ☐ Others, please specify:

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Division Youth Formation Coordinator:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 6. YOUTH FOR ENVIRONMENT IN SCHOOL ORGANIZATION (YES-O) AND BARKADA KONTRA DROGA (BKD) PROGRAM
SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school have established YES-O and BKD organization?

Organization	With established organization	
YES-O	☐ Yes	☐ No
BKD	☐ Yes	☐ No

2. How many members does the YES-O and BKD have?

Grade Level	Number of Members					
	YES-O			BKD		
	Male	Female	Total	Male	Female	Total
Grade 11			0			0
Grade 12			0			0

3. Answer the following questions regarding teacher-advisers.

Organization	Does the school has a designated Teacher Adviser?	What is the length of tenure of the TA in consecutive basis?	Was the TA reduced a teaching load?	Does the TA able to attend organization-related trainings?	Does SDO grant Service Credit for TA who attend activities during weekends or holidays?
YES-O	☐ Yes ☐ No	☐ 0-3 yrs ☐ 4-6 yrs ☐ 7-9 yrs ☐ 10 yrs above		☐ Yes ☐ No	☐ Yes ☐ No
BKD	☐ Yes ☐ No	☐ 0-3 yrs ☐ 4-6 yrs ☐ 7-9 yrs ☐ 10 yrs above	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

4. Does the school have a dedicated room for YES-O and BKD?

Organization	With dedicated room	
YES-O	☐ Yes	☐ No
BKD	☐ Yes	☐ No

5. Does the YES-O and BKD conduct learner-initiated activities?

Conducted Activities, Fund Utilization, and Fund Source							
YES-O Related ActivitiesPrograms, Projects and Activities	Number of activities conducted	Total Amount Utilized	Fund Source *(Check all applicable)*				
			MOOE	LGUs/SEF	PTA	Private Donation	Other Gov't Agencies
A. YES-O Related Activities Programs, Projects and Activities							
Seedbank and Nursery Establishment			☐	☐	☐	☐	☐
Planting, Growing and Caring for Trees/Mangroves			☐	☐	☐	☐	☐
Environmental Information Education Advocacy (E-IEA)			☐	☐	☐	☐	☐
Conservation of Resources			☐	☐	☐	☐	☐
Clean Up Drives			☐	☐	☐	☐	☐
Ecological Solid Waste Management			☐	☐	☐	☐	☐
Outreach Programs			☐	☐	☐	☐	☐
Promotion of Local Ecotourism Sites			☐	☐	☐	☐	☐
Environmental Camps			☐	☐	☐	☐	☐
B. BKD Related Activities Programs, Projects and Activities							
Drug Prevention			☐	☐	☐	☐	☐
Tobacco Prevention			☐	☐	☐	☐	☐
Alcohol Prevention			☐	☐	☐	☐	☐
Other vices (Gambling, excessive online gaming, etc.)			☐	☐	☐	☐	☐

6. How many incidents were reported related to the following:

Reported Cases	Number of Reported Incidences
Drug use	
Alcohol use	
Smoking	
Other vices (Gambling, excessive online gaming, etc.)	

7. Has the Division Youth Formation Coordinator (YFC) visited the school to monitor the implementation of the YES-O and BKD?

Organization	Visited and monitored by YFC	
YES-O	☐ Yes	☐ No
BKD	☐ Yes	☐ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Division Youth Formation Coordinator:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Planning Officer III (PRS-SGOD):
_____
(Signature Over Printed Name) / Date

Table 23. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)

(Provide appropriate answers)

Types of Computer	NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	TOTAL
Academic Use								
Desktop								0
Laptop								0
All-in-One								0
Tablet								0
Tablet PC								0
Virtual Terminal (Thin Client)								0
Administrative Use								
Desktop								0
Laptop								0
All-in-One								0
Tablet								0
Tablet PC								0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

1. Indicate the number of functional computers according to the following funding sources:

a. DepEd DCP - computers procured through the DepEd Computerization Program.

b. DepEd non-DCP - computers procured through other DepEd downloaded funds.

c. LGU/SEF - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.

d. PTA - computers funded from the Parents-Teachers Association (PTA).

e. Private Donations - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assisted funds.

f. Other Government Agencies - computers funded from other government agencies such as DTI, DOST, CICT, etc.

g. Others - computers procured from other sources not listed above.

2. Computer - refers to electronic devices for storing and processing data such as :

a. Desktop - refers to a computer that is designed to be used on a table.

b. Laptop - refers to a compact and portable personal computer featuring a hinged display and an integrated keyboard, designed for mobile use with the convenience of battery-powered operation. Notebook also fall into this category.

c. All-in-One - refers to a type of computer that integrates all the components of a traditional desktop computer into a single unit, including the monitor, central processing unit (CPU), speakers, and often a webcam and microphone.

d. Tablet - refers to a portable computer that has a touchscreen feature as the primary means of input.

e. Tablet PC - features a touchscreen display that can be used with a stylus or finger, and can be converted into a laptop-like configuration by attaching a keyboard or a keyboard dock.

f. Virtual Terminal (Thin Client) - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host.

(Reminder: Do not count the computer host.)

3. Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

4. Computer for Administrative Use - refers to computer units used for encoding administrative data of the school (e.g., enrolment, attendance, disbursements, financial statements, and other reports).

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 24. NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Types of ICT Equipment	NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	TOTAL
Academic Use								
LED TV								0
SMART TV								0
Network Switch								0
Printer								0
Projector								0
External Hard Drive								0
UPS								0
Wireless Router								0
Lapel								0
Charging Carts								0
Administrative Use								
LED TV								0
SMART TV								0
Network Switch								0
Printer								0
Projector								0
External Hard Drive								0
UPS								0
Wireless Router								0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ICT Equipment - *refers to electronic devices such as hardware and software that are intended to perform information processing and communication functions.*

1. ***LED TV*** **-** refers to a type of television that uses Light Emitting Diodes (LEDs) to illuminate the display.
2. ***SMART TV*** **-** refers to a television set that has integrated internet connectivity and built-in software or applications, enabling it to access online content and interactive services.
3. **Network Switch -** refers to a device used to network multiple computers together.
4. ***Printer*** **-** refers to a machine for printing text or illustrations on paper.
5. ***Projector*** **-** refers to a machine that projects images onto a screen or a wall.
6. ***External HardDrive*** **-** portable storage device that is connected to a computer or other digital devices via an external interface, typically USB, Thunderbolt, eSATA, or other connection methods.
7. ***Uninterruptible Power Source (UPS)*** **-** refers to an electronic equipment that provides battery backup when the electrical power source fails.
8. ***Wireless Router*** **-** refers to electronic device that works as router and as a wireless access point, to provide access to the internet or a private computer network.
9. ***Lapel*** **-** refers to an electronic device used to amplify voice.
10. ***Charging Carts - refers to a mobile storage units equipped with multiple charging ports designed to securely store and recharge electronic devices.***

Certified True and Correct by:

School Head _____
(Signature Over Printed Name) / Date

Position Title _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 7. NUMBER OF E-CART COMPONENTS IN THE SCHOOL BY FUNDING SOURCE, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

A. DCP (DepEd Computerization Program)

Types of E-Cart Components	Number of E-Cart Components (Functional)		
	2022-01	2023-01	2024-01
Laptop			
Smart TV			
Charging Carts			
Wireless Router			
External HDD			
TOTAL	**0**	**0**	**0**

E-Cart Package - refers to a set of mobile educational resources. These packages might include a combination of electronic devices (such as laptops or tablets), charging cart, Smart TV and other possible educational technology tools. These packages are designed to enhance digital learning, facilitate technology-enabled teaching, or support various educational initiatives."

1. ***Laptop*** - refers to a personal computer designed for mobile use, typically featuring a hinged display screen attached to a keyboard.
2. ***Smart TV*** - refers to a television set integrated with internet connectivity and interactive features.
3. ***Charging Carts*** - refers to a mobile storage units equipped with multiple charging ports designed to securely store and recharge electronic devices.
4. ***Wireless Router*** - refers to a network device that enables the creation of a local area network (LAN) by connecting to a modem.
5. ***External HDD*** - refers to a portable storage device connected to a computer through a USB or other external interface.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 8. INTERNET CONNECTIVITY, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Are there internet service providers in the area? ☐ Yes ☐ No

   If Yes, check the appropriate internet service provider/s servicing the area:

   ☐ GLOBE ☐ SKYCABLE ☐ EASTERN COMMUNICATIONS

   ☐ SMART ☐ CONVERGE ☐ DITO TELECOMMUNITY

   ☐ PLDT ☐ STARLINK ☐ Others, (specify) _____

2. Does the school subscribe to any internet service provider/s? ☐ Yes ☐ No

   If Yes, tick the purpose:

   ☐ For administrative use ☐ For classroom instruction use ☐ For both administrative and classroom instruction use

   If No, what keeps the school from subscribing to internet services? *(Kindly provide short answer).* _____

3. What is the coverage area of your internet subscription? *(Select all that apply).*

   ☐ School-wide ☐ Elementary School Area ☐ ICT Room/Laboratory

   ☐ Faculty area ☐ Junior High School (JHS) Area ☐ Library

   ☐ Principal's office ☐ Senior High School (SHS) Area ☐ Other area/s, (specify) _____

4. How many rooms were utilizing the school internet service:

   a. For administrative use _____ b. For classroom instruction use _____

5. Are you a recipient of DICT Free Wifi? ☐ Yes ☐ No

1. Internet Service Provider (ISP) **-** refers to an organization that provides a myriad of services for accessing, using, or participating in the internet.

2. Coverage Area:

- ***a. School-wide*** **-** refers to the entirety of a school's physical space, encompassing all its buildings, facilities, and outdoor grounds.
- ***b. Faculty Area*** **-** refers to a specific section within a school where teaching staff, including teachers and educators, gather for academic and professional purposes.
- ***c. Principal's office*** **-** refers to the official workspace of the school's principal or head administrator.
- ***d. Elementary Schools Area*** **-** refers to the designated section of the school where students in elementary grades congregate for classes, activities, and social interaction.
- ***e. Junior High Schools (JHS) Area*** **-** refers to the designated section of the school where students in Junior High Schools (JHS) congregate for classes, activities, and social interaction.
- ***f. Senior High School (SHS) Area*** **-** refers to the designated section of the school where students in Senior High School (SHS) congregate for classes, activities, and social interaction.
- ***g. ICT Room/Laboratory*** **-** refers to the space that serves as an environment for learning and teaching related to information technology and digital skills.
- ***h. Library*** **-** refers to the place where a collection of organized information resources, including books, digital media, periodicals, and more, made available for research, learning, reference, and leisure reading.

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 25. INTERNET CONNECTIVITY BY PROVIDER, SY 2024-2025 (As of February 28, 2025)

(Provide appropriate answers)

Internet Service Provider *(Select from available ISPs in Box 8)*	Types of Internet Connection *(Satellite, DSL, Fiber, Point-to-point, Wireless Broadband, Mobile Data, Cable)*	Purpose *(For administrative use, For classroom instruction use, For both administrative & classroom instruction use)*	Speed Test					Quality / Realibity *(Strong, Stable, Weak, Intermittent, Poor)*	Average Monthly Expense *(in PhP)*	Funding Source *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, Others)*
			Date Tested (mm/dd/yyyy)	*Time Tested (HH:MM:SS 24 hrs. format) e.g. 1:20 AM = 1:20:00 1:20 PM = 13:20:00)*	*Ping (ms)*	*Download (Mbps)*	*Upload (Mbps)*			

1. Types of Internet Connection:

- *a. Satellite* - refers to a broadband connection that uses communication satellites in orbit to transmit data between a user's satellite dish and an internet service provider (ISP).
- *b. DSL* - refers to the type of internet connection that uses existing telephone lines to transmit digital data.
- *c. Fiber* - refers to the high-speed broadband internet connection that utilizes thin strands of glass or plastic fibers to transmit data as pulses of light.
- *d. Point-to-Point* - refers to the internet connection that involves a dedicated link between two locations, often using wireless or wired connections.
- *e. Wireless Broadband* - refers to the internet access delivered wirelessly, typically using radio signals or microwave technology.
- *f. Mobile Data* - refers to the internet access provided through cellular networks.
- *g. Cable* - refers to the internet connection that utilizes the same coaxial cable infrastructure as cable television to provide internet access.

2. Purpose - refers to the purpose of internet connection if it is for administrative use, for classroom instruction use or for both administrative & classroom instruction use.

3. Types of Quality / Reliability:

- *a. Strong* - refers to a connection that is robust, has a high data throughput, and is unlikely to experience disruptions or drops in speed.
- *b. Stable* - suggests that the signal maintains a steady and predictable performance without significant fluctuations or interruptions.
- *c. Weak* - the connection is not very robust, may have low data throughput, and is more susceptible to disruptions or fluctuations in speed.
- *d. Intermittent* - the signal may be unreliable, with interruptions or gaps in connectivity.
- *e. Poor* - the connection is significantly below acceptable standards, often resulting in slow speeds, frequent disruptions, and a generally unreliable performance.

4. Average Monthly Expense - refers to the average cost spent in Philippine Peso for the internet connection by type, ISP and funding source.

5. Funding Source - refers to the financial resource of the government or other entity set aside for specific purposes to finance specific programs and projects.

Note: This table shall be filled out if the school subscribes to an internet service provider, if "Yes" is answered in Box 8 item 2, and/or if the school answered "Yes" in Box 8 item 5 as a recipient of DICT Free Wifi.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 26. CELLULAR COMMUNICATION, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

Cellular Service Provider *(SMART, GLOBE, TALK n TEXT, SUN, DITO, RED MOBILE, TOUCH MOBILE, Others)*	**Signal Capacity** *(Check all applicable)*	**Types of Cellular Wireless Technology** *(2G/3G/LTE/5G)*	**Average Monthly Expense** *(in PhP)*	**Funding Source** *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, Others)*
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			
	☐ Text/SMS ☐ Video Call ☐ Call ☐ No Signal at all ☐ Send/View Images			

1. Cellular Service Provider - refers to an authorized telecommunication company to provide cellular , mobile, and telephone service in a specified service area.

- *a. SMART*
- *b. GLOBE*
- *c. TALK n TEXT*
- *d. SUN*
- *e. DITO*
- *f. RED MOBILE*
- *g. TOUCH MOBILE*
- *h. Others*

2. Signal Capacity - refers to the ability of the cellular's signal to perform activities.

- *a. Text/ SMS* - refers to the ability to receive and send text or Small Message Service (SMS).
- *b. Call* - refers to the ability to complete a call without signal drop.
- *c. Send / View images* - refers to the ability to receive and send images without image corruption.
- *d. Video Call* - refers to the ability to initiate and receive video call without interruption.
- *e. No Signal at all* - refers to the cellular's reception/signal with no ability to perform all the above-mentioned activities.

3. Types of Cellular Wireless Technology - refers to the type/level of wireless mobile telecommunications technology available.

- *a. 2G (Second Generation)* - refers to a cellular wireless technology that offers a theoretical maximum transfer speed of 40 kbit/s (5 KB/s).
- *b. 3G (Third Generation)* - refers to a cellular wireless technology that offers a speed of at least 7.2 Mbps.
- *c. LTE (Long Term Evolution)* - refers to a mobile wireless technology that offers a speed of 50 Mbps to 100 Mbps.
- *d. 5G (Fifth Generation)* - refers to a cellular wireless technology that offers a speed of around 1 Gbps to 20 Gbps.

4. Average Monthly Expense - refers to the average cost spent in Philippine Peso for the cellular communication by type of cellular wireless technology, cellular service provider and funding source.

5. Funding Source - refers to the identified source of financial support/fund type.

Note: This table shall be filled out if the school subscribes to any cellular service provider.

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

_____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 27. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2024 TO DECEMBER 2024

MOOE	Amount in PhP
Allocation	
Utilization	
Liquidation	

1. ***Maintenance and Other Operating Expenses (MOOE)*** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.

2. ***MOOE Allocation*** - refers to the MOOE provided for the previous fiscal year.

3. ***MOOE Utilization*** - refers to the amount of MOOE utilized from the MOOE allocation of the previous fiscal year.

4. ***MOOE Liquidation*** - refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous fiscal year.

Box 9. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Electrical Supply Sources:
   - ☐ Grid Supply
   - ☐ Off Grid Supply
     - ☐ Solar Power
     - ☐ Generator
     - ☐ Others, (specify) _____
   - ☐ No source of electricity
2. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in PhP)* _____
3. What is the funding source?
   - ☐ School MOOE ☐ School Canteen Fund
   - ☐ LGU ☐ Private Individual/Sector
   - ☐ PTA ☐ Others, (specify) _____
4. Number of **hours** that the electricity is usually available in a day: _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g., **electric cooperatives such as ANTECO, BASELCO, CASURECO, MERALCO, NAPOCOR, etc.**).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g., **solar power, generator, hydro electric, micro hydro, wind turbine, windmill, etc.**).
3. ***No source of electricity*** - without existing electrical supply at all.

Validated by Division Accountant:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 10. SCHOOL SITE, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. School Site Ownership and / or Proof of Occupancy
   a. Ownership in the name of:
   - ☐ DepEd ☐ Other Government Agency
   - ☐ LGU ☐ Private Entity / Individual/s

   b. With Document? ☐ Yes ☐ No

   If Yes, what Document Type:
   - ☐ Original Certificate of Title (OCT)
   - ☐ Transfer Certificate of Title (TCT)
   - ☐ Certificate of Land Ownership Award (CLOA)
   - ☐ Special Patent
   - ☐ Presidential Proclamation
   - ☐ Tax Declaration
   - ☐ Deed of Absolute Sale
   - ☐ Deed of Donation
   - ☐ Certificate of Stewardship
   - ☐ Special Land Use Permit (SLUP)
   - ☐ Contract of Usufruct
   - ☐ Memorandum of Agreement or Understanding
   - ☐ Lease Agreement
   - ☐ Special Forest Landuse Agreement (FLAg)
   - ☐ Gratuitous Special Use Permit (GSUP)
   - ☐ Others, (specify) _____

2. Total Land Area *(in square meters)* : _____

3. Mode of Acquisition of School Site:

Mode	Year Acquired
☐ Donation	
☐ Purchase	
☐ Usufruct Agreement	
☐ Expropriation	
☐ Deed of Exchange (Land Swapping)	
☐ Presidential Proclamation	
☐ Special Patent	
☐ Certificate of Land Ownership Award (CLOA)	
☐ Special Land Use Permit (SLUP)	
☐ Others, (specify) _____	

4. Within Ancestral Domain :
   With Usufruct Agreement?
   ☐ Yes ☐ No
   With Certificate of Ancestral Domain Title (CADT)?
   ☐ Yes ☐ No

5. Within Ancestral Land :
   With Usufruct Agreement?
   ☐ Yes ☐ No
   With Certificate of Ancestral Land Title (CALT)?
   ☐ Yes ☐ No

6. Legal Ownership Issues :
   - ☐ With Adverse Claim
   - ☐ Encroachment
   - ☐ With Informal Settlers
   - ☐ Others, (specify) _____

7. School Site within :
   - ☐ Protected Areas
   - ☐ Areas classified as Timberland and Forestland

1. ***School Site Ownership and / or Proof of Occupancy*** - refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
   Document Type:
   Certificate of Title - refers to the transcript of the decree or registration made by the Register of Deeds.
   a. ***Original Certificate of Title (OCT)*** - refers to a document when the land has been adjudicated and decreed in the name of its owner in registration proceeding and the title issued for the **first time** is pursuant of such decree.
   b. ***Transfer Certificate of Title (TCT)*** - refers to a document when the land title is **cancelled and replaced** by another title by reason of sale or transfer.
   c. ***Certificate of Land Ownership Award (CLOA)*** - refers to a proof of ownership of the agrarian reform beneficiary with respect to private and agricultural land covered under RA 6657.
   d. ***Special Patent*** - refers to a public instrument issued by the government confirming the grant by the State of the ownership over a parcel of agricultural land (alienable and disposable) in favor of a grantee.
   e. ***Presidential Proclamation*** - refers to a proclamation issued by the President reserving an untitled land for public use.
   f. ***Tax Declaration*** - refers to a document issued by the Assessor's Office of the jurisdiction (e.g., city or municipality) evidencing the payment of taxes on the use of the real property.
   g. ***Deed of Absolute Sale*** - refers to a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   h. ***Deed of Donation*** - refers to a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   i. ***Certificate of Stewardship*** - refers to a document awarded to individuals or families actually occupying or tilling portions of forest lands pursuant to LOI 1260 for a period of 25 years' renewable for another 25 years.
   j. ***Special Land Use Permit (SLUP)*** - refers to a privilege granted by the State to a person to occupy, possess and manage in consideration of specified return, any public forest lands for a specific use or purpose.
   k. ***Contract of Usufruc*** t - refers to a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.

   l. ***Memorandum of Agreement or Understanding/Lease Agreement*** - refers to a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
   m. ***Special Forest Landuse Agreement (FLAg)*** - refers to contract between the government as first party represented by the Secretary or the Regional Director concerned, and a second party or a person, authorizing the latter to temporarily occupy, manage and develop in consideration of a government share, any forestland of the public domain for specific use for a period of 25 years.
   n. ***Gratuitous Special Use Permit (GSUP)*** - refers to a 5-year permit authorizing a head of a government agency and/or local chief executive to use certain portions of forest lands free of charge for the development of government managed projects of national interest and infrastructures for public service and use, and non-commercial projects of GOCCs.
   o. ***Others*** - refers to the other documents that are competent proof of ownership and occupancy.

(See continuation of definitions on the next page)

Note: In case the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation of definitions from previous page, Box 10)

2. ***Total Land Area*** - refers to the size in square meters of all areas designated as land used for some particular purpose such as school building.
3. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
    a. ***Donation*** - includes the four (4) types of donation: .
        a.1. ***Simple Donation*** - refers to a type of donation whereby a person, through an act of liberality disposes a piece of land in favor of the government.
        a.2. ***Conditional Donation*** - refers to a type of donation which imposes a condition (e.g., "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
        a.3. ***Inter Vivos Donation*** - refers to a type of donation that is in effect during the lifetime of the donor.
        a.4. ***Mortis Causa*** - refers to a type of donation that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
    b. ***Purchase*** - refers to a mode of acquisition of school sites by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
    c. ***Expropriation*** - refers to a mode of acquisition of school sites by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
    d. ***Exchange (Land Swapping)*** - refers to a mode of acquisition of school sites by exchanging an existing school site for a new site for justifiable reasons as identified by law.
    e. ***Presidential Proclamation*** - refers to a mode of acquisition of school sites by virtue of a declaration by the President under the procedures established by law.
4. ***Within Ancestral Domain*** - refers to all areas generally belonging to Indigenous Cultural Communities / Indigenous People (ICCs/IPs) comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, communally or individually since time immemorial. It covers the total environment, including the spiritual and cultural bonds to the areas which the ICCs/IPs possess, occupy and use and to which they have claims of ownership.
    a. ***Certificate of Ancestral Domain Titles (CADT)*** - refers refers to a title formally recognizing the rights of possession and ownership of ICCs/IPs over their ancestral domains identified and delineated in accordance with RA No. 837 otherwise known as the Indigenous People's Rights Act of 1973.
5. ***Within Ancestral Land*** - refers to occupied land, possessed and utilized by individuals, families and clans who are members of the ICCs/IPs since time immemorial. Ancestral lands include residential lots, rice terraces or paddies, private forests, swidden farms and tree lots. These may be found within ancestral domains.
    a. ***Certificate of Ancestral Land Title (CALT)*** - refers to a title formally recognizing the rights of ICCs/IPs over their ancestral lands.
6. ***Legal Ownership Issues:***
    a. ***Adverse Claim*** - refers to a written statement setting forth claim to the title or right to possession over a registered property, alleging how and under whom such alleged right was acquired.
    b. ***Encroachment*** - refers to unlawful interference or gaining upon the land, property, other possessions, or the rights of another.
    c. ***With Informal Settlers*** - refers to groups of housing units illegally constructed on a land that the occupants have no legal claim.
7. ***School Site within:***
    a. ***Protected Areas*** – refers to identified portions of land and water set aside by reason of their unique physical and biological significance, managed to enhance biological diversity and protected against destructive human exploitation, such as National Parks, Natural Parks, Natural Monuments, Protected Landscape, Protected Seascape, Game Refuge and Bird Sanctuaries, Resource Reserves, Managed Resource Protected Areas, Marine Reserves, Watershed Forest Reserves, Natural Biotic Areas, Wildlife Sanctuaries, and Wilderness Areas.
    b. ***Timberland and Forestland*** – refers to lands of the public domain which have been the subject of the present system of land classification and determined to be needed for forest purposes. Eventually, these lands will be proclaimed as forest reserves by the President.

Table 28. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2024-2025

*For each **ONE-WAY** trip from your school to the specified reference points (i.e., Schools Division Office, Municipal Office, and Nearest Schools), indicate the following:*

*1. **Travel cost** -* How much does it USUALLY* cost to travel from your school to the reference point? Specify your answers in Pesos.

*2. **Travel time** -* How many minutes does it USUALLY* take to travel from your school to the reference point?

*3. **Time spent walking** -* Given the USUAL* travel time in item 2, how much of this is spent walking? Specify your answers in minutes.

4. Crossing any body of water without a bridge - Do you need to cross any body of water (e.g., river, lake, sea) without a bridge to travel from your school to the reference point? Specify if yes or no.

5. Passing difficult terrain - Do you need to pass difficult terain (e.g., mountains, forests) to travel from your school to the reference point? Specify if yes or no.

Travel Details	From your school to your Schools Division Office (SDO)	From your school to your Municipal Office
1. Travel cost (in PhP)		
2. Travel time (in minutes)		
3. Time spent walking (in minutes)		
4. Crossing any body of water without a bridge (yes/no)		
5. Passing difficult terrain (yes/no)		

Notes : ***1. USUAL* - most frequent.***
2. For Integrated Schools (Elementary, JHS and/or SHS Schools) and Secondary Schools details should be provided separately for each level.
(e.g., Integrated School: Elementary - Php 20; JHS - Php 20)

EXAMPLE:

Over the course of 3 years, a school head has travelled from her school to the Schools Division Office 50 times already. During that time, the total cost of travelling from the school to the Schools Division office was as follows:

- P40 when taking public transportation (i.e., two jeepney rides);
- P200 for gas when the school service was available.

And.

- 60 minutes when taking public transportation which required her to walk between jeepney stops;
- 30 minutes when the school service was available which did not require her to walk.

Out of those 50 trips, 40 trips were via the school service. Hence, the **USUAL** travel cost and travel time from the school to the Schools Division Office should be based on trips using the school service, as follows:

- Travel cost = P200;
- Travel time = 30 minutes;
- Time spent walking = 0 minute.

Box 11. USUAL MODE OF TRANSPORTATION, SY 2024-2025

(Check/Provide appropriate answers)

Mode of transportation from the centro to your school: ***(Check all applicable)***

- ☐ Banca
- ☐ Motorized boat
- ☐ Tricycle
- ☐ Animal ride (e.g., carabao, horse)
- ☐ Habal-habal
- ☐ Hike (for more than 2km)
- ☐ Jeepney
- ☐ Van/UV Express/Bus
- ☐ Others, (specify) _____

Notes: ***1. USUAL - most frequent.***
2. Centro (Poblacion) - where the Municipal Office is located

Box 12. SCHOOL LOCATION, SY 2024-2025

(Check/Provide appropriate answers)

Location descriptions for your school: ***(Check all applicable)***

- ☐ Along the highway *
- ☐ By the hillside **
- ☐ On top of a mountain ***
- ☐ On a small island ****
- ☐ Near the coastline *****
- ☐ Near a river or waterway *****
- ☐ Near a faultline *****
- ☐ Others, (specify) _____

Notes: **** - facing or directly beside a national road/public road***
***** - on an inclined or steeped area***
****** - on an elevated area***
******* - an island with an area less than 200 sq. km.***
******** - near if within 1.5 km from the school***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 29. HEALTH AND NUTRITION, SY 2024-2025 (As of February 28, 2025)

A. Number of learners who were vaccinated by the Department of Health (based on LGU records)

Type of Vaccines	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
Measles Rubella					0	0
Tetanus Diphtheria					0	0

B. Number of learners by nutritional status

Nutritional Status	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
Weight						
Normal					0	0
Obese					0	0
Overweight					0	0
Severely Wasted					0	0
Wasted					0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
Height						
Severely Stunted					0	0
Stunted					0	0
Normal					0	0
Tall					0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

Learners Nutritional Status in Weight:

1. ***Normal*** - refers to a learner with normal weight for his/her age whose BMI-for-age fall between -2 to +2 z-score line or standard deviation (SD).
2. ***Obese*** - refers to a learner who is severely overweight for his/her height and whose BMI-for-age fall beyond +3 z-score line or standard deviation (SD).
3. ***Overweight*** - refers to a learner weighing too much for his/her height and whose BMI-for-age fall between +2 to +3 z-score line or standard deviation (SD).
4. ***Severely wasted*** - refers to a very thin learner whose BMI-for-age is below -3 z-score line or standard deviation (SD).
5. ***Wasted*** - refers to a thin learner whose BMI-for-age fall between -2 to -3 z-score line or standard deviation (SD).

Learners Nutritional Status in Height:

1. ***Severely Stunted*** - refers to a learner who is very short for his/her age and whose height-for-age (HFA) fall below -3 z-score line or standard deviation (SD).
2. ***Stunted*** - refers to a learner who is short for his/her age and whose height-for-age (HFA) fall between -2 to -3 z-score line or standard deviation (SD).
3. ***Normal*** - refers to a learner with normal height for his/her age and whose height-for-age (HFA) fall between -2 to +2 z-score line or standard deviation (SD).
4. ***Tall*** - refers to a learner who is tall for his/her age and whose height-for-age (HFA) fall beyond +2 z-score line or standard deviation (SD).

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

C. Number of learners who were dewormed (based on LGU health records)

Number of Learners Dewormed	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
					0	0

D. Number of female learners who received Weekly Iron Folic Acid (WIFA) Supplementation for the PREVIOUS SY 2023-2024

Details	Grade 11	Grade 12	TOTAL (Grades 11 to 12)
Number of female learners with consent			0
Number of female learners given WIFA Supplements from July to September 2023			0
Number of female learners given WIFA Supplements from January to March 2024			0

Box 13. SCHOOL CLINIC, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school have a designated school clinic? ☐ Yes ☐ No
2. Does the school have a designated Clinic Teacher? ☐ Yes ☐ No
3. Number of medical devices/equipment/instruments in the school:

Medical Devices / Equipment / Instruments	Number of Units Available
Weighing Scales	
Bathroom	
Beam balance	
Others, (specify) _____	
First Aid Kits	
Medical Thermometers	
Blood Pressure Apparatus	

4. Which of the following tools does the school use for taking height?
   ☐ Tape Measure ☐ Microtoise ☐ Others, (specify) _____
   ☐ Steel tape ☐ Stadiometer
5. How many school personnel has a training on basic life support and/or first aid? _____

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 14. AVAILABILITY OF WATER SUPPLY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide as appropriate)

1. What is the school's main water supply?
   1.1. What is the Water Supply Source:
   - ☐ Piped water from local service provider
   - ☐ Rainwater Catchments
   - ☐ Water Well
   - ☐ Others, (specify) _____
   - ☐ Natural source

   1.2. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in PhP)* _____
   1.3. Who pays for the Cost of Monthly Bills/Maintenance?
   - ☐ School MOOE
   - ☐ School Canteen Fund
   - ☐ LGU
   - ☐ Private Individual/Sector
   - ☐ PTA
   - ☐ Others, (specify) _____

   1.4. Is the water source inside the school ground being used for drinking? ☐ Yes ☐ No
   1.5. Has the water source inside the school been tested to determine safety of the water? ☐ Yes ☐ No
   1.5.a. If Yes, did the test results show that the water source inside the school is safe to drink? ☐ Yes ☐ No
   1.5.b. How frequent is the water source tested for safety?
   - ☐ Monthly
   - ☐ Annually
   - ☐ Quarterly
   - ☐ Others, (specify) _____

   1.5.c. When was the last time the water source was tested? _____
   1.6. Are there times in the year when water is not available for an extended period of time? ☐ Yes ☐ No

2. Does the school have mechanism to ensure that the learners have safe drinking water? ☐ Yes ☐ No
   2.1. If Yes, what mechanism is used?
   - ☐ Teachers ask the learners to bring their own drinking water to school
   - ☐ Safe water in refillable containers are provided in designated areas within the school
   - ☐ Water from an accessible water source is treated (i.e., boiled, etc.)
   - ☐ Others, (specify) _____

1. Local piped water - water source coming from local water service providers.
2. Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.
4. Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via

Table 30. NUMBER OF EXISTING WASH FACILITIES, SY 2024-2025 (As of February 28, 2025)

Usage	Functional		Non-Functional	TOTAL Number of Wash Facilities	Number of Water Outlets
	with soap	without soap			
Facilities for group handwashing				0	
Facilities for individual handwashing				0	

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate at least 4 learners.
2. Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc. that learners can be used for handwashing at critical times.
3. Functional facilities for handwashing - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. Non-functional facilities for handwashing - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.
5. Water Outlet - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 31. ORAL HEALTH, PREVIOUS SY 2023-2024
(Provide appropriate answers)

Details	Grade 11	Grade 12	TOTAL (Grades 11 to 12)
Number of learners examined			**0**
Decayed, Missing, and Filled Teeth (DMFT) - ***Permanent Teeth***			
No. of learners with DMFT			**0**
No. of DMFT			**0**
Decayed, Missing, and Filled Teeth (dmft) - ***Temporary Teeth***			
No. of learners with dmft			**0**
No. of dmft			**0**
Number of learners found to have gum disease			**0**
Number of learners with other significant dental anomalies			**0**

1. ***Decayed, Missing, and Filled Teeth (DMFT) Index*** - refers to the common method use in oral epidemology for assessing dental carries prevalence as well as dental treatment needs among populations.
2. ***Gum Disease*** - refers to an inflammation of the gum line that can progress to affect the bone that surrounds and supports the teeth.
3. ***Dental Anomalies*** - refers to the craniofacial abnormalities of form, function or position of the teeth, bones, and tissues of the jaw and mouth.

Table 32. MEDICAL AND NURSING SERVICES, PREVIOUS SY 2023-2024
(Provide appropriate answers)

Details	Grade 11	Grade 12	TOTAL (Grades 11 to 12)
Number of learners examined			**0**
Number of learners with findings			**0**
Number of learners given interventions by clinic teachers and DepEd health personnel			**0**
Number of learners referred to city/rural health units or other private health professionals			**0**

Table 33. MENTAL HEALTH, SY 2024-2025 (As of February 28, 2025)

(Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school)

Cases*	Number of Cases from January 2024 to December 2024	
	Among Learners	Among School Personnel
Deaths by Suicide ***within*** the School		
Deaths by Suicide ***outside*** the School		
Attempted Suicide ***within*** the School		
Attempted Suicide ***outside*** the School		
TOTAL	**0**	**0**

Note: *Cases related to suicide can only be defined and confirmed through a process of collaboration, investigation, and validation with relevant professionals including authorities, medical officers, and/or guidance couselors or mental health coordinators or social worker involved in the case of the learners. Only cases with proper documentation can only be reported as cases of suicide. Please refer to Annex A, Section III of OUOPS No. 2023-06-7518 for interim guidelines on validation of data regarding suicide incident reporting.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 15. SCHOOL MENTAL HEALTH, PREVIOUS SY 2023-2024
(Provide appropriate answers)

1. Does the school have a guidance office? ☐ Yes ☐ No
2. Is the person in charge of the guidance office a Registered Guidance Counselor? ☐ Yes ☐ No
3. Number of learners who sought *guidance counseling or life coaching* from the school's guidance counselor or guidance advocate:

Grade Level	Number of Learners
Grade 11	
Grade 12	
TOTAL	**0**

4. Does the school screen learners and personnel for mental health problems? ☐ Yes ☐ No
5. Does the school identify learners at risk for mental health problems? ☐ Yes ☐ No
6. Does the school currently use a "screening tool" for identification of learners at risk of mental health conditions? ☐ Yes ☐ No
7. Did the school celebrate the National Mental Health Week in October 2023? ☐ Yes ☐ No
8. Did the school conduct trainings or extra-curricular activities for ***learners*** related to any of the topics below? ☐ Yes ☐ No
   If Yes, indicate the number of learners who participated in the activities that covered each of the following topics.

Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
Grade 11						
Grade 12						
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

9. Did the school conduct trainings or extra-curricular activities for ***teachers*** related to any of the topics below? ☐ Yes ☐ No
   If Yes, indicate the number of teachers who participated in the activities that covered each of the following topics.

Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
Grade 11						
Grade 12						
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 16. CANCER CASES, PREVIOUS SY 2023-2024

(Provide appropriate answers)

1. Cancer Cases among Learners

Cancer Cases	Number of Learners			
	Learners with Cancer		Cancer Survivors	Died due to Cancer
	Cancer Patients (Symptomatic)	Living with Cancer (Asymptomatic)		
Leukemia				
Brain and Spinal Cancer				
Other Types of Cancer				
TOTAL	**0**	**0**	**0**	**0**

2. Cancer Cases among School Personnel

Cancer Cases	Number of School Personnel			
	School Personnel with Cancer		Cancer Survivors	Died due to Cancer
	Cancer Patients (Symptomatic)	Living with Cancer (Asymptomatic)		
Breast Cancer				
Lung Cancer				
Other Types of Cancer				
TOTAL	**0**	**0**	**0**	**0**

1. ***Cancer patients*** **-** are those with symptomatic and/or under definitive or palliative treatment.
2. ***Living with cancer*** **-** are those with microscopic or residual disease, asymptomatic, or with supportive treatment subclinical symptoms on maintenance or supportive treatment.
3. ***Cancer survivors*** **-** are those who have completed all of their anti-cancer therapy and presently show no signs of disease.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 17. ADOLESCENT REPRODUCTIVE HEALTH, PREVIOUS SY 2023-2024

(Check/Provide appropriate answers)

1. Number of Pregnant Learners

Grade Level	In School	On Alternative Delivery Mode (ADM)	Transferred		Dropped
			In	Out	
Grade 11					
Grade 12					
TOTAL	**0**	**0**	**0**	**0**	**0**

2. Does the school have an operational teen center? ☐ Yes ☐ No

3. Number of Learners Reached by Adolescent Reproductive Health Trainings/Activities

Grade Level	Participated in HIV/AIDS Training	Trained as Peer Educators for Adolescent Sexual and Reproductive Health (ASRH)	Screened for ARH Concerns	Catered to by Teen Centers	Red Cross Youth
Grade 11					
Grade 12					
TOTAL	**0**	**0**	**0**	**0**	**0**

4. Number of Teachers Reached by Adolescent Reproductive Health Trainings/Activities

Grade Level	Trained on Adolescent Job Aid (AJA)	Trained on Adolescent Health Education and Practical Training (ADEPT)	HIV/AIDS Training
Grade 11			
Grade 12			
TOTAL	**0**	**0**	**0**

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 18. COMPREHENSIVE TOBACCO CONTROL, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school display the following IEC materials:

1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016) ☐ Yes ☐ No

1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017) ☐ Yes ☐ No

2. Is there at least one store or shop with in 100 meters from any point of the perimeter of the school that sells:

2.a. Tobacco products (e.g., cigarettes)? ☐ Yes ☐ No

2.b. Vape or e-cigarettes? ☐ Yes ☐ No

3. Measures Against Tobacco Industry Interference:

3.a. How many partnerships did the school have from January to December 2023? _____

3.b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD)/deed of acceptance, memorandum of _____

3.c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes? _____

4. Prevalence of the Use of Cigarettes and E-cigarettes/Vapes Among Learners and School Personnel

4.a. Is the ***school head*** ____ *(Check only one)*

☐ a tobacco (cigarette) smoker but not an ENDS/ENNDS (vape/e-cigarette) user?

☐ an ENDS/ENNDs (vape/e-cigarette) user but not a tobacco (cigarette) smoker?

☐ both a tobacco (cigarette) smoker and an ENDS/ENNDS (vape/e-cigarette) user?

☐ neither a tobacco (cigarette) smoker nor an ENDS/ENNDS (vape/e-cigarette) user?

4.b. How many *teachers* are tobacco (cigarette) smokers and/or ENDS/ENNDS (vape/e-cigarette) users? How many have been provided with Brief Tobacco Intervention?

Grade Level	Number of Teachers			
	Tobacco (Cigarette) Smokers but are not ENDS/ENNDS (Vape/E-cigarette) Users	ENDS/ENNDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also ENDS/ENNDS (Vape/E-cigarette) Users	Provided with BTI
Grade 11				
Grade 12				
TOTAL	**0**	**0**	**0**	**0**

4.c. How many personnel in the school have been trained to provide brief tobacco intervention to personnel or learners who smoke? ___

4.d. In the *previous school year* , how many *learners* were recorded by the school to have smoked tobacco and/or used ENDS/ENNDS? How many have been provided with Brief Tobacco Intervention?

Grade Level	Number of Learners			
	Tobacco (Cigarette) Smokers but are not ENDS/ENNDS (Vape/E-cigarette) Users	ENDS/ENNDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also ENDS/ENNDS (Vape/E-cigarette) Users	Provided with BTI
Grade 11				
Grade 12				
TOTAL	**0**	**0**	**0**	**0**

ENDS/ENNDS - stands for Electronic Nicotine Delivery Systems and Electronic Non-Nicotine Delivery Systems, which include vape and e-cigarettes.

Brief Tobacco Intervention *- advice to stop using tobacco, usually taking only a few minutes, given to tobacco users, during the course of a routine consultation or interaction (DM 110, s. 2019)*

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 19. NATIONAL PREVENTIVE DRUG EDUCATION, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school implement a preventive drug education program? ☐ Yes ☐ No

2. Which of the following components are part of the school's preventive drug education program?

☐ Curriculum integration ☐ Partnership with the Barangay Anti-Drug Abuse Council

☐ Extra-curricular activities ☐ Others, (specify) _____

3. Does the school have a National Drug Education Program (NDEP) Coordinator? ☐ Yes ☐ No

4. How many classrooms have NDEP Corners? _____

5. In the previous school year, how many learners were trained on life skills in relation to drug prevention?

Grade Level	Number of Learners
Grade 11	
Grade 12	
TOTAL	**0**

Box 20. FEEDING PROGRAM, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school have a feeding program? ☐ Yes ☐ No

If Yes, what is the funding source of school feeding program?

☐ School MOOE ☐ Barangay Fund

☐ School Canteen Fund ☐ Private Individual/Sector Fund

☐ LGU Fund ☐ School-Based Feeding Program (SBFP)

☐ PTA Fund ☐ Others, (specify) _____

2. Availability of agriculture and fishery resources in the school :

☐ Gulayan sa Paaralan, If *check,* which of the following types of vegetables are present in the school garden?

☐ Legumes ☐ Leafy vegetables ☐ Fruit-bearing ☐ Rootcrops

☐ Fish Pond

☐ Agricultural Crops

☐ Livestock

☐ Others, (specify) _____

☐ None

3. Are agricultural and fishery resources in the school used for feeding program? ☐ Yes ☐ No

If Yes, what is the funding source?

☐ School MOOE ☐ Barangay Fund

☐ School Canteen Fund ☐ Private Individual/Sector Fund

☐ LGU Fund ☐ Others, (specify) _____

☐ PTA Fund

Box 21. FOOD HANDLING, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Does the school have a canteen? ☐ Yes ☐ No

If Yes,

1.a. Managed by:	1.b. Sanitary Permit	1.c. Do canteen personnel/food handlers have health certificates?
☐ School	☐ Yes ☐ No	☐ Yes ☐ No
☐ Teacher-Coop	☐ Yes ☐ No	☐ Yes ☐ No
☐ Others, (specify) _____	☐ Yes ☐ No	☐ Yes ☐ No

Sanitary Permit - is the official document issued by proper authorities to an establishment that has been determined to have met the minimum

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 22. SOLID WASTE MANAGEMENT, SY 2024-2025 (As of February 28, 2025)
(Check as appropriate)

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ☐ Yes ☐ No

2. How is the school implementing Solid Waste Management?

- ☐ Composting
- ☐ Designation of trash collection point
- ☐ Poster making and/or slogan making contest
- ☐ Posting of signage
- ☐ Recycling Projects
- ☐ School representative at the Barangay Solid Waste Management Committee
- ☐ Use of paper plates/cups instead of plastic
- ☐ Use of recycled materials are teaching tool
- ☐ Use of reusable food containerts
- ☐ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management?

- ☐ Barangay
- ☐ Community leaders
- ☐ Local business partners
- ☐ Municipal/City government
- ☐ Parents

Box 23. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. How often are the sanitation facilites cleaned? *(Check only one)*

- ☐ Daily
- ☐ At least twice a week
- ☐ Once a week
- ☐ Less than once a week

1.1. Average Cost of Monthly Bills/Maintenance: *(Indicate the amount in Php)* _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance?

- ☐ School MOOE
- ☐ LGU
- ☐ PTA
- ☐ School Canteen Fund
- ☐ Private Individual/Sector
- ☐ Others, (specify) _____

Box 24. MENSTRUAL HYGIENE, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Does the school have a provision for availability of sanitary pads? ☐ Yes ☐ No

If Yes, where can the learners avail the sanitary pads?

- ☐ School Canteen
- ☐ School Clinic
- ☐ Guidance Office
- ☐ Others, (specify) _____

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division School Health Coordinator/Medical Officer/Nurse:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 25. LEARNER RIGHTS AND PROTECTION, PREVIOUS SY 2023-2024
(Check/Provide appropriate answers)

1. Does the school have a Child Protection Committee (CPC)?	☐ Yes	☐ No
1.a. If Yes, what is the CPC's overall score in the CPC Functionality Tool?		
2. Does the school have a Localized Child Protection Policy?	☐ Yes	☐ No
3. Does the school have an Anti-Bullying Policy?	☐ Yes	☐ No
4. Does the school have a Student Code of Conduct?	☐ Yes	☐ No
5. Does the school have a Code of Conduct for other stakeholders (teaching and non-teaching personnel, visitors, temporary workers)?	☐ Yes	☐ No

Note: To access the CPC Functionality Tool, please coordinate with your Division/Regional Learner Rights and Protection focal person.

Box 26. LEARNER RIGHTS AND PROTECTION CONCERNS, PREVIOUS SY 2023-2024
(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.a. Bullying

Types of Bullying	Number of Victims		
	Male	Female	TOTAL
Physical Bullying			0
Social Bullying			0
Gender-based Bullying			0
Cyberbullying			0
Retaliation			0
TOTAL	**0**	**0**	**0**

1.b. Child Abuse

Types of Abuse	Number of Victims		
	Male	Female	TOTAL
Physical Abuse			0
Sexual Abuse			0
Verbal / Psychological Abuse			0
TOTAL	**0**	**0**	**0**

1.c. Children-At-Risk (CAR)

Types of Children-At-Risk	Number of Victims		
	Male	Female	TOTAL
Victims of Abuse (sexual, physical, psychological, mental, economic and other means)			0
Victims of Neglect			0
Coming from a Dysfunctional family or without parent or guardian			0
Being a member of a gang			0
Living in a Community with a Higher Level of Criminality			0
Living in a situation of armed conflict			0
Committed a status Offense under Section 57 of RA 9344, as amended			0
Mendicant under PD 1563			0
Solvent or Rugby User			0
Marijuana/ Drug Use/ Dependency			0
Smoking			0
TOTAL	**0**	**0**	**0**

1.d. Children in Conflict with the Law (CICL)

Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Theft			0			0	0	0	0
Violation of RA 9165			0			0	0	0	0
Rape			0			0	0	0	0
Physical Injuries			0			0	0	0	0
Robbery			0			0	0	0	0
Others			0			0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

(See continuation on the next page)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Learner Rights and Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 26)

1.e. Other Learner Protection Concerns

Other Learner Protection Concerns	Number of Victims		
	Male	Female	TOTAL
Child Labor			**0**
Suicide			**0**
Child Trafficking			**0**
Online Sexual Exploitation of Children			**0**
Sexual Exploitation of Children			**0**
Corporal Punishment			**0**
Other Acts of Abuse (Learner-to-Leaner)			**0**
TOTAL	**0**	**0**	**0**

2. Status of Learner Rights and Protection Concerns

LRP Concerns	Number by Type of Action Taken			
	Resolved Cases	Cases for Monitoring	Referred to other Government Agencies (e.g. PNP, LSWDO, NGOs, etc.)	Referred to other Non-Government Agencies (e.g. CPN, Bantay Bata, etc.)
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				

1. ***Bullying or peer abuse*** - refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (DO 55, s.2013).
2. ***Child abuse -*** refers to the maltreatment of a child, whether habitual or not (DO 40, s. 2012).
3. ***Child-at-risk*** - refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances (DO 18, s. 2015).
4. ***Child in conflict with the law*** - refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (e) RA No. 9344, as amended).
5. ***Child labor*** - refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development (DOLE Order 149, s. 2016).
6. ***Trafficking in persons*** - refers to the recruitment, obtaining, hiring, providing, offering, transportation, transfer, maintaining, harboring, or receipt of persons...for the purpose of exploitation (RA 11862).
7. ***Online sexual exploitation of children*** - refers to the use of ICT as a means to exploit children sexually, which includes cases in which offline child exploitation is combined with an online component (RA 11930).
8. ***Child sexual exploitation*** - refers to any of the following acts even if consent appears to have been granted by the child: child sexual abuse; actual sexual intercourse with a child; employing fraud, machination, undue influence, intimidation, threat or deception by any person to commit sexual abuse of or sexual intercourse with a child or children; or any other similar or analogous acts related to child abuse, cruelty or exploitation or to be responsible for other conditions prejudicial to the development of the child (RA 11930).
9. ***Corporal Punishment*** - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline (DO 40, s. 2012).
10. ***Other Acts of Abuse by a pupil, student or learner -*** *refers to physical, sexual, or psychological nature that are prejudicial to the child (DO 40, s.2012).*
11. ***Section 57 of RA 9344 -*** *states that "Any conduct not considered an offense or not penalized if committed by an adult shall not be considered an offense and shall not be punished if committed by a child".*
12. ***Mendicant under PD 1563 -*** *Presidential Decree 1563 otherwise known as the "Mendicancy Law of 1978" defined Mendicancy under Section 3 (a) as any person, except those enumerated in Section 4 of this Decree, who has no visible and legal means of support, or lawful employment and who is physically able to work but neglects to apply himself to some lawful calling and instead uses begging as a means of living.*

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Learner Rights and Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 27. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS EVENTS, CLUBS AND EQUIPMENT, SY 2024-2025 (As of February 28, 2025)
(Check multiple sports events, clubs, and facilities being offered in the school)

Sports Program	Sports Event/s	Sports Club/s	Sports Equipment	Sports Program	Sports Event/s	Sports Club/s	Sports Equipment
1. Archery	☐	☐	☐	17. Ryhtmic Gymnastics (RG)	☐	☐	☐
2. Arnis	☐	☐	☐	18. Pencak Silat	☐	☐	☐
3. Athletics (Track events)	☐	☐	☐	19. Sepak Takraw	☐	☐	☐
4. Athletics (Field events)	☐	☐	☐	20. Softball	☐	☐	☐
5. Badminton	☐	☐	☐	21. Swimming	☐	☐	☐
6. Basketball	☐	☐	☐	22. Table Tennis	☐	☐	☐
7. Baseball	☐	☐	☐	23. Taekwondo	☐	☐	☐
8. Billards	☐	☐	☐	24. Tennis	☐	☐	☐
9. Boxing	☐	☐	☐	25. Volleyball	☐	☐	☐
10. Chess	☐	☐	☐	26. Wrestling	☐	☐	☐
11. Dance Sports	☐	☐	☐	27. Wushu	☐	☐	☐
12. Football	☐	☐	☐	28. Athletics (Paragame)	☐	☐	☐
13. Futsal	☐	☐	☐	29. Swimming (Paragame)	☐	☐	☐
14. Aerobic Gymnastics (AER)	☐	☐	☐	30. Goal Ball (Paragame)	☐	☐	☐
15. Men Artistic Gymnastics (MAG)	☐	☐	☐	31. Bocce (Paragame)	☐	☐	☐
16. Women's Artistic Gymnastics (WAG)	☐	☐	☐	32. Philippine Games (*e.g. patintero, luksong baka, tumbang preso)*	☐	☐	☐

1. ***Sports events*** - current sports events being offered by the school.
2. ***Sports clubs*** - current sports clubs existing in the school.
3. ***Sports equiment*** - current sports equipment existing in the school.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 34. SCHOOL SPORTS PROGRAM: SPORTS PERSONNEL (DepEd Funded), SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Sporting Events	Number of Coach/es	Number of Officiating Official/s	Number of PE teacher/s with sports specialization	Number of Non PE teacher/s with sports specialization	Number of Non-teaching personnel with sports specialization
1. Archery					
2. Arnis					
3. Athletics (Track events)					
4. Athletics (Field events)					
5. Badminton					
6. Basketball					
7. Baseball					
8. Billards					
9. Boxing					
10. Chess					
11. Dance Sports					
12. Football					
13. Futsal					
14. Aerobic Gymnastics (AER)					
15. Men Artistic Gymnastics (MAG)					
16. Women Artistic Gymnastics (WAG)					
17. Ryhtmic Gymnastics (RG)					
18. Pencak Silat					
19. Sepak Takraw					
20. Softball					
21. Swimming					
22. Table Tennis					
23. Taekwondo					
24. Tennis					
25. Volleyball					
26. Wrestling					
27. Wushu					
28. Athletics (Paragame)					
29. Swimming (Paragame)					
30. Goalball (Paragame)					
31. Bocce (Paragame)					

1. ***Coaches*** - identified personnel (DepEd funded) who is qualified/currently handling the identified sporting event.
2. ***Officiating Officials*** - identified personnel (DepEd funded) who is an NSA accredited officiating official in the identified sporting event.
3. ***PE teachers*** - identified BSPE personnel (DepEd funded) and their sports specialization.
4. ***Non PE teachers*** - identified personnel teaching academics (DepEd funded) and their sports specialization.
5. ***Non-teaching personnel*** - identified non academic personnel (DepEd funded) and their sports specialization.

Reminder: PE teacher/s, Non PE teacher/s and Non-teaching personnel may be identified in multiple sports events.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 28. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS FACILITIES, SY 2024-2025 (As of February 28, 2025)
(Check multiple sports facilities existing in the school)

Sports Facility Type			
1. Multi-Purpose Gymnasium	☐	6. Open Field	☐
2. Stand-Alone Gymnasium		7. Track Oval	
2.1. Covered	☐	7.1. Standard *(for competition purposes)*	☐
2.2. Open	☐	7.2. Non-standard *(for recreational/training purposes)*	☐
3. Racket Sports Facility		8. Swimming Pool	
5.1. Covered *(Badminton and Table Tennis)*	☐	8.1. Standard *(for competition purposes)*	☐
5.2. Open *(Badminton and Tennis)*	☐	8.2. Non-standard *(for recreational/training purposes)*	☐
4. Martial Arts Gymnasium	☐	9. Goal Ball Gymnasium	☐
5. Dance Studio	☐	10. Buildable Space for Sports Facilities	☐

1. ***Multi-Purpose Gymnasium*** **-** refers to a facility that can accommodate 2 or 3 sports (*badminton, basketball, volleyball, sepak takraw, etc.*) simultaneously.
2. ***Stand-Alone Gymnasium*** - refers to a facility that can accommodate 1 sport *(badminton, basketball, volleyball, sepak takraw, etc.)* at a time.
3. ***Racket Sport Facility*** - refers to a facility intended for racket sports such as badminton, table tennis, and tennis.
4. ***Martial Arts Gymnasium*** - refers to a facility intended for combative sports such as arnis, boxing, pencak silat, taekwondo, wrestling, and wushu.
5. ***Dance Studio*** - refers to a facility *(particularly with wooden flooring*) intended for dancesport.
6. ***Open Field*** - refers to a facility, with a minimum area of 110 x 80 meters, that can accommodate outdoor/field sports such as archery, baseball, football, softball, and bocce.
7. ***Track Oval*** - refers to a facility that intended for athletics (*track and field events*).
8. ***Swimming Pool*** - refers to a facility intended for swimming/aquatics events.
9. ***Goal Ball Gymnasium*** - refers to a noise-insulated facility intended for goal ball.
10. ***Buildable Space for sports facilities*** - refers to an open space/land mass, with a minimum area of 10,000 square meters, that can accommodate construction of new sports facilities.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Sports Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 35. DISASTERS/CALAMITIES, For the months of June 2023 to May 2024
(Provide the number of times the following hazards occurred in your school and its immediate surroundings)

Disasters	2023							2024				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought												
Earthquake												
Fire *												
Flood												
Landslide												
Low Pressure Area / Monsoon / Shear Line												
Storm Surge												
Tropical Cyclones												
Tsunami												
Volcanic Eruption												

1. ***Disaster -*** a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
   Source of Definition: UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
2. ***Drought -*** pronounced absence or marked deficiency of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.
   Source of Definition:Reliefweb Glossary of Humanitarian Terms. https://reliefweb.int/taxonomy-descriptions
3. ***Earthquake -*** a weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.
4. ***Fire*** - a destructive burning (as of a building). Include in this category urban, industrial or rural fires, but not including wild (forest) fires. Limited to those induced or highly connected to natural phenomena, such as storms, earthquakes, droughts, etc.
   * Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.
   ** Includes fires due to human negligence, such as electrical wiring failure
   Source of Definition: ReliefWeb Glossary of Humanitarian Terms. GLIDE Working Group, Global Identifier Number, 2006. https://www.who.int/hac/about/reliefweb-aug2008.pdf
5. ***Flood*** - a progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.
   Source of Definition:DOST-PAGASA Learning Tools: Floods. bagong.pagasa.dost.gov.ph/learning-tools/floods
6. ***Landslide*** - a mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.
   Source of Definition: DOST-PHIVOLCS: Introduction to Landslide. https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide
7. ***Low Pressure Area / Monsoon / Shearline*** - aA wind that reverses its direction with the season, blowing more or less steadily from the interior of a continent toward the sea in winter, and in the opposite direction during summer.
   Source of Definition: Department of Science and Technology, Philippine Atmospheric, Geophysical and Astronomical Services Administration, Meteorological Terms. https://www.pagasa.dost.gov.ph/learning-tools/meteorological-terms)
8. ***Storm Surge*** - an abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall.
   Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Storm Surge. http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms
9. ***Tropical Cyclones*** - a non-frontal, synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region. Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon.
10. ***Tsunami*** - an ocean wave produced by a submarine earthquake, landslide, or volcanic eruption that may reach enormous dimensions and have sufficient energy to travel across entire oceans.
11. ***Volcanic Eruption*** - the transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions.
    Source of Definition: DOST PHIVOLCS: Introduction to Volcanoes. https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 36. DISASTERS/CALAMITIES (Human-Induced Hazards), For the months of June 2023 to May 2024
(Provide appropriate answers)

Human-Induced Hazards	2023							2024				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
1. Armed Conflict												
1a. Number of times armed conflict occurred in your school and its immediate surroundings.												
Armed conflict incident experienced in the past months												
1b. Number of times the following state/non-state actors were involved in the armed conflict incidents.												
1b1. *State Actors:*												
Armed Forces of the Philippines (AFP)												
Philippine National Police (PNP)												
Others, (specify) _____												
1b2. *Non-State Actors:*												
Abu Sayyaf Group (ASG)												
Bangsamoro Islamic Freedom Fighters (BIFF)												
Communist Party of the Philippines/ New People's Army/ National Democratic Front (CPP-NPA-NDF)												
Maute Group												
Others, (specify) _____												
2. Grave Child Rights Violations (GCRVs)												
2a. Number of reports of GCRVs within the school and immediate surroundings that were filed through government channels.												
Killing and maiming of children												
Abduction of children												
Attacks against schools or hospitals												
Denial of humanitarian access for children												
Recruitment or use of children as soldiers												
Sexual violence against children												
3. Others												
Bomb Threat in School Premises												
Bombing in School Premises												
Fire **												
Hazardous Materials Incident *(e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)*												
Health Threat *(i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)*												
Hostage-taking within school premises												
Shooting incident within school vicinity												
Structural collapse *(as a result of engineering failures)*												
Others, (specify) _____												

1. ***Armed conflict*** - refers to armed confrontations occurring between government forces and one or more armed groups, or between such groups arising in the Philippine territory. These shall include activities which may lead to, or are undertaken in preparation of armed confrontation or armed violence that put children's lives at risk and their rights violated. (R.A. 11188).
   - Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others.

   Source of Definition: R.A. 11188, or the Special Protection of Children in Situations of Armed Conflict (2017)
2. ***State and/or Non-State Actors*** - refers to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.
   Source of Definition: D. Schindler, The Different Types of Armed Conflicts According to the Geneva Conventions and Protocols, RCADI, Vol. 163, 1979-II, p. 147. as cited in International Committee of the Red Cross (ICRC): "How is the Term "Armed Conflict" Defined in International Humanitarian Law?". https://www.icrc.org/en/doc/assets/files/other/opinion-paper-armed-conflict.pdf

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 29. ENABLING SYSTEMS AND POLICIES, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRMand CCAM Policies)

Part 1. DRRM and CCAM Policies

1. School has adopted/ localized existing policies relating to DRRM and CCAM

Policy Number	Title
☐ DO 21 s.2015	DepEd DRRM Information Management and Coordination Protocol
☐ DO 23 s.2015	School Watching and Hazard Mapping
☐ DO 27 s.2015	Family Earthquake Preparedness
☐ DO 37 s.2015	Comprehensive DRRM in Basic Education Framework
☐ DO 28 s.2016	Strengthening Fire Safety and Awareness Program
☐ DO 24 s.2021	Guidelines on the Coordination for Establishment of Schools in Resettlement Sites Due to Disasters and/or Emergencies
☐ DO 33 s.2021	School-based Disaster Preparedness and Response Measures For Tropical Cyclones, Flooding, and Other Weather-related Disturbances and Calamities
☐ DO 37 s. 2022	Guidelines on the Cancellation or Suspension of Classes and Work in Schools in the Event of Natural Disasters, Power Outages/Power Interruptions, and Other Calamities
☐ DO 53 s. 2022	Mandatory Unannounced Earthquake and Fire Drills in Schools

Part 2. DRRM and CCAM Plans

1. ☐ School has a comprehensive, inclusive, culture- and gender-sensitive Plan for
   ☐ DRRM ☐ CCAM
2. ☐ School DRRM and CCAM Plans are developed together with the following: *(check all applicable)*
   ☐ School Personnel ☐ Parents ☐ LGU ☐ External Partners
3. Number of learners who participated in the development of the School DRRM and CCAM Plans

Learners EXCLUDING IP, Muslim and SNEd		**IP Learners**		**Muslim Learners**		**SNEd Learners**	
Male	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**

Reminder: ***A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or SNEd Learner at the same time.***

Note: For the definitions, refer to Box 29 - Part 3 to 5.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Part 3. DRRM and CCAM Organizational and Budget Support

1. ☐ School has a functional DRRM Team with defined roles and responsibilities
2. ☐ School has designated a School DRRM Coordinator
3. Number, cost, and percentage of DRRM and CCAM Programs, Projects, and Activities (PPAs) included in the school's budget

DRRM			CCAM - Climate Change Expenditure Tagging		
Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)	Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)

Part 4. Research and Information System

1. Number of evidence-based DRRM- and CCAM-related research that the school has undertaken
2. Number of programs developed or enhanced by the school based on research
3. ☐ School has used DRRMS-developed DRRM- and CCAM-related software for data collection and reporting

Part 5. Monitoring and Evaluation

1. ☐ School has used the Comprehensive School Safety (CSS) monitoring tool to keep track of their DRRM and CCAM initiatives
2. Number of DRRM- and CCAM-related good practices documented by the school

Documented Good Practices	DRRM	CCAM

3. Number of programs developed or enhanced by the school as a result of their monitoring and evaluation

1. ***CCAM (Climate Change Adaptation and Mitigation)*** - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. (Intergovernmental Panel on Climate Change). Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (United Nations Framework Convention on Climate Change).

   Climate Change Adaptation - *a climate change response that intends to reduce the vulnerability of human or natural systems to the impacts of climate change and climate-related risks, by maintaining or increasing adaptive capacity and resilience.*

   Climate Change Mitigation - *a climate change response that aims to reduce greenhouse gas emissions (GHG), directly or indirectly, by avoiding or capturing GHG before they are emitted to the atmosphere or sequestering those already in the atmosphere by enhancing "sinks" such as forests.*

   Source of Information: Joint Memorandum Circular No. 2015-01 (July 23, 2015). Revised Guidelines for Tagging / Tracking Climate Change Expenditures in the Local Budget. https://niccdies.climate.gov.ph/files/documents/Local%20CCET%20-DBM-DILG-CCC-.pdf
2. ***DRRM (Disaster Risk Reduction and Management)*** - is the systemic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of a disaster.
   Source of Definition: DO No. 37, s. 2015 The Comprehensive Disaster Risk Reduction and Management in Education Framework. http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf
3. ***NGOs (Non-Government Organizations) and External Partners*** - refers to organizations both public and private, for-profit and non-profit, and other funding sources (private foundations and federal, state, and local monies) that the schools have partnered with and were funded for research and conceptual development activities; includes organizations such as Save the Children and UNICEF, among others.
4. ***Teaching Personnel*** - refers to school personnel that includes Teacher I-III, Master Teacher I-IV, SPED Teacher I-V, Special Science Teacher, and Instructor I-III.
5. ***Non-Teaching Personnel*** - refers to school personnel that includes School Principal I-IV, Head Teacher I-VI, Guidance Coordinator I-III, Guidance Counselor I-III, Administrative Assistant II-III (Disbursing Officer and Senior Bookkeeper), Security Guard, and Utility Worker I.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 30. PILLAR 1. SAFER LEARNING FACILITIES, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted)

Part 1. School Safety, and Disaster Prevention and Mitigation

1. Number of identified safe and unsafe instructional and non-instructional spaces

Learning Facilities	Safe	Unsafe
Instructional Spaces		
Non-instructional Spaces		

2. Number of instructional spaces retroffited ☐
3. Number of non-instructional spaces retroffited ☐
4. Number of instructional spaces constructed using inclusive and resilient designs ☐
5. Number of non-instructional spaces constructed using inclusive and resilient designs ☐
6. School has the following structural hazard mitigation measures: *(check all applicable)*
   - ☐ Flood Wall
   - ☐ Firewall
   - ☐ Sea Wall
   - ☐ Slope Protection
   - ☐ Others, (specify) _____
7. School has the following non-structural hazard mitigation measures: *(check all applicable)*
   - ☐ Non- structural slope protection
   - ☐ Vegetation (e.g. mangrove, shrubs, and trees)
   - ☐ Porous Landscaping
   - ☐ Pruning of trees
   - ☐ Others, (specify) _____
8. ☐ School conducts regular inspection of instructional and non-instructional spaces
9. ☐ School Head has allotted budget for routine maintenance of instructional and non-instructional spaces
10. ☐ School has undertaken regular repair of damaged instructional and non-instructional spaces
11. School has undertaken the maintenance of facilities within the following months: *(check all applicable)*

Maintenance of School Facilities in Year 2023	Jan. ☐	Feb. ☐	Mar. ☐	Apr. ☐	May ☐	June ☐
	July ☐	Aug. ☐	Sept. ☐	Oct. ☐	Nov. ☐	Dec. ☐

1. ***Instructional Spaces*** - these spaces are designed to directly accommodate the educational program. The basic instructional spaces for elementary schools are classrooms and work education shops or multi-purpose buildings for Home Economics and Industrial Arts Classes. However, for secondary schools offering general curriculum, the basic instructional spaces are classrooms, computer rooms, science laboratories, and Technology and Livelihood Education (TLE) shops. In secondary vocational schools, basic instructional spaces also include specialized shops. Other spaces such as libraries, learning centers, gymnasiums, and similar spaces are classified as instructional spaces when they are used directly in conjunction with the curriculum. In line with the changing curriculum, a modular type of school building has been designed to include components for home economics, industrial arts, agricultural arts, etc. in one building unit known as multipurpose workshop building.
   Source of Definition: DepEd Educational Facilities Manual

2. ***Non-instructional Spaces*** - refers to administrative, non-programmed, and service spaces within the school, including ancillary facilities.
   - The administrative and services spaces are those which serve to facilitate administrative and administration-related functions and services such as administrative offices, canteens, or lunch counters, medical-dental clinics, guidance room, dormitories, etc.
   - Non-programmed spaces are those which are not directly related to the implementation of the educational program and administrative functions or services such as lobbies, corridors, stairs, etc.
   - Ancillary facilities are one of a group of buildings having a secondary or dependent use, such as an annex.
   Source of Definition: DepEd Educational Facilities Manual
3. ***Retrofit*** - the process of modifying an existing structure to render it more resilient to the hazard effects.
   Source of Definition: DepEd Educational Facilities Manual

4. ***Unsafe Classroom*** - refers to classrooms that have one or a combination of hazards listed in the School Watching Checklist.
   Source of Definition: DO No. 23, s. 2015 Student-led School Watching and Hazard Mapping

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 31. PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT
For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted)

Part 1. School-level Risk Assessment, Plans, and Partnerships

1. ☐ School has conducted Risk Assesssment
2. ☐ School has incorporated results of Student-led School Watching, Hazard Mapping, and Risk Assessment in the SIP
3. School has a Contingency Plan for each natural and human-induced hazard that it is affected with: *(check all applicable)*

Natural Hazards:		**Human-induced Hazards:**	
☐ Tropical Cyclone	☐ Earthquake	☐ Armed Conflict	
☐ Storm Surge	☐ Volcanic Eruption	☐ Bomb Threats / Bombing	
☐ Flood	☐ Tsunami	☐ Civilian Violence	
☐ Drought	☐ Fire	☐ Fire	
☐ Landslide	☐ Others, (specify) _____	☐ Others, (specify) _____	

4. School Contingency Planning is conducted together with the following: *(check all applicable)*
   ☐ Learners ☐ Personnel ☐ Parents ☐ LGU ☐ Partners
5. ☐ School has documented a Memorandum of Understanding or Memorandum of Agreement with the LGU and DSWD for the use of its facilities as evacuation centers following the JMC No. 1, s. 2013 and RA 10821
6. ☐ School has presented the results of the Family Earthquake Preparedness Plan to the PTA and LGU
7. ☐ School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan
8. ☐ School has participated in the different DRRM and CCAM activities of the LGUs and other partners
9. Number of partners mobilized to support the school's DRRM and CCAM PPAs, including those after a disaster/ emergency _____
10. Number of DRRM and CCAM PPAs the school has implemented with partners _____

Part 2. Disaster Preparedness

1. ☐ School has conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place
2. ☐ School has a functional early warning system to inform learners and personnel of natural and human-induced hazards (e.g. protocol, warning signs, devices, IEC)
3. Number of safety and emergency, response, and rescue supplies and equipment in the schools provided by DepEd and partners

A. Emergency Supplies and Equipment	**DepEd**	**Partners**
2-fold Aluminum Stretcher		
Cadaver bag		
C-Collar		
Cot (Battlefield Bed)		
CPR board		
Emergency Head Lamp		
Emergency Whistle		
Fire Extinguisher		
Go bag with Multi-Tool for each learner		
Go bag with Multi-Tool for each personnel		
Handheld / Base Radios		
LED search light, 850 lumens		
Life Vest / Life Jacket		
Medical cushion		
Plastic Spine Board with Safety Belts		
Portable P.A. system		
Safety Coat		
Safety Helmet		
Safety Shoes		
Splinter		
Steel boxes		
Steel cabinets		
Traffic Vest		
Transport bags, 45 L		
Trauma Bag with contents for 20 - 25 persons		
Universal head immobilizer		

B. Response and Rescue Supplies and Equipment	**DepEd**	**Partners**
Bicycle		
Fire Hose		
Motor Banca (For coastal and island schools only)		
Power Sprayer		

4. Number of conducted regular hazard-specific drills (at least 3 priority hazards based on risk assessment) with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others) from ***January to December 2023***

Hazard-specific Drills	**Jan.**	**Feb.**	**Mar.**	**April**	**May**	**June**	**July**	**Aug.**	**Sept.**	**Oct.**	**Nov.**	**Dec.**
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Lockdown Drill												
Storm Surge Drill												
Tsunami Drill												

Note: For the definitions, refer to the next page of Box 31 - Part 3.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Part 3. Disaster Response

1. ☐ School conducted Brigada Eskwela in the aftermath of a disaster/ emergency to ensure learning continuity

2. Number of response interventions received from Partners

Types of Intervention	Number of response interventions received
Donations in cash or in-kind	
Emergency School Feeding	
Hygiene Kits	
Learners' Kits	
Teachers' Kits	
Materials for Alternative Delivery Modes	
Materials for MHPSS	
Temporary Learning Spaces or Tents	
Temporary WASH Facilities	

3. Number of personnel trained and mobilized for Alternative Delivery Mode

Details	Teaching Personnel	
	Male	Female
1. Trained as part of disaster/emergency response		
2. Mobilized for the implementation in aftermath of a disaster/emergency		

4. ☐ School has implemented resumption strategies and Alternative Delivery Modes to ensure education continuity due to a disaster resulting from natural hazards

5. School has implemented the following resumption strategies: *(check all applicable)*

Resumption Strategies	Number of Days
☐ Class Shifting	
☐ Make-up Classes	
☐ Modular Learning	
☐ Online Learning	
☐ Peer Group Learning	
☐ Programmed Teaching	

6. School has implemented the following alternative delivery modes: *(check all applicable)*

Alternative Delivery Modes	Number of Days
☐ E-Impact	
☐ Home School	
☐ MISOSA	
☐ Night High School	
☐ Open High School Program	

7. Number of learners affected and provided by the following disasters/emergencies response

Details	Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		SNEd Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
A. Provided with Mental Health and Psychosocial Support (MHPSS)								
☐ Layer 1: Basic Services and Security								
☐ Layer 2: Family and Community Support								
☐ Layer 3: Focused, non-specialized support								
☐ Layer 4: Specialized support								
B. Utilized the established referral mechanism								

Reminders: ***1. A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or Learner with Disability at the same time.***

8. Number of school personnel affected and provided by the following disasters/emergencies response

Details	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
1. Provided with Mental Health and Psychosocial Support (MHPSS)				
2. Affected by disasters/ emergencies and needing specialized psychosocial support (PSS)				
2a. Utilized the established referral mechanism				

Reminder: ***For 2a, out of the total number of school personnel affected by disasters/ emergencies and needing specialized psychosocial support (PSS), determine the number of school personnel who utilized the established referral mechanism.***

2. ☐ School has utilized established feedback and accountability mechanisms for learners to report issues and concerns, observations, and good practices on response, rehabilitation and recovery interventions

(See definitions on the next page)

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation of definitions from previous page, Box 31 - Part 3b)

9. ***Hazard Mapping*** - The process of mapping hazard information within a study area of varying scale, coverage, and detail.
   Source of Definition: United Nations Human Settlements Programme
10. ***Learners with Disabilities (LWDs)*** - refer to children, youth, and adult learners with substantial limitations in their functions, characterized by significantly sub-average intellectual capacity and/or existing concurrently with related limitedtaions in two or more adaptive skills areas. These learners may have any or a combination of the following: intellectual disabilities, learning disabilities, mental, emotional or behavioral disorders, sensory impairments, autism, long term physical or health disabilities, deaf blindness, and multiple handicapping conditions. These conditions may be a hindrance to the learners' full and effective participation in the society; thus, these conditions necesstiate the provision of special education services and other allied services that will enable LWDs to live functional lives.
    Source of Definition: DepEd Order No. 21, s. 2020.
    https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_021.pdf
11. ***Lockdown Drill*** - An emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/ exit and movement within a facility, emergency personnel are better able to contain and handle any threats.
    Source of Definition: University of British Columbia: Emergency Procedures.
12. ***Mental Health and Psychosocial Support (MHPSS)*** - any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder.
    Source of Definition: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.
    https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
13. ***Modified In-School, Off-School Approach (MISOSA)*** aims to: (i) solve congestion in schools with big enrolment; (ii) address the need of children for adequate learning materials; (iii) mobilize and strengthen community support; and (iv) improve students' performance.
    Source of Definition: UNICEF Evaluation on Alternative Delivery Modes.
14. ***Open High School*** - an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
    Source of Definition: DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program. http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf
15. ***Preparedness*** - The capacities and knowledge developed by governments, professional response organizations, communities and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazard events or conditions.
    Source of Definition: International Strategy for Disaster Risk Reduction
16. ***Referral*** - is one of the guidance services where learners are facilitated to avail other assistance or services that address their mental health or other concerns. This requires a wide range of internal partners (i.e. counselors, teachers, nurses, and school administrators), external partners (i.e. government, nongovernment agencies, organizations), and individuals in different professions, fields and interest.
    Source of Definition: DepEd Memorandum DM-OUCI-2021-055.
17. ***Resilience*** - The capacity of a system, community or society potentially exposed to hazards to resist, adapt, and recover from hazard events, and to restore an acceptable level of functioning and structure.
    Source of Definition: International Strategy for Disaster Risk Reduction
18. ***Specialized Psychosocial Support*** - This assistance should include psychological or psychiatric supports for people with severe mental disorders whenever their needs exceed the capacities of existing primary/general health services. such problems require either (a) referral to specialised services if they exist, or (b) initiation of longer-term training and supervision of primary/general health care providers. although specialised services are needed only for a small percentage of the population, in most large emergencies this group amounts to thousands of individuals.
    Source of Definition: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.
    https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
19. ***Temporary Learning Spaces*** - refers to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.
    Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".
20. ***Temporary WASH*** - refers to Water, Sanitation, and Hygiene Facilities built during the response phase
21. ***Vulnerability*** - The conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. For positive factors, which increase the ability of people to cope with hazards, see definition of 'capacity'.
    Source of Definition: International Strategy for Disaster Risk Reduction
22. ***Warning*** - Dissemination of message signalling imminent hazard which may include advice on protective measures.
    Source of Definition: United Nations Department of Humanitarian Affairs

Box 32. Pillar 3. Risk Reduction and Resilience Education, For the months of June 2023 to May 2024
(Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted)

Part 1. Curriculum Integration

1. School teaches DRRM- and CCAM-related concepts

Track	DRRM-related		CCAM-related	
	Gr 11	Gr 12	Gr 11	Gr 12
Academic - ABM	☐	☐	☐	☐
Academic - HUMSS	☐	☐	☐	☐
Academic - STEM	☐	☐	☐	☐
Academic - GAS	☐	☐	☐	☐
TVL-Agri Fishery Arts	☐	☐	☐	☐
TVL-Home Economics	☐	☐	☐	☐
TVL-ICT	☐	☐	☐	☐
Sports	☐	☐	☐	☐
Arts and Design	☐	☐	☐	☐
Others	☐	☐	☐	☐

2. Number of DRRM- and CCAM-related topics integrated in SpEd/IPEd/ALS program, learning competencies and contents introduced by the school/teachers to supplement the Curriculum Guide, and learning competencies contextualized in learning resources

Topics/ Competencies	Integrated to the following Program			Introduced by School/Teachers		Contextualized Learning Resources
	SNEd	IPEd	ALS	Learning Competencies	Contents	
DRRM						
CCAM						

Part 2. Information, Education, and Communication (IEC) and Advocacy

1. ☐ School used DRRMS-developed DRRM and CCAM Information, Education and Communication Materials (IEC) materials

2. ☐ School has DRRM and CCAM corners, with updated IEC materials posted in it

3. Number of school personnel who participated in the survey on the effectiveness of IEC materials developed by DRRMS and/or contextualized by the region or division

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female

4. Number of learners who have participation in the development of IEC Materials

Details	Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		SNEd Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Participated in the survey on the effectiveness of IEC materials developed by DRRMS and/or contextualized by region or division								
2. Consulted in the development of IEC materials								
3. Co-developed IEC materials								
4. Initiated and developed IEC materials								

Reminder: A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or Learner with Disability at the same time.

Certified True and Correct by:
School Head : _____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by DRRM Coordinator:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Planning Officer III (PRS-SGOD):
_____
(Signature Over Printed Name) / Date

Part 3a. Resilience Education

1. Number of school personnel trained by partners on DRRM and CCAM

	Teaching Personnel		Non-Teaching Personnel	
	Male	**Female**	**Male**	**Female**
DRRM				
CCAM				

2. Number of stakeholders that participated in DRRM and CCAM activities

Learners	School Personnel	Parents	LGU or Barangay Officials	NGOs

3. Number of school personnel that participated in DRRM and CCAM activities

Activities	Teaching Personnel		Non-Teaching Personnel	
	Male	**Female**	**Male**	**Female**
A. DRRM				
Basic First Aid				
Family Earthquake Preparedness				
School Watching and Hazard Mapping				
Celebration and commemoration of special events related to DRRM				
DRRM-related Campus Journalism Activities (Photojournalism, Editorial Cartoons, Comic Script Writing, Broadcasting and News Writing)				
Others, (specify) _____				
B. CCAM				
Art, essay, slogan, etc. contests for climate change adaptation and mitigation				
Environmental Jounalism Training				
Installation or Maintenance of a Material Recovery Facility				
Celebration and commemoration of special events related to climate change				
Others, (specify) _____				

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Part 3b. Resilience Education

1. Number of learners that participated in DRRM and CCAM activities

Activities	Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		SNEd Learners	
	Male	Female	Male	Female	Male	Female	Male	Female
A. DRRM								
Basic First Aid								
Family Earthquake Preparedness								
School Watching and Hazard Mapping								
Celebration and commemoration of special events related to DRRM								
DRRM-related Campus Journalism Activities (Photojournalism, Editorial Cartoons, Comic Script Writing, Broadcasting and News Writing)								
Other, (specify): _____								
B. CCAM								
Art, essay, slogan, etc. contests for climate change adaptation and mitigation								
Environmental Journalism Training								
Celebration and commemoration of special events related to climate change								
Others, (specify) _____								

Reminder: A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or Learner with Disability at the same time.

2. ☐ School used DepEd developed learning resources on DRRM and CCAM

3. Number of DRRM and CCAM trainings conducted for learners

Topics	Trainings Conducted
DRRM	
CCAM	

4. Number of DRRM and CCAM PPAs led by learners

Topics	PPAs led by learners
DRRM	
CCAM	

5. ☐ School used DepEd developed and DepEd approved standardized training manuals on DRRM and CCAM

(See definitions on the next page)

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Part 3c. Resilience Education

1. Number of teaching and non-teaching personnel who completed the accredited training courses on DRRM and CCAM

Topics	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
DRRM				
CCAM				

2. Number of teachers trained in integrating DRRM and CCAM in their daily learning log

Teaching Personnel	
Male	Female

3. ☐ School has used DepEd developed MHPSS standardized training manuals

4. Number of MHPSS trainings conducted for learners and personnel

Topics	MHPSS Trainings	
	Learners	Personnel
DRRM		
CCAM		

5. Number of school personnel trained in MHPSS and Psychological First Aid

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female

1. ***Psychological First Aid*** - an evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and
2. ***Change the Current: Climate Action Online Training for Adolescents*** - aims to enhance adolescents' knowledge on the science of climate change and
3. ***YSEALI Climate Changemakers*** - an online training course that aims to increase the competence of teachers in teaching climate change concepts and
4. ***The Green Beat Initiative (TGBI)*** - an Environmental Journalism Training for Campus Journalists and School Paper Advisers is a 6-week pilot intensive online
5. ***KaLIKHAsan Climate Action Action Advocacy Show*** - a theater arts performance, ideation, and devising workshops based on the KaLIKHAsan! Likha at Lakas
6. ***The KaLIKHAsan! Likha at Lakas ng Kabataan para sa Kalikasan*** - a Creative Sourcebook on the Use of Theater for Climate Change Education and Action

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by DRRM Coordinator:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 33. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school have learners belonging to IP communities? ☐ Yes ☐ No

2. Is the school impemlementing IPEd Program? ☐ Yes ☐ No

3. Check if the school has any of the following conditions *(check all applicable)* :

☐ Peace and order tensions in the community experienced at least once in the past five years caused by the presence of armed groups and/or potential violence; areas that have experienced worse, like armed conflict or evacuation in the past 5 years are included

☐ Cannot be reached by regular cars or through regular public utility vehicles (PUVs; jeep, bus, tricycle); specialized transportation (e.g., single motor or habal-habal, skylab, horse, bangka) and/or walking is needed

☐ Occasional dangerous geographical challenges affecting learners coming to school (e.g., river to be crossed by learners swells during rains; area to school or of the school prone to landslides)

4. Number of teachers residing within and outside the school municipality

Teachers Residence	Number of Teachers					
	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
Within the School Municipality					0	0
Outside the School Municipality					0	0
TOTAL	0	0	0	0	0	0

5. Does the school have experience in working with the IP community for the development of contextualized lesson plans, development of learning resources and other activities? ☐ Yes ☐ No

6. Does the school celebrate IP Day? ☐ Yes ☐ No

7. Does the school celebrate IP Month? ☐ Yes ☐ No

8. Is the school head an IP? ☐ Yes ☐ No

If **Yes**, what ethnicity? _____

9. Did the school head attended the Orientation on IPEd provided by DepEd? ☐ Yes ☐ No

10. Number of teachers in the school who are IPs

Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
Male	Female	Male	Female	Male	Female
				0	0

11. Number of teachers who have attended the Orientation on IPEd provided by DepEd

Male	Female	TOTAL
		0

12. Number of teachers who have attended trainings on IPEd outside of DepEd

Male	Female	TOTAL
		0

13. Are the teachers in the school receiving Special Hardship Allowance (SHA)? ☐ Yes ☐ No

14. Number of teachers in school received Special Hardship Allowance (SHA) in the last School Year?

Male	Female	TOTAL
		0

15. Number of IP learners who were vaccinated by the Department of Health (based on LGU health records)

Type of Vaccines	Grade 11		Grade 12		TOTAL	
	Male	Female	Male	Female	Male	Female
Measles Rubella					0	0
Tetanus Diphtheria					0	0

16. Is the school located in the ancestral domain and affected by armed conflict? (both conditions must hold) ☐ Yes ☐ No

1. ***Indigenous Cultural Communities/Indigenous Peoples*** *(ICCs/IPs)* - refers to a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as an organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains;
Source: IPRA of 1997
2. ***Ethnicity -*** is a primary sense of belonging to an ethnic group. Ethnic group is consanguine in nature, meaning, the ties are reckoned by blood and traced through the family tree. Thus, ethnicity refers to the household member's identity, by blood and not by choice nor by adoption/confirmation for any ethnic group, primarily the Indigenous Peoples (IPs).
Generally, ethnic grouping denotes genealogical and paternal lineage to any of the Philippines' group of native population. However, for the purpose of census, ethnic grouping also includes maternal lineage. As such, anybody whose consanguinity with either both parents or any one of them who is a member of an IP group, is an Indigenous Person.
The updated categories of ethnicity are provided by the National Commission on Indigenous Peoples and the National Commission on Muslim Filipinos.
Source: 2010 Census of Population and Housing (CPH) & 2015 Population Census (POPCEN)
Link: https://psa.gov.ph/content/ethnicity-1
3. ***Ancestral Domain*** - refers to all areas generally belonging to ICCs/IPs comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, by themselves or through their ancestors, communally or individually since time immemorial, continuously to the present except when interrupted by war, force majeure or displacement by force, deceit, stealth or as a consequence of government projects or any other voluntary dealings entered into by government and private individuals/corporations, and which are necessary to ensure their economic, social and cultural welfare.
Source: IPRA of 1997 (REPUBLIC ACT NO. 8371)

Reminders: ***1. Teachers shall be counted only once. If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours. However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.***
2. For list of Ethnicity, kindly refer to the page 17 of DepEd Order 3 s. 2018 or the Basic Education Enrollment Policy

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Division IPEd Focal Person/Coordinator:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Planning Officer III (PRS-SGOD):
_____
(Signature Over Printed Name) / Date

Validated by Division School Health Coordinator/Medical Officer/Nurse:
_____
(Signature Over Printed Name) / Date
Position Title : _____

Validated by Division HR Personnel:
_____
(Signature Over Printed Name) / Date
Position Title : _____

PRIVATE SCHOOL PROFILE (PSP), SY 2024-2025

TABLE	BOX	Page #	TITLE
		1	PRIVATE SCHOOL PROFILE
1		2	Table 1. SHS LEARNERS BY ARTS AND DESIGN TRACK AND STRAND, SY 2024-2025 (As of February 28, 2025)
2		2	Table 2. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNEd) LEARNERS
3		3	Table 3. NUMBER OF LEARNERS UNDERGOING WORK IMMERSION SY 2024-2025 (As of February 28, 2025)
4		4	Table 4. DATA ON ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION AND NON-DEPED PUBLIC SCHOOLS PROGRAM, SY 2024-2025 (As of February 28, 2025)
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12		8	Table 12. NUMBER OF EXISTING CLASSROOM FURNITURE BY LEVEL OF EDUCATION SY 2024-2025 (As of February 28, 2025)
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15		9	Table 15. NUMBER OF EXISTING WASH FACILITIES, SY 2024-2025 (As of February 28, 2025)
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17		12	Table17. MENTAL HEALTH, SY 2024-2025 (As of February 28, 2025)
	2	13	Box 2. COMPREHENSIVE TOBACCO CONTROL, SY 2024-2025 (As of February 28, 2025)
	3	14	Box 3. LEARNER RIGHTS AND PROTECTION, PREVIOUS SY 2023-2024
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	5	19-20	Box 5. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2024-2025 (As of February 28, 2025)

School ID: _____

Republic of the Philippines
DEPARTMENT OF EDUCATION
POLICY AND PLANNING SERVICE
Education Management Information System Division

PRIVATE SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of all private schools offering elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.

Only private schools whose establishment has been approved by the DepEd Regional Office shall be issued a Private School Profile. Private Schools whose documents have been submitted to the Regional/Division Office but are still undergoing evaluation at the time of the distribution of the Private School Profile can also be issued this form.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Schools Division Office (SDO).

Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item should be left blank. Instead, "zero (0)", "not applicable (n/a)" or "not available or missing (m)" shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2024-2025

School Name : _____
(Official Name)

_____
(Previous Name, if any)

Address : _____ (*No.*) _____ (*Street/Sitio/Purok*) _____ (*Barangay*)

_____ (*Municipality/City*) _____ (*Province*) _____ (*Zip Code*)

Region : _____

Division : _____

Legislative District : _____

Telephone Number : _____

Mobile Number : _____

Fax Number : _____

Website (if any) : _____

E-mail Address : _____

Date Established (Year) : _____

Date of Opening of Classes : _____

Check (✔) if the school is: ☐ **Local** ☐ **Foreign / International** ☐ **Private Madaris** ☐ **Farm School**

Write appropriate information

		Level of Education Offered			
		Kindergarten	**Grades 1 to 6**	**Junior High School**	**Senior High School**
With Permit	*(Permit No.)*				
With Recognition	*(Recognition No.)*				
Permit on Process	*(Date of submission of documents to Regional/Division Office)*				

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 1. SHS LEARNERS BY ARTS AND DESIGN TRACK AND STRAND, SY 2024-2025 (As of February 28, 2025)

Enrollment by Track	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
Arts and Design Track						
Music					0	0
Dance					0	0
Theater Arts					0	0
Creative Writing					0	0
Media Arts					0	0
Visual Arts					0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

Arts and Design Track **-** designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations. SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.

1. ***Music*** **-** a specialization in the SHS Arts and Design Track where learner demonstrates an appreciation and understanding of the concepts and principles of Music leading to careers such as singer, Voice Actor, Music Teacher, Music Composer, Amateur/Professional Musician and Sound Designer.
2. ***Dance*** **-** a specialization in the SHS Arts and Design Track where the learner demonstrates understanding and appreciation of the basic concepts and principles of dance, leading to careers such as Professional Dancer, Dance Director, Choreographer, Dance Teacher and athlete.
3. ***Theater Arts*** **-** a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of the concepts and principles of Theater Arts leading to careers such as Set Designer, Teacher, Theater Director, Film Director, Stand-up Comedian and Professional Actor.
4. ***Creative Writing*** **-** a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of principles of Creative Writing leading to careers such as Novelist, Screenwriter, Playwright, Calligraphist, Teacher and Journalist.
5. ***Media Arts*** **-** a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Media Arts leading to Multimedia Designer Product, Designer, Web Developer, Video Game Director and Print Designer.
6. ***Visual Arts*** **-** a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Visual Arts leading to careers such as Visual Effects Animator, Video Game Designer, Architect, Naval Architect and Landscape Architect.

Note: Arts and Design strands are not yet available in the LIS database, hence, its inclusion in the BEIS Form for SY 2024-2025.

Table 2. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNEd) LEARNERS SY 2024-2025 (As of February 28, 2025)

Types of Devices	Number of Devices		
	Elementary	Junior High School	Senior High School
Assistive Technology Devices			
Adaptive Devices			
TOTAL	**0**	**0**	**0**

1. ***Assistive Technology Device*** **-** refers to any device that helps someone do something that might not otherwise be able to do well or at all. Generally, the term is used for devices that help people overcome a handicap such as a mobility, vision, mental, dexterity or hearing loss.
2. ***Adaptive Device*** **-** refers to any device that are used to assist with completing activities of daily living.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 3. NUMBER OF LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2023-2024

Track	Strand	Grade 11			Grade 12		
		Male	Female	Total	Male	Female	Total
Academic	ABM			0			0
	STEM			0			0
	GAS			0			0
	HUMSS			0			0
TVL	Agri-Fishery Arts			0			0
	Home Economics			0			0
	Industrial Arts			0			0
	ICT			0			0
Arts & Design				0			0
Sports				0			0

Reminder: A SHS learner shall be counted only once based on the track and strand he/she took up.

Certified True and Correct by :

School Head _____
(Signature Over Printed Name) / Date

Position Title _____

Validated by Education Program Supervisor for TVL (CID) Personnel:

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 4. DATA ON ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION AND NON-DEPED PUBLIC SCHOOLS PROGRAM, SY 2024-2025 (As of February 28, 2025)

Particular	TSS	Education Service Contracting (ESC)									
		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
Number of Slots										0	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Number of Grantees		0	0	0	0	0	0	0	0	0	0
a. Number of Grantees/Recipients from DepEd Public Schools										0	0
b. Number of Grantees/Recipients from Private Schools										0	0

Table 4A. DATA ON SENIOR HIGH SCHOOL-VOUCHER PROGRAM, SY 2024-2025 (As of February 28, 2025)

Particular	GRADE 11															
	ACADS								TVL		SPORTS		ARTS & DESIGN		TOTAL	
	STEM		ABM		HUMMS		GAS									
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Number of Beneficiaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
a. Number of Beneficiaries from DepEd Public Schools															0	0
b. Number of Beneficiaries from Private Schools															0	0
c. Number of Beneficiaries from SUCs/LUCs															0	0

Table 4B. DATA ON SENIOR HIGH SCHOOL-VOUCHER PROGRAM, SY 2024-2025 (As of February 28, 2025)

Particular	GRADE 12															
	ACADS								TVL		SPORTS		ARTS & DESIGN		TOTAL	
	STEM		ABM		HUMMS		GAS									
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Number of Beneficiaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
a. Number of Beneficiaries from DepEd Public Schools															0	0
b. Number of Beneficiaries from Private Schools															0	0
c. Number of Beneficiaries from SUCs/LUCs															0	0

Particular	Grade 12			*** **JDVP-TVL or Joint Delivery Voucher Program for Senior High. School Technical Vocational and Livelihood Specializations -** is a tuition fee assistance to Grade 12 students in the DepEd public SHSs, which have been identified as having inadequate facilities, equipment, tools and teachers relevant to the implementatiion of TVL.
	Male	Female	TOTAL	
Number of JDVP-TVL*** Recipients			0	

1 ***Assistance to Students and Teachers in Private Education and in Non-DepEd Public Schools*** - a program which aims to improve access to quality secondary education through government extension of financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools and in non-DepEd public schools.

2 ***Education Service Contracting Program (ESC)*** - a program which aims to democratize and improve access to quality education by extending financial assistance (in the form of tuition subsidy) to qualified elementary school graduates who wish to pursue secondary education in private schools. It geared towards reducing the class size to manageable levels in public junior high schools (JHS), especially those experiencing shortage of classrooms and teachers. Through this program, the government is not only able to increase to secondary education but also improve the quality of learning in public schools.

3 ***Senior High School Voucher Program (SHS VP)*** - a mechanism that will provide financial assistance to senior high school students to enroll in non-DepEd schools which will offer SHS, including private JHSs, private higher education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs). The value of the voucher was based on the income class of the municipality, province or city where the non-DepEd SHS is located.

4 ***Number of Slots*** - number of allocated slots given to the participating private schools in the said program; number of grantees should not exceed number of slots alloted to the school

5 ***Total Number of Grantees/Beneficiaries*** - total number of ESC grantees/SHS VP beneficiaries enrolled for current school year

6 ***Number of Grantees/Recipients from DepEd Public Schools*** - number of ESC grantees/SHS VP transferred from DepEd Public schools to ESC/SHS VP private schools

7 ***Number of Grantees/Recipients from Private Schools*** - number of ESC grantees/SHS VP from private grade schools

8 ***Number of Grantees/Recipients from SUCs/LUCs*** - number of ESC grantees/SHS VP transferred from SUC/LUC schools to ESC/SHS VP private schools

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 5. PERSONNEL DATA, SY 2024-2025 (As of February 28, 2025)

Particulars	TOTAL Teachers (Kindergarten to Grade 12)			Elementary									Secondary											
				Kindergarten			Grades 1 to 6			TOTAL (Kindergarten to Grade 6)			Junior High School			Senior High School			TOTAL (JHS to SHS)			Teacher under Teacher Salary Subsidy (TSS) Program		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
No. of Teachers	0	0	0			0			0	0	0	0			0			0	0	0	0			0
a. Full-time	0	0	0			0			0	0	0	0			0			0	0	0	0			0
b. Part-time	0	0	0			0			0	0	0	0			0			0	0	0	0			0
Qualified Teachers	0	0	0			0			0	0	0	0			0			0	0	0	0			0
Trained Teachers	0	0	0			0			0	0	0	0			0			0	0	0	0			0
Teachers who received training while in-service from November 2023 to October 31, 2024	0	0	0			0			0	0	0	0			0			0	0	0	0			
No. of Teachers Teaching TVL (SHS)																		0	0	0				
Newly Recruited teachers	0	0	0			0			0	0	0	0			0			0	0	0	0			0
No. of Administrative and Support Personnel						0			0	0	0	0			0			0	0	0	0			

1. ***Total Teachers*** - Total number of classroom teachers by each level of education.
2. ***Teacher Salary Subsidy (TSS)*** - a program provides a salary subsidy to licensed secondary school teachers in participating private schools in the ESC Program.
3. ***Full-time Teachers*** – refers to teachers who carry/render full-time class teaching load of 360 minutes or more per day with or without assigned ancillary services.
4. ***Part-time Teachers*** – refers to teachers who carry/render part-time class teaching load of less than 360 minutes per day and part-time to ancillary services.
5. ***Qualified teachers*** - teachers who has the minimum academic qualifications necessary to teach at a specific level of education. He/She must be a Licensure Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and Department of Education, Culture and Sports (DECS).
6. ***Trained teachers*** - teachers who received at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education.
7. ***Newly recruited teachers*** - teachers entering the teaching profession at a given level of education for the first time during the school year.

Reminders:
1. ***A teacher handling 2 or more levels shall be counted once and counted where he/she has the most number of teaching load.***
2. ***Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.***
3. ***The total number of Qualified / Trained Teachers shall be less than or equal to the total number of teachers.***
4. ***The number of Teachers Teaching TVL in Senior High School shall be counted only once.***

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 6. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT), SY 2024-2025 (As of February 28, 2025)

Training on ICT	Number of Teachers																	
	Kindergarten			Grades 1 to 6			TOTAL (Kindergarten to Grade 6)			Junior High School			Senior High School			TOTAL (JHS to SHS)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
ICT Integration			0			0	0	0	0			0			0	0	0	0
ICT Literacy/Content			0			0	0	0	0			0			0	0	0	0
Software			0			0	0	0	0			0			0	0	0	0
Hardware			0			0	0	0	0			0			0	0	0	0
Others			0			0	0	0	0			0			0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

1. ***ICT Integration*** - it is a strategy to incorporate information and communications technology into all facets of education and training, including the administrative functions and models required to support learning.
2. ***ICT Literacy/Content*** - knowledge to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society.
3. ***Software*** - refers to the programs and other operating information used by a computer.
4. ***Hardware*** - refers to the machines, writing, and other physical components of a computer or other electronic system.
5. ***Others*** - refers to the other training on ICT.

Reminder: If a teacher is receiving more than one training on ICT, he/she can be counted more than once.

Table 7. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY, SY 2024-2025 (As of February 28, 2025)

Training on Pedagogy	Number of Teachers																	
	Kindergarten			Grades 1 to 6			TOTAL (Kindergarten to Grade 6)			Junior High School			Senior High School			TOTAL (JHS to SHS)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Constructivist			0			0	0	0	0			0			0	0	0	0
Inquiry based			0			0	0	0	0			0			0	0	0	0
Reflective			0			0	0	0	0			0			0	0	0	0
Collaborative			0			0	0	0	0			0			0	0	0	0
Integrative			0			0	0	0	0			0			0	0	0	0
Inclusive Education			0			0	0	0	0			0			0	0	0	0
Others			0			0	0	0	0			0			0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

1. ***Pedagogy*** - strategies/approaches in teaching and learning. Based on RA 10533; Rule 2, Section 10.2.
2. ***Constructivist teaching*** - based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.
3. ***Inquiry based*** - is a form of active learning that starts by posing questions, problems or scenarios-rather than simply presenting established facts or portraying a smooth path to knowledge.
4. ***Reflective teaching*** - means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.
5. ***Collaborative learning*** - is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project.
6. ***Integrated approach*** - allows learners to explore, gather, process, refine and represent information about topics they want to investigate without the constraints imposed by traditional subject barriers (Pigdon and Wolly, 1992).
7. ***Inclusive Education*** - embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, learners, parents and the community (DepED Order No. 72, s. 2009).
8. ***Others*** - refers to the other training on Pedagogy.

Reminder: If a teacher is receiving more than one training on pedagogy, he/she can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 8. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL FOR ACADEMIC USE, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Level of Education	Number of Computers					
	Desktop	Laptop	All-in-One	Tablet	Tablet PC	Virtual Terminal (Thin Client)
Elementary						
Junior High School						
Senior High School						

Note: Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

1. ***Desktop*** **-** refers to a computer that is designed to be used on a table.
2. ***Laptop*** **-**refers to a compact and portable personal computer featuring a hinged display and an integrated keyboard, designed for mobile use with the convenience of battery-powered operation. Notebook also fall into this category.
3. ***All-in-One*** - refers to a type of computer that integrates all the components of a traditional desktop computer into a single unit, including the monitor, central processing unit (CPU), speakers, and often a webcam and m
4. ***Tablet*** **-** refers to a portable computer that has a touchscreen feature as the primary means of input.
5. ***Tablet PC - features a touchscreen display that can be used with a stylus or finger, and can be converted into a laptop-like configuration by attaching a keyboard or a keyboard dock.***
6. ***Virtual Terminal (Thin Client)*** - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host.
7. ***Computer for Academic Use*** **-** refers to computer units utilized in the classroom/laboratory as an aid to instruction.

(Reminder: Do not count the computer host.)

Table 9. INTERNET CONNECTIVITY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Particulars	Elementary	Junior High School	Senior High School
1. Are there internet service providers in the area?	☐ ☐	☐ ☐	☐ ☐
If Yes, 1.1. Check the appropriate internet service provider/s servicing the area:			
1.1.a. GLOBE	☐	☐	☐
1.1.b. SMART	☐	☐	☐
1.1.c. PLDT	☐	☐	☐
1.1.d. DITO TELECOMMUNITY	☐	☐	☐
1.1.e. EASTERN COMMUNICATIONS	☐	☐	☐
1.1.f. SKYCABLE	☐	☐	☐
1.1.g. CONVERGE	☐	☐	☐
1.1.h. STARLINK	☐	☐	☐
1.1.i. Others, (specify)			
2. Does the school subscribe to any of the service provider/s listed above?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
If Yes, 2.1. Indicate the purpose:			
2.1.a. For administrative use	☐	☐	☐
2.1.b. For classroom instruction use	☐	☐	☐
3. How fast is your internet connection when not in use? Use www.speedtest.net to test the speed			
3.1. Date Tested			
3.2. Time Tested (HH:MM:SS 24 hrs. format) e.g. 1:20 AM = 1:20:00 1:20 PM = 13:20:00)			
3.3. Ping (ms)			
3.4. Download Speed (Mbps)			
3.5. Upload Speed (Mbps)			

Internet Service Provider (ISP) **-** refers to the organization that provides services for accessing, using, or participating in the internet.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 10. NUMBER OF EXISTING INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2024-2025 (As of February 28, 2025)

Level of Education	Instructional Rooms							
	Used as Academic Classrooms	Used as Science Laboratories	Used as Home Economics rooms	Used as Industrial Arts/ Workshops	Used as Computer rooms	Other Instructional Use	Not Currently Used	TOTAL
Kindergarten								0
Grades 1 to 6								0
Junior High School								0
Senior High School								0

Instructional Rooms **-** refers to rooms use for instruction (e.g., **Classroom SPED, Classroom Elementary, Classrooom JHS, Classroom SHS, ALS Room, Audio Visual, Computer Room, Industrial Arts Room, Home Economics Room, Science Laboratory, Speech Laboratory, Research Laboratory, Not Currently Used**).

Table 11. NUMBER OF EXISTING NON-INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2024-2025 (As of February 28, 2025)

Level of Education	Non-Instructional Rooms						
	Used as libraries	Used as clinic	Used as canteen	Used as offices	Other Non-Instructional Use	Not Currently Used	TOTAL
Kindergarten							0
Grades 1 to 6							0
Junior High School							0
Senior High School							0

Non-Instructional Rooms **-** refers to rooms use for non-instructional purposes (e.g., **Library/Learning Resource Center, Canteen, Clinic, Conference Room, Offices, Faculty Room, Museum, Supply Room, Conference Room, Data File Room/Records Room, Student Co-Curricular Center, Youth Development Center, Not Currently Used, Others).**

Table 12. NUMBER OF EXISTING CLASSROOM FURNITURE BY LEVEL OF EDUCATION SY 2024-2025 (As of February 28, 2025)

Level of Education	Classroom Furniture			
	Desks	Sets of chairs and tables	Armchairs	Others
Kindergarten				
Grades 1 to 6				
Junior High School				
Senior High School				

Classroom Furniture **-** refers to furniture used by learners in a classroom (e.g., **Desks, Sets of chairs and tables, Armchairs, Others).**

Table 13. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Level of Education	Electrical Supply Sources				No Source of Electricity
	Grid Supply	Off-Grid Supply			
		Solar Power	Generator	Others, (specify)	
Elementary	☐	☐	☐		☐
Junior High School	☐	☐	☐		☐
Senior High School	☐	☐	☐		☐

1. ***Grid Supply*** **-** electricity coming from major or local power distributors (e.g., **electric cooperatives such as ANTECO, BASELCO, CASURECO, MERALCO, NAPOCOR, etc.**).
2. ***Off Grid Supply*** **-** electricity coming from alternative source of power (e.g., **solar power, generator, hydro electric, micro hydro, wind turbine, windmill, etc.**).
3. ***No source of electricity*** **-** without existing electrical supply at all.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 14. AVAILABILITY OF WATER SUPPLY, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

Particulars	Elementary	Junior High School	Senior High School
1. What is the school's main water supply?			
1.1. What is the Water Supply Source:			
1.1.a. Piped water from local service provider	☐	☐	☐
1.1.b. Water Well	☐	☐	☐
1.1.c. Natural source	☐	☐	☐
1.1.d. Rainwater Catchments	☐	☐	☐
1.1.e. Others, (specify)			
1.2. Is the water source inside the school ground being used for drinking?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
1.3. Has the water source inside the school been tested to determine safety of the water?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
If Yes, 1.3.a. Did the test results show that the water source inside the school is safe to drink?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
1.3.b. How frequent is the water source tested for safety?			
1.3.b.1. Monthly	☐	☐	☐
1.3.b.2. Quarterly	☐	☐	☐
1.3.b.3. Annually	☐	☐	☐
1.3.b.4. Others, (specify)			
1.3.c. When was the last time the water source was tested?			
1.4. Are there times in the year when water is not available for an extended period of time?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
2. Does the school have mechanism to ensure that the learners have safe drinking water?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
If Yes, 2.1. What mechanism is used?			
2.1.a. Teachers ask the learners to bring their own drinking water to school	☐	☐	☐
2.1.b. Safe water in refillable containers are provided in designated areas within the school	☐	☐	☐
2.1.c. Water from an accessible water source is treated (i.e., boiled, etc.)	☐	☐	☐
2.1.d. Others, (specify)			

1. Local piped water - water source coming from local water service providers.

2. Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.

3. Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.

4. Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 15. NUMBER OF EXISTING WASH FACILITIES, SY 2024-2025 (As of February 28, 2025)

Usage	Level of Education	Functional		Non-Functional	TOTAL Number of Wash Facilities	Number of Water Outlets
		with soap	without soap			
Facilities for group handwashing	Elementary				0	
	Junior High School				0	
	Senior High School				0	
Facilities for individual handwashing	Elementary				0	
	Junior High School				0	
	Senior High School				0	

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate: **Elementary - at least 10 learners**; and **JHS/SHS - at least 4 learners**.

2. Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc. that learners can be used for handwashing at critical times.

3. Functional facilities for handwashing - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.

4. Non-functional facilities for handwashing - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

5. Water Outlet - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 16. NUMBER OF SANITATION FACILITIES, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Level of Education	Functional Toilet Bowls				Non-Functional Toilet Bowls	Urinals	Urinal Trough
	Male	Female	PWD	Shared			
Elementary							
Junior High School							
Senior High School							

Box 1. SCHOOL MENTAL HEALTH, PREVIOUS SY 2023-2024

1. Does the school have a guidance office? ☐ Yes ☐ No
2. Is the person in charge of the guidance office a Registered Guidance Counselor? ☐ Yes ☐ No
3. Does the school screen learners and personnel for mental health problems? ☐ Yes ☐ No
4. Does the school identify learners at risk for mental health problems? ☐ Yes ☐ No
5. Number of learners who sought *guidance counseling or life coaching* from the school's guidance counselor or guidance advocate:

Elementary	
Grade Level	Number of Learners
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
TOTAL	0

Junior High School	
Grade Level	Number of Learners
Grade 7	
Grade 8	
Grade 9	
Grade 10	
TOTAL	0

Senior High School	
Grade Level	Number of Learners
Grade 11	
Grade 12	
TOTAL	0

6. Does the school currently use a "screening tool" for identification of learners at risk of mental health conditions? ☐ Yes ☐ No
7. Did the school celebrate the National Mental Health Week in October 2023? ☐ Yes ☐ No

(See continuation on the next page)

Certified True and Correct by :

School Head _____
(Signature Over Printed Name) / Date

Position Title _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 1)

8. Did the school conduct trainings or extra-curricular activities for ***learners*** related to any of the topics below? ☐ Yes ☐ No

If Yes, indicate the number of learners who participated in the activities that covered each of the following topics.

	Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
ELEMENTARY	Kindergarten						
	Grade 1						
	Grade 2						
	Grade 3						
	Grade 4						
	Grade 5						
	Grade 6						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
JUNIOR HS	Grade 7						
	Grade 8						
	Grade 9						
	Grade 10						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
SENIOR HS	Grade 11						
	Grade 12						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

9. Did the school conduct trainings or extra-curricular activities for ***teachers*** related to any of the topics below? ☐ Yes ☐ No

If Yes, indicate the number of teachers who participated in the activities that covered each of the following topics.

	Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
ELEMENTARY	Kindergarten						
	Grade 1						
	Grade 2						
	Grade 3						
	Grade 4						
	Grade 5						
	Grade 6						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
JUNIOR HS	Grade 7						
	Grade 8						
	Grade 9						
	Grade 10						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
SENIOR HS	Grade 11						
	Grade 12						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

Certified True and Correct by :

School Head _____
(Signature Over Printed Name) / Date

Position Title _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 17. MENTAL HEALTH, SY 2024-2025 (As of February 28, 2025)

(Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school)

	Cases*	Number of Cases from January 2024 to December 2024	
		Among Learners	Among School Personnel
ELEMENTARY	Deaths by Suicide within the School		
	Deaths by Suicide outside the School		
	Attempted Suicide within the School		
	Attempted Suicide outside the School		
	TOTAL	**0**	**0**

	Cases*	Number of Cases from January 2024 to December 2024	
		Among Learners	Among School Personnel
JUNIOR HIGH SCHOOL	Deaths by Suicide within the School		
	Deaths by Suicide outside the School		
	Attempted Suicide within the School		
	Attempted Suicide outside the School		
	TOTAL	**0**	**0**

	Cases*	Number of Cases from January 2024 to December 2024	
		Among Learners	Among School Personnel
SENIOR HIGH SCHOOL	Deaths by Suicide within the School		
	Deaths by Suicide outside the School		
	Attempted Suicide within the School		
	Attempted Suicide outside the School		
	TOTAL	**0**	**0**

*Cases related to suicide can only be defined and confirmed through a process of collaboration, investigation, and validation with relevant professionals including authorities, medical officers, and/or guidance counselors or mental health coordinators or social worker involved in the case of the learners. Only cases with proper documentation can only be reported as cases of suicide. Please refer to Annex A, Section III of OUOPS No. 2023-06-7518 for interim guidelines on validation of data regarding suicide incident reporting.

Box 2. COMPREHENSIVE TOBACCO CONTROL, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Does the school display the following IEC materials:
   - 1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016) ☐ Yes ☐ No
   - 1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017) ☐ Yes ☐ No

2. Is there at least one store or shop with in 100 meters from any point of the perimeter of the school that sells:
   - 2.a. Tobacco products (e.g., cigarettes)? ☐ Yes ☐ No
   - 2.b. Vape or e-cigarettes? ☐ Yes ☐ No

3. Measures Against Tobacco Industry Interference:
   - 3.a. How many partnerships did the school have from January to December 2023? _____
   - 3.b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD)/deed of acceptance, memorandum of understanding, etc.)? _____
   - 3.c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes? _____

4. Prevalence of the Use of Cigarettes and E-cigarettes/Vapes Among Learners and School Personnel
   - 4.a. Is the ***school head*** ___ *(Check only one)*
     - ☐ a tobacco (cigarette) smoker but not an ENDS/ENNDS (vape/e-cigarette) user?
     - ☐ an ENDS/ENNDs (vape/e-cigarette) user but not a tobacco (cigarette) smoker?
     - ☐ both a tobacco (cigarette) smoker and an ENDS/ENNDS (vape/e-cigarette) user?
     - ☐ neither a tobacco (cigarette) smoker nor an ENDS/ENNDS (vape/e-cigarette) user?

   - 4.b. How many teachers are tobacco (cigarette) smokers and/or ENDS/ENNDS (vape/e-cigarette) users? How many have been provided with Brief Tobacco Intervention (BTI)?

	Grade Level	Tobacco (Cigarette) Smokers but are not ENDS/ENNDS (Vape/E-cigarette) Users	ENDS/ENNDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also ENDS/ENNDS (Vape/E-cigarette) Users	Provided with BTI
ELEMENTARY	Kindergarten				
	Grade 1				
	Grade 2				
	Grade 3				
	Grade 4				
	Grade 5				
	Grade 6				
	TOTAL	0	0	0	0
JUNIOR HS	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	TOTAL	0	0	0	0
SENIOR HS	Grade 11				
	Grade 12				
	TOTAL	0	0	0	0

   - 4.c. In the previous school year, how many learners were recorded by the school to have smoked tobacco and/or used ENDS/ENNDS? How many have been provided with Brief Tobacco Intervention (BTI)?

	Grade Level	Number of Learners: Smoked Tobacco (Cigarette) but not used ENDS/ENNDS (Vape/E-cigarette)	Used ENDS/ENNDS (Vape/E-cigarette) but Smoked Tobacco (Cigarette)	Smoked Tobacco (Cigarette) and also Used ENDS/ENNDS (Vape/E-cigarette)	Provided with BTI
ELEMENTARY	Kindergarten				
	Grade 1				
	Grade 2				
	Grade 3				
	Grade 4				
	Grade 5				
	Grade 6				
	TOTAL	0	0	0	0
JUNIOR HS	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	TOTAL	0	0	0	0
SENIOR HS	Grade 11				
	Grade 12				
	TOTAL	0	0	0	0

   - 4.d. How many personnel in the school have been trained to provide brief tobacco intervention to personnel or learners who smoke? _____

ENDS/ENNDS - stands for Electronic Nicotine Delivery Systems and Electronic Non-Nicotine Delivery Systems, which include vape and e-cigarettes.

Certified True and Correct by :
School Head :

(Signature Over Printed Name) / Date
Position Title :

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

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Validated by Planning Officer III (PRS-SGOD):

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Box 3. LEARNER RIGHTS AND PROTECTION, PREVIOUS SY 2023-2024
(Check/Provide appropriate answers)

1. Does the school have a Child Protection Committee (CPC)?	☐ Yes	☐ No
1.a. If Yes, what is the CPC's overall score in the CPC Functionality Tool?		
2. Does the school have a Localized Child Protection Policy?	☐ Yes	☐ No
3. Does the school have an Anti-Bullying Policy?	☐ Yes	☐ No
4. Does the school have a Student Code of Conduct?	☐ Yes	☐ No
5. Does the school have a Code of Conduct for other stakeholders (teaching and non-teaching personnel, visitors, temporary workers)?	☐ Yes	☐ No

Note: To access the CPC Functionality Tool, please coordinate with your Division/Regional Learner Rights and Protection focal person.

Box 4. LEARNER RIGHTS AND PROTECTION CONCERNS, PREVIOUS SY 2023-2024
(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.a. Bullying

Types of Bullying	Number of Victims								
	Elementary			Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Physical Bullying			0			0			0
Social Bullying			0			0			0
Gender-based Bullying			0			0			0
Cyberbullying			0			0			0
Retaliation			0			0			0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

1.b. Child Abuse

Types of Abuse	Number of Victims								
	Elementary			Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Physical Abuse			0			0			0
Sexual Abuse			0			0			0
Verbal / Psychological Abuse			0			0			0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

(See continuation on the next page)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 4. LEARNER RIGHTS AND PROTECTION CONCERNS, PREVIOUS SY 2023-2024
(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.c. Children-At-Risk (CAR)

Types of Children-At-Risk	Number of Victims								
	Elementary			Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Victims of Abuse (sexual, physical, psychological, mental, economic and other means)			0			0			0
Victims of Neglect			0			0			0
Coming from a Dysfunctional family or without parent or guardian			0			0			0
Being a member of a gang			0			0			0
Living in a Community with a Higher Level of Criminality			0			0			0
Living in a situation of armed conflict			0			0			0
Committed a status Offense under Section 57 of RA 9344, as amended			0			0			0
Mendicant under PD 1563			0			0			0
Solvent or Rugby User			0			0			0
Marijuana/ Drug Use/ Dependency			0			0			0
Smoking			0			0			0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

(See continuation on the next page)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 4)
(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.d. Children in Conflict with the Law (CICL)

	Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
		Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
ELEMENTARY	Theft			0			0	0	0	0
	Violation of RA 9165			0			0	0	0	0
	Rape			0			0	0	0	0
	Physical Injuries			0			0	0	0	0
	Robbery			0			0	0	0	0
	Others			0			0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0

	Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
		Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
JUNIOR HIGH SCHOOL	Theft			0			0	0	0	0
	Violation of RA 9165			0			0	0	0	0
	Rape			0			0	0	0	0
	Physical Injuries			0			0	0	0	0
	Robbery			0			0	0	0	0
	Others			0			0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0

	Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
		Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
SENIOR HIGH SCHOOL	Theft			0			0	0	0	0
	Violation of RA 9165			0			0	0	0	0
	Rape			0			0	0	0	0
	Physical Injuries			0			0	0	0	0
	Robbery			0			0	0	0	0
	Others			0			0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0	0

(See continuation on the next page)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 4)

1.e. Other Learner Protection Concerns

Other Learner Protection Concerns	Number of Victims								
	Elementary			Junior High School			Senior High Schol		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Child Labor			0			0			0
Suicide			0			0			0
Child Trafficking			0			0			0
Online Sexual Exploitation of			0			0			0
Sexual Exploitation of Children			0			0			0
Corporal Punishment			0			0			0
Other Acts of Abuse (Learner-to-Leaner)			0			0			0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

2. Status of Learner Rights and Protection Concerns

	LRP Concerns	Number by Type of Action Taken			
		Resolved Cases	Cases for Monitoring	Referred to other Government Agencies (e.g. PNP, LSWDO, NGOs, etc.)	Referred to other Non-Government Agencies (e.g. CPN, Bantay Bata, etc.)
ELEMENTARY	Bullying				
	Child Abuse				
	CAR				
	CICL				
	Other LRP Concerns				

1. ***Bullying or peer abuse*** - refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (DO 55, s.2013).
2. ***Child abuse*** - refers to the maltreatment of a child, whether habitual or not (DO 40, s. 2012).
3. ***Child-at-risk*** - refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances (DO 18, s. 2015).
4. ***Child in conflict with the law*** - refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (e) RA No. 9344, as amended).
5. ***Child labor*** - refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development (DOLE Order 149, s. 2016).
6. ***Trafficking in persons*** - refers to the recruitment, obtaining, hiring, providing, offering, transportation, transfer, maintaining, harboring, or receipt of persons...for the purpose of exploitation (RA 11862).
7. ***Online sexual exploitation of children*** - refers to the use of ICT as a means to exploit children sexually, which includes cases in which offline child exploitation is combined with an online component (RA 11930).
8. ***Child sexual exploitation*** - refers to any of the following acts even if consent appears to have been granted by the child: child sexual abuse; actual sexual intercourse with a child; employing fraud, machination, undue influence, intimidation, threat or deception by any person to commit sexual abuse of or sexual intercourse with a child or children; or any other similar or analogous acts related to child abuse, cruelty or exploitation or to be responsible for other conditions prejudicial to the development of the child (RA 11930).
9. ***Corporal Punishment*** - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline (DO 40, s. 2012).
10. ***Other Acts of Violence*** - refers to physical, sexual, or psychological nature that are prejudicial to the child (DO 40, s.2012).

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 4)

2. Status of Learner Rights and Protection Concerns

	LRP Concerns	Number by Type of Action Taken			
		Resolved Cases	Cases for Monitoring	Referred to other Government Agencies	Referred to other Non-Government Agencies
JUNIOR HIGH SCHOOL	Bullying				
	Child Abuse				
	CAR				
	CICL				
	Other LRP Concerns				

	LRP Concerns	Number by Type of Action Taken			
		Resolved Cases	Cases for Monitoring	Referred to other Government Agencies (e.g. PNP, LSWDO, NGOs, etc.)	Referred to other Non-Government Agencies (e.g. CPN, Bantay Bata, etc.)
SENIOR HIGH SCHOOL	Bullying				
	Child Abuse				
	CAR				
	CICL				
	Other LRP Concerns				

1. ***Bullying or peer abuse*** - refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (DO 55, s.2013).
2. ***Child abuse*** - refers to the maltreatment of a child, whether habitual or not (DO 40, s. 2012).
3. ***Child-at-risk*** - refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances (DO 18, s. 2015).
4. ***Child in conflict with the law*** - refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (e) RA No. 9344, as amended).
5. ***Child labor*** - refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development (DOLE Order 149, s. 2016).
6. ***Trafficking in persons*** - refers to the recruitment, obtaining, hiring, providing, offering, transportation, transfer, maintaining, harboring, or receipt of persons...for the purpose of exploitation (RA 11862).
7. ***Online sexual exploitation of children*** - refers to the use of ICT as a means to exploit children sexually, which includes cases in which offline child exploitation is combined with an online component (RA 11930).
8. ***Child sexual exploitation*** - refers to any of the following acts even if consent appears to have been granted by the child: child sexual abuse; actual sexual intercourse with a child; employing fraud, machination, undue influence, intimidation, threat or deception by any person to commit sexual abuse of or sexual intercourse with a child or children; or any other similar or analogous acts related to child abuse, cruelty or exploitation or to be responsible for other conditions prejudicial to the development of the child (RA 11930).
9. ***Corporal Punishment*** - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline (DO 40, s. 2012).
10. ***Other Acts of Violence*** - refers to physical, sexual, or psychological nature that are prejudicial to the child (DO 40, s.2012).

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Box 5. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

1. Check if the school has the following conditions:
   - ☐ Peace and order tensions in the community experienced at least once in the past five years caused by the presence of armed groups and/or potential violence; areas that have experienced worse, like armed conflict or evacuation in the past 5 years are included
   - ☐ Cannot be reached by regular cars or through regular public utility vehicles (PUVs; jeep, bus, tricycle); specialized transportation (e.g., single motor or habal-habal, skylab, horse, bangka) and/or walking is needed
   - ☐ Occasional dangerous geographical challenges affecting learners coming to school (e.g., river to be crossed by learners swells during rains; area to school or of the school prone to landslides)

2. If there is check in any of the above conditions, provide answers to the following:

2.a. Number of teachers residing within and outside the school municipality

	Teachers Residence	Number of Teachers															
		Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
ELEMENTARY	*Within* the School Municipality															0	0
	Outside the School Municipality															0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	Teachers Residence	Number of Teachers									
		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
JUNIOR HS	*Within* the School Municipality									0	0
	Outside the School Municipality									0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0

	Teachers Residence	Number of Teachers					
		Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
		Male	Female	Male	Female	Male	Female
SENIOR HS	*Within* the School Municipality					0	0
	Outside the School Municipality					0	0
	TOTAL	0	0	0	0	0	0

2.b. Does the school have experience in working with the IP community for the development of contextualized lesson plans, development of learning resources and other activities? ☐ Yes ☐ No

3. Does the school celebrate IP Day? ☐ Yes ☐ No

4. Does the school celebrate IP Month? ☐ Yes ☐ No

5. Number of teachers in the school who are IPs

Elementary															
Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
														0	0

Junior High School									
Grade 7		Grade 8		Grade 9		Grade 10		Total (Grade 7 to Grade 10	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
								0	0

Senior High School					
Grade 11		Grade 12		TOTAL Grade 11 to Grade 12	
Male	Female	Male	Female	Male	Female
				0	0

6. Is the school located in the ancestral domain and affected by armed conflict? ☐ Yes ☐ No

Reminder: ***Teachers shall be counted only once. If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours. However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 5)
(Check/Provide appropriate answers)

7. **Number of IP learners who were vaccinated by the Department of Health (based on LGU health records)**

	Type of Vaccines	Grade 1			Grade 4
		Male	Female	Total	Female
ELEMENTARY	Measles Containing Vaccine			0	
	Tetanus Diphtheria			0	
	Human Papiloma Virus			0	

	Type of Vaccines	Grade 7		
		Male	Female	Total
JUNIOR HS	Measles Rubella			0
	Tetanus Diphtheria			0

	Type of Vaccines	Grade 11		Grade 12		TOTAL (Grade 11 to Grade 12)	
		Male	Female	Male	Female	Male	Female
SENIOR HS	Measles Rubella					0	0
	Tetanus Diphtheria					0	0

1. ***Indigenous Cultural Communities/Indigenous Peoples*** *(ICCs/IPs)* — refer to a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as an organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains;
   Source: IPRA of 1997
2. ***Ethnicity*** is a primary sense of belonging to an ethnic group. Ethnic group is consanguine in nature, meaning, the ties are reckoned by blood and traced through the family tree. Thus, ethnicity refers to the household member's identity, by blood and not by choice nor by adoption/confirmation for any ethnic group, primarily the Indigenous Peoples (IPs).
   Generally, ethnic grouping denotes genealogical and paternal lineage to any of the Philippines' group of native population. However, for the purpose of census, ethnic grouping also includes maternal lineage. As such, anybody whose consanguinity with either both parents or any one of them who is a member of an IP group, is an Indigenous Person.
   The updated categories of ethnicity are provided by the National Commission on Indigenous Peoples and the National Commission on Muslim Filipinos.
   Source: 2010 Census of Population and Housing (CPH) & 2015 Population Census (POPCEN)
   Link: https://psa.gov.ph/content/ethnicity-1
3. ***Ancestral Domain*** - refers to all areas generally belonging to ICCs/IPs comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, by themselves or through their ancestors, communally or individually since time immemorial, continuously to the present except when interrupted by war, force majeure or displacement by force, deceit, stealth or as a consequence of government projects or any other voluntary dealings entered into by government and private individuals/corporations, and which are necessary to ensure their economic, social and cultural welfare.
   Source: IPRA of 1997 (REPUBLIC ACT NO. 8371)

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

STATE and LOCAL UNIVERSITIES and COLLEGES SCHOOL PROFILE

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2		2	Table 2. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNEd) LEARNERS
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	1	10-11	Box 1. SCHOOL MENTAL HEALTH, PREVIOUS SY 2023-2024
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School ID:

Republic of the Philippines
DEPARTMENT OF EDUCATION
POLICY AND PLANNING SERVICE
Education Management Information System Division

STATE and LOCAL UNIVERSITIES and COLLEGES SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of the laboratory school of State and Local Universities and Colleges (SUCs and LUCs) offering elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Schools Division Office (SDO).

Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item should be left blank. Instead, "zero (0)", "not applicable (n/a)" or "not available or missing (m)" shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2024-2025

School Name :
(Official Name)

(Previous Name, if any)

Address : *No.* | *Street/Sitio/Purok* | *Barangay*
Municipality/City | *Province* | *Zip Code*

Region :
Division :
Legislative District :
Telephone Number :
Mobile Number :
Fax Number :
Website (if any) :
E-Mail Address :
Date Established (Year) :
Date of Opening of Classes :

Type of School:
(Check as appropriate)

Level of Education Offered

☐ *Kindergarten* ☐ *Grades 1 to 6* ☐ *Junior High School* ☐ *Senior High School*

Certified True and Correct by:

School Head :
(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 1. SHS LEARNERS BY ARTS AND DESIGN TRACK AND STRAND, SY 2024-2025 (As of February 28, 2025)

Enrollment by Track	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female
Arts and Design Track						
Music					0	0
Dance					0	0
Theater Arts					0	0
Creative Writing					0	0
Media Arts					0	0
Visual Arts					0	0
TOTAL	0	0	0	0	0	0

Arts and Design Track - designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations. SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.

1. ***Music*** - a specialization in the SHS Arts and Design Track where learner demonstrates an appreciation and understanding of the concepts and principles of Music leading to careers such as singer, Voice Actor, Music Teacher, Music Composer, Amateur/Professional Musician and Sound Designer.
2. ***Dance*** - a specialization in the SHS Arts and Design Track where the learner demonstrates understanding and appreciation of the basic concepts and principles of dance, leading to careers such as Professional Dancer, Dance Director, Choreographer, Dance Teacher and athlete.
3. ***Theater Arts*** - a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of the concepts and principles of Theater Arts leading to careers such as Set Designer, Teacher, Theater Director, Film Director, Stand-up Comedian and Professional Actor.
4. ***Creative Writing*** - a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of principles of Creative Writing leading to careers such as Novelist, Screenwriter, Playwright, Calligraphist, Teacher and Journalist.
5. ***Media Arts*** - a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Media Arts leading to Multimedia Designer Product, Designer, Web Developer, Video Game Director and Print Designer.
6. ***Visual Arts*** - a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Visual Arts leading to careers such as Visual Effects Animator, Video Game Designer, Architect, Naval Architect and Landscape Architect.

Note: Arts and Design strands are not yet available in the LIS database, hence, its inclusion in the BEIS form for SY 2023-2024.

Table 2. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNEd) LEARNERS SY 2024-2025 (As of February 28, 2025)

Types of Devices	Number of Devices		
	Elementary	Junior High School	Senior High School
Assistive Technology Devices			
Adaptive Devices			
TOTAL	0	0	0

1. ***Assistive Technology Device*** - refers to any device that helps someone do something that might not otherwise be able to do well or at all. Generally, the term is used for devices that help people overcome a handicap such as a mobility, vision, mental, dexterity or hearing loss.
2. ***Adaptive Device*** - refers to any device that are used to assist with completing activities of daily living.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 3. NUMBER OF LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2023-2024

Track	Strand	Grade 11			Grade 12		
		Male	Female	Total	Male	Female	Total
Academic	ABM			0			0
	STEM			0			0
	GAS			0			0
	HUMSS			0			0
TVL	Agri-Fishery Arts			0			0
	Home Economics			0			0
	Industrial Arts			0			0
	ICT			0			0
Arts & Design				0			0
Sports				0			0

Reminder: A SHS learner shall be counted only once based on the track and strand he/she took up.

Certified True and Correct by :

School Head _____
(Signature Over Printed Name) / Date

Position Title _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 4. DATA ON SENIOR HIGH SCHOOL-VOUCHER PROGRAM, SY 2024-2025 (As of February 28, 2025)

Particular	GRADE 12															
	ACADS								TVL		SPORTS		ARTS & DESIGN		TOTAL	
	STEM		ABM		HUMMS		GAS									
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Number of Beneficiaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
a. Number of Beneficiaries from DepEd Public Schools															0	0
b. Number of Beneficiaries from Private Schools															0	0
c. Number of Beneficiaries from SUCs/LUCs															0	0

Particular	Grade 12			*** **JDVP-TVL or Joint Delivery Voucher Program for Senior High. School Technical Vocational and Livelihood Specializations -** is a tuition fee assistance to Grade 12 students in the DepEd public SHSs, which have been identified as having inadequate facilities, equipment, tools and teachers relevant to the implementatiion of TVL.
	Male	Female	TOTAL	
Number of JDVP-TVL*** Recipients			0	

1. ***Assistance to Students and Teachers in Private Education and in Non-DepEd Public Schools - a program which aims to improve access to quality secondary education through government extension of*** financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools and in non-DepEd public schools.
2. ***Senior High School Voucher Program (SHS VP)*** - a mechanism that will provide financial assistance to senior high school students to enroll in non-DepEd schools which will offer SHS, including private JHSs, private higher education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs). The value of the voucher was based on the income class of the municipality, province or city where the non-DepEd SHS is located.
3. ***Total Number of Beneficiaries*** - total number of ESC/SHS VP beneficiaries enrolled for current school year
4. ***Number of Beneficiaries from DepEd Public Schools*** - number of SHS VP beneficiaries transferred from DepEd Public schools to SHS VP private schools.
5. ***Number of Beneficiaries from Private Schools*** - number of SHS VP beneficiaries from private grade schools.
6. ***Number of Beneficiaries from SUCs/LUCs*** - number of SHS VP beneficiaries transferred from SUC/LUC schools to SHS VP private schools.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 5. PERSONNEL DATA, SY 2024-2025 (As of February 28, 2025)

Particulars	TOTAL Teachers (Kindergarten to Grade 12)			Elementary									Secondary								
				Kindergarten			Grades 1 to 6			TOTAL (Kindergarten to Grade 6)			Junior High School			Senior High School			TOTAL (JHS to SHS)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
No. of Teachers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
a. Full-time	0	0	0			0			0	0	0	0			0			0	0	0	0
b. Part-time	0	0	0			0			0	0	0	0			0			0	0	0	0
Qualified Teachers	0	0	0			0			0	0	0	0			0			0	0	0	0
Trained Teachers	0	0	0			0			0	0	0	0			0			0	0	0	0
Teachers who received training while in-service from November 2023 to December 31, 2024	0	0	0			0			0	0	0	0			0			0	0	0	0
No. of Teachers Teaching TVL (SHS)																		0			
Newly Recruited teachers	0	0	0			0			0	0	0	0			0			0	0	0	0
No. of Administrative and Support Personnel						0			0	0	0	0			0			0	0	0	0

1. ***Total Teachers*** - Total number of classroom teachers by each level of education.
2. ***Full-time Teachers*** – refers to teachers who carry/render full-time class teaching load of 360 minutes or more per day with or without assigned ancillary services.
3. ***Part-time Teachers*** – refers to teachers who carry/render part-time class teaching load of less than 360 minutes per day and part-time to ancillary services.
4. ***Qualified teachers*** - teachers who has the minimum academic qualifications necessary to teach at a specific level of education. He/She must be a Licensure Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and Department of Education, Culture and Sports (DECS).
5. ***Trained teachers*** - teachers who received at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education.
6. ***Newly recruited teachers*** - teachers entering the teaching profession at a given level of education for the first time during the school year.

Reminders:
1. ***A teacher handling 2 or more levels shall be counted once and counted where he/she has the most number of teaching load.***
2. ***Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.***
3. ***The total number of Qualified / Trained Teachers shall be less than or equal to the total number of teachers.***
4. ***The number of Teachers Teaching TVL in Senior High School shall be counted only once.***

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 6. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT), SY 2024-2025 (As of February 28, 2025)

Training on ICT	Number of Teachers																	
	Kindergarten			Grades 1 to 6			TOTAL (Kindergarten to Grade 6)			Junior High School			Senior High School			TOTAL (JHS to SHS)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
ICT Integration			0			0	0	0	0			0			0	0	0	0
ICT Literacy/Content			0			0	0	0	0			0			0	0	0	0
Software			0			0	0	0	0			0			0	0	0	0
Hardware			0			0	0	0	0			0			0	0	0	0
Others			0			0	0	0	0			0			0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

1. ***ICT Integration*** - it is a strategy to incorporate information and communications technology into all facets of education and training, including the administrative functions and models required to support learning.
2. ***ICT Literacy/Content*** - knowledge to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society.
3. ***Software*** - refers to the programs and other operating information used by a computer.
4. ***Hardware*** - refers to the machines, writing, and other physical components of a computer or other electronic system.
5. ***Others*** - refers to the other training on ICT.

Reminder: If a teacher is receiving more than one training on ICT, he/she can be counted more than once.

Table 7. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY, SY 2024-2025 (As of February 28, 2025)

Training on Pedagogy	Number of Teachers																	
	Kindergarten			Grades 1 to 6			TOTAL (Kindergarten to Grade 6)			Junior High School			Senior High School			TOTAL (JHS to SHS)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Constructivist			0			0	0	0	0			0			0	0	0	0
Inquiry based			0			0	0	0	0			0			0	0	0	0
Reflective			0			0	0	0	0			0			0	0	0	0
Collaborative			0			0	0	0	0			0			0	0	0	0
Integrative			0			0	0	0	0			0			0	0	0	0
Inclusive Education			0			0	0	0	0			0			0	0	0	0
Others			0			0	0	0	0			0			0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

1. ***Pedagogy*** - strategies/approaches in teaching and learning. Based on RA 10533; Rule 2, Section 10.2.
2. ***Constructivist teaching*** - based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.
3. ***Inquiry based*** - is a form of active learning that starts by posing questions, problems or scenarios-rather than simply presenting established facts or portraying a smooth path to knowledge.
4. ***Reflective teaching*** - means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.
5. ***Collaborative learning*** - is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project.
6. ***Integrated approach*** - allows learners to explore, gather, process, refine and represent information about topics they want to investigate without the constraints imposed by traditional subject barriers (Pigdon and Wolly, 1992).
7. ***Inclusive Education*** - embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, learners, parents and the community (DepED Order No. 72, s. 2009).
8. ***Others*** - refers to the other training on Pedagogy.

Reminder: If a teacher is receiving more than one training on pedagogy, he/she can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 8. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL FOR ACADEMIC USE, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Level of Education	Number of Computers					
	Desktop	Laptop	All-in-One	Tablet	Tablet PC	Virtual Terminal (Thin Client)
Elementary						
Junior High School						
Senior High School						

Note: Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

Computer - refers to electronic devices for storing and processing data such as :

1. ***Desktop*** - refers to a computer that is designed to be used on a table.
2. ***Laptop*** -refers to a compact and portable personal computer featuring a hinged display and an integrated keyboard, designed for mobile use with the convenience of battery-powered operation. Notebook also fall into this category.
3. ***All-in-One*** - refers to a type of computer that integrates all the components of a traditional desktop computer into a single unit, including the monitor, central processing unit (CPU), speakers, and often a webcam and microph
4. ***Tablet*** - refers to a portable computer that has a touchscreen feature as the primary means of input.
5. ***Tablet PC - features a touchscreen display that can be used with a stylus or finger, and can be converted into a laptop-like configuration by attaching a keyboard or a keyboard dock.***
6. ***Virtual Terminal (Thin Client)*** - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host.
7. ***Computer for Academic Use*** - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

(Reminder: Do not count the computer host.)

Table 9. INTERNET CONNECTIVITY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Particulars	Elementary	Junior High School	Senior High School
1. Are there internet service providers in the area?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
If Yes, 1.1. Check the appropriate internet service provider/s servicing the area:			
1.1.a. GLOBE	☐	☐	☐
1.1.b. SMART	☐	☐	☐
1.1.c. PLDT	☐	☐	☐
1.1.d. DITO TELECOMMUNITY	☐	☐	☐
1.1.e. EASTERN COMMUNICATIONS	☐	☐	☐
1.1.f. SKYCABLE	☐	☐	☐
1.1.g. CONVERGE	☐	☐	☐
1.1.h. STARLINK	☐	☐	☐
1.1.i. Others, (specify)			
2. Does the school subscribe to any of the service provider/s listed above?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
If Yes, 2.1. Indicate the purpose:			
2.1.a. For administrative use	☐	☐	☐
2.1.b. For classroom instruction use	☐	☐	☐
3. How fast is your internet connection when not in use? Use www.speedtest.net to test the speed			
3.1. Date Tested			
3.2. Time Tested (HH:MM:SS 24 hrs. format) e.g. 1:20 AM = 1:20:00 1:20 PM = 13:20:00)			
3.3. Ping (ms)			
3.4. Download Speed (Mbps)			
3.5. Upload Speed (Mbps)			

Internet Service Provider (ISP) - refers to the organization that provides services for accessing, using, or participating in the internet.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

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Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 10. NUMBER OF EXISTING INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2024-2025 (As of February 28, 2025)

Level of Education	Instructional Rooms							
	Used as Academic Classrooms	Used as Science Laboratories	Used as Home Economics rooms	Used as Industrial Arts/ Workshops	Used as Computer rooms	Other Instructional Use	Not Currently Used	TOTAL
Kindergarten								0
Grades 1 to 6								0
Junior High School								0
Senior High School								0

Instructional Rooms - refers to rooms use for instruction (e.g., **Classroom SPED, Classroom Elementary, Classrooom JHS, Classroom SHS, ALS Room, Audio Visual, Computer Room, Industrial Arts Room, Home Economics Room, Science Laboratory, Speech Laboratory, Research Laboratory, Not Currently Used**).

Table 11. NUMBER OF EXISTING NON-INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2024-2025 (As of February 28, 2025)

Level of Education	Non-Instructional Rooms						
	Used as libraries	Used as clinic	Used as canteen	Used as offices	Other Non-Instructional Use	Not Currently Used	TOTAL
Kindergarten							0
Grades 1 to 6							0
Junior High School							0
Senior High School							0

Non-Instructional Rooms - refers to rooms use for non-instructional purposes (e.g., **Library/Learning Resource Center, Canteen, Clinic, Conference Room, Offices, Faculty Room, Museum, Supply Room, Conference Room, Data File Room/Records Room, Student Co-Curricular Center, Youth Development Center, Not Currently Used, Others).**

Table 12. NUMBER OF EXISTING CLASSROOM FURNITURE BY LEVEL OF EDUCATION SY 2024-2025 (As of February 28, 2025)

Level of Education	Classroom Furniture			
	Desks	Sets of chairs and tables	Armchairs	Others
Kindergarten				
Grades 1 to 6				
Junior High School				
Senior High School				

Classroom Furniture - refers to furniture used by learners in a classroom (e.g., **Desks, Sets of chairs and tables, Armchairs, Others).**

Table 13. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

Level of Education	Electrical Supply Sources				No Source of Electricity
	Grid Supply	Off-Grid Supply			
		Solar Power	Generator	Others, (specify)	
Elementary	☐	☐	☐	_____	☐
Junior High School	☐	☐	☐	_____	☐
Senior High School	☐	☐	☐	_____	☐

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g., **electric cooperatives such as ANTECO, BASELCO, CASURECO, MERALCO, NAPOCOR, etc.**).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g., **solar power, generator, hydro electric, micro hydro, wind turbine, windmill, etc.**).
3. ***No source of electricity*** - without existing electrical supply at all.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

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(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

Table 14. AVAILABILITY OF WATER SUPPLY, SY 2024-2025 (As of February 28, 2025)

(Check/Provide appropriate answers)

Particulars	Elementary	Junior High School	Senior High School
1. What is the school's main water supply?			
1.1. What is the Water Supply Source:			
1.1.a. Piped water from local service provider	☐	☐	☐
1.1.b. Water Well	☐	☐	☐
1.1.c. Natural source	☐	☐	☐
1.1.d. Rainwater Catchments	☐	☐	☐
1.1.e. Others, (specify)	_____	_____	_____
1.2. Is the water source inside the school ground being used for drinking?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
1.3. Has the water source inside the school been tested to determine safety of the water?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
If Yes, 1.3.a. Did the test results show that the water source inside the school is safe to drink?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
1.3.b. How frequent is the water source tested for safety?			
1.3.b.1. Monthly	☐	☐	☐
1.3.b.2. Quarterly	☐	☐	☐
1.3.b.3. Annually	☐	☐	☐
1.3.b.4. Others, (specify)	_____	_____	_____
1.3.c. When was the last time the water source was tested?	_____	_____	_____
1.4. Are there times in the year when water is not available for an extended period of time?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
2. Does the school have mechanism to ensure that the learners have safe drinking water?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
If Yes, 2.1. What mechanism is used?			
2.1.a. Teachers ask the learners to bring their own drinking water to school	☐	☐	☐
2.1.b. Safe water in refillable containers are provided in designated areas within the school	☐	☐	☐
2.1.c. Water from an accessible water source is treated (i.e., boiled, etc.)	☐	☐	☐
2.1.d. Others, (specify)	_____	_____	_____

1. Local piped water **-** water source coming from local water service providers.

2. Water well **-** an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.

3. Rainwater catchment **-** water sourced from rainwater and collected thru a rainwater collector.

4. Natural source **-** water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 15. NUMBER OF EXISTING WASH FACILITIES, SY 2024-2025 (As of February 28, 2025)

Usage	Level of Education	Functional		Non-Functional	TOTAL Number of Wash Facilities	Number of Water Outlets
		with soap	without soap			
Facilities for group handwashing	Elementary				**0**	
	Junior High School				**0**	
	Senior High School				**0**	
Facilities for individual handwashing	Elementary				**0**	
	Junior High School				**0**	
	Senior High School				**0**	

1. Group handwashing facility **-** a facility to be used in supervised handwashing and toothbrushing activity that can accommodate: **Elementary - at least 10 learners**; and **JHS/SHS - at least 4 learners**.

2. Individual handwashing facility **-** a facility in the classroom, drinking points, near toilets, near the canteen, etc. that learners can be used for handwashing at critical times.

3. Functional facilities for handwashing **-** the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.

4. Non-functional facilities for handwashing **-** the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

5. Water Outlet **-** any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Table 16. NUMBER OF SANITATION FACILITIES, SY 2024-2025 (As of February 28, 2025)
(Provide appropriate answers)

Level of Education	Functional Toilet Bowls				Non-Functional Toilet Bowls	Urinals	Urinal Trough
	Male	Female	PWD	Shared			
Elementary							
Junior High School							
Senior High School							

Box 1. SCHOOL MENTAL HEALTH, PREVIOUS SY 2023-2024
(Check/Provide appropriate answers)

1. Does the school have a guidance office? ☐ Yes ☐ No
2. Is the person in charge of the guidance office a Registered Guidance Counselor? ☐ Yes ☐ No
3. Does the school screen learners and personnel for mental health problems? ☐ Yes ☐ No
4. Does the school identify learners at risk for mental health problems? ☐ Yes ☐ No
5. Number of learners who sought *guidance counseling or life coaching* from the school's guidance counselor or guidance advocate:

Elementary	
Grade Level	**Number of Learners**
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
TOTAL	**0**

Junior High School	
Grade Level	**Number of Learners**
Grade 7	
Grade 8	
Grade 9	
Grade 10	
TOTAL	**0**

Senior High School	
Grade Level	**Number of Learners**
Grade 11	
Grade 12	
TOTAL	**0**

6. Does the school currently use a "screening tool" for identification of learners at risk of mental health conditions? ☐ Yes ☐ No
7. Did the school celebrate the National Mental Health Week in October 2023? ☐ Yes ☐ No

(See continuation on the next page)

Certified True and Correct by :

School Head _____
(Signature Over Printed Name) / Date

Position Title _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

8. Did the school conduct trainings or extra-curricular activities for ***learners*** related to any of the topics below? ☐ Yes ☐ No

If Yes, indicate the number of learners who participated in the activities that covered each of the following topics.

	Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
ELEMENTARY	Kindergarten						
	Grade 1						
	Grade 2						
	Grade 3						
	Grade 4						
	Grade 5						
	Grade 6						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
JUNIOR HS	Grade 7						
	Grade 8						
	Grade 9						
	Grade 10						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
SENIOR HS	Grade 11						
	Grade 12						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

9. Did the school conduct trainings or extra-curricular activities for ***teachers*** related to any of the topics below? ☐ Yes ☐ No

If Yes, indicate the number of teachers who participated in the activities that covered each of the following topics.

	Grade Level	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Other Topics
ELEMENTARY	Kindergarten						
	Grade 1						
	Grade 2						
	Grade 3						
	Grade 4						
	Grade 5						
	Grade 6						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
JUNIOR HS	Grade 7						
	Grade 8						
	Grade 9						
	Grade 10						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**
SENIOR HS	Grade 11						
	Grade 12						
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**

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School Head _____
(Signature Over Printed Name) / Date

Position Title _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

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_____
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Table 17. MENTAL HEALTH, SY 2024-2025 (As of February 28, 2025)

(Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school)

	Cases*	Number of Cases from January 2024 to December 2024	
		Among Learners	Among School Personnel
ELEMENTARY	Deaths by Suicide within the School		
	Deaths by Suicide outside the School		
	Attempted Suicide within the School		
	Attempted Suicide outside the School		
	TOTAL	**0**	**0**

	Cases*	Number of Cases from January 2024 to December 2024	
		Among Learners	Among School Personnel
JUNIOR HIGH SCHOOL	Deaths by Suicide within the School		
	Deaths by Suicide outside the School		
	Attempted Suicide within the School		
	Attempted Suicide outside the School		
	TOTAL	**0**	**0**

	Cases*	Number of Cases from January 2024 to December 2024	
		Among Learners	Among School Personnel
SENIOR HIGH SCHOOL	Deaths by Suicide within the School		
	Deaths by Suicide outside the School		
	Attempted Suicide within the School		
	Attempted Suicide outside the School		
	TOTAL	**0**	**0**

*Cases related to suicide can only be defined and confirmed through a process of collaboration, investigation, and validation with relevant professionals including authorities, medical officers, and/or guidance counselors or mental health coordinators or social worker involved in the case of the learners. Only cases with proper documentation can only be reported as cases of suicide. Please refer to Annex A, Section III of OUOPS No. 2023-06-7518 for interim guidelines on validation of data regarding suicide incident reporting.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

Box 2. COMPREHENSIVE TOBACCO CONTROL, SY 2024-2025 (As of February 2028, 2025)
(Check/Provide appropriate answers)

1. Does the school display the following IEC materials:
   1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016) ☐ Yes ☐ No
   1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017) ☐ Yes ☐ No
2. Is there at least one store or shop with in 100 meters from any point of the perimeter of the school that sells:
   2.a. Tobacco products (e.g., cigarettes)? ☐ Yes ☐ No
   2.b. Vape or e-cigarettes? ☐ Yes ☐ No
3. Measures Against Tobacco Industry Interference:
   3.a. How many partnerships did the school have from January to December 2022?
   3.b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD)/deed of acceptance, memorandum of understanding, etc.)?
   3.c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes?
4. Prevalence of the Use of Cigarettes and E-cigarettes/Vapes Among Learners and School Personnel
   4.a. Is the ***school head*** ___ *(Check only one)*
   ☐ a tobacco (cigarette) smoker but not an ENDS/ENNDS (vape/e-cigarette) user?
   ☐ an ENDS/ENNDs (vape/e-cigarette) user but not a tobacco (cigarette) smoker?
   ☐ both a tobacco (cigarette) smoker and an ENDS/ENNDS (vape/e-cigarette) user?
   ☐ neither a tobacco (cigarette) smoker nor an ENDS/ENNDS (vape/e-cigarette) user?

   4.b. How many teachers are tobacco (cigarette) smokers and/or ENDS/ENNDS (vape/e-cigarette) users? How many have been provided with Brief Tobacco Intervention (BTI)?

	Grade Level	Number of Teachers			
		Tobacco (Cigarette) Smokers but are not ENDS/ENNDS (Vape/E-cigarette) Users	ENDS/ENNDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also ENDS/ENNDS (Vape/E-cigarette) Users	Provided with BTI
ELEMENTARY	Kindergarten				
	Grade 1				
	Grade 2				
	Grade 3				
	Grade 4				
	Grade 5				
	Grade 6				
	TOTAL	0	0	0	0
JUNIOR HS	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	TOTAL	0	0	0	0
SENIOR HS	Grade 11				
	Grade 12				
	TOTAL	0	0	0	0

   4.c. In the previous school year, how many learners were recorded by the school to have smoked tobacco and/or used ENDS/ENNDS? How many have been provided with Brief Tobacco Intervention (BTI)?

	Grade Level	Number of Learners			
		Smoked Tobacco (Cigarette) but not used ENDS/ENNDS (Vape/E-cigarette)	Used ENDS/ENNDS (Vape/E-cigarette) but Smoked Tobacco (Cigarette)	Smoked Tobacco (Cigarette) and also Used ENDS/ENNDS (Vape/E-cigarette)	Provided with BTI
ELEMENTARY	Kindergarten				
	Grade 1				
	Grade 2				
	Grade 3				
	Grade 4				
	Grade 5				
	Grade 6				
	TOTAL	0	0	0	0
JUNIOR HS	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	TOTAL	0	0	0	0
SENIOR HS	Grade 11				
	Grade 12				
	TOTAL	0	0	0	0

   4.d. How many personnel in the school have been trained to provide brief tobacco intervention to personnel or learners who smoke?

ENDS/ENNDS - stands for Electronic Nicotine Delivery Systems and Electronic Non-Nicotine Delivery Systems, which include vape and e-cigarettes.

Certified True and Correct by :
School Head :

(Signature Over Printed Name) / Date
Position Title :

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 3. LEARNER RIGHTS AND PROTECTION, PREVIOUS SY 2023-2024
(Check/Provide appropriate answers)

1. Does the school have a Child Protection Committee (CPC)?	☐ Yes	☐ No
1.a. If Yes, what is the CPC's overall score in the CPC Functionality Tool?		
2. Does the school have a Localized Child Protection Policy?	☐ Yes	☐ No
3. Does the school have an Anti-Bullying Policy?	☐ Yes	☐ No
4. Does the school have a Student Code of Conduct?	☐ Yes	☐ No
5. Does the school have a Code of Conduct for other stakeholders (teaching and non-teaching personnel, visitors, temporary workers)?	☐ Yes	☐ No

Note: The CPC Functionality Tool can be viewed at https://drive.google.com/drive/folders/1LNGbqpLZv55Mlpxtqfwc3um2ZJQsPJK0.

Box 4. LEARNER RIGHTS AND PROTECTION CONCERNS, PREVIOUS SY 2023-2024
(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.a. Bullying

Types of Bullying	Number of Victims								
	Elementary			Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Physical Bullying			0			0			0
Social Bullying			0			0			0
Gender-based Bullying			0			0			0
Cyberbullying			0			0			0
Retaliation			0			0			0
TOTAL	0	0	0	0	0	0	0	0	0

1.b. Child Abuse

Types of Abuse	Number of Victims								
	Elementary			Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Physical Abuse			0			0			0
Sexual Abuse			0			0			0
Verbal / Psychological Abuse			0			0			0
TOTAL	0	0	0	0	0	0	0	0	0

(See continuation on the next page)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 4)
(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.c. Children-At-Risk (CAR)

Types of Children-At-Risk	Number of Victims								
	Elementary			Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Victims of Abuse (sexual, physical, psychological, mental, economic and other means)			0			0			0
Victims of Neglect			0			0			0
Coming from a Dysfunctional family or without parent or guardian			0			0			0
Being a member of a gang			0			0			0
Living in a Community with a Higher Level of Criminality			0			0			0
Living in a situation of armed conflict			0			0			0
Committed a status Offense under Section 57 of RA 9344, as amended			0			0			0
Mendicant under PD 1563			0			0			0
Solvent or Rugby User			0			0			0
Marijuana/ Drug Use/ Dependency			0			0			0
Smoking			0			0			0
TOTAL	0	0	0	0	0	0	0	0	0

(See continuation on the next page)

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____
(Signature Over Printed Name) / Date

(Continuation from previous page, Box 4)

(Provide appropriate answers)

1. Number of reported incidents relative on Learner Rights and Protection

1.d. Children in Conflict with the Law (CICL)

	Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
		Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
ELEMENTARY	Theft			0			0	0	0	0
	Violation of RA 9165			0			0	0	0	0
	Rape			0			0	0	0	0
	Physical Injuries			0			0	0	0	0
	Robbery			0			0	0	0	0
	Others			0			0	0	0	0
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

	Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
		Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
JUNIOR HIGH SCHOOL	Theft			0			0	0	0	0
	Violation of RA 9165			0			0	0	0	0
	Rape			0			0	0	0	0
	Physical Injuries			0			0	0	0	0
	Robbery			0			0	0	0	0
	Others			0			0	0	0	0
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

	Offense	Count (Offender)			Count (Victim)			TOTAL Count (Offender & Victim)		
		Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
SENIOR HIGH SCHOOL	Theft			0			0	0	0	0
	Violation of RA 9165			0			0	0	0	0
	Rape			0			0	0	0	0
	Physical Injuries			0			0	0	0	0
	Robbery			0			0	0	0	0
	Others			0			0	0	0	0
	TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

(See continuation on the next page)

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

(Continuation from previous page, Box 4)

1.e. Other Learner Protection Concerns

Other Learner Protection Concerns	Number of Victims								
	Elementary			Junior High School			Senior High Schol		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Child Labor			0			0			0
Suicide			0			0			0
Child Trafficking			0			0			0
Online Sexual Exploitation of			0			0			0
Sexual Exploitation of Children			0			0			0
Corporal Punishment			0			0			0
Other Acts of Abuse (Learner-to-Leaner)			0			0			0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

2. Status of Learner Rights and Protection Concerns

	LRP Concerns	Number by Type of Action Taken			
		Resolved Cases	Cases for Monitoring	Referred to other Government Agencies (e.g. PNP, LSWDO, NGOs, etc.)	Referred to other Non-Government Agencies (e.g. CPN, Bantay Bata, etc.)
ELEMENTARY	Bullying				
	Child Abuse				
	CAR				
	CICL				
	Other LRP Concerns				

1. ***Bullying or peer abuse*** - refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (DO 55, s.2013).
2. ***Child abuse*** - refers to the maltreatment of a child, whether habitual or not (DO 40, s. 2012).
3. ***Child-at-risk*** - refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances (DO 18, s. 2015).
4. ***Child in conflict with the law*** - refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (e) RA No. 9344, as amended).
5. ***Child labor*** - refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development (DOLE Order 149, s. 2016).
6. ***Trafficking in persons*** - refers to the recruitment, obtaining, hiring, providing, offering, transportation, transfer, maintaining, harboring, or receipt of persons...for the purpose of exploitation (RA 11862).
7. ***Online sexual exploitation of children*** - refers to the use of ICT as a means to exploit children sexually, which includes cases in which offline child exploitation is combined with an online component (RA 11930).
8. ***Child sexual exploitation*** - refers to any of the following acts even if consent appears to have been granted by the child: child sexual abuse; actual sexual intercourse with a child; employing fraud, machination, undue influence, intimidation, threat or deception by any person to commit sexual abuse of or sexual intercourse with a child or children; or any other similar or analogous acts related to child abuse, cruelty or exploitation or to be responsible for other conditions prejudicial to the development of the child (RA 11930).
9. ***Corporal Punishment*** - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline (DO 40, s. 2012).
10. ***Other Acts of Violence*** - refers to physical, sexual, or psychological nature that are prejudicial to the child (DO 40, s.2012).

Certified True and Correct by :

School Head : _____

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Position Title : _____

Validated by Division Child Protection Focal Person/Coordinator:

_____

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Validated by Planning Officer III (PRS-SGOD):

_____

(Signature Over Printed Name) / Date

(Continuation from previous page, Box 4)

2. Status of Learner Rights and Protection Concerns

	LRP Concerns	Number by Type of Action Taken			
		Resolved Cases	Cases for Monitoring	Referred to other Government Agencies	Referred to other Non-Government Agencies
JUNIOR HIGH SCHOOL	Bullying				
	Child Abuse				
	CAR				
	CICL				
	Other LRP Concerns				

	LRP Concerns	Number by Type of Action Taken			
		Resolved Cases	Cases for Monitoring	Referred to other Government Agencies (e.g. PNP, LSWDO, NGOs, etc.)	Referred to other Non-Government Agencies (e.g. CPN, Bantay Bata, etc.)
SENIOR HIGH SCHOOL	Bullying				
	Child Abuse				
	CAR				
	CICL				
	Other LRP Concerns				

1. ***Bullying or peer abuse*** - refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (DO 55, s.2013).
2. ***Child abuse*** - refers to the maltreatment of a child, whether habitual or not (DO 40, s. 2012).
3. ***Child-at-risk*** - refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances (DO 18, s. 2015).
4. ***Child in conflict with the law*** - refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (e) RA No. 9344, as amended).
5. ***Child labor*** - refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development (DOLE Order 149, s. 2016).
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9. ***Corporal Punishment*** - refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline (DO 40, s. 2012).
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Box 5. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2024-2025 (As of February 28, 2025)
(Check/Provide appropriate answers)

1. Check if the school has the following conditions:

- ☐ Peace and order tensions in the community experienced at least once in the past five years caused by the presence of armed groups and/or potential violence; areas that have experienced worse, like armed conflict or evacuation in the past 5 years are included
- ☐ Cannot be reached by regular cars or through regular public utility vehicles (PUVs; jeep, bus, tricycle); specialized transportation (e.g., single motor or habal-habal, skylab, horse, bangka) and/or walking is needed
- ☐ Occasional dangerous geographical challenges affecting learners coming to school (e.g., river to be crossed by learners swells during rains; area to school or of the school prone to landslides)

2. If there is check in any of the above conditions, provide answers to the following:

2.a. Number of teachers residing within and outside the school municipality

	Teachers Residence	Number of Teachers															
		Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
ELEMENTARY	*Within* the School Municipality															0	0
	Outside the School Municipality															0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	Teachers Residence	Number of Teachers									
		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
JUNIOR HS	*Within* the School Municipality									0	0
	Outside the School Municipality									0	0
	TOTAL	0	0	0	0	0	0	0	0	0	0

	Teachers Residence	Number of Teachers					
		Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
		Male	Female	Male	Female	Male	Female
SENIOR HS	*Within* the School Municipality					0	0
	Outside the School Municipality					0	0
	TOTAL	0	0	0	0	0	0

2.b. Does the school have experience in working with the IP community for the development of contextualized lesson plans, development of learning resources and other activities? ☐ Yes ☐ No

3. Does the school celebrate IP Day? ☐ Yes ☐ No
4. Does the school celebrate IP Month? ☐ Yes ☐ No
5. Number of teachers in the school who are IPs

Elementary															
Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
														0	0

Junior High School									
Grade 7		Grade 8		Grade 9		Grade 10		Total (Grade 7 to Grade 10	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
								0	0

Senior High School					
Grade 11		Grade 12		TOTAL Grade 11 to Grade 12	
Male	Female	Male	Female	Male	Female
				0	0

6. Is the school located in the ancestral domain and affected by armed conflict? ☐ Yes ☐ No

Reminder: ***Teachers shall be counted only once. If a teacher is teaching more than one grade, he/she shall be counted to the grade level where he/she teaches the most number of hours. However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.***

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School Head : _____
(Signature Over Printed Name) / Date

Position Title : _____

Validated by Senior Education Program Specialist for Monitoring and Evaluation (SGOD):

_____
(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

_____
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(Continuation from previous page, Box 5)
(Check/Provide appropriate answers)

7. **Number of IP learners who were vaccinated by the Department of Health (based on LGU health records)**

	Type of Vaccines	Grade 1			Grade 4
		Male	Female	Total	Female
ELEMENTARY	Measles Containing Vaccine			0	
	Tetanus Diphtheria			0	
	Human Papiloma Virus			0	

	Type of Vaccines	Grade 7		
		Male	Female	Total
JUNIOR HS	Measles Rubella			0
	Tetanus Diphtheria			0

	Type of Vaccines	Grade 11		Grade 12		TOTAL (Grade 11 to Grade 12)	
		Male	Female	Male	Female	Male	Female
SENIOR HS	Measles Rubella					0	0
	Tetanus Diphtheria					0	0

1. ***Indigenous Cultural Communities/Indigenous Peoples*** *(ICCs/IPs)* — refer to a group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as an organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains;
   Source: IPRA of 1997
2. ***Ethnicity*** is a primary sense of belonging to an ethnic group. Ethnic group is consanguine in nature, meaning, the ties are reckoned by blood and traced through the family tree. Thus, ethnicity refers to the household member's identity, by blood and not by choice nor by adoption/confirmation for any ethnic group, primarily the Indigenous Peoples (IPs).
   Generally, ethnic grouping denotes genealogical and paternal lineage to any of the Philippines' group of native population. However, for the purpose of census, ethnic grouping also includes maternal lineage. As such, anybody whose consanguinity with either both parents or any one of them who is a member of an IP group, is an Indigenous Person.
   The updated categories of ethnicity are provided by the National Commission on Indigenous Peoples and the National Commission on Muslim Filipinos.
   Source: 2010 Census of Population and Housing (CPH) & 2015 Population Census (POPCEN)
   Link: https://psa.gov.ph/content/ethnicity-1
3. ***Ancestral Domain*** - refers to all areas generally belonging to ICCs/IPs comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, by themselves or through their ancestors, communally or individually since time immemorial, continuously to the present except when interrupted by war, force majeure or displacement by force, deceit, stealth or as a consequence of government projects or any other voluntary dealings entered into by government and private individuals/corporations, and which are necessary to ensure their economic, social and cultural welfare.
   Source: IPRA of 1997 (REPUBLIC ACT NO. 8371)

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Position Title : _____

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_____
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(Enclosure No. 2 to DepEd Memorandum No. 031, s. 2025)

Guide in reporting and validating select data/information requirements in the Basic Education Information System for School Year 2024-2025

A. Data Reporting

All concerned personnel shall be guided accordingly of the following:

1. Public integrated schools (elementary and secondary levels) that share the same facilities such as water supply, electrical supply, internet connectivity, and wash facilities shall report the same data at all levels except on the bills/fees.

2. If the integrated school has **only one (1)** electric/water /internet billing for both elementary, junior and senior high level, the average cost of monthly bills/maintenance fee shall be **divided across** levels.

3. While for the reporting of functional computers, integrated schools shall account the number based on the recipient level. For example, computers allocated in elementary schools must only be counted in elementary, even if the same computers are used by both elementary and secondary learners.

4. Shift refers to **time schedules corresponding to different sets of classes with different sets of learners** (e.g., morning and afternoon shifts). Night classes are not considered as a shifting schedule.

5. The implementation of shifting means that there is an existing shortage on the number of classrooms and/or teachers that resorts them to conduct the classes of different grade levels either in the morning or in the afternoon.

Illustration A:

Due to the limited number of rooms in School A, its school head strategized by scheduling the classes for Grades 7 and 9 in the morning (06:00 a.m. to 12:00 nn) while classes for Grades 8 and 10 will be in the afternoon (01:00 to 07:00 p.m.). In this scenario, school A is implementing shifting particularly **two shifts**.

Illustration B:

With a very large enrollment and limited number of classrooms, School B implemented the class schedules below. Given the circumstances, School B is implementing **three shifts.**

Grade Level	Class Schedule
Grades 1 to 2	06:00 AM – 10:00 AM

Grades 3 to 4	10:00 AM – 02:00 PM
Grades 5 to 6	02:00 PM – 06:00 PM

6. Pursuant to the Office of the Undersecretary for Operations (OUOPS) Memorandum No. 2023-06-7518 dated 16 August 2023, data on attempted and committed suicide cases shall only be counted if there are supporting documents such as:
    a. Police reports;
    b. Case notes prepared or conformed by registered guidance counselors or social workers;
    c. Psychological reports prepared by registered psychometricians or psychologists, and noted by psychologists; or
    d. Incident reports prepared by school coordinators and reviewed by school heads.

7. Further, for the handwashing-related data, existing facilities designed for "group handwashing" shall meet the standards of accommodating at least 10 learners for Elementary and at least 4 learners for Junior and Senior High School, otherwise, it shall be reported under the "Facilities for individual handwashing."

8. For private schools and state/local universities and colleges offering elementary, junior high school, senior high school, or any of both levels, if the computers, toilets, laboratories, classrooms, and other facilities are commonly used or shared by different grade levels or level of education, they shall divide the numbers to both levels (i.e., elementary and junior high school, or junior high school and senior high school).

    Example:

    > In cases where the school has a total of 50 computers shared by both elementary and junior high learners, the allocation of computers must be divided equally between the two levels to ensure accurate reporting. Therefore, 25 computers will be assigned to the elementary level and 25 computers to the junior high level, ensuring no double-counting occurs in the report.

B. Data Validation

To ensure that data reported are accurate and reliable, data validation shall be conducted.

The **Division Focal Persons** shall conduct a validation of all submitted data gathering forms of the schools. Actual field validation or other applicable strategies may be done as deemed necessary to crosscheck the accuracy of information with the accomplished gathering forms.

The **Division Planning Officers (DPOs)** shall validate the submissions in the system. In case there are errors or discrepancies in the data, the DPOs shall inform the school heads about the findings and request them to rectify such errors.