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GUIDELINES ON UPDATING THE BASIC EDUCATION STATISTICS FOR THE BEGINNING OF SCHOOL YEAR 2017-2018 IN THE LEARNER INFORMATION SYSTEM AND ENHANCED BASIC EDUCATION INFORMATION SYSTEM

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Regional Secretary, ARMM
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1.   The Department of Education (DepEd) issues the enclosed **Guidelines on Updating the Basic Education Statistics for the Beginning of School Year 2017-2018 in the Learner Information System (LIS) and Enhanced Basic Education Information System** together with the updated Data Gathering Forms, Matrix of Accountability and Data Dictionary to provide guidance to all schools in the data collection of basic education statistics in the system.

2.   All public and private elementary, junior and senior high schools, state universities and colleges (SUCs), local universities and colleges (LUCs) and higher education institutions (HEIs) offering Kindergarten to Grade 12 are directed to register and update their learners' profile in the LIS and update the EBEIS through the accomplished data gathering forms.

3.   The LIS and EBEIS can be accessed through the web addresses: http://lis.deped.gov.ph and http://ebeis.deped.gov.ph, respectively. A single sign-on is available, linking both systems.

4.   All previous issuances relative to this Order, which are found inconsistent are deemed superseded or modified accordingly.

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

LEONOR MAGTOLIS BRIONES
Secretary

Reference: DepEd Order No. 52, s. 2016
To be indicated in the Perpetual Index
        under the following subjects:

BASIC EDUCATION	FORMS	POLICY
DATA	LEARNERS	STATISTICS

MCDJ/ R DO Beginning of SY 2017-2018 LIS and EBEIS
0645/July 19, 2017

UPDATING OF BASIC EDUCATION STATISTICS FOR BEGINNING OF SCHOOL YEAR 2017-2018 IN THE LEARNER INFORMATION SYSTEM (LIS) AND ENHANCED BASIC EDUCATION INFORMATION SYSTEM (EBEIS)

I.   Rationale

The Department of Education (DepEd) has implemented the LIS and EBEIS to establish an accurate and reliable registry of learners, and profile of schools which are vital on its planning and budgeting, allocation of resources and setting operational targets.

In this regard, the DepEd aims to provide guidance in the updating of basic education statistics and school's profile in the LIS and EBEIS to all public and private schools, SUCs, LUCs and HEI's offering elementary, junior and senior high school education.

II.   Scope

The guidelines on data collection of basic education statistics and encoding online submission in the LIS and EBEIS will guide all personnel involved at all levels. This involves Regional Office (RO), Schools Division Office (SDO), and all public and private elementary, junior and senior high schools, State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs) and Higher Education Institutions (HEIs) offering elementary, junior and senior high schools.

III.   Policy Statement

This DepEd order provides guidance in the conduct of updating of data and information through the LIS and EBEIS. This shall be a venue for sharing and collection of data; which is intended to deliver accurate and relevant information to school heads, educational managers, policy makers and various stakeholders in the education system that are integral part of the Department's planning, policy and program development.

This order also prescribes the revised matrix of accountability across governance levels and updated data elements in the data dictionary as

per the policies and issuances of the strand of Curriculum, Instruction and Assessment

IV. Procedures

Updating of the BOSY 2017-2018 enrolment and other data encoding requires proper End of School Year 2016-2017 status. All schools needs to finalize their classes and ensure the correctness of learner's data to smoothly start the encoding for this school year.

1. Enrolment

Enrolment figures for BOSY 2017-2018 of all schools shall be as of the **last school day of the opening month of the school year**, i.e., **June 30, 2017** (Date of First Attendance in the school that the learner last attended until the said cut-off date). For other schools with different school calendar, the cut-off date is **August 31, 2017**.

Ensure 100% encoding of all learners before the cut-off date for the purpose of resource allocation such as Maintenance and Other Operating Expenses (MOOE), additional teacher and classroom allocation.

2. Issuance of School ID

Every school shall be given a School ID which shall serve as the basis that a school is authorized to operate by DepEd. The Regional Office approves the creation of the school as stipulated in **DepEd Order 40, s. 2014** "Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education" and **DepEd Order 88, s. 2010** "Revised Manual of Regulations for Private Schools in Basic Education".

Policy, Planning and Research Division (PPRD) of the RO will generate School ID automatically from the EBEIS using their account. Please refer to **Annex I** "EBEIS User Manual".

The Regional Director shall endorse the approved schools with legal basis per school corresponding the created school ID generated by the PPRD to the Central Office- Education Management Information System Division(EMISD) - Planning Service for confirmation.

The creation of school ID in the system will be open up to October 31, 2017. All new schools approved after the closing of the BOSY 2017-2018 will be created before the start of the next school year.

The **Philippine Schools Overseas** (PSO) & **Philippine Bangladesh Rural Advancement Committee** (BRAC) **Learning Centers** approved by the Central Office and **Tahderiyyah Community Centers** approved by the Regional Office will be given a school ID. The CO shall orient/train PSO personnel in accessing the LIS and EBEIS for submission of education statistics of their learners and schools.

Standardization of the numbering for issuance of School ID

The standard first digit numbering for the issuance of School ID is as follows:

Type	School ID First Digit Assignment
Public-DepEd ES	1, 2
Public-DepEd SS including SHS	3
Private	4
Public-Integrated	5
SUCs/LUCs	6
Philippine Schools Overseas	7
Philippine BRAC Learning Centers	0

3. **Approval of New, Changes, and Removal of Senior High School Programs**

   a. The requesting school shall determine the new SHS program/s to be offered and/or removed/changed.

   b. The school then submits a letter of request to the SDO, addressed to the Schools Division Superintendent (SDS), with the corresponding proposal as required by Part VI.A.1 of the **DepEd Order No. 51, s. 2015** entitled *"Guidelines on the Implementation of the SHS Program in Existing Public JHSs and ISs, Establishment of Stand-Alone Public SHSs, and Conversion of Existing Elementary and JHSs into Stand-Alone SHSs"* dated October 29, 2015 and **DepEd Memorandum No. 04, s. 2014** entitled *"Guidelines On The Preparation For The National Implementation Of The Senior High School (SHS) Program In Non-Deped Schools For The School Year (SY) 2016-2017 And Onwards"* with modification that the approval of the SHS programs will be lodge into the Regional Office.

   c. The SDO receives and subsequently evaluates the school's submitted letter of request with the corresponding proposal in compliance with existing policies.

d. If approved, the request shall be endorsed to the RO.

e. However, if the school's request is disapproved, the school complies with the findings and recommendations of SDO and re-submit to SDO upon completion of the requirements.

f. The RO receives the SDO's endorsement. It is then evaluated for approval. The Quality Assurance Division (QAD) is in-charge for the evaluation of both public and private schools. For the evaluation of curricular matters (approval of new curricular offering), the Curriculum and Learning Management Division (CLMD) is in-charge.

g. If approved, the RO thru PPRD, shall make the necessary adjustment in the EBEIS.

h. However, if the SDO endorsement is disapproved, the SDO complies with the findings and recommendations of RO and re-submit to RO upon completion of the requirements.

i. Please refer to the **Annex II** for the Process Flow for the approval of new, changes, removal of SHS Programs.

4. LIS Facilities

The following facilities and additional tagging of learners are already deployed in the LIS:

- Enrolment of new entrant;
- Enrolment of learners with gap in their enrolment history;
- Enrolment of learners who transfers from previous SY who were promoted, conditionally promoted, retained and dropped-out; and
- Enrolment of learners with no enrolment record from previous school year.

Further, the following learners and data will now be tagged in the LIS:

➢ Learners with Special Education Needs, Gifted and talented learners and Mainstreamed in regular classes;

➢ Height (cm.) and weight (kg.) of learners; and

> Shift order of classes where the learners belong (1st, 2nd or 3rd Shift).

Senior High School Eligibility

All Grade 10 completers in the previous school year are eligible to enter Grade 11. For Grade 11 learners who have different situation, below are the scenario with its corresponding learner status who will proceed to Grade 12:

	Scenario	Learner status
1.	Completed both grade 11 first and second semester subjects	Regular Grade 12
2.	Completed grade 11 first semester subjects but with back subjects on second semester	Irregular Grade 12
3.	Completed grade 11 first semester subjects and shifted track/strand/specialization on second semester	Irregular Grade 12
4.	Completed both grade 11 first and second semester subjects (considered regular grade 11 student) but shifted track/strand/specialization on grade 12	
	a. Grade 11 (1st and 2nd Semester) Change of strand within the same track	Regular Grade 12
	b. Grade 11 (1st and 2nd Semester) Change of track	Irregular Grade 12
5.	No first semester during grade 11	Irregular Grade 11
6.	No second semester during grade 11	Irregular Grade 11

New facilities deployed in the LIS
> Enrolment from previous school year
> New learner records
> Enrolment gaps

Please refer to **Annex III** for the procedures of the new facilities in the LIS

5. Data Gathering Forms

Updated data gathering forms (Please refer to **Annex IV**) designed for electronic processing using the EBEIS will be distributed and implemented to maintain the availability of a database for education statistics, sector performance indicators and profile of public and private schools, learning centers and other education service providers.

All schools must update their school information in the EBEIS, particularly all Curricular Offering Classification (COC) and other data sets that have implication on the enrolment of learners in LIS and on the approval of the Schools Division Office.

Data Gathering Forms for SY 2017- 2018:

A: Government Elementary School Profile (GESP)

B: Government Junior High School (JHS) Profile (GJHSP)

C: Government Senior High School (SHS) Profile (GSHSP)

D: State and Local Universities and Colleges School Profile (SUC/LUCSP)

E: Private School Profile (PSP)

New Data Elements/Requirements

The additional data requirements/data elements for BOSY 2017-2018 in the data gathering forms has been consulted and deliberated with the different offices in the Department involved to come up with a holistic and comprehensive data gathering tool which is vital in the collection of data from the schools and field offices to efficiently render delivery of data/information to various stakeholders and for policy formulations.

As a summary, the following tables and boxes are additional/revised data sets to be included:

♦Government Elementary School Profile (GESP)

- School Information
- Table 1. Learners Data
- Box 1. Number of Classes
- Table 7. Learners with Special Educational Needs (Non-Graded) Data
- Table 8. Learners with Special Education Needs (Graded) Data
- Table 9. Personnel Data (Locally-funded and DepEd Subsidized Teachers Working in the School)
- Table 10. Teaching Related and Non-Teaching Personnel Data
- Table 14. Number of Teachers by Teaching Assignment in Grade 5 and 6
- Table 15. MOOE Allocation, Utilization and Liquidation
- Table 17. Number of Other Functional ICT Equipment in the School by Funding Source
- Box 4. School Site Data
- Table 19. Vulnerabilities
- Table 21 Disasters/Calamities
- Table 21 Disasters/Calamities (Human-Induced Hazards - Armed Conflict)
- Box 5 Other Conflict-Related Data
- Table 26C. Number of Learners by Nutritional Status
- Box 9. Availability of Water Supply

- Table 27. Number of Existing Wash Facilities
- Table 28. Travel Details (One-Way) from School
- Box 15. School Location

♦Government Junior High School Profile (GJHSP)

- School Information
- Table 1. JHS Learners Data
- Box 1. Number of Classes
- Table 6. JHS Learners with Special Educational Needs (Graded)
- Table 9. Personnel Data (Locally-Funded and DepEd Subsidized Teachers Working in the School)
- Table 10. JHS Teaching Related and Non-Teaching Personnel Data (Nationally-Funded)
- Table 11. JHS Teaching Personnel Data (Nationally-Funded)
- Table 12. JHS Teacher Assignments (Nationally-Funded Teachers Working in the School)
- Table 14. JHS MOOE Allocation, Utilization and Liquidation
- Table 16. Number of Functional ICT Equipment of JHS by Funding Source
- Box 4. School Site Data
- Table 18. Vulnerabilities
- Table 20. Disasters/Calamities
- Table 21. Disasters/Calamities (Human-Induced Hazards - Armed Conflict)
- Box 5. Other Conflict-Related Data
- Box 6. Safe Learning Facilities
- Table 25. JHS Health And Nutrition
  - ➤ Number of Learners Who Were Vaccinated by the Department of Health in the School
  - ➤ Number of Learners by Nutritional Status
  - ➤ Number of Learners Who Were Dewormed
- Box 9. Availability of Water Supply
- Table 26. Number of Existing Wash Facilities
- Table 27. Travel Details (One-Way) from School
- Box 15. School Location

♦Government Senior High School Profile (GSHSP)

- School Information
- Table 1. Learners Data
- Box 1. Number of Classes
- Table 5a. and Table 5b. SHS Learners data in Technical-Vocational-Livelihood (TVL) Track Specializations
- Table 7. Teaching Related and Non-Teaching Personnel Data
- Table 8. Personnel Data (Locally-funded and DepEd Subsidized Teachers Working in the School)
- Table 12a. and 12 b. Number of Teachers in the School with TESDA National Qualifications
- Table 13. MOOE Allocation, Utilization and Liquidation

- Table 16. Number of Other Functional ICT Equipment in the School by Funding Source
- Box 3. School Site Data
- Table 17. Vulnerabilities
- Table 19.Disaster/Calamities
- Table 20. Disaster/Calamities (Human-Induced Hazard-Armed Conflict)
- Box 4. Other Conflict-Related Data
- Box 8. Availability of Water Supply
- Table 24. Number of Existing Wash Facilities
- Table 25. SHS Health and Nutrition
- Table 26. Travel Details (One-Way) from School

♦State and Local Universities and Colleges Profile (SUCs/LUCs) and Private School Profile (PSP)

- School Information
- Box 1. Number of Classes
- Table 4 Learners with Special Educational Needs (non-graded) Data
- Table 5 Learners with Special Educational Needs (Graded) data
- Table 9 JHS Learners with Special Educational Needs (graded) Data
- Table 14 SHS Learners with Special Educational Needs (Graded) Data
- Table 15a. and Table 15b. SHS Learners data in Technical-Vocational-Livelihood (TVL) Track Specializations
- Table 18 Vulnerabilities
- Table 19 Disaster Preparedness
- Table 20 Disasters/Calamities
- Table 21 Disasters/Calamities (Human-Induced Hazards – Armed Conflict)

For **Public Integrated Schools**, they shall accomplish only the data elements in the GESP, GJHSP and GSHSP Forms that are applicable and relevant to the school.

All schools must ensure to have a copy of the accomplished forms submitted to the Schools Division Office –Planning and Research Unit for the validation of all data elements. Further, schools may post the accomplished forms to their respective bulletin board.

6. Data Dictionary

The DepEd's data dictionary will communicate a common meaning of all the data elements in the system for consistency and common understanding among the stakeholders within and outside DepEd. These set of information describing the content, format and structure of the database will be orderly managed in details. This will also serve as a guide and reference of personnel for data collection and encoding.

Please refer to **Annex V** for the additional, changed/revised data elements. Moreover, the same definitions of all data elements shall be retained as indicated in the **DepEd Order 52, s. 2016** *"Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017"*

V. Roles and Responsibilities

1. All public and private elementary and secondary schools, learning centers, SUCs and LUCs offering elementary and secondary education, are directed to ensure prompt, complete and accurate accomplishment of the LIS and EBEIS.

2. Class advisers of public schools and designated school system administrators/school registrar of private schools and SUCs offering elementary and secondary education must ensure that all learners' profile will be updated. School Heads (SHs) must ensure the accuracy and completeness of the school's BOSY data.

3. The School Division Superintendents (SDS), through the School Governance and Operations Division – Planning and Research Unit (SGOD-PRU) and the Information Technology Officers (ITO), shall jointly provide technical assistance and resources as necessary, to the schools to ensure compliance to the guidelines of the BOSY data collection in the LIS and EBEIS. Particular attention should be given to schools with no/limited access to internet facilities.

4. The Regional Director (RDs) through the Policy Planning and Research Division (PPRD) shall monitor the division's provision of technical assistance and resources to schools for the BOSY collection of data.

Matrix of Accountability

A Matrix of Accountability is provided below for the better understanding of the roles and responsibilities of each personnel/unit.

1. Document-related

Process Data	Accountable Office/ Unit
Approval of the following: • School permit/recognition (for DepEd and Private Elem, JHS and SHS, SUCs/LUCs) • Separation of annex and extension • Merging of schools • Renaming of schools	Regional Office-QAD
Creation and issuance of new School ID	Regional Office-PPRD
Confirmation of School ID	EMISD-PS
Change in Administrative level (Division, District, Municipalities, Legislative and Barangay)	Regional Office-PPRD, Planning Officer III; Schools Division Office- SGOD, PRU
Approval of new programs and removal/changes of programs for SHS	Regional Office-QAD- Both Public and Private CLMD- Curricular matters (approval of new curricular offering)
Maintain (add, delete and update) registry of special program offerings for K to 10 and program offerings and/or specializations for SHS	Central Office - BLD & BCD

2. System-related

Process Data	Accountable Office/ Unit
A. Maintain School Profile in the EBEIS	
Creation of school profile for newly established school in the EBEIS; including auto-generation of School ID as based on DO 52 s. 2016- F. Standardization of the numbering for issuance of School ID	Regional Office-PPRD
Updating of the following school profile: *1. School Level*	 School Head

-Address -Contact details (telephone no., email address, website- if any) -Class organization (multigrade, monograde or combination) -Date established *2. Division Level* -Curricular Offering Classification (COC) -Reopening and closing of a school -Updating of integrated schools -Renaming of school -School classification -Assignment of School Head, updating of Plantilla Position- including assignment of user account and role *Change of COC in Public schools from non-integrated to integrated will automatically be assigned a new school ID as based on DO 52 s. 2016* *3. Regional Level* -Change of Administrative level -School Sub-classification and School Type	SGOD- Planning and Research Unit, Planning Officer III Regional Office-PPRD, Planning Officer III; Schools Division Office- SGOD, PRU

B. Maintain Learners Profile in the LIS	
Creation of learner record with system generated Learner Reference Number	Class Adviser/ Registrar/ Principal
Updating enrolment data of learners	Class Adviser/ Registrar/ Principal
Defining and maintaining classes for given school year and class adviser's data in the LIS	School System Admin/ School Head

C. Support for Implementing LIS and EBEIS	
Users Account Management System Admin	Planning Officer III and SEPS for Research/ IT Officer
Technical Assistance	User Support Division-ICTS EMISD-PS

| | Regional Office-PPRD |
| | SGOD-Planning and Research Unit; IT Officer |

4. Timeline

The following timeline in the conduct of LIS and EBEIS activities shall be observed:

Activity	Timeline
LIS	
Encoding/Updating of LIS for BOSY 2017-2018	
K to Grade 10	June 20, 2017 – September 30, 2017
SHS	July 31, 2017 – September 30, 2017
New facilities for deployment	July 06, 2017 – August 13, 2017
EBEIS	
Encoding for BOSY 2017-2018	
Kindergarten to SHS	August 18, 2017 - October 31, 2017
Generation of accomplished GESP, GJHSP, GSHSP, SUC/LUCSP and PSP	September 04, 2017 onwards

5. Other Provision

a. Source of Funds

PMIS Funds shall be downloaded directly to the SDOs to aid in activities that allows for the timely and accurate accomplishment of the LIS and EBEIS and other planning activities.

b. Overtime Services and Payment

All personnel involved in the LIS and EBEIS in all the public schools, district, division, and regional offices, all are allowed to render overtime (OT) services with pay during weekdays, weekends, and holidays when necessary to meet the target schedules.

At the school level, these OT services can be converted to service credits as provided in **DepEd Order No. 58, s. 2008** *"Authorizing the Grant of Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education System"*, **DepEd Order No. 10, s. 2009** *"Addendum to* **DepEd Order No. 58, s. 2008** *(Authority to Grant*

Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System (BEIS)]" and **DepEd Order 30, s. 2016** *"Policies and Guidelines on Overtime Services and Payment in the Department of Education"*. The concerned offices (Finance, Budget and Accounting) should ensure that the overtime services rendered will be duly compensated.

c. Clarifications and Queries

Further queries and issues may be communicated to:

For Policies and Procedures:

Education Management Information System- Planning Service

Landline:	+63 2 638 2251
	+63 2 635 3958
Telefax:	+63 2 635 3986
E-mail:	ps.emisd@deped.gov.ph
Address:	2nd Floor, Teodora Alonzo Building, DepEd Complex, Meralco Avenue, Pasig City

For Systems and Helpdesk:

User Support Division- ICTS

Landline:	+63 2 636 4878
	+63 2 633 2658
Mobile:	+63 939 436 1390 (SMART)
	+63 977 771 2285 (Globe)
E-mail:	support.ebeis-lis@deped.gov.ph
	icts.usd@deped.gov.ph
Address:	Ground Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City
Facebook:	www.facebook.com/groups/lis.helpdesk/

V. Monitoring and Evaluation

The PPRD of the Regional Offices and SGOD of the School Division Offices, together with the Planning Service of the Central Office, will conduct structured monitoring of the implementation (e.g. Data Quality and Consistency) of the different processes and guidelines at the national, regional, division and school level.

VI. Effectivity

This Order shall take effect immediately upon its approval.

VII. References

- **DepEd Order No. 40, s. 2014** *"Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education"*

- **DepEd Order 88, s. 2010** "Revised Manual of Regulations for Private Schools in Basic Education".

- **DepEd Order No. 51, s. 2015** *"Guidelines on the Implementation of the SHS Program in Existing Public JHSs and ISs, Establishment of Stand-Alone Public SHSs, and Conversion of Existing Elementary and JHSs into Stand-Alone SHSs"* dated October 29, 2015

- **DepEd Memorandum No. 04, s. 2014** *"Guidelines On The Preparation For The National Implementation Of The Senior High School (SHS) Program In Non-Deped Schools For The School Year (SY) 2016-2017 And Onwards"*

- **DepEd Order 52, s. 2016** *"Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017"*

- **DepEd Order No. 58, s. 2008** *"Authorizing the Grant of Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education System"*

- **DepEd Order No. 10, s. 2009** *"Addendum to DepEd Order No. 58, s. 2008 (Authority to Grant Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System (BEIS))"*

- **DepEd Order 30, s. 2016** *"Policies and Guidelines on Overtime Services and Payment in the Department of Education".*

ENHANCED BASIC EDUCATION INFORMATION SYSTEM (EBEIS) USER GUIDE

IN THIS GUIDE:

- School Identification Number
- Add a School Profile

LAST REVISION

28 June 2017

DEPARTMENT OF EDUCATION

Planning Service
Education Management Information System Division

ICT Service
User Support Division

SCHOOL IDENTIFICATION NUMBER
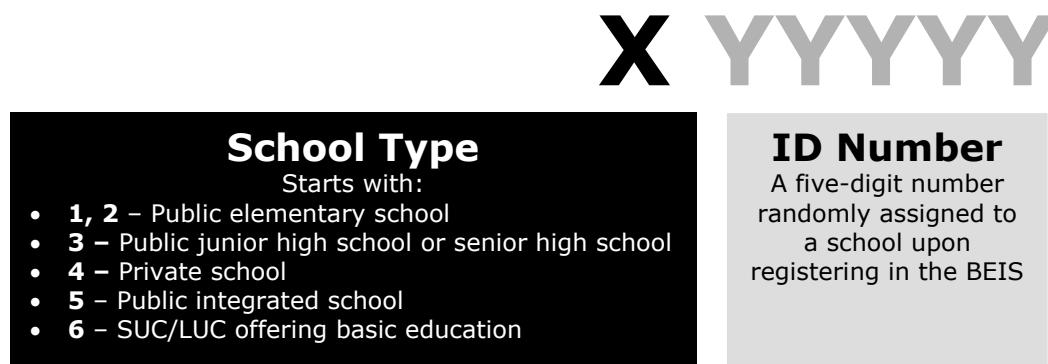
The **School Identification (ID) Number** is a unique and permanent six-digit number assigned to any educational institution offering basic education in the Philippines.

To acquire a School ID, the institution must offer Kindergarten, Elementary, Junior High School, Senior High School, and/or a combination of these education levels.

The school must also secure approval a permit to operate from the Regional Office, and be:

- A DepEd-managed school (with predefined plantilla positions);
- Operated by a State University or College (SUC) or a Local University or College (LUC);
- Managed by a government agency other than DepEd (for example: DOST, NCCA, or LGU, among others); or
- A private education institution registered under Philippine corporation laws.

The School ID follows this format:

X YYYYY

School Type
Starts with:
- **1, 2** – Public elementary school
- **3 –** Public junior high school or senior high school
- **4 –** Private school
- **5** – Public integrated school
- **6** – SUC/LUC offering basic education

ID Number
A five-digit number randomly assigned to a school upon registering in the BEIS

For example:

158452

425466

604531

Figure 1: School ID Format

DEPARTMENT OF EDUCATION

Planning Service
Education Management Information System Division

ICT Service
User Support Division

<div style="border: 3px solid black; background-color: #C8102E; color: white; padding: 10px;">

MUST-KNOW

- Every school in the basic education system can possess **only one PERMANENT and PERPETUAL School ID**.
- The School ID must be conspicuously displayed in plain sight across school facilities and in all school documents.
- Unauthorized or fraudulent issuance of School ID is **STRICTLY PROHIBITED**.

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DEPARTMENT OF EDUCATION

Planning Service | **ICT Service**
Education Management Information System Division | User Support Division

ADD A SCHOOL PROFILE

As soon as a new school becomes operational, you can create its profile and register it in the EBEIS.

NEED TO KNOW

- Only the Regional Office (RO) can enlist and encode **new** school profiles.
- The school and the Schools Division Office (SDO) can edit the **existing** or **newly created** school profile once the region finishes creating the profile.
- If the school received a School ID from the previous school year **but failed to create their school profile**, they must request for a new School ID from their respective RO.
  - The school must possess either a recognition or a permit to operate **for the current school year** to receive a new School ID.
  - The RO processes the request; once done, the school shall use the new School ID and disregard the old one.

You can add the following school types in the EBEIS:

- **Public integrated schools** (offering both elementary and secondary levels including Senior High School);
- **Elementary schools** (public, private, and SUC/LUC, offering Kinder to Grade 6); and
- **Secondary schools** (public, private, and SUC/LUC, offering Junior High School, Senior High School, or both).

To start creating a school profile and request for a School ID, log in to the EBEIS using the **Single Sign-On (SSO)** facility as the RO system administrator.

Figure 2: Add a School Profile: Login Page

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Once you successfully enter your login information, you will gain access to the Dashboard.
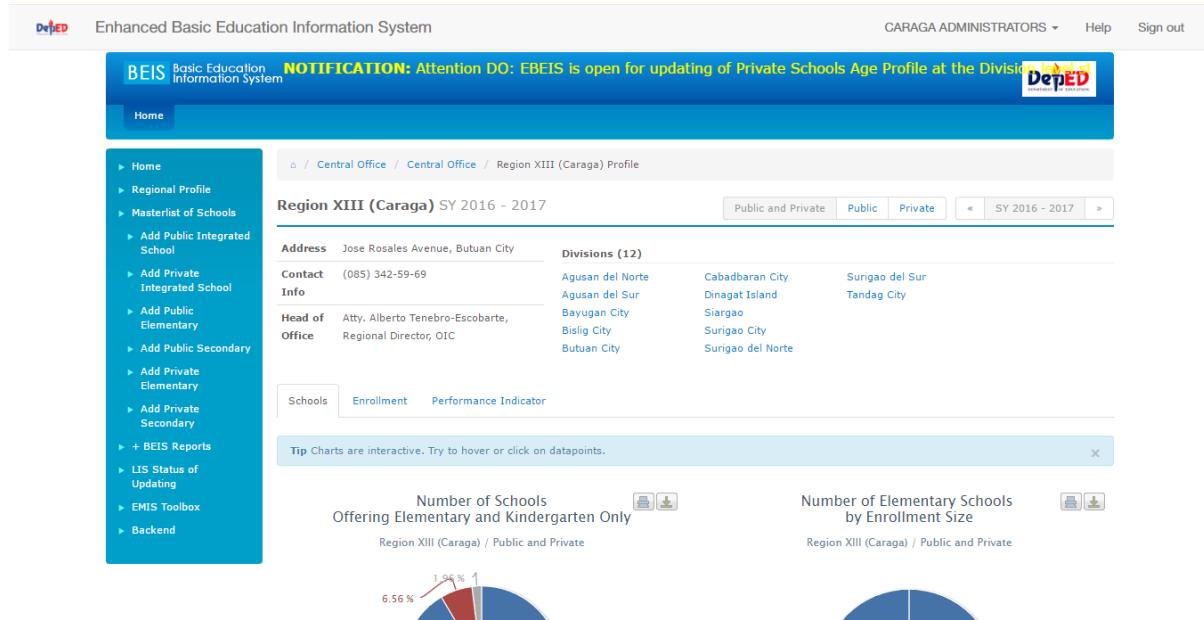

Figure 3: Add a School Profile: EBEIS Dashboard

On the Sidebar, select the type of school to add in the EBEIS.
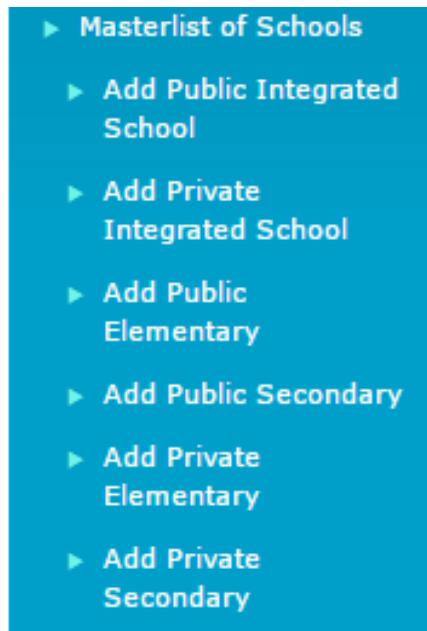
Figure 4: Add a School Profile: Add School

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Clicking any of the options will lead you to a form, where you fill in details of your school.

Figure 5: Add a School Profile: Create School

Start by entering the **school name** and the **date established** (both required).

You can fill in the school's **short name** (acronym, abbreviation, or alias) to better identify the school.

Note that the EBEIS automatically and randomly generates a **School ID**, which will be available once you finish filling out the form.

The **General Classification** and **General Curricular Offerings** fills in automatically according to the option you selected.

Figure 6: Add a School Profile: School Name

Click the **Date established** textbox to invoke a pull-down menu, where you select the month and year of the school's inception.
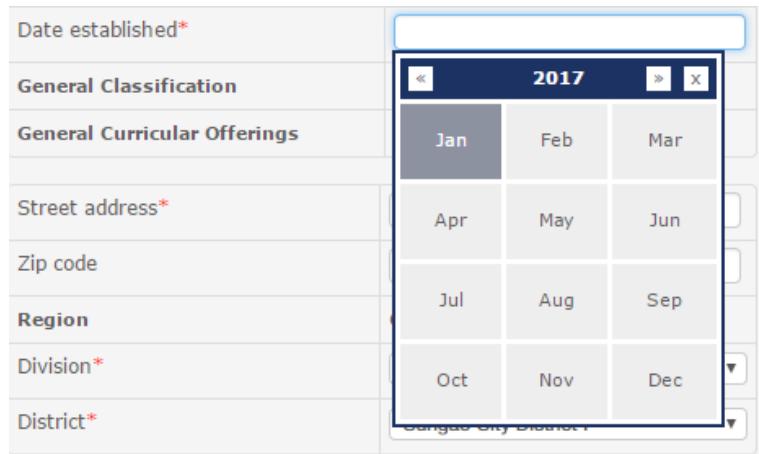
Figure 7: Add a School Profile: Date and Year of Schools' Establishment

Select the **Curricular Offering Classification**, **School sub-classification**, **School Type**, and **Curricular Offering Sub-classification** using their respective drop-downs.
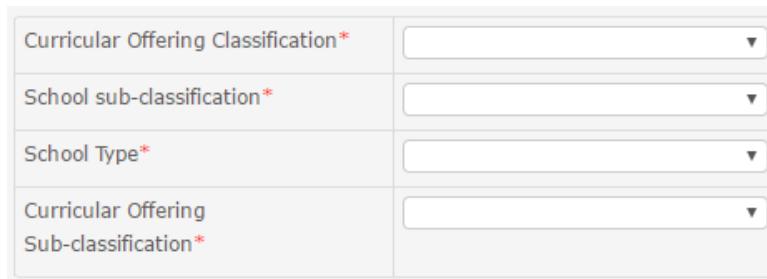
Figure 8: Add a School Profile: Classification Drop-downs

The table below lists the Curricular Offering Classifications (COC) and Sub-classifications available according to the school's curricular offering.

General Curricular Offering	COC Available	Curricular Offering Sub-classification
Elementary	• Kinder • Grade 1-6 • Kinder & Grade 1-6	• Regular School • Regular School with SPED Classes • Regular School with SPED Center • Purely SPED Center • National Special School • Integrated SPED School

General Curricular Offering	COC Available	Curricular Offering Sub-classification
Secondary	• Grade 7-10 • Grade 11-12 • Grade 7-10 & Grade 11-12	• Regular School • Regular with Special Programs • Special
Integrated	• Kinder & Grade 7-10 • Grade 1-6 & Grade 7-10 • Kinder, Grade 1-6, Grade 7-10 • Kinder, Grade 1-6, Grade 7-10 Attached to Tertiary • Grade 1-6 & Grade 11-12 • Grade 1-6, Grade 7-10 & Grade 11-12 • Kinder, Grade 1-6, Grade 7-10 & Grade 11-12 • Kinder, Grade 1-6, Grade 7-10 & Grade 11-12 Attached to Tertiary • Kinder, Grade 1-6 & Grade 11-12	• Regular School • Regular School with SPED Classes • Regular School with SPED Center • Purely SPED Center • National Special School • Integrated SPED School

This table lists the **School Sub-classifications** available according to the selected general classification.

General Classification	School Sub-classifications Available
Public	• DepED Managed • SUC Managed • DOST Managed • Local Government • LUC

General Classification	School Sub-classifications Available
Private	• Sectarian • Non-Sectarian • BRAC LC

The following School Types are available:

- School with No Annexes
- Mobile School(s)/Center(s)
- Mother school
- Annex or Extension school(s)

Note that upon selecting **Annex or Extension school(s)**, you need to select the mother school from the **Mother School** drop-down.

Fill in the **EXACT** address where the school is located.

Note that all fields (except **Zip code**) are required.

Figure 9: Add a School Profile: Address

Fill in important contact details in the **Contact Information** field.

Note that **Mobile no** is required.

Figure 10: Add a School Profile: Contact Information

DEPARTMENT OF EDUCATION

Planning Service Education Management Information System Division		**ICT Service** User Support Division

Once you finish filling in all fields, click the **Submit** button.
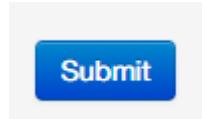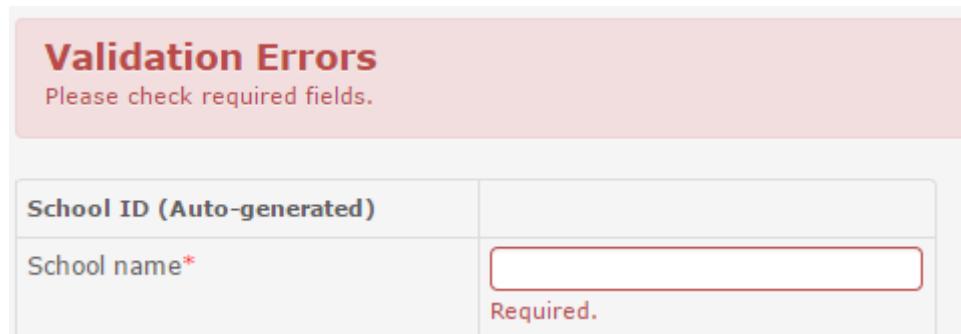
Figure 11: Add a School Profile: Submit Button

If you fail to fill in any required field, a message saying **Validation Errors: Please check required fields** pops up and highlights the field you must fill in.

Ensure to fill in all required fields before clicking **Submit**.
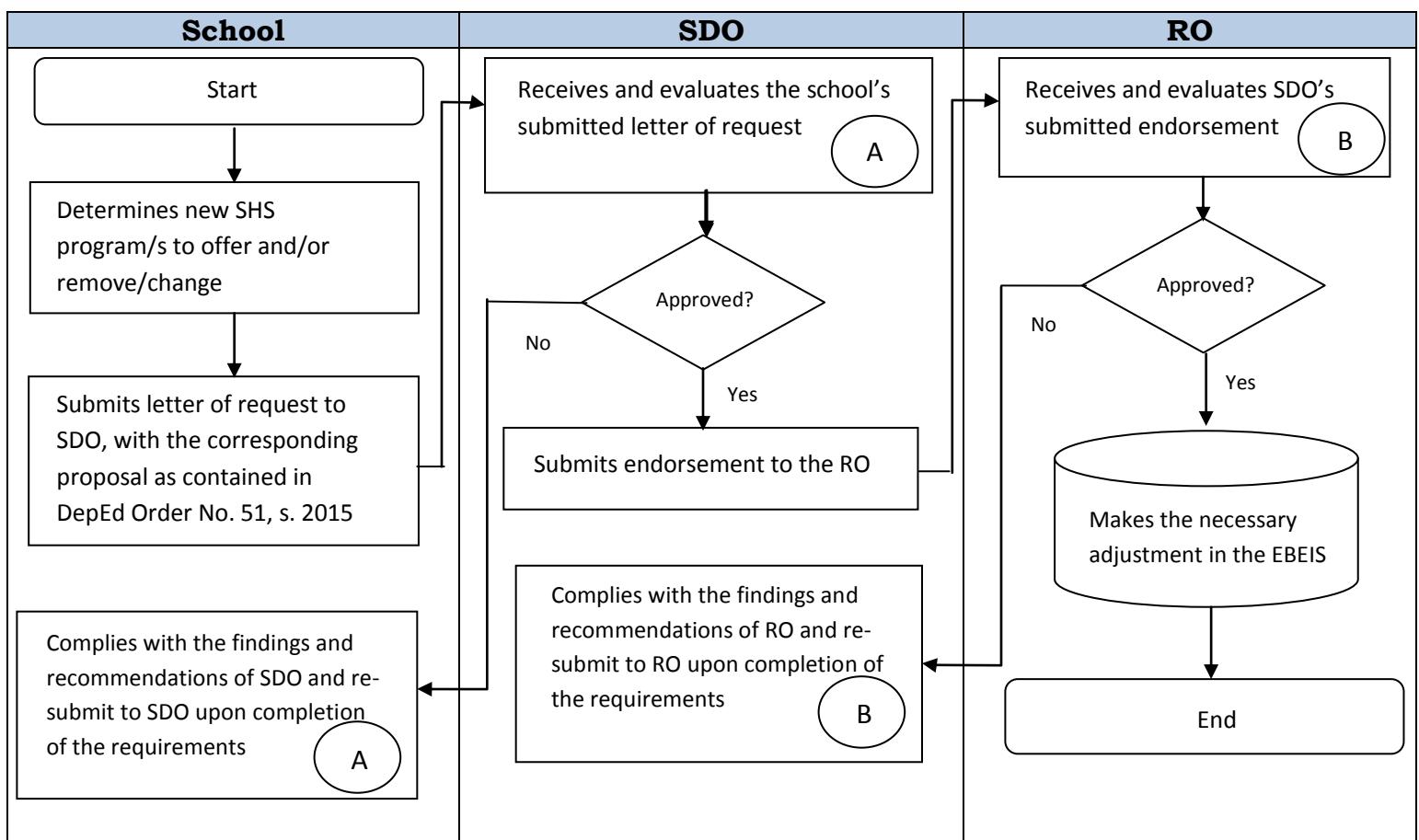
Figure 12: Add a School Profile: Validation Errors

DEPARTMENT OF EDUCATION

Planning Service   **ICT Service**
Education Management Information System Division   User Support Division

Procedure for the approval of new programs and removal/changes of programs for Senior High School (SHS)

This policy outlines the standard process for the approval of new programs and removal/changes of programs for SHS for an efficient approval without inconveniencing the schools, schools division and region offices.

To ensure proper and smooth transaction regarding the said process, the following procedures shall be observed:

School	SDO	RO
Start	Receives and evaluates the school's submitted letter of request (A)	Receives and evaluates SDO's submitted endorsement (B)
Determines new SHS program/s to offer and/or remove/change	Approved? No / Yes	Approved? No / Yes
Submits letter of request to SDO, with the corresponding proposal as contained in DepEd Order No. 51, s. 2015	Submits endorsement to the RO	Makes the necessary adjustment in the EBEIS
Complies with the findings and recommendations of SDO and re-submit to SDO upon completion of the requirements (A)	Complies with the findings and recommendations of RO and re-submit to RO upon completion of the requirements (B)	End

Figure 1. *Process flow for the approval of new programs and removal/changes of programs for SHS*

NEW BOSY 2017-2018 FACILITIES

As of 6 July 2017, the following facilities to encode learners for the **Beginning of School Year (BOSY) 2017-2018** are now available:

Enrolment from previous school year

Learner's Enrolment History	Same grade?	Next grade?	Higher grade?	Non-graded?
Retained/Dropped	Yes - Learner is considered a repeater	Yes - Must have passed PEPT or erroneously enroled last SY to proceed	Yes - Must have passed PEPT or been erroneously enroled last SY to proceed	Yes
Promoted	Yes - Must have been been erroneously enroled last SY to proceed	Yes - Learner is considered a promotee	Yes - Must have passed PEPT or been erroneously enroled last SY to proceed	Yes
Conditionally Promoted	Yes - Learner is considered a repeater	Yes - Learner is considered a promotee	No	No
Accelerated (EOSY)	Yes - Must have been been erroneously enroled last SY to proceed	Yes - Must have passed PEPT or been erroneously enroled last SY to proceed	Yes - Must have passed PEPT before proceeding	Yes
From ALS	Yes - Learner is considered a repeater	Yes - Must have passed PEPT/PVT before proceeding		Yes
From ALS to Grade 7	Yes - Learner is considered a repeater	Yes - Must have passed PEPT/PVT or A&E Elementary certificate before proceeding		Yes
From unaccredited international and private schools (within the Philippines)	Yes - Must have passed PEPT/PVT or A&E Elementary certificate before proceeding - Must have name of school and city in which it is based			Yes
From unaccredited schools abroad	Yes - Must have passed PEPT/PVT or A&E Elementary certificate before proceeding - Must have name of school and country in which it is based			Yes

New learner records

Learner's Enrolment History	Same grade?	Next grade?	Higher grade?	Non-graded?
From unaccredited international and private schools (within the Philippines)	Yes - Must have passed PEPT/PVT before proceeding - Must provide last school year attended - Requires SDO approval			Yes - LRN automatically generated
From unaccredited schools abroad	Yes - Must have passed PEPT/PVT before proceeding - Must provide last school year attended - Requires SDO approval			Yes - LRN automatically generated
From ALS, no formal schooling	Yes - Must have passed PEPT/PVT or A&E Elementary certificate before proceeding - Requires SDO approval			Yes - LRN automatically generated
From ALS to Grade 7	Yes - Must have passed PEPT/PVT or A&E Elementary certificate before proceeding - Must provide last school year attended - Requires SDO approval			No
New Entrant: Kinder	- Strict age check (must be at least **aged 5** by 31 August) - LRN automatically generated; school head's approval required if name has non-alphabetic characters or has one character only			
New Entrant: Grade 1	No	Yes - Must have passed PEPT/PVT/KCEP before proceeding	No	Yes - LRN automatically generated

Enrolment gaps

Learner's Enrolment History	Same grade?	Next grade?	Higher grade?	Non-graded?
From unaccredited international and private schools (within the Philippines)	Yes - Must have passed PEPT/PVT before proceeding - Must provide last school year attended - Requires SDO approval			Yes - LRN automatically generated
From unaccredited schools abroad	Yes - Must have passed PEPT/PVT before proceeding - Must provide last school year attended - Requires SDO approval			Yes - LRN automatically generated
From ALS, no formal schooling	Yes - Must have passed PEPT/PVT or A&E Elementary certificate before proceeding - Requires SDO approval			Yes - LRN automatically generated
From ALS to Grade 7	Yes - Must have passed PEPT/PVT or A&E Elementary certificate before proceeding - Must provide last school year attended - Requires SDO approval			No

A&E = Accreditation and Equivalency Test
KCEP = Kindergarten Catch-up Education Program
PVT = Philippine Validating Test
ALS = Alternative Learning System
LRN= Learner Reference Number
SDO = Schools Division Office
BOSY = Beginning of School Year
PEPT = Philippine Educational Placement Test

Additional facilities will be deployed in the next few weeks. Please stay tuned for updates.

GOVERNMENT ELEMENTARY SCHOOL PROFILE , SY 2017-2018

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

GOVERNMENT ELEMENTARY SCHOOL PROFILE

SCHOOL INFORMATION
SY 2017-2018

Name of School : _____
(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 : _____

Please check (✔) if the school is:

☐ a Central School
☐ an Annex/Extension School (please indicate Mother School ID: _____)
☐ an Implementing Unit (has book of accounts or has fiscal autonomy)

Please 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)

Position Title : _____ *Date :* _____

Checked by Schools District Office :

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

Position Title : _____ *Date :* _____

Verified by the Schools Division Office :

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

Position Title : _____ *Date :* _____

Table 1. LEARNERS DATA, SY 2017-2018   (As of June 30, 2017)

Particulars (deleted all asterisks)	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Special Educational Needs (Non-Graded)		TOTAL (Kindergarten to Learners w/ Special Educational Needs)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
Monograde															■	■		
Multigrade															■	■		
Balik-Aral	■	■													■	■		
CCT/4Ps Recipient															■	■		
Indigenous Peoples Learner																		
Learner in Alternative Delivery Modes	■	■													■	■		
a. Distance Education (DistEd) for SPED	■	■																
b. Enhanced-Instructional Management by Parents, Community and Teachers (e-IMPACT)	■	■																
c. Modified In-School Off-School Approach (MISOSA)	■	■	■	■	■	■	■	■										
d. Other School-Initiated Intervention																		
Muslim Learner																		
Repeater															■	■		
Transferee from Other Public Schools (in any Previous SY)																		
Transferee from Private Schools (in any Previous SY)																		

*Note: Table 1 data is **FINAL** based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.*

1. *Learner* - refers to an individual who may be enrolled in one or multiple programs.
2. *Total Enrolment* - refers to the total number of learners enrolled in the school regardless of program. This is also the sum of monograde and multigrade classes.
3. *Elementary Enrolment* - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
   Kindergarten Enrolment -   refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old by August 31 of every school year as pre-requisite for Grade 1.
4. *Learners with Special Educational Needs (Non-Graded) Enrolment* - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
5. *Monograde Enrolment* - refers to learners being taught in classes consisting of a single grade only.
6. *Multigrade Enrolment* - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
7. *Balik-Aral* - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
8. *CCT/4Ps Recipient* - refers to a learner ages 3-18 whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
9. *Indigenous Peoples Learner* - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
10. *Learner in Alternative Delivery Modes (ADM)* - refers to a learner who is enrolled in Alternative Delivery Modes (i.e., alternative modalities of education delivery within the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out by helping them overcome personal, social, and economic constraints in schooling).
    These include programs such as:
    a. *Distance Education (DistEd) for SPED* - refers to an ADM which addresses the accessibility problem of learners with disabilities ages 6-19. Due to the distance between the school and their homes the families of these learners cannot access to the special education program in the regular school. Likewise, these learners belong to the families with low socio-economic status and their parents cannot afford the expenses that go with their education.
    b. *Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT)* - refers to an intervention infused with technology and aligned with the K to 12 Curriculum of the Department of Education. This approach utilizes the services of parents, community members including the learners themselves in managing teaching and learning. This is implemented from Grades 1-6 using Program Teaching and Peer Instruction. For Program Teaching, Grades 4-6 learners are teaching Grades 1-3 learners. In Peer Instruction, a leader in the higher grades, let say will lead his or her classmates in studying a lesson in a particular subject. This is also to solve lack of teachers and classrooms.
    c. *Modified In-School Off-School Approach (MISOSA)* - refers to an ADM which serves children under difficult circumstances through community partnership. This is implemented from Grades 4 - 6 because they are considered independent learners.
    d. *Other School-Initiated Intervention* - refer to innovative and homegrown interventions developed by schools to prevent the Student-At-Risk-of-Dropping-Out (SARDOs) from dropping out and to increase their achievement rate.
11. *Muslim Learner* - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
12. *Repeater* - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
13. *Transferee from Other Public Schools (in any Previous SY)* - refers to a learner who was enrolled in another public school in any previous school year.
14. *Transferee from Private Schools (in any Previous SY)* - refers to a learner who was enrolled in a private school in any previous school year.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2.
2. Repeater in this table will tally with the totals in Table 3.

Certified True and Correct by :

School Head   :   _____
(Signature Over Printed Name)

Position Title : _____   *Date :* _____

Checked by Schools District Office :

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

Position Title   :   _____   *Date :* _____

Verified by the Schools Division Office :

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

Position Title   :   _____   *Date :* _____

Table 2. LEARNERS AGE PROFILE, SY 2017-2018   (As of June 30, 2017)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Special Educational Needs (Non-Graded)		TOTAL (Kindergarten to Learners w/ Special Educational Needs)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

Note: Table 2 data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total enrolment of the school as of June 30, 2017 will be distributed across grade levels, by single age or age group and by sex

2. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 5 years 11 months as of June 30, the age of the learner is counted as 5 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Certified True and Correct by :

School Head   : _____
      (Signature Over Printed Name)

Position Title : _____   *Date :* _____

Checked by Schools District Office :

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

Position Title   : _____   *Date :* _____

Verified by the Schools Division Office :

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

Position Title   : _____   *Date :* _____

Table 3. REPEATERS AGE PROFILE, SY 2017-2018   (As of June 30, 2017)

Age	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
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Note: Table 3 data is <u>FINAL</u> based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total repeaters of the school as of June 30, 2017 will be distributed across grade levels, by single age or age group and by sex

2. Computation of the age of repeaters will be based on his/her last birthday. Thus, if the learner is 6 years 11 months as of June 30, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Certified True and Correct by :

School Head   : _____

(Signature Over Printed Name)

Position Title : _____ *Date :* _____

Checked by Schools District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title   : _____ *Date :* _____

Verified by the Schools Division Office :

Head of the Office   : _____

(Signature Over Printed Name)

Position Title   : _____ *Date :* _____

Table 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2017-2018   (As of June 30, 2017)

Particulars	1st Shift		2nd Shift		3rd Shift		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten								
Enrolment								
Number of Classes								
Grades 1 to 6								
Enrolment								
Number of Classes								
Learners with Special Educational Needs (Non-Graded)								
Enrolment								
Number of Classes								

Note: *Table 4 data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.*

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

Reminders: *1. Table 4 shall be filled even if only one shift is offered by the school.*
        2. Totals of the Enrolment in this table will tally with the totals in Table 1 (Total Enrolment).

Box 1. NUMBER OF CLASSES, SY 2017 -2018   (As of June 30, 2017)

    *   1. For Monograde classes, please <u>indicate the **number of classes</u> by grade level.**

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

    *   2. For Multigrade classes, please <u>check the appropriate grade levels combined</u>.

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	☐	☐	☐	☐	☐	☐	☐

    3. For ALIVE classes, please <u>indicate the **number of classes</u> by grade level.**

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

Note: *** -** *Monograde and Multigrade Classes data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.*

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.

3. **ALIVE Classes -** refers to the number of classes by grade level from Kindergarten to Grade 6 offering Arabic Language and Islamic Values Education.

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

Checked by Schools District Office :
Head of the Office   : _____
        (Signature Over Printed Name)
Position Title : _____   *Date :* _____

Verified by the Schools Division Office :
Head of the Office   : _____
        (Signature Over Printed Name)
Position Title : _____   *Date :* _____

Table 5. LEARNERS DATA BY PROGRAM, SY 2017-2018   (As of June 30, 2017)

Enrolment 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
* Arabic Language and Islamic Values Education (ALIVE)																
Special Science Elementary School (SSES)	███████															

*Note: * - ALIVE data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.*

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

Types of Special Programs:
   1. *Arabic Language and Islamic Values Education (ALIVE)* - a program which aims to preserve the Arabic language and Muslim culture through its inclusion in the regular basic education curriculum.
   2. *Special Science Elementary School (SSES)* - a program which aims to enrich the science curriculum in public elementary school.

Table 6. GIFTED & TALENTED LEARNERS DATA, SY 2017-2018   (As of June 30, 2017)

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

Note: Table 6 data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

   1. *Gifted and talented learner* - refers to a learner who demonstrates high performance capability in intellectual, creative, leadership, arts or in specific academic areas and who by reason thereof, requires services or activities not ordinarily provided by the school.
   2. *Kindergarten/Headstart -* refers to a SPED kindergarten program for learners who manifests superior intelligence beyond their chronological age.
   3. *SPED class* - refers to an organized group of learners with special educational needs receiving care, intervention and educational services in the SPED Center or regular school with SPED Program.
   4. *SPED center* - refers to the learning center that caters to learners with special educational needs operating within a regular school of a standalone learning center.

Reminder: Table 6 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Certified True and Correct by :   *Checked by Schools District Office :*   *Verified by the Schools Division Office :*

School Head   : _____   *Head of the Office*   : _____   *Head of the Office*   : _____

          (Signature Over Printed Name)   *(Signature Over Printed Name)*   *(Signature Over Printed Name)*

Position Title : _____   *Date :* _____   *Position Title :* _____   *Date :* _____   *Position Title :* _____   *Date :* _____

Table 7. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (NON-GRADED) DATA, SY 2017-2018   (As of June 30, 2017)

Areas of Difficulties	Kindergarten		Primary Level						Transition		TOTAL (Kindergarten to Transition)	
			Level I		Level II		Level III					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Difficulty in Remembering or Concentrating, paying attention and understanding												
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)												
3. Difficulty in Communicating												
4. Difficulty in Mobility (Walking, Climbing and Grasping)												
5. Difficulty in Hearing												
6. Difficulty in Seeing												
7. Difficulty in performing adaptive skills (self-care)												
8. Multiple Impairment/Disability												
TOTAL												

Note: Table 7 data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

1. ***Non Graded*** -   refers to learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.
2. ***Kindergarten*** - refers to the Early Intervention Program for learners with special educational needs.
3. ***Primary Level*** - refers to the level after kindergarten where learners with special educational needs are still being prepared for mainstreaming in regular classes. Learners with special educational needs are allowed to stay in the program for a maximum of three (3) years in each of the three (3) levels. However, learners with special educational needs can be mainstreamed in regular classes if found to be ready based on performance.

   a. Level I - refers to the first two years in SPED Classes
   b. *Level II* - refers to the next two years in SPED Classes
   c. Level III - refers to the last two years (5th and 6th) in the SPED Program
4. ***Transition*** - refers to level/program for learners with special educational needs who have completed the primary level who could not pursue academic subjects and/or over-aged for the elementary level

Areas of Difficulties:

1. ***Difficulty in Remembering or 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.

2. ***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.

3. ***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.

4. ***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.

5. ***Difficulty in Hearing*** - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.

6. ***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.

7. ***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.

8. ***Multiple Impairment/Disability*** - refers to a learner diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

Reminder: Table 7 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Certified True and Correct by :
School Head : _____

(Signature Over Printed Name)

Position Title : _____   *Date   :* _____

Checked by Schools District Office :
Head of the Office: _____

(Signature Over Printed Name)

Position T : _____   *Date   :* _____

Verified by the Schools Division Office :
Head of the Office: _____

(Signature Over Printed Nam

Position : _____   *Date   :* _____

Table 8. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED) DATA,   SY 2017-2018   (As of June 30, 2017)

Areas of Difficulties	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
Mainstreamed in Regular Class:																
1. Difficulty in Remembering or Concentrating, paying attention and understanding																
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																
3. Difficulty in Communicating																
4. Difficulty in Mobility (Walking, Climbing and Grasping)																
5. Difficulty in Hearing																
6. Difficulty in Seeing																
7. Difficulty in performing adaptive skills (self-care)																
8. Multiple Impairment/Disability																
Self - contained Class:																
1. Difficulty in Remembering or Concentrating, paying attention and understanding																
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																
3. Difficulty in Communicating																
4. Difficulty in Mobility (Walking, Climbing and Grasping)																
5. Difficulty in Hearing																
6. Difficulty in Seeing																
7. Difficulty in performing adaptive skills (self-care)																
8. Multiple Impairment/Disability																
TOTAL																

Notes: Table 8 data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

For the definitions of Areas of Difficulties, please refer to Table 7 (page 7).

a. Mainstreamed in Regular Class - refers to the learners with special educational needs who are placed in regular classes.

b. Self- contained Class -   refers to the learners with special educational needs who are purely in special education classes.

Reminder: If a learner with special education needs is partially mainstreamed in regular classes or in special education classes, he or she shall be counted in the category where the learner spent the most number of hours.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____   *Date :* _____

Checked by Schools District Office :

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

Position Title   : _____   *Date :* _____

Verified by the Schools Division Office :

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

Position Title   : _____   *Date :* _____

Table 9. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2017-2018 (As of June 30, 2017)

Class	Funding Source					DepEd Subsidized *
	Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded	
	Provincial	Municipal/City				
Kindergarten						
Elementary **(excluding ALIVE)**						
ALIVE *						

1. ***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.).
2. ***DepEd Subsidized Teachers*** – teachers not having plantilla positions but paid by DepEd through honorarium (e.g., Asatidz, etc.).
3. ***ALIVE Teachers*** – teachers assigned to teach ALIVE classes.

**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.*

Table 10. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)

Position Title	Number of positions assigned in the school per latest PSI-POP	NATIONALLY-FUNDED PERSONNEL									Personnel detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		POSITIONS ASSIGNED IN THE SCHOOL														
		Number of personnel actually working in the school			On leave	Position(s) vacant	Personnel detailed to			TOTAL	TOTAL (Col.5+Col.6 + Col.7+Col.11)	Male	Female	TOTAL	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
		Male	Female	TOTAL			DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies								
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																
School Principal III																
School Principal II																
School Principal I																
Head Teacher V																
Head Teacher IV																
Head Teacher III																
Head Teacher II																
Head Teacher I																
Guidance Coordinator																
Guidance Counselor																
Senior Bookkeeper																
Disbursing Officer II																
TOTAL																

Note: For the definitions, please refer to Teaching Personnel Data (Table 11).

Reminder: Totals in column 12 must tally with entries in column 2.

Certified True and Correct by :   *Checked by Schools District Office :*   *Verified by the Schools Division Office :*

School Head : _____   *Head of the Office* : _____   *Head of the Office* : _____

(Signature Over Printed Name)   *(Signature Over Printed Name)*   *(Signature Over Printed Name)*

Position Title: _____   *Date :* _____   *Position Title* : _____   *Date :* _____   *Position Title* : _____   *Date :* _____

Table 11. TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018   (As of June 30, 2017)

Position Title	Number of positions assigned in the school per latest PSI-POP			Number of teachers actually working in the school			On leave	Position(s) Vacant	Teachers detailed to				TOTAL (Col.5+Col.6 + Col.7+Col.11)	Teachers detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
	As of March 31, 2017	Items Created from April 1 to June 30, 2017	TOTAL (2a+2b)	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 agencies	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	(2a)	(2b)	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																			
Master Teacher IV																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
SPED Teacher V																			
SPED Teacher IV																			
SPED Teacher III																			
SPED Teacher II																			
SPED Teacher I																			
TOTAL																			
b. Assignment (Number of teachers actually working in the school):																			
Handling Kindergarten classes																			
Handling Grades 1-6																			
Handling SPED classes																			
Handling ALS classes (Mobile Teacher)																			
District ALS Coordinator																			
School ALS Coordinator																			
Handling Full Time Ancilliary Services																			
TOTAL																			

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.

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 detailed 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 school division(s).

Reminders: 1. In Table 11 *a* , totals in column 12 must tally with entries in column 2.

2. In Table 11 *b* , if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.

3. In Table 11 *a* , totals in column 18 must tally with entries in Table 12 column 7.

4. Totals in Tables 11 *a* & 11 *b* must tally.

Certified True and Correct by :   Checked by Schools District Office :   Verified by the Schools Division Office :

School Head : _____   Head of the Office   : _____   Head of the Office   : _____

(Signature Over Printed Name)   *(Signature Over Printed Name)*   *(Signature Over Printed Name)*

Position Title : _____ Date : _____   Position Title   : _____ Date : _____   Position Title   : _____ Date : _____

Table 12. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2017-2018   (As of June 30, 2017)

Position Title Col. 1	Carries full-time class teaching load		Assigned part-time to class teaching		Assigned full-time to ancillary services Col. 6	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6) Col. 7
	Not assigned to ancillary services Col. 2	Assigned to ancillary services as additional load Col. 3	Class teaching 200 min. per day or more Col. 4	Class teaching less than 200 min. per day Col. 5		
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher II						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not included.

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

Table 13. NUMBER OF TEACHERS BY GRADE LEVEL
(Nationally-funded teachers actually working in the school), SY 2017-2018
(As of June 30, 2017)

Grade Level	Number of Teachers		
	Male	Female	Total
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
SPED			
TOTAL			

Reminders: 1. *If a teacher is teaching more than one grade level, he/she can be counted more than once.*
2. *Grades 5 and 6 of this table must be less than or equal to Grades 5 and 6 in Table 14.*

Table 14. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT IN GRADES 5 AND 6
(Nationally-funded teachers actually working in the school), SY 2017-2018   (As of June 30, 2017)

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

Reminders: 1. *If a teacher is teaching more than one learning area or grade level, he/she can be counted more than once.*
2. *Grades 5 and 6 of this table can be greater than or equal to Grades 5 and 6 in Table 13.*

Certified True and Correct by :

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

Checked by Schools District Office :

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

Verified by the Schools Division Office :

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

Table 15. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2016 TO DECEMBER 2016

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 2. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2017-2018   (As of June 30, 2017)
(Check as appropriate).

1. **Electrical Supply Sources:**
   - ❑ Grid Supply
   - ❑ Off Grid Supply
     - ❑ Solar Power
     - ❑ Generator
     - ❑ Others, please specify _____
   - ❑ No source of electricity

2. **Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP)** _____

3. **What is the funding source?**
   - ❑ School MOOE   ❑ School Canteen Fund
   - ❑ LGU   ❑ Private Individual/Sector
   - ❑ PTA   ❑ Others, please specify _____

1. *Grid Supply* - electricity coming from major or local power distributors (e.g., electric cooperatives, Meralco, etc.).
2. *Off Grid Supply* - electricity coming from alternative source of power (e.g., solar power, generator, etc.).
3. *No source of electricity* - without existing electrical supply at all.

Table 16. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2017-2018   (As of June 30, 2017)

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								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

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. *Notebook/Netbook* - refers to a laptop computer that can easily be transported.
   c. *Tablet* - refers to a portable computer that has a touchscreen feature as the primary means of input.
   d. *Desktop Virtual Terminal* - 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: *Checked by Schools District Office :*   *Verified by the Schools Division Office :*

School Head   : _____   *Head of the Office :* _____   *Head of the Office :* _____
         (Signature over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*

Position Title : _____   *Date :* _____   *Position Title   :* _____   *Date :* _____   *Position Title   :* _____   *Date :* _____

Table 17. NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE, SY 2017-2018   (As of June 30, 2017)

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								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
Administrative Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
TOTAL								

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

a. LED TV - refers to a type of television that uses light-emitting diodes (LED).

b. Network Switch - refers to a device used to network multiple computers together.

c. Printer - refers to a machine for printing text or illustrations on paper.

d. Projector - refers to a machine that projects images onto a screen or a wall.

e. UPS - Uninterruptible Power Source, refers to an electronic equipment that provides battery backup when the electrical power source fails.

f. 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.

Certified True and Correct by: *Checked by Schools District Office :*   *Verified by the Schools Division Office :*

School Head   : _____   *Head of the Office : _____*   *Head of the Office : _____*

(Signature over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*

Position Title : _____   Date : _____   *Position Title   : _____   Date : _____*   *Position Title   : _____   Date : _____*

Box 3. DATA ON INTERNET CONNECTIVITY, SY 2017-2018   (As of June 30, 2017)

1. Are there internet service providers in the area?   ❑ Yes   ❑ No
    If Yes, check the appropriate **internet service provider/s** servicing the area:

    | ❑ BAYANTEL | ❑ GLOBE | ❑ SMART | ❑ WIT Global (Satellite) |
    | ❑ DIGITEL | ❑ PLDT | ❑ SUN | ❑ Others, please specify _____ |

2. Does the school subscribe to any of the internet service provider/s listed above?   ❑ Yes   ❑ No

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

Table 18. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 2017)

Types of Internet Connection *(Wired, Fixed wireless, Satellite, USB Modem)*	**Internet Service Provider** *(Select from available ISPs above)*	**Average Monthly Expense** *(in PhP)*	**Funding Source** *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)*

Indicate the average monthly expense of internet connection by funding source.
1. Types of Internet Connection:
    a. Wired - internet connection using the phone lines from the service provider to a client.
    b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.
    c. Satellite - internet connection using satellite dish supplied by an internet provider.
    d. USB Modem - internet connection using USB dongle (e.g., SMART Bro, Globe Tattoo).
2. Average Monthly Expense - average cost spent for the internet connection in Philippine Peso.

Certified True and Correct by: *Checked by Schools District Office :*   *Verified by the Schools Division Office :*

School Head : _____   *Head of the Office : _____*   *Head of the Office : _____*
        (Signature over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*
Position Title : _____ Date : _____   *Position Title : _____ Date : _____*   *Position Title : _____ Date : _____*

Box 4. SCHOOL SITE DATA, SY 2017-2018   (As of June 30, 2017)

1. School Site Ownership and/or Proof of Occupancy

   a. Ownership in the name of: *(Check as appropriate)*

     ❑ DepEd   ❑ Other Government Agency

     ❑ LGU   ❑ Private Entity / Individual/s

   b. With Document? ❑ Yes   ❑ No

     If Yes, what Document Type: *(Check as appropriate)*

     ❑ 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

     ❑ Others, pls. specify _____

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

3. Mode of Acquisition of School Site: *(Check as appropriate)*

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, pls. 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 : *(Check as appropriate)*

     ❑ With Adverse Claim

     ❑ Encroachment

     ❑ With Illegal Settlers

     ❑ Others, pls. specify _____

7. School Site within : *(Check as appropriate)*

     ❑ 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 grant, cede, and convey full ownership of alienable and disposable lands formerly covered by a reservation of lands of the public domain and is issued upon the promulgation of a special law or act of Congress or by the DENR Secretary as authorized by the President.

    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. *Others* - refers to the other documents that are competent proof of ownership and occupancy.

   (Continuation of definition 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)

Position Title : _____   *Date :* _____

Checked by Schools District Office :

Head of the Office : _____

     (Signature over Printed Name)

Position Title : _____   *Date :* _____

Verified by the Schools Division Office :

Head of the Office : _____

     (Signature over Printed Name)

Position Title : _____   *Date :* _____

(Cont.)

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
   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 Illegal 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.

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.

Table 19. VULNERABILITIES, For the months of June 2016 to May 2017
**(P*lease provide appropriate answers)*

> In your own opinion, what are the top 3 conditions, circumstances or features of your schools and the surrounding environment that increase your vulnerability or put life and property at great risk to natural and human-induced disasters?
>
> 1. _____
> 2. _____
> 3. _____

Note: This table should not be left blank.

Table 20. DISASTER PREPAREDNESS, For the months of June 2016 to May 2017

Did the school conducted multi-hazard drills? ☐ **Yes**   ☐ **No**

If Yes, what type and when? *(Check as appropriate)*

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Earthquake	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Flood Evacuation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Fire	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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School Head : _____
(Signature over Printed Name)
Position Title : _____ Date : _____

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Head of the Office : _____
(Signature over Printed Name)
Position Title : _____ Date : _____

Verified by the Schools Division Office :
Head of the Office : _____
(Signature over Printed Name)
Position Title : _____ Date : _____

Table 21. DISASTERS/CALAMITIES, For the months of June 2016 to May 2017
Which incidents occurred in your school and immediate surroundings? *(Check under the months that these occurred)*

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
Crime against school head/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against learner/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against teacher/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against school property *(theft, robbery, arson)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Hostage-taking within school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Kidnapping of personnel	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Kidnapping of learner/s	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bombing in school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bomb threat in school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(Electrical wiring failure, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Health Threat *(Dengue, Malaria, Measles, food poisoning, disease outbreak)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Oil Spill	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Other security threat as a result of civilian violence *(Kidnapping threats, shooting, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Structural collapse *(as a result of engineering failures)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School used as evacuation center due to above incidents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

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School Head : _____   *Head of the Office : _____*   *Head of the Office : _____*
   (Signature over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*
Position Title : _____   Date : _____   *Position Title : _____   Date : _____*   *Position Title : _____   Date : _____*

Table 22. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict), For the months of June 2016 to May 2017

(If applicable, check under the months that these occurred)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Human-Induced Hazards - Armed Conflict												
Armed conflict incident experienced in the past months within the school and immediate surroundings	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Please provide appropriate answers, if applicable:												
Number of school days lost												
Number of days used as evacuation center												
Specify the state and/or non-state actors *(select all that apply)*												
State Actors:												
Armed Forces of the Philippines (AFP)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Philippine National Police (PNP)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
None	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Non-State Actors:												
Communist Party of the Philippines-New People's Army and National Democratic Front (CPP-NPA-NDF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Moro National Liberation Front (MNLF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bangsamoro Islamic Freedom Fighters (BIFF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Maute Group	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Abu Sayyaf Group (ASG)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify exact name of group, tribe, or clan _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
None	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

1. ***Armed Conflict*** - refers to armed confrontations occuring between governmental armed forces and one or more armed groups, or between such groups arising in the Philippine territory. Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, and rido, among others.

2. ***State and/or Non-State Actors*** - refers to those involved in the armed conflict.

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School Head : _____   *Head of the Office :* _____   *Head of the Office :* _____

     (Signature over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*

Position Title : _____ *Date :* _____   *Position Title :* _____ *Date :* _____   *Position Title :* _____ *Date :* _____

1. **Does the school integrate <u>peace education</u> in their daily lessons and lesson plans?** ☐ **Yes**   ☐ **No**
   If Yes,
   1.1 Since when? _____
   1.2 What peace education materials do the school use? Please enumerate all materials used.

   _____

   1.3 What subjects are integrated with peace education key messages/lessons? Please enumerate all subjects integrated with peace education key messages/lessons.

   _____

2. **Does the school conduct <u>peace building activities</u> (whether co-curricular or extra-curricular)?** ☐ **Yes**   ☐ **No**
   If Yes, enumerate all the peace building activities conducted the past school year?

   _____

3. **Has the school implemented <u>Education in Emergency (EiE)</u> strategies for immediate class resumption due to incidents of armed conflict?** ☐ **Yes**   ☐ **No**
   If Yes,
   3.1 Indicate the number of instances the school implemented EiE strategies for class resumption during the past school year? Count is considered as one (1) per incident and not per day.

   _____

   3.2 Indicate the number of days the school implemented EiE strategies for class resumption during the past school year? Please indicate range of days (fewest to most) if multiple incidents occured.

   _____

   3.3 Enumerate all the EiE strategies the school has used for class resumption during the past school year?

   _____

4. **Were school personnel trained in integrating peace education in their daily lessons and lesson plans?** ☐ **Yes**   ☐ **No**
   If Yes,
   4.1 How many personnel were trained? _____
   4.2 Which organization/office provided/conducted the training/s? Please include the date of training/s.

   _____

5. **Were school personnel trained in implementing EiE strategies?** ☐ **Yes**   ☐ **No**
   If Yes,
   5.1 How many personnel were trained? _____
   5.2 Which organization/office provided/conducted the training/s? Please include the date of training/s.

   _____

6. **Does the school have a <u>learner-family reunification plan</u> in case of the occurrence of hazards during class hours?**
   ☐ **Yes**   ☐ **No**
   If Yes, are the parents and learners informed of the plan? ☐ Yes   ☐ No

7. **Does the school have a <u>lockdown protocol</u>?** ☐ **Yes**   ☐ **No**
   If Yes, are the parents and learners informed of the protocol? ☐ Yes   ☐ No

8. **Has the school been <u>declared as a "Zone of Peace"</u>?*** ☐ **Yes**   ☐ **No**
   If Yes,
   8.1 When was the school declared as a "Zone of Peace"? * _____
   8.2 What regular activities are conducted in relation to the school being a "Zone of Peace"?*

   _____

Note: * - For the definition, please see DepEd Order No. 44, s. 2005 and DepEd Memorandum No. 109, s. 2017.

1. *Peace Education* – refers to the transformative education; education that seeks to change mindsets values and behaviors that have led to direct, structural, and other forms of violence in our society; education that builds awareness, concern and action towards non-violence, justice, and environmental care (Executive Order No. 570, s. 2006).

2. *Peace Building Activities* – refers to a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and relatively narrow set of activities aimed at achieving the above objectives.

3. *Education in Emergencies (EiE)* – refers to "a set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability" (Nicolai, 2003). It safeguards the rights of children to education by ensuring learning continuity amid disasters brought about by natural or human-induced hazards. EiE covers response and rehabilitation and recovery efforts of the education sector and is guided by the Sustainable Development Goal (#4) of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

4. *Learner-Family Reunification plan* – refers to a functional protocol that outlines the redirection of a school's occupants to a secured site away from the threat (could be within or outside school grounds depending on the situation/hazard) and supports the effort to reunite learners with their families.

5. *Lockdown plan* – refers to a functional protocol that outlines the steps to ensure that a school's occupants are kept safe from security risks brought about by armed intruders, armed conflict from other sources, etc.

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School Head : _____
           (Signature over Printed Name)
Position Title : _____   *Date :* _____

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Head of the Office : _____
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Position Title : _____   *Date :* _____

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Head of the Office : _____
           (Signature over Printed Name)
Position Title : _____   *Date :* _____

Box 6. SAFE LEARNING FACILITIES, For the months of June 2016 to May 2017
(Check as appropriate)

1. **Does the school conduct risk assesment of school buildings?** ❑ Yes ❑ No

   If Yes, during which month/s?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   Findings of risk assessment of school buildings:

   ❑ Cracks ❑ Buckling (Beams/Columns)

   ❑ Deterioration ❑ Leaks

   ❑ Destroyed electrical wirings ❑ Others, please specify _____

2. **Does the school conduct regular repair of facilities using their school funds?** ❑ Yes ❑ No

   If Yes, during which month/s?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

3. **Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)?** ❑ Yes ❑ No

---

Box 7. INTEGRATION OF CLIMATE CHANGE ADAPTATION (CCA) AND DISASTER RISK REDUCTION AND MANAGEMENT (DRRM), For the months of June 2016 to May 2017
(Check as appropriate)

1. **Have you incorporated CCA and DRRM in your School Improvement Plan (SIP)?** ❑ Yes ❑ No

   If Yes, please enumerate the Top 5 DRRM activities included in the SIP:

   1 _____
   2 _____
   3 _____
   4 _____
   5 _____

2. **Is your school equipped with safety equipment?** ❑ Yes ❑ No

3. **Have you developed preparedness/contingency plans in case of disaster or emenrgency?** ❑ Yes ❑ No

   If Yes, which of these has the school developed?

   ❑ Plan for the Reunification of Learners and Family

   ❑ Area designated for Temporary Learning Spaces

   ❑ Others, please specify _____

Box 8. SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT (SDRRM) TEAM, For the months of June 2016 to May 2017
(Check as appropriate)

1. **Does your school have a SDRRM Coordinator or Focal Person?** ❑ Yes ❑ No

2. **Does your school have a SDRRM Team?** ❑ Yes ❑ No

   If Yes, during which of the following does your SDRRM Team do/have?

   ❑ Multistakeholder composition of SDRRM Team including but not limited to the representatives from the BDRRMC, PTA, and CSOs

   ❑ Regular conduct of meetings

   If Yes, please indicate how often your SDRRM Team conducts meeting.

   ❑ Yearly ❑ Monthly

   ❑ Bi-annualy ❑ Others, please specify _____

   ❑ Quarterly

   ❑ Student-led School Watching and Hazard Mapping per DO No. 23, s. 2015

   If Yes, please indicate what month the activity was conducted.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   ❑ Promoting Family Earthquake Preparedness per DO No. 27, s. 2015

   If Yes, please indicate what month the activity was conducted.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   Have you presented its results to the PTA and LGU? ❑ Yes ❑ No

   Have you taken appropriate actions based on the results? ❑ Yes ❑ No

   ❑ Observance of National Fire Prevention Month per Proclamation No. 115-A, s. 1966

   ❑ Observance of National Disaster Consciousness Month per EO No. 137, s. 1999

   ❑ Earth Day Celebration per DO No. 65, s. 2010

   ❑ Quarterly Earthquake and Fire Drills including drills for other hazards in your locality per DO No. 48, s. 2012

   ❑ Brigada Eskwela per DO No. 24, s. 2008

   If Yes, who were involved?

   ❑ Parents ❑ Learners

   ❑ Teachers ❑ Others, please specify _____

   ❑ Information Dissemination Strategy/Contingency Plan during times of emergencies/disasters

   ❑ Proper documentation and reporting of damage, donations received, interventions received, and actions taken

   ❑ Others, please specify _____

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School Head : _____   *Head of the Office :* _____   *Head of the Office :* _____

     (Signature Over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*

Position Title : _____ *Date :* _____   *Position Title :* _____ *Date :* _____   *Position Title :* _____ *Date :* _____

Table 23. LEARNING AREAS WITH DRRM-RELATED CONCEPTS, For the months of June 2016 to May 2017

(Check the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas)

Learning areas with DRRM-related concepts	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Mother tongue	❑	❑	❑	❑	❑	❑	❑
Filipino	❑	❑	❑	❑	❑	❑	❑
English	❑	❑	❑	❑	❑	❑	❑
Mathematics	❑	❑	❑	❑	❑	❑	❑
Science	❑	❑	❑	❑	❑	❑	❑
Araling Panlipunan (AP)	❑	❑	❑	❑	❑	❑	❑
Edukasyon sa Pagpapakatao (EsP)	❑	❑	❑	❑	❑	❑	❑
Music	❑	❑	❑	❑	❑	❑	❑
Arts	❑	❑	❑	❑	❑	❑	❑
Physical Education	❑	❑	❑	❑	❑	❑	❑
Health	❑	❑	❑	❑	❑	❑	❑
Edukasyong Pantahanan at Pangkabuhayan (EPP)	❑	❑	❑	❑	❑	❑	❑
Technology and Livelihood Education (TLE)	❑	❑	❑	❑	❑	❑	❑
Extra-curricular activities	❑	❑	❑	❑	❑	❑	❑

Table 24. TEACHING PERSONNEL WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
For the months of June 2016 to May 2017

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation (CCA) courses and/or trainings in the last 5 years		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of May 31, 2017.

Reminder: *If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.*

Table 25. LEARNERS WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
For the months of June 2016 to May 2017

Courses and/or Trainings on DRRM and CCA	Number of Learners	
	Male	Female
DRRM courses and/or trainings		
Climate Change Adaptation (CCA) courses and/or trainings in the last 5 years		

Reminder: *If a learner received more than one training, he/she should be counted once where he/she has the most number of trainings attended.*

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School Head : _____ *Head of the Office :* _____ *Head of the Office :* _____

    (Signature Over Printed Name)   *(Signature over Printed Nam*   *(Signature over Printed Nam*

Position Title : _____ *Date :* _____ *Position Title :* _____ *Date :* _____ *Position Title :* _____ *Date :* _____

Table 26. ELEMENTARY HEALTH AND NUTRITION, SY 2017-2018

A. Number of learners who were vaccinated by the Department of Health in the school this SY 2017-2018 from June 13, 2017 to August 31, 2017

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

B. Number of learners who underwent vision screening according to results from June 13, 2017 to August 31, 2017

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

C. Number of learners by nutritional status as assessed from June 13, 2017 to August 31, 2017

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

Note: Number of learners by nutritional status data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

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).

D. Number of learners who were dewormed from June 13, 2017 to August 31, 2017

Number of Learners Dewormed	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Special Educational Needs (Non-Graded)		TOTAL (Kindergarten to Learners with Special Educational Needs)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

Certified True and Correct by :

School Head   : _____

(Signature Over Printed Name)

Plantilla/Position Title : _____   *Date* : _____

Checked by Schools District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title   : _____   *Date* : _____

Verified by the Schools Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title   : _____   *Date* : _____

Box 9. AVAILABILITY OF WATER SUPPLY, SY 2017-2018   (As of June 30, 2017)
(Check as appropriate)

1. Is there a water source inside the school ground?   ❑ **Yes**   ❑ **No**

If Yes,

1.1. Main Water Supply Source:

❑ Piped water from local service provider   ❑ Rainwater Catchments

❑ Water Well   ❑ Others, please specify _____

❑ Natural source

1.2. Average Cost of Monthly Bills/Maintenance: *(Please 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, please 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

1.5a. If Yes, did the test results show that the water source inside the school is safe to drink? ❑ 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, please 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 aquifers.

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 27. NUMBER OF EXISTING WASH FACILITIES, SY 2017-2018   (As of August 31, 2017)

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

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 :   *Checked by Schools District Office :*   *Verified by the Schools Division Office :*

School Head : _____   *Head of the Office :* _____   *Head of the Office :* _____

(Signature Over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*

Position Title : _____ *Date :* _____   *Position Title :* _____ *Date :* _____   *Position Title :* _____ *Date :* _____

Box 10. ELEMENTARY FEEDING PROGRAM, SY 2017-2018 (As of August 31, 2017)
(Check as appropriate)

a. Does the school have a feeding program? ❑ **Yes** ❑ **No**

    If Yes, what is the funding source of school feeding program?

    ❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ School-Based Feeding Program (SBFP)

    ❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund ❑ Others, please specify _____

b. Availability of agriculture and fishery resources in the school :

    ❑ Gulayan sa Paaralan ❑ Agricultural Crops ❑ Others, please specify _____

    ❑ Fish Pond ❑ Livestock ❑ None

Does agricultural and fishery in the school used for feeding program? ❑ **Yes** ❑ **No**

    If Yes, what is the funding source?

    ❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ Others, please specify _____

    ❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund

---

Box 11. FOOD HANDLING, SY 2017-2018 (As of August 31, 2017)
(Check as appropriate)

1. Does the school have a canteen? ❑ **Yes** ❑ **No**

    1.1. Does the school canteen have a sanitary permit? ❑ **Yes** ❑ **No**

    1.2. If Yes, please indicate the sanitary permit number and the validity date: _____ _____

                                                 Sanitary Permit No.   *Validity Date*

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 :   *Checked by Schools District Office :*   *Verified by the Schools Division Office :*

School Head : _____   *Head of the Office :* _____   *Head of the Office :* _____

        (Signature Over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*

Position Title : _____   *Date :* _____   *Position Title :* _____ *Date :* _____   *Position Title :* _____ *Date :* _____

Box 12. SOLID WASTE MANAGEMENT, SY 2017-2018   (As of June 30, 2017)

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? *(Check as appropriate)*

❑ 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? *(Check as appropriate)*

❑ Barangay
❑ Community leaders

❑ Local business partners
❑ Municipal/City government

❑ Parents

Box 13. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2017-2018   (As of June 30, 2017)

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: *(Please indicate the amount)* _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance? *(Check as appropriate)*

❑ School MOOE
❑ LGU
❑ PTA

❑ School Canteen Fund
❑ Private Individual/Sector
❑ Others, please specify _____

Box 14. MENSTRUAL HYGIENE, SY 2017-2018   (As of June 30, 2017)
(Check as appropriate)

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, please specify _____

Certified True and Correct by :   *Checked by Schools District Office :*   *Verified by the Schools Division Office :*

School Head : _____   *Head of the Office :* _____   *Head of the Office :* _____

(Signature Over Printed Name)   *(Signature over Printed Name)*   *(Signature over Printed Name)*

Position Title : _____   Date : _____   *Position Title : _____   Date : _____*   *Position Title : _____   Date : _____*

Table 28. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2017-2018

*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. **Travel time if walking the entire way** - If you were to walk the entire way from your school to the reference point, how long would it take? Estimate your answer in minutes.*

*5. **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.*

*6. **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	Your school's access to the NEAREST:					
			Public School			Private School		
			Elementary	Junior High School	Senior High School	Elementary	Junior High School	Senior High School
			Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____
1. Travel cost (in PhP)								
2. Travel time (in minutes)								
3. Time spent walking (in minutes)								
4. Travel time if walking the entire way (in minutes)								
5. Crossing any body of water without a bridge (yes/no)								
6. 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 5 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 15. SCHOOL LOCATION, SY 2017-2018

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, please 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*

GOVERNMENT JUNIOR HIGH SCHOOL PROFILE, SY 2017-2018

Republic of the Philippines
DEPARTMENT OF EDUCATION
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 secondary 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) on or before *September 29, 2017* .

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

SCHOOL INFORMATION
SY 2017-2018

School Name : _____
(Official Name)

_____
(Previous Name, if any)

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

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

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

Please check (✔) if the school is:

☐ **Offering Night Classes**

☐ **an Annex/Extension School** *(Please indicate Mother School ID: _____)*

☐ **an Implementing Unit (has book of accounts or has fiscal autonomy)**

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ *Date :* _____

Verified by the Schools Division Office :

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

Position Title : _____ *Date :* _____

Table 1. JHS LEARNERS DATA, SY 2017-2018 (As of June 30, 2017)

Particulars	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT										
Balik-Aral										
CCT/4Ps Recipient										
Indigenous Peoples Learner										
Learner in Alternative Delivery Modes										
a. Open High School Program (OHSP)										
b. Other School-Initiated Intervention										
Muslim Learner										
Repeater										
Transferee From Other Public Schools (in any Previous SY)										
Transferee From Private Schools (in any Previous SY)										

*Note: Table 1 data is **FINAL** based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.*

1. **Learner** - refers to an individual who may be enrolled in one or multiple programs.
2. **Total Enrolment** - refers to the total number of learners enrolled in the school regardless of program.
3. **JHS Enrolment** - refers to the second stage of compulsory basic education. It consist of four (4) years of education (Grades 7 to 10).
4. **Balik-Aral** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
5. **CCT/4Ps Recipient** - refers to a learner ages 3-18 whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
6. **Indigenous Peoples Learner** - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
7. **Learner in Alternative Delivery Modes (ADM)** - refers to a learner who is enrolled in Alternative Delivery Modes (i.e., alternative modalities of education delivery within the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out by helping them overcome personal, social, and economic constraints in schooling).
   This includes programs such as:
      a. Open High School Program (OHSP) - refers to the alternative mode of secondary education that addresses learning problems of Student-At Risk-of-Dropping-Out (SARDOs) who cannot join the regular class program due to justifiable reasons. These reasons may include physical impairment, employment, distance of home to school, education design, family problems and the like. It is implemented in the secondary level with the use of modules. Learners must be capable of independent learning.
      b. Other School-Initiated Interventions - refers to innovative and homegrown interventions developed by schools to prevent the SARDO from dropping out and to increase their achievement rate.
8. **Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
9. **Repeater** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
10. **Transferee from Other Public Schools (in any Previous SY)** - refers to a learner who was enrolled in another public school in any previous school year.
11. **Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2.
*   2. Repeater in this table will tally with the totals in Table 3.*

Certified True and Correct by :   *Verified by the Schools Division Office :*

School Head   : _____   *Head of the Office   :* _____
                        (Signature Over Printed Name)   *(Signature Over Printed Name)*
Position Title   : _____ *Date :* _____   *Position Title   :* _____ *Date :* _____

Table 2. JHS LEARNERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: Table 2 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total enrolment of the school as of June 30, 2017 will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Table 3. JHS REPEATERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: Table 3 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total repeaters of the school as of June 30, 2017 will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title : _____ *Date* : _____   *Position Title* : _____ *Date* : _____

Table 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2017-2018 (As of June 30, 2017)

Particulars	1st Shift		2nd Shift		3rd Shift		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Enrolment								
Number of Classes								

Note: Table 4 data is _FINAL_ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

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

Reminders: 1. Table 4 shall be filled even if only one shift is offered by the school.
  2. Total Enrolment in this table will tally with the totals in Table 1 and Table 2.
  3. Total Number of Classes in this table will tally with the total in Box 1 (Total Number of Regular Classes).

Box 1. NUMBER OF CLASSES, SY 2017 -2018 (As of June 30, 2017)

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

Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Gr 7 to 10)

2. For ALIVE classes, please indicate the number of classes by grade level.

Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Gr 7 to 10)

Note: Regular classes data is _FINAL_ based on Learners Information System (LIS) for Beginning of the School Year 2017 - 2018.

  1. **Regular Classes** - refers to the number of classes by grade level from Grades 7 to 10 offering regular curricula.
  2. **ALIVE Classes** - rrefers to the number of classes by grade level from Grades 7 to 10 offering Arabic Language and Islamic Values Education.

Reminder: Total Number of Regular Classes in this box will tally with the total in Table 4 (Total Number of Classes).

Table 5. JHS LEARNERS DATA BY PROGRAM, SY 2017-2018 (As of June 30, 2017)

Enrolment by Program	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Arabic Language and Islamic Values Education (ALIVE)										
Regional Science High School										
Special Program in the Arts										
Special Program in Foreign Language										
Special Program in Journalism										
Special Program in Science, Technology and Engineering										
Special Program in Sports										
Special Program in Technical Vocational Education										

Note: ALIVE data is _FINAL_ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

Enrolment by Program - refers to the number of learners according to programs offered in JHS.

Types of Special Programs:
  1. **Arabic Language and Islamic Values Education (ALIVE)** - a program which aims to preserve Arabic language and Muslim culture through its inclusion in the regular basic education curriculum.
  2. **Regional Science High School** - a program which offers a science-oriented curriculum that caters to learners with aptitude in the sciences. It is aimed to develop the science culture among the students to prepare them for careers in the sciences.
  3. **Special Program in the Arts** - a program designed to cater to the needs of learners who are talented in the arts.
  4. **Special Program in Foreign Language** - a program which aims to develop learners to understand and appreciate foreign languages.
  5. **Special Program in Journalism** - a program designed to enrich the experiences, hone the journalistic skills and competencies of learner-writers and to strengthen free and responsible journalism.
  6. **Special Program in Science, Technology and Engineering** - a program which aims to develop the learners' skills in science, technology and engineering.
  7. **Special Program in Sports** - a program that will identify learners with potential talent in sports and hone their skills for higher levels of athletic endeavors.
  8. **Special Program in Technical Vocational Education** - a program which aims to develop the learners' skills in technical vocational education.

Certified True and Correct by :

School Head : _____
  (Signature Over Printed Name)

Position Title : _____ _Date :_ _____

Verified by the Schools Division Office :

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

Position Title : _____ _Date :_ _____

Table 6. JHS LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED), SY 2017-2018 (As of June 30, 2017)

Areas of Difficulties	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mainstreamed in Regular Class:										
1. Difficulty in Remembering or Concentrating, paying attention and understanding										
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)										
3. Difficulty in Communicating										
4. Difficulty in Mobility (Walking, Climbing and Grasping)										
5. Difficulty in Hearing										
6. Difficulty in Seeing										
7. Difficulty in performing adaptive skills (self-care)										
8. Multiple Impairment/Disability										
Self - contained Class:										
1. Difficulty in Remembering or Concentrating, paying attention and understanding										
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)										
3. Difficulty in Communicating										
4. Difficulty in Mobility (Walking, Climbing and Grasping)										
5. Difficulty in Hearing										
6. Difficulty in Seeing										
7. Difficulty in performing adaptive skills (self-care)										
8. Multiple Impairment/Disability										
TOTAL										

Notes: The data in this table shall include all enrolled learners with special educational needs.

Table 6 data is **<u>FINAL</u>** based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

Mainstreamed in Regular Class - refers to a learner with special educational needs who are placed in regular classes.
Self- contained Class - refers to a learner with special educational needs who are purely in special education classes.

Areas of Difficulties:

1. **Difficulty in Remembering or 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

2. **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.

3. **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.

4. **Difficulty in Mobility (Walking, Climbing and Grasping)** - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. It includes those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.

5. **Difficulty in Hearing** - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.

6. **Difficulty in Seeing** - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. It includes those that are totally blind, functionally blind or low vision.

7. **Difficulty in performing adaptive skills (self-care)** - refers to a learner that manifest difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.

8. **Multiple Impairment/Disability** - refers to a learner who was diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

Reminder: All learners with special educational needs in JHS are mainstreamed in regular classes.

Certified True and Correct by :   Verified by the Schools Division Office :

School Head   :   Head of the Office   :
                    (Signature Over Printed Name)   *(Signature Over Printed Name)*
Position Title   :   Date :   Position Title   :   Date :

Table 7. JHS LEARNERS DATA IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2017-2018 (As of June 30, 2017)

SUBJECT	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Home Economics										
Beauty Care										
Caregiving										
Cookery										
Dressmaking										
Front Office Services										
Handicraft										
Household Services										
Travel Services										
Wellness Massage										
Agri-Fishery Arts										
Agri-Crop Production										
Animal Production										
Aquaculture										
Fish Processing										
Horticulture										
Industrial Arts										
Automotive Servicing										
Carpentry										
Consumer Electronics Servicing										
Electrical Installation and Maintenance										
Masonry										
Plumbing										
Refrigeration and Airconditioning										
Shielded Metal Arc Welding										
Information and Communication Technology (ICT)										
Computer Hardware Servicing										
Contact Center Services										
Illustration										
Technical Drafting										

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Schools Division Office :

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

Position Title : _____ *Date* : _____

Table 8. JHS TEACHERS WHO HAVE SPECIALIZATION IN TLE SUBJECTS THEY ARE TEACHING, SY 2017-2018 (As of June 30, 2017)

SUBJECT	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Home Economics										
Beauty Care										
Caregiving										
Cookery										
Dressmaking										
Front Office Services										
Handicraft										
Household Services										
Travel Services										
Wellness Massage										
Agri-Fishery Arts										
Agri-Crop Production										
Animal Production										
Aquaculture										
Fish Processing										
Horticulture										
Industrial Arts										
Automotive Servicing										
Carpentry										
Consumer Electronics Servicing										
Electrical Installation and Maintenance										
Masonry										
Plumbing										
Refrigeration and Airconditioning										
Shielded Metal Arc Welding										
Information and Communication Technology (ICT)										
Computer Hardware Servicing										
Contact Center Services										
Illustration										
Technical Drafting										

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)

Position Title   : _____ *Date :* _____

Verified by the Schools Division Office :

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

Position Title   : _____ *Date :* _____

Table 9. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2017-2018 (As of June 30, 2017)

Class	Funding Source					DepEd Subsidized *
	Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded	
	Provincial	Municipal/City				
Junior High School **(excluding ALIVE)**						████████
ALIVE *						

1. *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.).
2. *DepEd Subsidized Teachers* - teachers not having plantilla positions but paid by DepEd through honorarium (e.g., Asatidz, etc.).
3. *ALIVE Teachers* - teachers assigned to teach ALIVE classes.

*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.*

Table 10. JHS TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)

Position Title	Number of plantilla items in school per latest PSI-POP	Number of personnel actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to			TOTAL	TOTAL (Col.5+Col.6+Col.7+Col.11)	Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Male	Female	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 (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
Vocational School Administrator III																	
Vocational School Administrator II																	
Vocational School Administrator I																	
School Principal IV																	
School Principal III																	
School Principal II																	
School Principal I																	
Head Teacher VI																	
Head Teacher V																	
Head Teacher IV																	
Head Teacher III																	
Head Teacher II																	
Head Teacher I																	
Guidance Coordinator																	
Guidance Counselor																	
Senior Bookkeeper																	
Bookkeeper																	
Disbursing Officer II																	
Disbursing Officer I																	
TOTAL																	

Note: For the definitions, please refer to Teaching Personnel Data (Table 11).

Reminder: Totals in column 12 must tally with entries in column 2.

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title   : _____ *Date :* _____   *Position Title   :* _____ *Date :* _____

Table 11. JHS TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)

Position Title	Number of plantilla items in school per latest PSI-POP			NATIONALLY-FUNDED PERSONNEL										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
				SCHOOL PLANTILLA ITEMS															
				Number of teachers actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to			TOTAL	TOTAL (Col.5+Col.6+Col.7+ Col.11)						
	As of March 31, 2017	Items Created from April 1 to June 30, 2017	Total	Male	Female	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			Male	Female	Total	Male	Female	Total
Col. 1	(2a)	(2b)	(2a+2b) 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.3+Col.13) Col. 16	(Col.4+Col.14) Col. 17	(Col.16+Col.17) Col. 18
a. Teaching Positions																			
Instructor III																			
Instructor II																			
Instructor I																			
Master Teacher IV																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
Special Science Teacher I																			
SPED Teacher V																			
SPED Teacher IV																			
SPED Teacher III																			
SPED Teacher II																			
SPED Teacher I																			
TOTAL																			
b. Assignment (Number of teachers actually working in the school):																			
Handling Grades 7-10																			
Handling Grades 11-12																			
Handling SPED classes																			
Handling Full Time Ancilliary Services																			
TOTAL																			

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.
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 11 $_a$, totals in column 12 must tally with entries in column 2.
    2. In Table 11 $_b$, if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.
    3. In Tables 11 $_a$, totals in column 18 must tally with entries in Table 12 column 7.
    4. Totals in Tables 11 $_a$ & 11 $_b$ must tally.

Certified True and Correct by :

School Head : _____

       (Signature Over Printed Name)

Position Title : _____ *Date :* _____

Verified by the Schools Division Office :

Head of the Office : _____

       (Signature Over Printed Name)

Position Title : _____ *Date :* _____

Table 12. JHS TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2017-2018 (As of June 30, 2017)

Position Title\n\nCol. 1	Carries full-time class teaching load		Assigned part-time to class teaching.		Assigned full-time to ancillary services\n\nCol. 6	TOTAL\n(Col.2+Col.3+Col.4+Col.5+Col.6)\nCol. 7
	Not assigned to ancillary services\n\nCol. 2	Assigned to ancillary services as additional load\nCol. 3	Class teaching 200 min. per day or more\nCol. 4	Class teaching less than 200 min. per day\nCol. 5		
Instructor III						
Instructor II						
Instructor I						
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
Special Science Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher III						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not included.

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

Certified True and Correct by :

School Head   : _____

(Signature Over Printed Name)

Position Title   : _____ *Date :* _____

Verified by the Schools Division Office :

Head of the Office   : _____

(Signature Over Printed Name)

Position Title   : _____ *Date :* _____

Table 13. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND BY SEX
(Nationally-funded teachers only), SY 2017-2018 (As of June 30, 2017)

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.

Table 14. JHS MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2016 TO DECEMBER 2016

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 2. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2017-2018 (As of June 30, 2017)
(Check as appropriate)

1. Electrical Supply Sources:
- ❑ Grid Supply
- ❑ Off Grid Supply
  - ❑ Solar Power
  - ❑ Generator
  - ❑ Others, please specify _____
- ❑ No source of electricity

2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

3. What is the funding source?
- ❑ School MOOE   ❑ School Canteen Fund
- ❑ LGU   ❑ Private Individual/Sector
- ❑ PTA   ❑ Others, please specify _____

1. *Grid Supply* - electricity coming from major or local power distributors (e.g., electric cooperatives, Meralco, etc.).

2. *Off Grid Supply* - electricity coming from alternative source of power (e.g., solar power, generator, etc.).

3. *No source of electricity* - without existing electrical supply at all.

Certified True and Correct by :

School Head   : _____
                        (Signature Over Printed Name)

Position Title   : _____ *Date :* _____

Verified by the Schools Division Office :

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

Position Title   : _____ *Date :* _____

Table 15. NUMBER OF FUNCTIONAL COMPUTERS OF JHS BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 2017)

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								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

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. Notebook/Netbook - refers to a laptop computer that can easily be transported.
    c. Tablet - refers to a portable computer that has a touchscreen feature as the primary means of input.
    d. Desktop Virtual Terminal - 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 :   *Verified by the Schools Division Office :*

School Head   :   *Head of the Office*   :
              (Signature Over Printed Name)   *(Signature Over Printed Name)*

Position Title   :   *Date :*   *Position Title*   :   *Date :*

Table 16. NUMBER OF FUNCTIONAL ICT EQUIPMENT OF JHS BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 2017)

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								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
Administrative Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
TOTAL								

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 (LED).
   2. **Network Switch** - refers to a device used to network multiple computers together.
   3. **Printer** - refers to a machine for printing text or illustrations on paper.
   4. **Projector** - refers to a machine that projects images onto a screen or a wall.
   5. **Uninterruptible Power Source (UPS)** - refers to an electronic equipment that provides battery backup when the electrical power source fails.
   6. **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.

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title   : _____   *Date :* _____   *Position Title   :* _____   *Date :* _____

Box 3. DATA ON JHS INTERNET CONNECTIVITY, SY 2017-2018 (As of June 30, 2017)

Are there internet service providers in the area?　❑ Yes　　❑ No

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

❑ BAYANTEL　　❑ GLOBE　　❑ SMART　　❑ WIT Global (Satellite)

❑ DIGITEL　　❑ PLDT　　❑ SUN　　❑ Others, please specify _____

Does the school subscribe to any of the internet service provider/s listed above?　❑ Yes　　❑ No

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

Table 17. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION OF JHS BY FUNDING SOURCE
SY 2017-2018 (As of June 30, 2017)

Types of Internet Connection *(Wired, Fixed wireless, Satellite, USB Modem)*	Internet Service Provider *(Select from available ISPs above)*	Average Monthly Expense *(in PhP)*	Funding Source *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)*

Indicate the average monthly expense of internet connection by funding source.

1. Types of Internet Connection:
  a. Wired - internet connection using the phone lines from the service provider to a client.
  b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.
  c. Satellite - internet connection using satellite dish supplied by an internet provider.
  d. USB Modem - internet connection using USB dongle (e.g., SMART Bro, Globe Tattoo).
2. Average Monthly Expense - average cost spent for the internet connection in Philippine Peso.

Certified True and Correct by :　　　　　　　　　　　　*Verified by the Schools Division Office :*

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

Position Title　　　:　_____　*Date*　:　_____　　*Position Title*　　:　_____　*Date*　:　_____

Box 4. SCHOOL SITE DATA, SY 2017-2018 (As of June 30, 2017)

1.School Site Ownership and / or Proof of Occupancy

a. Ownership in the name of: *(Check as appropriate)*

- ❑ DepEd
- ❑ Other Government Agency
- ❑ LGU
- ❑ Private Entity / Individual/s

b. With Document? ❑ Yes ❑ No

If Yes, what Document Type: *(Check as appropriate)*

- ❑ 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
- ❑ Others, pls. specify _____

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

3. Mode of Acquisition of School Site: *(Check as appropriate)*

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, pls. 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 : *(Check as appropriate)*

- ❑ With Adverse Claim
- ❑ Encroachment
- ❑ With Illegal Settlers
- ❑ Others, pls. specify _____

7. School Site within : *(Check as appropriate)*

- ❑ 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 grant, cede, and convey full ownership of alienable and disposable lands formerly covered by a reservation of lands of the public domain and is issued upon the promulgation of a special law or act of Congress or by the DENR Secretary as authorized by the President.

   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. *Others* - refers to the other documents that are competent proof of ownership and occupancy.

(Continuation of definition on the next page)

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Schools Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

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,
   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 Illegal 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.

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.

Table 18. VULNERABILITIES, For the months of June 2016 to May 2017
(Please provide appropriate answers)

In your own opinion, what are the top 3 conditions, circumstances or features of your schools and the surrounding environment that increase your vulnerability or put life and property at great risk to natural and human-induced disasters?

1. _____

2. _____

3. _____

Note: This table should not be left blank.

Table 19. DISASTER PREPAREDNESS, For the months of June 2016 to May 2017

Did the school conducted multi-hazard drills?   ☐ Yes   ☐ No

If Yes, what type and when? *(Check as appropriate)*

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Earthquake	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Flood Evacuation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Fire	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Position Title   : _____ *Date :* _____   *Position Title   :* _____ *Date :* _____

Table 20. DISASTERS/CALAMITIES, For the months of June 2016 to May 2017
Which incidents occurred in your school and immediate surroundings? *(Check under the months that these occurred)*

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Earthquake	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Flood	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Landslide	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Storm Surge	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Tsunami	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Volcanic Eruption	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Human-Induced Hazards												
Crime against school head/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Crime against learner/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Crime against teacher/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Crime against school property *(theft, robbery, arson)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Hostage-taking within school premises	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Kidnapping of personnel	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Kidnapping of learner/s	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Bombing in school premises	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Bomb threat in school premises	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Fire *(Electrical wiring failure, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Health Threat *(Dengue, Malaria, Measles, food poisoning, disease outbreak)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Oil Spill	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Other security threat as a result of civilian violence *(Kidnapping threats, shooting, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Structural collapse *(as a result of engineering failures)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Others, please specify _____	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Result of Disaster Incidences												
School used as evacuation center due to above incidents	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏

Note: For the definitions, please see DepEd Order No. 23, s.2014.

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

Position Title : _____ *Date* : _____   *Position Title* : _____ *Date* : _____

Table 21. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict), For the months of June 2016 to May 2017
(If applicable, check under the months that these occurred)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Human-Induced Hazards - Armed Conflict												
Armed conflict incident experienced in the past months within the school and immediate surroundings	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Please provide appropriate answers, if applicable:												
Number of school days lost												
Number of days used as evacuation center												
Specify the state and/or non-state actors *(select all that apply)*												
State Actors:												
Armed Forces of the Philippines (AFP)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Philippine National Police (PNP)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
None	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Non-State Actors:												
Communist Party of the Philippines-New People's Army and National Democratic Front (CPP-NPA-NDF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Moro National Liberation Front (MNLF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bangsamoro Islamic Freedom Fighters (BIFF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Maute Group	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Abu Sayyaf Group (ASG)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify exact name of group, tribe, or clan	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
None	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

1. **Armed Conflict** - refers to armed confrontations occuring between governmental armed forces and one or more armed groups, or between such groups arising in the Philippine territory. Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, and rido, among others.

2. **State and/or Non-State Actors** - refers to those involved in the armed conflict.

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                 (Signature Over Printed Name)   *(Signature Over Printed Name)*

Position Title   : _____ *Date :* _____   *Position Title   :* _____ *Date :* _____

Box 5. OTHER CONFLICT-RELATED DATA, For the months of June 2016 to May 2017

(Please provide appropriate answers)

1. **Does the school integrate <u>peace education</u> in their daily lessons and lesson plans?** ☐ **Yes** ☐ **No**

    If Yes,

    1.1 Since when? _____

    1.2 What peace education materials do the school use? Please enumerate all materials used.

    _____

    _____

    1.3 What subjects are integrated with peace education key messages/lessons? Please enumerate all subjects integrated with peace education key messages/lessons.

    _____

    _____

2. **Does the school conduct <u>peace building activities</u> (whether co-curricular or extra-curricular)?** ☐ **Yes** ☐ **No**

    If Yes, enumerate all the peace building activities conducted the past school year?

    _____

    _____

3. **Has the school implemented <u>Education in Emergency (EiE)</u> strategies for immediate class resumption due to incidents of armed conflict?** ☐ **Yes** ☐ **No**

    If Yes,

    3.1. Indicate the number of instances the school implemented EiE strategies for class resumption during the past school year? Count is considered as one (1) per incident and not per day.

    _____

    _____

    3.2. Indicate the number of days the school implemented EiE strategies for class resumption during the past school year? Please indicate range of days (fewest to most) if multiple incidents occured.

    _____

    _____

    3.3. Enumerate all the EiE strategies the school has used for class resumption during the past school year?

    _____

    _____

4. **Were school personnel trained in integrating peace education in their daily lessons and lesson plans?** ☐ **Yes** ☐ **No**

    If Yes,

    4.1. How many personnel were trained? _____

    4.2. Which organization/office provided/conducted the training/s? Please include the date of training/s.

    _____

    _____

5. **Were school personnel trained in implementing EiE strategies?** ☐ **Yes** ☐ **No**

    If Yes,

    5.1. How many personnel were trained? _____

    5.2. Which organization/office provided/conducted the training/s? Please include the date of training/s.

    _____

    _____

6. **Does the school have a <u>learner-family reunification plan</u> in case of the occurrence of hazards during class hours?**

    ☐ **Yes** ☐ **No**

    If Yes, are the parents and learners informed of the plan? ☐ **Yes** ☐ **No**

7. **Does the school have a <u>lockdown protocol</u>?** ☐ **Yes** ☐ **No**

    If Yes, are the parents and learners informed of the protocol? ☐ **Yes** ☐ **No**

8. **Has the school been <u>declared as a "Zone of Peace"</u>?*** ☐ **Yes** ☐ **No**

    If Yes,

    8.1. When was the school declared as a "Zone of Peace"?* _____

    8.2. What regular activities are conducted in relation to the school being a "Zone of Peace"?*

    _____

    _____

*Note: * - For the definition, please see DepEd Order No. 44, s. 2005 and DepEd Memorandum No. 109, s. 2017.*

1. *Peace Education* – refers to the transformative education; education that seeks to change mindsets values and behaviors that have led to direct, structural, and other forms of violence in our society; education that builds awareness, concern and action towards non-violence, justice, and environmental care (Executive Order No. 570, s. 2006).

2. *Peace Building Activities* – refers to a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and relatively narrow set of activities aimed at achieving the above objectives.

3. *Education in Emergencies (EiE)* – refers to "a set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability" (Nicolai, 2003). It safeguards the rights of children to education by ensuring learning continuity amid disasters brought about by natural or human-induced hazards. EiE covers response and rehabilitation and recovery efforts of the education sector and is guided by the Sustainable Development Goal (#4) of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

4. *Learner-Family Reunification plan* – refers to a functional protocol that outlines the redirection of a school's occupants to a secured site away from the threat (could be within or outside school grounds depending on the situation/hazard) and supports the effort to reunite learners with their families.

5. *Lockdown plan* – refers to a functional protocol that outlines the steps to ensure that a school's occupants are kept safe from security risks brought about by armed intruders, armed conflict from other sources, etc.

Certified True and Correct by :   Verified by the Schools Division Office :

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

Position Title   : _____   Date : _____   Position Title   : _____

Box 6. SAFE LEARNING FACILITIES, For the months of June 2016 to May 2017
(Check as appropriate)

> **1. Does the school conduct risk assesment of school buildings?** ❑ Yes ❑ No
>
> **If Yes, during which month/s?**
>
> | June | July | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | April | May |
> |------|------|------|-------|------|------|------|------|------|------|-------|-----|
> | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
>
> **Findings of risk assessment of school buildings:**
>
> ❑ Cracks   ❑ Destroyed electrical wirings   ❑ Leaks
>
> ❑ Deterioration   ❑ Buckling (Beams/Columns)   ❑ Others, please specify _____
>
> **2. Does the school conduct regular repair of facilities using their school funds?** ❑ Yes ❑ No
>
> **If Yes, during which month/s?**
>
> | June | July | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | April | May |
> |------|------|------|-------|------|------|------|------|------|------|------|-------|-----|
> | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
>
> **3. Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)?** ❑ Yes ❑ No

Box 7. INTEGRATION OF CLIMATE CHANGE ADAPTATION (CCA) AND DISASTER RISK REDUCTION AND MANAGEMENT (DRRM), For the months of June 2016 to May 2017
(Check as appropriate)

> **1. Have you incorporated CCA and DRRM in your School Improvement Plan (SIP)?** ❑ Yes ❑ No
>
> **If Yes, please enumerate the Top 5 DRRM activities included in the SIP:**
>
> 1 _____
> 2 _____
> 3 _____
> 4 _____
> 5 _____
>
> **2. Is your school equipped with safety equipment?** ❑ Yes ❑ No
>
> **3. Have you developed preparedness/contingency plans in case of disaster or emenrgency?** ❑ Yes ❑ No
>
> **If Yes, which of these has the school developed?**
>
> ❑ Plan for the Reunification of Learners and Family   ❑ Area designated for Temporary Learning Spaces
>
> ❑ Others, please specify _____

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title   : _____   *Date* : _____   *Position Title*   : _____   *Date* : _____

Box 8. SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT (SDRRM) TEAM, For the months of June 2016 to May 2017
(Check as appropriate)

1. **Does your school have a SDRRM Coordinator or Focal Person?**   ❑ Yes   ❑ No

2. **Does your school have a SDRRM Team?**   ❑ Yes   ❑ No

   If Yes, during which of the following does your SDRRM Team do/have?

   ❑ Multistakeholder composition of SDRRM Team including but not limited to the representatives from the BDRRMC, PTA, and CSOs

   ❑ Regular conduct of meetings

   If Yes, please indicate how often your SDRRM Team conducts meeting.

   ❑ Yearly   ❑ Monthly
   ❑ Bi-annualy   ❑ Others, please specify _____
   ❑ Quarterly

   ❑ Student-led School Watching and Hazard Mapping per DO No. 23, s. 2015

   If Yes, please indicate what month the activity was conducted.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   ❑ Promoting Family Earthquake Preparedness per DO No. 27, s. 2015

   If Yes, please indicate what month the activity was conducted.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   Have you presented its results to the PTA and LGU?   ❑ Yes   ❑ No

   Have you taken appropriate actions based on the results?   ❑ Yes   ❑ No

   ❑ Observance of National Fire Prevention Month per Proclamation No. 115-A, s. 1966

   ❑ Observance of National Disaster Consciousness Month per EO No. 137, s. 1999

   ❑ Earth Day Celebration per DO No. 65, s. 2010

   ❑ Quarterly Earthquake and Fire Drills including drills for other hazards in your locality per DO No. 48, s. 2012

   ❑ Brigada Eskwela per DO No. 24, s. 2008

   If Yes, who were involved?

   ❑ Parents   ❑ Learners
   ❑ Teachers   ❑ Others, please specify _____

   ❑ Information Dissemination Strategy/Contingency Plan during times of emergencies/disasters

   ❑ Proper documentation and reporting of damage, donations received, interventions received, and actions taken

   ❑ Others, please specify _____

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title   : _____ *Date :* _____   *Position Title   :* _____ *Date :* _____

Table 22. LEARNING AREAS WITH DRRM-RELATED CONCEPTS, For the months of June 2016 to May 2017

(Check the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas)

Learning areas with DRRM-related concepts	Grade 7	Grade 8	Grade 9	Grade 10
Filipino	❑	❑	❑	❑
English	❑	❑	❑	❑
Mathematics	❑	❑	❑	❑
Science	❑	❑	❑	❑
Araling Panlipunan	❑	❑	❑	❑
Edukasyon sa Pagpapakatao (EsP)	❑	❑	❑	❑
Music	❑	❑	❑	❑
Arts	❑	❑	❑	❑
Physical Education	❑	❑	❑	❑
Health	❑	❑	❑	❑
Edukasyong Pantahanan at Pangkabuhayan (EPP)	❑	❑	❑	❑
Technology and Livelihood Education (TLE)	❑	❑	❑	❑
Extra-curricular activities	❑	❑	❑	❑

Table 23. TEACHING PERSONNEL WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
For the months of June 2016 to May 2017

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation courses and/or trainings in the last 5 years		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of May 31, 2017.

Reminder: **If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.**

Table 24. LEARNERS WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
For the months of June 2016 to May 2017

Courses and/or Trainings on DRRM and CCA	Number of Learners	
	Male	Female
DRRM courses and/or trainings		
Climate Change Adaptation courses and/or trainings in the last 5 years		

Reminder: **If a learner received more than one training, he/she should be counted once where he/she has the most number of trainings attended.**

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

Position Title   : _____   *Date :* _____   *Position Title   :* _____   *Date :* _____

Table 25. JHS HEALTH AND NUTRITION, SY 2017-2018

A. Number of learners who were vaccinated by the Department of Health in the school this SY 2017-2018 from June 13, 2017 to August 31, 2017

Type of Vaccines	Grade 7		
	Male	Female	Total
Measles Rubella			
Tetanus Diphtheria			

B. Number of learners by nutritional status as assessed from June 13, 2017 to August 31, 2017

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										
Obese										
Overweight										
Severely Wasted										
Wasted										
TOTAL										
Height										
Severely Stunted										
Stunted										
Normal										
Tall										
TOTAL										

*Note: Number of learners by nutritional status data is **FINAL** based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.*

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).

C. Number of learners who were dewormed from June 13, 2017 to August 31, 2017

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

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title   : _____ *Date :* _____   *Position Title   :* _____ *Date :* _____

Box 9. AVAILABILITY OF WATER SUPPLY, SY 2017-2018 (As of June 30, 2017)
(Check as appropriate)

1. Is there a water source inside the school ground? ❑ **Yes** ❑ **No**

    If Yes,

        1.1. Main Water Supply Source:

            ❑ Piped water from local service provider   ❑ Rainwater Catchments

            ❑ Water Well   ❑ Others, please specify _____

            ❑ Natural source

        1.2. Average Cost of Monthly Bills/Maintenance: *(Please 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, please 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

           1.5a. If Yes, did the test results show that the water source inside the school is safe to drink? ❑ 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, please 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 aquifers.

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 26. NUMBER OF EXISTING WASH FACILITIES, SY 2017-2018 (As of August 31, 2017)

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

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 :   *Verified by the Schools Division Office :*

School Head   : _____   *Head of the Office*   : _____

                 (Signature Over Printed Name)   *(Signature Over Printed Name)*

Position Title   : _____   *Date* : _____   *Position Title*   : _____   *Date* : _____

Box 10. JHS FEEDING PROGRAM, SY 2017-2018 (As of August 31, 2017)
(Check as appropriate)

a. Does the school have a feeding program?   ❑ **Yes**   ❑ **No**

    If Yes, what is the funding source of school feeding program?

❑ School MOOE	❑ LGU Fund	❑ Barangay Fund	❑ School-Based Feeding Program (SBFP)
❑ School Canteen Fund	❑ PTA Fund	❑ Private Individual/Sector Fund	❑ Others, please specify _____

b. Availability of agriculture and fishery resources in the school :

❑ Gulayan sa Paaralan	❑ Agricultural Crops	❑ Others, please specify _____
❑ Fish Pond	❑ Livestock	❑ None

    Does agricultural and fishery in the school used for feeding program?   ❑ **Yes**   ❑ **No**

    If Yes, what is the funding source?

❑ School MOOE	❑ LGU Fund	❑ Barangay Fund	❑ Others, please specify _____
❑ School Canteen Fund	❑ PTA Fund	❑ Private Individual/Sector Fund	

Box 11. FOOD HANDLING, SY 2017-2018 (As of August 31, 2017)
(Check as appropriate)

1. Does the school have a canteen?   ❑ **Yes**   ❑ **No**

    1.1. Does the school canteen have a sanitary permit?   ❑ **Yes**   ❑ **No**

    1.2. If Yes, please indicate the sanitary permit number and the validity date:

                                          Sanitary Permit No.   *Validity Date*

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 :   *Verified by the Schools Division Office :*

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

Position Title   : _____ *Date :* _____   *Position Title   :* _____   *Date :* _____

Box 12. SOLID WASTE MANAGEMENT, SY 2017-2018 (As of June 30, 2017)

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? *(Check as appropriate)*

❑ 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? *(Check as appropriate)*

❑ Barangay
❑ Community leaders

❑ Local business partners
❑ Municipal/City government

❑ Parents

Box 13. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2017-2018 (As of June 30, 2017)

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: *(Please indicate the amount)* _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance? *(Check as appropriate)*

❑ School MOOE
❑ LGU
❑ PTA

❑ School Canteen Fund
❑ Private Individual/Sector
❑ Others, please specify _____

Box 14. MENSTRUAL HYGIENE, SY 2017-2018 (As of June 30, 2017)
(Check as appropriate)

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, please specify _____

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Schools Division Office :

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

Position Title : _____ *Date* : _____

Table 27. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2017-2018

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. Travel time if walking the entire way - If you were to walk the entire way from your school to the reference point, how long would it take? Estimate your answer in minutes.

5. 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.

6. 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	Your school's access to the NEAREST:					
			Public School			Private School		
			Elementary	Junior High School	Senior High School	Elementary	Junior High School	Senior High School
			Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____
1. Travel cost (in PhP)								
2. Travel time (in minutes)								
3. Time spent walking (in minutes)								
4. Travel time if walking the entire way (in minutes)								
5. Crossing any body of water without a bridge (yes/no)								
6. 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 5 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 15. SCHOOL LOCATION, SY 2017-2018

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, please 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)

Position Title   : _____   *Date :* _____

Verified by the Schools Division Office :

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

Position Title   : _____   *Date :* _____

GOVERNMENT SENIOR HIGH SCHOOL (SHS) PROFILE , SY 2017-2018

| 26 | | 30 | **Table 26. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2017-2018** |
| | 14 | 30 | **Box 14. SCHOOL LOCATION, SY 2017-2018** |

Republic of the Philippines
DEPARTMENT OF EDUCATION
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) on or before *September 29, 2017* .

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

SCHOOL INFORMATION
SY 2017-2018

Name of School : _____
(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 : _____

Please check (✔) if the school is:
☐ **an Annex/Extension School   (please indicate Mother School ID: _____)**
☐ **an Implementing Unit (has book of accounts or has fiscal autonomy)**

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

Verified by the Schools Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ Date : _____

Table 1. SHS LEARNERS DATA, SY 2017-2018 (As of June 30, 2017)

| Particulars | Academic Track | | | | Arts and Design Track | | | | TVL Track | | | | Sports Track | | | | TOTAL (Grades 11-12) | |
| | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | | |
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
Balik-Aral																		
CCT/4Ps Recipient																		
Indigenous Peoples Learner																		
Muslim Learner																		
Repeater																		
Transferee From Other Public Schools (in any Previous SY)																		
Transferee From Private Schools (in any Previous SY)																		
Total Number of Classes																		

Note: - Table 1 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. *Learner* - refers to an individual who may be enrolled in one or multiple programs.
2. *Total Enrolment* - refers to the total number of learners enrolled in the school regardless of program.
3. *SHS Enrolment* - refers to the last stage of compulsory basic education. It consist of two (2) years of *Senior High School* education (Grades 11 to 12).
4. *Balik-Aral* - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
5. *CCT/4Ps Recipient* - refers to a learner ages 3-18 whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
6. *Indigenous Peoples Learner* - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
7. *Muslim Learner* - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
8. *Repeater* - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
9. *Transferee from Other Public Schools (in any Previous SY)* - refers to a learner who was enrolled in another public school in any previous school year.
10. *Transferees from Private Schools (in any Previous SY)* - refers to a learner who was enrolled in a private school in any previous school year.
11. *Total Number of Classes* - refers to the number of classes by grade level from Grades 11 to 12.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2.
2. Repeater in this table will tally with the totals in Table 3.

Certified True and Correct by :   *Verified by the Schools Division Office :*
School Head   :   *Head of the Division   :*
                       (Signature Over Printed Name)   *(Signature Over Printed Name)*
Position Title   :   *Date :*   *Position Title   :*   *Date :*

Table 2. SHS LEARNERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 15						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: SHS Learners Age Profile data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total enrolment of the school as of June 30, 2017 will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of June 30, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Table 3. SHS REPEATERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 15						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: SHS Repeaters Age Profile data is __FINAL__ based on Learner Information System for Beginning of the School Year 2017-2018.

1. The total repeaters of the school as of June 30, 2017 will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of June 30, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

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

Verified by the Schools Division Office :
Head of the Division   : _____
                        (Signature Over Printed Name)
Position Title   : _____   *Date :* _____

Table 4. SHS LEARNERS DATA BY TRACK, SY 2017-2018 (As of June 30, 2017)

Enrolment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical-Vocational-Livelihood (TVL) Track						
Arts and Design Track						
Sports Track						
TOTAL						

Note: SHS Learners Data by Track is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. ***Enrolment by Track*** - refers to the number of learners according to track offered in SHS.
2. ***Track*** - refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livehood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
3. ***Strand*** - refers to the specialized curricular offerings under a particular track.
4. ***Academic Track*** - designed for SHS learners who intend to pursue higher education or careers along four (4) specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
5. ***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.
6. ***Sports Track*** - designed for SHS learners who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and officiating.
7. ***Technical-Vocational-Livelihood Track*** - designed for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

Certified True and Correct by :

School Head   : _____
                            (Signature Over Printed Name)

Position Title   : _____ *Date :* _____

Verified by the Schools Division Office :

Head of the Division   : _____
                            (Signature Over Printed Name)

Position Title   : _____ *Date :* _____

Table 5a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2017-2018 (As of June 30, 2017)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Home Economics						
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						
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)						
TOTAL						

Note: SHS Learners Data in TVL Track Specializations is <u>FINAL</u> based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

Reminder: A learner can be counted more than once.

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

Verified by the Schools Division Office :
Head of the Division   :
(Signature Over Printed Name)
Position Title   :   Date :

Table 5b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2017-2018 (As of June 30, 2017)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Industrial Arts						
Automotive Servicing (NC I) D195						
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						
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)						
TOTAL						

Note: SHS Learners Data in TVL Track Specializations is FINAL based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

Reminder: A learner can be counted more than once.

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

Verified by the Schools Division Office :
Head of the Division   :
         (Signature Over Printed Name)
Position Title   :   *Date*   :

Table 6. SHS LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED) DATA, SY 2017-2018 (As of June 30, 2017)

Area of Difficulties	Academic Track				TVL Track				Arts and Design Track				Sports Track				TOTAL (Grades 11 - 12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mainstreamed in Regular Class:																		
Difficulty in Remembering or Concentrating, paying attention and understanding																		
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																		
Difficulty in Communicating																		
Difficulty in Mobility (Walking, Climbing and Grasping)																		
Difficulty in Hearing																		
Difficulty in Seeing																		
Difficulty in performing adaptive skills (self-care)																		
Multiple Impairment/Disability																		
Self-contained Class:																		
Difficulty in Remembering or Concentrating, paying attention and understanding																		
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																		
Difficulty in Communicating																		
Difficulty in Mobility (Walking, Climbing and Grasping)																		
Difficulty in Hearing																		
Difficulty in Seeing																		
Difficulty in performing adaptive skills (self-care)																		
Multiple Impairment/Disability																		
TOTAL																		

Note: - Table 6 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

a. *Mainstreamed in Regular Class - refers to the learners with special educational needs who are placed in regular classes.*
b. *Self- contained Class - refers to the learners with special educational needs who are purely in special education classes.*

Areas of Difficulties:

1. *Difficulty in Remembering or 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 medic
2. *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 respo
   exhibited in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
3. *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.
4. *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.
5. *Difficulty in Hearing* - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.
6. *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.
7. *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.
8. *Multiple Impairment/Disability* - refers to a learner diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

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

Verified by the Schools Division Office :
Head of the Division   : _____
                                        (Signature Over Printed Name)
Position Title   : _____ *Date* : _____

Table 7. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)

Position Title	Number of positions assigned in school per latest PSI-POP	Number of personnel actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				Total (Col.5+Col.6+Col.7+ Col.11)	Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			Total Nationally-funded personnel working in the school		
		Male	Female	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 (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																	
School Principal III																	
School Principal II																	
School Principal I																	
School Assistant Principal II																	
Head Teacher VI																	
Head Teacher V																	
Head Teacher IV																	
School Nurse II																	
Registrar I																	
Administrative Officer II																	
Administrative Assistant II																	
Project Development Officer II																	
Project Development Officer I																	
Guidance Counselor II																	
Disbursing Officer II																	
TOTAL																	

Note: For the definitions, please refer to Teaching Personnel Data (Table 8a).

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Schools Division Office :

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

Position Title : _____ *Date* : _____

Table 8a. TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)

Position Title	Number of positions 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 teachers actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				Total (Col.5+Col.6+ Col.7+ Col.11)						
	as of March 31, 2017	Items Created After April 1 to June 30, 2017	Total	Male	Female	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 (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	(2a)	(2b)	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																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
Special Science Teacher I																			
TOTAL																			

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.
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).

Reminder: Totals in column 2 must tally with entries in column 12.

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

Verified by the Division Office :
Head of the Office   : _____
(Signature Over Printed Name)
Position Title   : _____   *Date :* _____

Table 8b. TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)

Position Title	Number of Plantilla Items in the school per Schools Division PSI-POP	Employment Status			
		Permanent	Provisional	Contractual	
				Full-time	Part-time
Master Teacher IV					
Master Teacher III					
Master Teacher II					
Master Teacher I					
Teacher III					
Teacher II					
Teacher I					
Special Science Teacher I					
TOTAL					

Note: Plantilla items of the school shall tally with the total employment status.

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** - person who receive the full salary of the teaching rank for which he/she is qualified; required teaching load weekly is 30 hours with additional 10 hours or 40 hours of work per week to be spent within or outside school premises.
    b. **Part-time Contractual** - person who receive half the salary of the teaching rank for which he/she is qualified; required load is 15 hours per week with additional 5 hours or total of 20 hours of work a week to be spent within or outside school premises.

Table 9. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2017-2018 (As of June 30, 2017)

Position Title	Carries full-time class teaching load		Assigned part-time to class teaching,		Assigned full-time to ancillary services	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6)
	Not assigned to ancillary services	Assigned to ancillary services as additional load	Class teaching 200 min. per day or more	Class teaching less than 200 min. per day		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
Special Science Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not included.

Reminder: Totals in column 7 of this table must be equal to the totals in Table 8a (column 18 - Total Nationally-funded personnel working in the school).

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

Verified by the Schools Division Office :
Head of the Division   : _____
                            (Signature Over Printed Name)
Position Title   : _____ *Date :* _____

Table 10. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND BY SEX (Nationally-funded teachers only)
SY 2017-2018 (As of June 30, 2017)

Teaching Assignment	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Language						
Oral Communication						
Reading & Writing						
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino						
Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik						
Humanities						
21st Century Literature from the Philippines and the World						
Contemporary Philippine Arts from the Regions						
Communication						
Media & Information Literacy						
Mathematics						
General Mathematics						
Statistics & Probability						
Science						
Earth and Life Science (Lecture and Laboratory)						
Physical Science (Lecture and Laboratory)						
Social Science						
Personal Development / Pansariling Kaunlaran						
Understanding Culture, Society and Politics						
Philosophy						
Introduction to the Philosophy of the Human Person / Pambungad sa Pilosopiya ng Tao						
PE and Health						
Physical Education and Health						
Disaster Readiness and Risk Reduction						

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

Table 11. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT AND BY AREA OF SPECIALIZATION (Nationally-funded teachers only)
SY 2017-2018 (As of June 30, 2017)

Teaching Assignment	With Major/Minor			Not Their Major/Minor	
	Graduate Degree Major	Bachelor's Degree Major	Bachelor's Degree Minor	With Special Training	Without Special Training
Language					
Humanities					
Communication					
Mathematics					
Science					
Social Science					
Philosophy					
PE and Health					

1. **With Major/Minor** - refers to the number of teachers who have specialization in the subject area they are teaching.
2. **Not Their Major/Minor** - refers to the number of teachers who have NO specialization in the subject area they are teaching, and can be classified as either with or without special training.

Reminders: 1. A teacher who is teaching more than one learning area can be counted more than once (vertical).
*   2. A teacher can only be counted once as either "With Major/Minor" or "Not Their Major/Minor" (horizontal).*

Certified True and Correct by :   *Verified by the Schools Division Office :*
School Head   : _____   *Head of the Division   :* _____
                (Signature Over Printed Name)   *(Signature Over Printed Name)*
Position Title   : _____   *Date :* _____   *Position Title   :* _____   *Date :* _____

Table 12a. NUMBER OF TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only)
SY 2017-2018 (As of June 30, 2017)

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Training Management	Total
Home Economics							
Attractions and Theme Parks Operations with Ecotourism							
Barbering							
Bartending							
Beauty/ Nail Care							
Bread and Pastry Production							
Caregiving							
Commercial Cooking							
Cookery							
Dressmaking							
Events Management Services							
Fashion Design (Apparel)							
Food and Beverage Services							
Front Office Services							
Hairdressing							
Handicraft- Basketry, Macrame							
Handicraft- Fashion Accessories, Paper Craft							
Handicraft- Needlecraft							
Handicraft- Woodcraft, Leathercraft							
Housekeeping							
Tailoring							
Local Guiding Services							
Tourism Promotion Services							
Travel Services							
Wellness Massage							
Agri-Fishery Arts							
Agricultural Crops Production							
Animal Health Care Management							
Animal Production							
Aquaculture							
Artificial Insemination- Ruminants							
Artificial Insemination- Swine							
Fish Capture							
Fish Products Packaging							
Fishport/ Wharf Operation							
Fishing Gear Repair and Maintenance							
Food (Fish) Processing							
Horticulture							
Landscape Installation and Maintenance							
Organic Agriculture							
Pest Management							
Rice Machinery Operation							
Rubber Processing							
Rubber Production							
Slaughtering Operation							

Reminders: 1. A teacher who is teaching more than one learning area can be counted more than once (vertical).
2. A teacher can be counted once according to their TESDA National Qualifications (horizontal).

Certified True and Correct by :   *Verified by the Schools Division Office :*
School Head   : _____   *Head of the Division   :* _____
                                    (Signature Over Printed Name)   *(Signature Over Printed Name)*
Position Title   : _____ *Date :* _____   *Position Title   :* _____ *Date :* _____

Table 12b. NUMBER OF TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only)
SY 2017-2018 (As of June 30, 2017)

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Training Management	Total
Industrial Arts							
Automotive Servicing							
Carpentry							
Construction Painting							
Consumer Electronics Servicing							
Domestic Refrigeration and Airconditioning - DOMRAC Servicing							
Driving							
Electric Power Distribution Line Construction							
Electronic Products Assembly and Servicing							
Electrical Installation and Maintenance							
Furniture Making- Finishing							
Instrumentation and Control Servicing							
Gas Metal Arc Welding- GMAW							
Gas Tungsten Arc Welding- GTAW							
Machining							
Masonry							
Mechatronics Servicing							
Motorcycle/ Small Engine Servicing							
Plumbing							
Refrigeration and Air-Conditioning - Packaged Air-Conditioning Unit (PACU) / Commercial Refrigeration Equipment (CRE)							
Shielded Metal Arc Welding							
Tile Setting							
Transmission Line Installation and Maintenance							
Information and Communication Technology (ICT)							
Animation							
Broadband Installation- Fixed Wireless Systems							
Computer Hardware Servicing							
Computer Programming (NC IV)							
Contact Center Services							
Illustration							
Medical Transcription							
Technical Drafting							
Telecom OSP and Subscriber Line Installation - Copper Cable / POTS and DSL							
Telecom OSP Installation- Fiber Optic Cable							
Technical-Vocational-Livelihood Maritime							
Navigational Watch							
Engine Watch							
Safety							
Ship's Catering Services (NC I)							

Reminders: *1. A teacher who is teaching more than one learning area can be counted more than once (vertical).*
      2. A teacher can be counted once according to their TESDA National Qualifications (horizontal).

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

Verified by the Schools Division Office :
Head of the Division   : _____
                    (Signature Over Printed Name)
Position Title   : _____ *Date :* _____

Table 13. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2016 TO DECEMBER 2016

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 1. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2017-2018 (As of June 30, 2017)
(Check as appropriate)

1. Electrical Supply Sources:
- ❑ Grid Supply
- ❑ Off Grid Supply
  - ❑ Solar Power
  - ❑ Generator
  - ❑ Others, please specify _____
- ❑ No source of electricity

2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

3. What is the funding source?
- ❑ School MOOE   ❑ School Canteen Fund
- ❑ LGU   ❑ Private Individual/Sector
- ❑ PTA   ❑ Others, please specify _____

1. *Grid Supply* - electricity coming from major or local power distributors (e.g. electric cooperatives, Meralco, etc.).

2. *Off Grid Supply* - electricity coming from alternative source of power (e.g. solar power, generator, etc.).

3. *No source of electricity* - without existing electrical supply at all.

Reminder: *This table is not applicable for Stand alone SHS. Applicable only for schools which piloted the SHS, Integrated Schools (IS) and with Junior High School.*

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

Verified by the Schools Division Office :
Head Office   : _____
(Signature Over Printed Name)
Position Title   : _____ *Date :* _____

Table 14. NUMBER OF FUNCTIONAL COMPUTERSOF SHS IN THE SCHOOL BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 2017)

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								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

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. Notebook/Netbook - refers to a laptop computer that can easily be transported.

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

  d. Desktop Virtual Terminal - 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: *Verified by the Schools Division Office:*

School Head   : _____   *Head of the Office*   : _____
                     (Signature over Printed Name)   *(Signature over Printed Name)*

Position Title   : _____ Date : _____   *Position Title*   : _____ Date : _____

Box 2. DATA ON SHS INTERNET CONNECTIVITY, SY 2017-2018 (As of June 30, 2017)

Are there internet service providers in the area? ❑ Yes ❑ No

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

❑ BAYANTEL ❑ GLOBE ❑ SMART ❑ WIT Global (Satellite)

❑ DIGITEL ❑ PLDT ❑ SUN ❑ Others, please specify _____

Does the school subscribe to any of the internet service provider/s listed above? ❑ Yes ❑ No

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

Table 15. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION OF SHS BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 20

Types of Internet Connection (*Wired, Fixed wireless, satellite, USB Modem*)	**Internet Service Provider** (*Select from available ISPs above*)	**Average Monthly Expense** (*in PhP*)	**Funding Source** (*DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.*)

Indicate the average monthly expense of internet connection by funding source.

1. Types of Internet Connection:

    a. Wired - internet connection using the phone lines from the service provider to a client.

    b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

    c. Satellite - internet connection using satellite dish supplied by an internet provider.

    d. USB Modem - internet connection using USB dongle (e.g. SMART Bro, Globe Tattoo).

2. Average Monthly Expense - average cost spent for the internet connection in Philippine Peso.

Certified True and Correct by:

School Head : _____

                                (Signature over Printed Name)

Position Title : _____ Date : _____

Verified by the Schools Division Office:

Head of the Office : _____

                                (Signature over Printed Name)

Position Title : _____ Date : _____

Table 16. NUMBER OF OTHER FUNCTIONAL ICT EQUIPMENT OF SHS BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 2017)

Types of ICT Equipment	NUMBER OF ICT EQUIPMENT BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
Administrative Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
TOTAL								

Types of ICT Equipment:

1. **LED TV** - refers to a type of television that uses light-emitting diodes (LED).
2. **Network Switch** - refers to a device used to network multiple computers together.
3. **Printer** - refers to a machine for printing text or illustrations on paper.
4. **Projector** - refers to a machine that projects images onto a screen or a wall.
5. **Uninterruptible Power Source (UPS)** - refers to an electronic equipment that provides battery backup when the electrical power source fails.
6. **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.

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title   : _____   *Date :* _____   *Position Title   :* _____   *Date :* _____

Box 3. SCHOOL SITE DATA, SY 2017-2018 (As of June 30, 2017)

1. School Site Ownership and / or Proof of Occupancy

  a. Ownership in the name of: *(Check as appropriate)*

    ❑ DepEd   ❑ Other Government Agency

    ❑ LGU   ❑ Private Entity / Individual/s

  b. With Document? ❑ Yes ❑ No

    If Yes, what Document Type: *(Check as appropriate)*

    ❑ 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

    ❑ Others, pls. specify _____

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

3. Mode of Acquisition of School Site: *(Check as appropriate)*

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, pls. 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 : *(Check as appropriate)*

    ❑ With Adverse Claim

    ❑ Encroachment

    ❑ With Illegal Settlers

    ❑ Others, pls. specify _____

7. School Site within : *(Check as appropriate)*

    ❑ 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 grant, cede, and convey full ownership of alienable and disposable lands formerly covered by a reservation of lands of the public domain and is issued upon the promulgation of a special law or act of Congress or by the DENR Secretary as authorized by the President.

    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. *Others* - refers to the other documents that are competent proof of ownership and occupancy.

(Continuation of definition on the next page)

Certified True and Correct by :   *Verified by the Schools Division Office :*

School Head   : _____   *Head of the Office*   : _____

               (Signature Over Printed Name)   *(Signature Over Printed Name)*

Position Title   : _____ *Date* : _____   *Position Title*   : _____ *Date* : _____

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,
   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 Illegal 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.

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.

Table 17. VULNERABILITIES
For the months of June 2016 to May 2017, *please provide appropriate answers.*

> In your own opinion, what are the top 3 conditions, circumstances or features of your schools and the surrounding environment that increase your vulnerability or put life and property at great risk to natural and human-induced disasters?
>
> 1. _____
> 2. _____
> 3. _____

Note: This table should not be left blank.

Table 18. DISASTER PREPAREDNESS

For the months of June 2016 to May 2017, did the school conducted multi-hazard drills? ❑ Yes ❑ No

If Yes, what type and when? *(Check as appropriate)*

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood Evacuation	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ *Date :* _____

Verified by the Schools Division Office :

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

Position Title : _____ *Date :* _____

Table 19. DISASTERS/CALAMITIES

For the months of June 2016 to May 2017, which incidents occurred in your school and immediate surroundings?
(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
Crime against school head/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against learner/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against teacher/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against school property *(theft, robbery, arson)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Hostage-taking within school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Kidnapping of personnel	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Kidnapping of learner/s	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bombing in school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bomb threat in school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(Electrical wiring failure, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Health Threat *(i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Oil Spill	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Other security threat as a result of civilian violence *(Kidnapping threats, shooting, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Structural collapse *(as a result of engineering failures)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School used as evacuation center due to above incidents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Certified True and Correct by :

School Head   : _____
(Signature Over Printed Name)

Position Title   : _____   *Date :* _____

Verified by the Schools Division Office :

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

Position Title   : _____   *Date :* _____

Table 20. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict)
For the months of June 2016 to May 2017
(If applicable, check under the months that these occurred)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Human-Induced Hazards - Armed Conflict												
Armed conflict incident experienced in the past months within the school and immediate surroundings	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Please provide appropriate answers, if applicable:												
Number of school days lost												
Number of days used as evacuation center												
Specify the state and/or non-state actors *(select all that apply)*												
State Actors:												
Armed Forces of the Philippines (AFP)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Philippine National Police (PNP)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
None	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Non-State Actors:												
Communist Party of the Philippines-New People's Army and National Democratic Front (CPP-NPA-NDF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Moro National Liberation Front (MNLF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bangsamoro Islamic Freedom Fighters (BIFF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Maute Group	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Abu Sayyaf Group (ASG)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify exact name of group, tribe, or clan _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
None	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

1. ***Armed Conflict*** - refers to armed confrontations occuring between governmental armed forces and one or more armed groups, or between such groups arising in the Philippine territory. Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, and rido, among others.

2. ***State and/or Non-State Actors*** - refers to those involved in the armed conflict.

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title   :   _____ *Date*   :   _____   *Position Title*   :   _____ *Date*   :   _____

Box 4. OTHER CONFLICT-RELATED DATA

For the months of June 2016 to May 2017, *please provide appropriate answers .*

1. **Does the school integrate <u>peace education</u> in their daily lessons and lesson plans?** ❑ **Yes** ❑ **No**
   If Yes,
   1.1 Since when? _____
   1.2 What peace education materials do the school use? Please enumerate all materials used.
   _____
   _____
   1.3 What subjects are integrated with peace education key messages/lessons? Please enumerate all subjects integrated with peace education key messages/lessons.
   _____
   _____

2. **Does the school conduct <u>peace building activities</u> (whether co-curricular or extra-curricular)?** ❑ **Yes** ❑ **No**
   If Yes, enumerate all the peace building activities conducted the past school year?
   _____
   _____

3. **Has the school implemented <u>Education in Emergency (EiE)</u> strategies for immediate class resumption due to incidents of armed conflict?** ❑ **Yes** ❑ **No**
   If Yes,
   3.1. Indicate the number of instances the school implemented EiE strategies for class resumption during the past school year? Count is considered as one (1) per incident and not per day.
   _____
   _____
   3.2. Indicate the number of days the school implemented EiE strategies for class resumption during the past school year? Please indicate range of days (fewest to most) if multiple incidents occured.
   _____
   _____
   3.3. Enumerate all the EiE strategies the school has used for class resumption during the past school year?
   _____
   _____

4. **Were school personnel trained in integrating peace education in their daily lessons and lesson plans?** ❑ **Yes** ❑ **No**
   If Yes,
   4.1. How many personnel were trained? _____
   4.2. Which organization/office provided/conducted the training/s? Please include the date of training/s.
   _____
   _____

5. **Were school personnel trained in implementing EiE strategies?** ❑ **Yes** ❑ **No**
   If Yes,
   5.1. How many personnel were trained? _____
   5.2. Which organization/office provided/conducted the training/s? Please include the date of training/s.
   _____
   _____

6. **Does the school have a <u>learner-family reunification plan</u> in case of the occurrence of hazards during class hours?** ❑ **Yes** ❑ **No**
   If Yes, are the parents and learners informed of the plan? ❑ **Yes** ❑ **No**

7. **Does the school have a <u>lockdown protocol</u>?** ❑ **Yes** ❑ **No**
   If Yes, are the parents and learners informed of the protocol? ❑ **Yes** ❑ **No**

8. **Has the school been <u>declared as a "Zone of Peace"</u>?*** ❑ **Yes** ❑ **No**
   If Yes,
   8.1. When was the school declared as a "Zone of Peace"?* _____
   8.2. What regular activities are conducted in relation to the school being a "Zone of Peace"?*
   _____
   _____

*Note: * - For the definition, please see DepEd Order No. 44, s. 2005 and DepEd Memorandum No. 109, s. 2017.*

1. *Peace Education* – refers to the transformative education; education that seeks to change mindsets values and behaviors that have led to direct, structural, and other forms of violence in our society; education that builds awareness, concern and action towards non-violence, justice, and environmental care (Executive Order No. 570, s. 2006).

2. *Peace Building Activities* – refers to a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and relatively narrow set of activities aimed at achieving the above objectives.

3. *Education in Emergencies (EiE)* – refers to "a set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability" (Nicolai, 2003). It safeguards the rights of children to education by ensuring learning continuity amid disasters brought about by natural or human-induced hazards. EiE covers response and rehabilitation and recovery efforts of the education sector and is guided by the Sustainable Development Goal (#4) of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

4. *Learner-Family Reunification plan* – refers to a functional protocol that outlines the redirection of a school's occupants to a secured site away from the threat (could be within or outside school grounds depending on the situation/hazard) and supports the effort to reunite learners with their families.

5. *Lockdown plan* – refers to a functional protocol that outlines the steps to ensure that a school's occupants are kept safe from security risks brought about by armed intruders, armed conflict from other sources, etc.

Certified True and Correct by :   *Verified by the Schools Division Office :*

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

Position Title : _____ *Date* : _____   *Position Title* : _____

Box 5. SAFE LEARNING FACILITIES, For the months of June 2016 to May 2017
(Check as appropriate)

1. Does the school conduct risk assesment of school buildings? ❑ Yes ❑ No

    If Yes, during which month/s?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

    Findings of risk assessment of school buildings:

    ❑ Cracks   ❑ Buckling (Beams/Columns)

    ❑ Deterioration   ❑ Leaks

    ❑ Destroyed electrical wirings   ❑ Others, please specify _____

2. Does the school conduct regular repair of facilities using their school funds? ❑ Yes ❑ No

    If Yes, during which month/s?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

3. Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)? ❑ Yes ❑ No

---

Box 6. INTEGRATION OF CLIMATE CHANGE ADAPTATION (CCA) AND DISASTER RISK REDUCTION AND MANAGEMENT (DRRM), For the months of June 2016 to May 2017
(Check as appropriate)

1. Have you incorporated CCA and DRRM in your School Improvement Plan (SIP)? ❑ Yes ❑ No

    If Yes, please enumerate the Top 5 DRRM activities included in the SIP:

    1 _____

    2 _____

    3 _____

    4 _____

    5 _____

2. Is your school equipped with safety equipment? ❑ Yes ❑ No

3. Have you developed preparedness/contingency plans in case of disaster or emenrgency? ❑ Yes ❑ No

    If Yes, which of these has the school developed?

    ❑ Plan for the Reunification of Learners and Family

    ❑ Area designated for Temporary Learning Spaces

    ❑ Others, please specify _____

School Head : _____   *Head of the Office* : _____
            (Signature over Printed Name)   *(Signature over Printed Name)*

Position Title : _____ *Date* : _____   *Position Title* : _____ *Date* : _____

Box 7. SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT (SDRRM) TEAM
For the months of June 2016 to May 2017 *(Check as appropriate)*

1. **Does your school have a SDRRM Coordinator or Focal Person?** ❑ **Yes** ❑ **No**

2. **Does your school have a SDRRM Team?** ❑ **Yes** ❑ **No**

If Yes, during which of the following does your SDRRM Team do/have?

❑ Multistakeholder composition of SDRRM Team including but not limited to the representatives from the BDRRMC, PTA, and CSOs

❑ Regular conduct of meetings

If Yes, please indicate how often your SDRRM Team conducts meeting.

❑ Yearly ❑ Monthly
❑ Bi-annualy ❑ Others, please specify _____
❑ Quarterly

❑ Student-led School Watching and Hazard Mapping per DO No. 23, s. 2015

If Yes, please indicate what month the activity was conducted.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

❑ Promoting Family Earthquake Preparedness per DO No. 27, s. 2015

If Yes, please indicate what month the activity was conducted.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Have you presented its results to the PTA and LGU? ❑ **Yes** ❑ **No**

Have you taken appropriate actions based on the results? ❑ **Yes** ❑ **No**

❑ Observance of National Fire Prevention Month per Proclamation No. 115-A, s. 1966

❑ Observance of National Disaster Consciousness Month per EO No. 137, s. 1999

❑ Earth Day Celebration per DO No. 65, s. 2010

❑ Quarterly Earthquake and Fire Drills including drills for other hazards in your locality per DO No. 48, s. 2012

❑ Brigada Eskwela per DO No. 24, s. 2008

If Yes, who were involved?

❑ Parents ❑ Learners
❑ Teachers ❑ Others, please specify _____

❑ Information Dissemination Strategy/Contingency Plan during times of emergencies/disasters

❑ Proper documentation and reporting of damage, donations received, interventions received, and actions taken

❑ Others, please specify _____

Certified True and Correct by :

Verified by the Schools Division Office :

School Head : _____
(Signature Over Printed Name)

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

Position Title : _____ **Date** : _____

Position Title : _____ **Date** : _____

Table 21. LEARNING AREAS WITH DRRM-RELATED CONCEPTS
For the months of June 2016 to May 2017

Check the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas.

Tracks with DRRM Integrated in Learning Areas	Grade 11	Grade 12
Academic Track		
General Academic Strand	❏	❏
Accounting Business Management Strand	❏	❏
Science, Technology, Engineering & Mathematics Strand	❏	❏
Humanities and Social Sciences Strand	❏	❏
Technical-Vocational-Livelihood Track		
Home Economics	❏	❏
Agri-Fishery Arts	❏	❏
Industrial Arts	❏	❏
Information and Communication Technology	❏	❏
TVL-Maritime	❏	❏
Arts and Design Track	❏	❏
Sports Track	❏	❏

Table 22. TEACHING PERSONNEL WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
For the months of June 2016 to May 2017

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation courses and/or trainings in the		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of May 31, 2016.

Reminder: **If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.**

Table 23. LEARNERS WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
For the months of June 2016 to May 2017

Courses and/or Trainings on DRRM and CCA	Number of Learners	
	Male	Female
DRRM courses and/or trainings		
Climate Change Adaptation courses and/or trainings in the		

Reminder: **If a learner received more than one training, he/she should be counted once where he/she has the most number of trainings attended.**

Certified True and Correct by: *Verified by the Schools Division Office:*

School Head   : _____   *Head of the Office   : _____*
(Signature over Printed Name)   *(Signature over Printed Name)*

Position Title   : _____   Date : _____   *Position Title   : _____   Date : _____*

Box 8. AVAILABILITY OF WATER SUPPLY, SY 2017-2018 (As of June 30, 2017)
(Check as appropriate)

1. Is there a water source inside the school ground? ❑ **Yes** ❑ **No**

    If Yes,

      1.1. Main Water Supply Source:

          ❑ Piped water from local service provider   ❑ Rainwater Catchments

          ❑ Water Well   ❑ Others, please specify _____

          ❑ Natural source

      1.2. Average Cost of Monthly Bills/Maintenance: (Please 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, please 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**

        1.5a. If Yes, did the test results show that the water source inside the school is safe to drink? ❑ **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, please 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 aquifers.

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 24. NUMBER OF EXISTING WASH FACILITIES, SY 2017-2018 (As of August 31, 2017)

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

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activity 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 :   *Verified by the Schools Division Office :*

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

Position Title   : _____   *Date* : _____   *Position Title*   : _____   *Date* : _____

Table 25. SHS HEALTH AND NUTRITION, SY 2017-2018

A. Number of learners who were vaccinated by the Department of Health in the school this SY 2017-2018 from June 13, 20

Type of Vaccines	Grade 11		Grade 12		TOTAL (Grades 11- 12)	
	Male	Female	Male	Female	Male	Female
Measles Rubella Vaccine						
Tetanus Diptheria						

B. Number of learners by nutritional status as assessed from June 13, 2017 to August 31, 2017

Nutritional Status	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Weight						
Normal						
Obese						
Overweight						
Severely Wasted						
Wasted						
TOTAL						
Height						
Severely Stunted						
Stunted						
Normal						
Tall						
TOTAL						

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 sta
2. *Obese* - refers to a learner who is severely over weight for his/her height and whose BMI-for-age fall beyond +3 z-score lin
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
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-scor
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
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-sco
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

C. Number of learners who were dewormed from June 13, 2017 to August 31, 2017

Number of Learners Dewormed	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female

Certified True and Correct by :

School Head : _____   _____

                    (Signature Over Printed Name)

Position Title : _____   Date : _____   Date : _____

Box 9. SHS FEEDING PROGRAM, SY 2017-2018 (As of August 31, 2017)
(Check as appropriate)

a. Does the school have a feeding program? ❑ **Yes** ❑ **No**	

    If Yes, what is the funding source of school feeding program?

❑ School MOOE	❑ LGU Fund	❑ Barangay Fund	❑ School-Based Feeding Program (SBFP)
❑ School Canteen Fund	❑ PTA Fund	❑ Private Individual/Sector Fund	❑ Others, please specify _____

    b. Availability of agriculture and fishery resources in the school :

❑ Gulayan sa Paaralan	❑ Agricultural Crops	❑ Others, please specify _____
❑ Fish Pond	❑ Livestock	❑ None

Does agricultural and fishery in the school used for feeding program? ❑ **Yes** ❑ **No**

    If Yes, what is the funding source?

❑ School MOOE	❑ LGU Fund	❑ Barangay Fund	❑ Others, please specify _____
❑ School Canteen Fund	❑ PTA Fund	❑ Private Individual/Sector Fund	

Box 10. FOOD HANDLING, SY 2017-2018 (As of August 31, 2017)
(Check as appropriate)

1. Does the school have a canteen? ❑ **Yes** ❑ **No**

    1.1. Does the school canteen have a sanitary permit? ❑ **Yes** ❑ **No**

    1.2. If Yes, please indicate the sanitary permit number and the validity date: _____ _____

                                                    Sanitary Permit No.   *Validity Date*

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 :   *Verified by the Schools Division Office :*

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

Position Title   : _____ *Date :* _____   *Position Title*   : _____ *Date :* _____

Box 11. SOLID WASTE MANAGEMENT, SY 2017-2018 (As of June 30, 2017)

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? (Check as appropriate).

❑ 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   ❑ Use of reusable food containerts

Waste Management Committee   ❑ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management? (Check as appropriate).

❑ Barangay   ❑ Local business partners   ❑ Parents

❑ Community leaders   ❑ Municipal/City government

Box 12. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2017-2018 (As of June 30, 2017)

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: (Please indicate the amount) _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance? (Check as appropriate):

❑ School MOOE   ❑ School Canteen Fund

❑ LGU   ❑ Private Individual/Sector

❑ PTA   ❑ Others, please specify _____

Box 13. MENSTRUAL HYGIENE, SY 2017-2018 (As of June 30, 2017)
(Check as appropriate)

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, please specify _____

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Table 26. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2017-2018

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. Travel time if walking the entire way - If you were to walk the entire way from your school to the reference point, how long would it take? Estimate your answer in minutes.
5. 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.
6. 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	Your school's access to the NEAREST:					
			Public School			Private School		
			Elementary	Junior High School	Senior High School	Elementary	Junior High School	Senior High School
			Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____	Indicate School ID: _____
1. Travel cost (in PhP)								
2. Travel time (in minutes)								
3. Time spent walking (in minutes)								
4. Travel time if walking the entire way (in minutes)								
5. Crossing any body of water without a bridge (yes/no)								
6. 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 5 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 14. SCHOOL LOCATION, SY 2017-2018

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, please 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 :　　　　　　　　*Verified by the Schools Division Office :*

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

Position Title　:　_____　*Date* :　_____　　*Position Title*　:　_____　*Date* :　_____

STATE and LOCAL UNIVERSITIES and COLLEGES SCHOOL PROFILE, SY 2017-2018

Republic of the Philippines
DEPARTMENT OF EDUCATION
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) on or before *September 29, 2017*.

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

SCHOOL INFORMATION
SY 2017-2018

School Name   : _____

(Official Name)

_____
Previous Name (if any)

Address   : ____ _____ _____

No.   Street/Sitio/Purok   *Barangay*

_____   _____
Municipality/City   *Province*

_____
Zipcode

Region	: _____
Division	: _____
Legislative District	: _____
Telephone Number	: _____
Mobile Number	: _____
Fax Number	: _____
Web Page (if any)	: _____
E-Mail Address	: _____
Date Established	: _____

Type of School:
(Tick 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)

Designation   : _____

Date : _____

Table 1. ELEMENTARY LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Special Educational Needs (Non-Graded)		TOTAL (Kindergarten to Learners w/ Special Educational Needs)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
Monograde																		
Multigrade																		
Balik-Aral																		
Indigenous Peoples Learner																		
Learner in ALIVE classes																		
Muslim Learner																		
Repeater																		

Note: Table 1 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program. This is also the sum of monograde and multigrade classes.
3. ***Elementary Enrolment*** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
4. ***Kindergarten Enrolment -*** *refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old by August 31 of every school year as pre-requisite for Grade 1.*
5. ***Learners with Exceptionalities (non-graded) Enrolment*** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
6. ***Monograde Enrolment*** - refers to learners being taught in classes consisting of a single grade only.
7. ***Multigrade Enrolment*** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
8. ***Balik-Aral*** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
9. ***Indigenous Peoples Learner*** -refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
10. ***Learner in Arabic Language and Islamic Values Education (ALIVE) classes*** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education curriculum).
11. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
12. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2.
2. Repeater in this table will tally with the totals in Table 3.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Designation : _____

Date : _____

Table 2. ELEMENTARY LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Special Educational Needs (Non-Graded)		TOTAL (Kindergarten to Learners w/ Special Educational Needs)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

Note: Table 2 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total enrolment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.

2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 6 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Certified True and Correct by :

School Head   :   _____   *Designation*   :   _____   *Date*   :   _____

                 (Signature Over Printed Name)

Table 3. ELEMENTARY REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	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
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Note: Table 3 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total repeaters of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.

2. Computation of the age of repeaters will be based on his/her last birthday. Thus, if the learner is 6 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Box 1. NUMBER OF CLASSES, SY 2017-2018 (As of last school day of the opening month of the school year)

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

Kindergarte	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr

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

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

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

	Kindergarte	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	❏	❏	❏	❏	❏	❏	❏
MG Class 2	❏	❏	❏	❏	❏	❏	❏
MG Class 3	❏	❏	❏	❏	❏	❏	❏

3. For ALIVE classes, please indicate the number of classes by grade level.

Kindergarte	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr

Note: Box 1 data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

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.

3. ALIVE Classes - refers to the number of classes by grade level from Kindergarten to Grade 6 offering Arabic Language and Islamic Values Education.

Certified True and Correct by :

School Head   : _____   *Designation*   : _____   *Date*   : _____

(Signature Over Printed Name)

Table 4. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (NON-GRADED) DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Areas of Difficulties	Kindergarten		Primary Level						Transition		TOTAL (Kindergarten to Transition)	
			Level I		Level II		Level III					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Difficulty in Remembering or Concentrating, paying attention and understanding												
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)												
3. Difficulty in Communicating												
4. Difficulty in Mobility (Walking, Climbing and Grasping)												
5. Difficulty in Hearing												
6. Difficulty in Seeing												
7. Difficulty in performing adaptive skills (self-care)												
8. Multiple Impairment/Disability												
TOTAL												

Note: Table 4 data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

1. *Non Graded -*   refers to learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.
2. *Kindergarten* - refers to the Early Intervention Program for learners with special educational needs.
3. *Primary Level* - refers to the level after kindergarten where learners with special educational needs are still being prepared for mainstreaming in regular classes. Learners with special educational needs are a the program for a maximum of three (3) years in each of the three (3) levels. However, learners with special educational needs can be mainstreamed in regular classes if found to be ready based on performa
    a. Level I - refers to the first two years in SPED Classes
    b. *Level II* - refers to the next two years in SPED Classes
    c. *Level III* - refers to the last two years (5th and 6th) in the SPED Program
4. *Transition* - refers to level/program for learners with special educational needs who have completed the primary level who could not pursue academic subjects and/or over-aged for the elementary level

Areas of Difficulties:

1. *Difficulty in Remembering or 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.
2. *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.
3. *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.
4. *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.
5. *Difficulty in Hearing* - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.
6. *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.
7. *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.
8. *Multiple Impairment/Disability* - refers to a learner diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

Reminder: Table 4 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Certified True and Correct by :

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

Table 5. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED) DATA,   SY 2017-2018 (As of last school day of the opening month of the school year)

Areas of Difficulties	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
Mainstreamed in Regular Class:																
1. Difficulty in Remembering or Concentrating, paying attention and understanding																
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																
3. Difficulty in Communicating																
4. Difficulty in Mobility (Walking, Climbing and Grasping)																
5. Difficulty in Hearing																
6. Difficulty in Seeing																
7. Difficulty in performing adaptive skills (self-care)																
8. Multiple Impairment/Disability																
Self - contained Class:																
1. Difficulty in Remembering or Concentrating, paying attention and understanding																
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																
3. Difficulty in Communicating																
4. Difficulty in Mobility (Walking, Climbing and Grasping)																
5. Difficulty in Hearing																
6. Difficulty in Seeing																
7. Difficulty in performing adaptive skills (self-care)																
8. Multiple Impairment/Disability																
TOTAL																

Notes: Table 5 data is <u>FINAL</u> based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

For the definitions of Areas of Difficulties, please refer to Table 4.

   a. **Mainstreamed in Regular Class** - refers to the learners with special educational needs who are placed in regular classes.
   b. **Self- contained Class -**   refers to the learners with special educational needs who are purely in special education classes.

Reminder: If a learner with special education needs is partially mainstreamed in regular classes or in special education classes, he or she shall be counted in the category where the learner spent the most number of hours.

Certified True and Correct by :

School Head   : _____
(Signature Over Printed Name)

Designation : _____

Date : _____

Table 6. JUNIOR HIGH SCHOOL (JHS) LEARNERS DATA,   SY 2017-2018 (As of last school day of the opening month of the school year)

Particulars	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT										
Balik-Aral										
Indigenous Peoples Learner										
Learner enrolled in ALIVE classes										
Muslim Learner										
Repeater										
Total Number of Classes										

Note: Table 6 data is __FINAL__ based on Learner Information System for Beginning of the School Year 2017-2018.

1. **Learner** - refers to an individual who may be enrolled in one or multiple programs.
2. **Total Enrolment** - refers to the total number of learners enrolled in the school regardless of program.
3. **JHS Enrolment -** refers to the second stage of compulsory basic education. It consists of four (4) years of education (Grades 7 to 10).
4. **Balik-Aral** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
5. **Indigenous Peoples Learner** - refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
6. **Learner in Arabic Language and Islamic Values Education (ALIVE) classes** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education curriculum) .
7. **Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
8. **Repeater** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
9. **Total Number of Classes -** refers to the number of classes by grade level from Grades 7 to 10.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 7.
          2. Repeater in this table will tally with the totals in Table 8.

Certified True and Correct by :

School Head   : _____   *Designation   :* _____   *Date :* _____

                    (Signature Over Printed Name)

Table 7. JHS LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: Table 7 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total enrolment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.

2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 6 (Total Enrolment).

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Designation : _____

Date : _____

Table 8. JHS REPEATERS AGE PROFILE,   SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: Table 8 data is __FINAL__ based on Learner Information System for Beginning of the School Year 2017-2018.

1. The total repeaters of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 6 (Repeater).

Certified True and Correct by :

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

Table 9. JHS LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED), SY 2017-2018 (As of last school day of the opening month of the school year)

Areas of Difficulties	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mainstreamed in Regular Class:										
1. Difficulty in Remembering or Concentrating, paying attention and understanding										
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)										
3. Difficulty in Communicating										
4. Difficulty in Mobility (Walking, Climbing and Grasping)										
5. Difficulty in Hearing										
6. Difficulty in Seeing										
7. Difficulty in performing adaptive skills (self-care)										
8. Multiple Impairment/Disability										
Self - contained Class:										
1. Difficulty in Remembering or Concentrating, paying attention and understanding										
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)										
3. Difficulty in Communicating										
4. Difficulty in Mobility (Walking, Climbing and Grasping)										
5. Difficulty in Hearing										
6. Difficulty in Seeing										
7. Difficulty in performing adaptive skills (self-care)										
8. Multiple Impairment/Disability										
TOTAL										

Notes: The data in this table shall include all enrolled learners with special educational needs.
Table 9 data is _FINAL_ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

Mainstreamed in Regular Class - refers to a learner with special educational needs who are placed in regular classes.

Self- contained Class - refers to a learner with special educational needs who are purely in special education classes.

Areas of Difficulties:

1. *Difficulty in Remembering or 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.

2. *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.

3. *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.

4. *Difficulty in Mobility (Walking, Climbing and Grasping)* - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. It includes those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.

5. *Difficulty in Hearing* - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.

6. *Difficulty in Seeing* - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. It includes those that are totally blind, functionally blind or low vision.

7. *Difficulty in performing adaptive skills (self-care)* - refers to a learner that manifest difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.

8. *Multiple Impairment/Disability* - refers to a learner who was diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

Reminder: All learners with special educational needs in JHS are mainstreamed in regular classes.

Certified True and Correct by :

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

Table 10. SENIOR HIGH SCHOOL (SHS) LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

| Particulars | Academic Track | | | | Arts and Design Track | | | | TVL Track | | | | Sports Track | | | | TOTAL (Grades 11-12) | |
| | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | | |
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
Balik-Aral																		
Indigenous Peoples Learner																		
Muslim Learner																		
Repeater																		
Total Number of Classes																		

Note: Table 10 data is __FINAL__ based on Learner Information System for Beginning of the School Year 2017-2018.

1. *Learner* - refers to an individual who may be enrolled in one or multiple programs.
2. *Total Enrolment* - refers to the total number of learners enrolled in the school regardless of program.
3. *SHS Enrolment* - refers to the last stage of compulsory basic education. It consists of two (2) years of education (Grades 11 to 12).
4. *Balik-Aral* - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
5. *Indigenous Peoples Learner* - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
6. *Muslim Learner* - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
7. *Repeater* - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed. For SY 2016-2017, this refers to the repeaters from schools which piloted SHS in the previous school years.
8. *Total Number of Classes* - refers to the number of classes by grade level from Grades 11 to 12.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 11.
*   2. Repeater in this table will tally with the totals in Table 12.*

Certified True and Correct by :

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

Table 11. SHS LEARNERS AGE PROFILE,   SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 15						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

*Note: Table 11 data is **UNDERLINE**FINAL based on Learner Information System for Beginning of the School Year 2017-2018.*

1. The total enrolment of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 10 (Total Enrolment).

Table 12. SHS REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 15						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: Table 12 data is FINAL based on Learner Information System for Beginning of the School Year 2017-2018.

1. The total repeaters of the school as of as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 16 years old.

Reminder: Totals in this table will tally with the totals in Table 10 (Repeater).

Certified True and Correct by :

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

Table 13. SHS LEARNERS DATA BY TRACK, SY 2017-2018 (As of last school day of the opening month of the school year)

Enrolment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical-Vocational-Livelihood (TVL) Track						
Arts and Design Track						
Sports Track						
TOTAL						

Note: Table 13 data is FINAL based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. **Enrolment by Track** - refers to the number of learners according to track offered in SHS.
2. **Track** - refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livehood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
3. **Strand** - refers to the specialized curricular offerings under a particular track.
4. **Academic Track** - designed for SHS learners who intend to pursue higher education or careers along four (4) specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
5. **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.
6. **Sports Track** - designed for SHS learners who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and officiating.
7. **Technical-Vocational-Livelihood Track** - designed for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

Certified True and Correct by :

School Head   : _____
(Signature Over Printed Name)

Designation   : _____

Date   : _____

Table 14. SHS LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED) DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Area of Difficulties	Academic Track				TVL Track				Arts and Design Track				Sports Track				TOTAL (Grades 11 - 12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mainstreamed in Regular Class:																		
Difficulty in Remembering or Concentrating, paying attention and understanding																		
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																		
Difficulty in Communicating																		
Difficulty in Mobility (Walking, Climbing and Grasping)																		
Difficulty in Hearing																		
Difficulty in Seeing																		
Difficulty in performing adaptive skills (self-care)																		
Multiple Impairment/Disability																		
Self-contained Class:																		
Difficulty in Remembering or Concentrating, paying attention and understanding																		
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																		
Difficulty in Communicating																		
Difficulty in Mobility (Walking, Climbing and Grasping)																		
Difficulty in Hearing																		
Difficulty in Seeing																		
Difficulty in performing adaptive skills (self-care)																		
Multiple Impairment/Disability																		
TOTAL																		

Note: - Table 14 data is **FINAL** based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

a. *Mainstreamed in Regular Class - refers to the learners with special educational needs who are placed in regular classes.*
b. *Self- contained Class - refers to the learners with special educational needs who are purely in special education classes.*

Areas of Difficulties:

1. *Difficulty in Remembering or 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 di...
2. *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... in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
3. *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.
4. *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.
5. *Difficulty in Hearing* - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.
6. *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.
7. *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.
8. *Multiple Impairment/Disability* - refers to a learner diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

Certified True and Correct by :

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

Table 15a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS,
SY 2017-2018 (As of last school day of the opening month of the school year)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Home Economics						
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						
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)						
TOTAL						

Note: Table 15a datas is **FINAL** based on Learner Information System for Beginning of the School Year 2017-2018.

Reminder: A learner can be counted more than once.

Certified True and Correct by :

School Head   :   Designation   :   Date   :

(Signature Over Printed Name)

Table 15b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS,
SY 2017-2018 (As of last school day of the opening month of the school year)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Industrial Arts						
Automotive Servicing (NC I) D195						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Domestic Refrigeration and Air-Conditioning (DOMRAC)						
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) Components) (NC II)						
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)						
TOTAL						

Note: Table 15.b data is __FINAL__ based on Learner Information System for Beginning of the School Year 2017-2018.

Reminder: A learner can be counted more than once.

Certified True and Correct by :

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

Table 16. DATA ON ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION AND NON-DEPED PUBLIC SCHOOLS PROGRAM, SY 2017-2018 (As of last school day of the opening month of the school year)

Particular	Senior High School Voucher Program (SHS VP)					
	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Enrolment						
Number of Slots						

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 oenroll in non-DepEd schools which will offer SHS, including private JHSs, private higheer education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs). The value of voucher based on the income class of the municipality, province or city where the non-DepEd SHS is located.

3. *Number of Slots* - number of allocated slots given to the participating private schools and non-DepEd public schools in the said program.

Table 17. PERSONNEL DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Number of Teachers																		Number of Administrative and Support Personnel		
Elementary									Secondary											
Kindergarten			Grades 1 to 6			Total			Junior High School			Senior High School			Total					
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total

Note: Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.

Reminder: A teacher handling 2 or more levels shall be counted once and counted where the most number of teaching loads.

Certified True and Correct by :

School Head   : _____

(Signature Over Printed Name)

Designation   : _____

Date : _____

Table 18. VULNERABILITIES, SY 2016-2017

In your own opinion, what are the top 3 conditions, circumstances or features of your schools and the surrounding environment that increase your vulnerability or put life and property at great risk to natural and human-induced disasters?

1. _____

2. _____

3. _____

Note: This table should not be left blank.

Table 19. DISASTER PREPAREDNESS

For the months of June 2016 to May 2017, did the school conducted multi-hazard drills? ❏ **Yes** ❏ **No**

If Yes, what type and when? *(Check as appropriate)*

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Earthquake	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Flood Evacuation	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Fire	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏

Certified True and Correct by :

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

Table 20. DISASTERS/CALAMITIES

For the months of June 2016 to May 2017, which incidents occurred in your school and immediate surroundings?
(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
Crime against school head/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against learner/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against teacher/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Crime against school property *(theft, robbery, arson)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Hostage-taking within school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Kidnapping of personnel	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Kidnapping of learner/s	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bombing in school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bomb threat in school premises	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(Electrical wiring failure, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Health Threat *(i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Oil Spill	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Other security threat as a result of civilian violence *(Kidnapping threats, shooting, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Structural collapse *(as a result of engineering failures)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School used as evacuation center due to above incidents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Certified True and Correct by :

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

Table 21. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict)
For the months of June 2016 to May 2017, *please provide appropriate answers.*

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Human-Induced Hazards - Armed Conflict												
Armed conflict incident experienced in the past months within the school and immediate surroundings	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Number of school days lost, if applicable												
Number of days used as evacuation center, if applicable												
Specify the **state and/or non-state actors** *(select all that apply)*												
State Actors:												
Armed Forces of the Philippines	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Philippine National Police (PNP)	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Others, please specify _____	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
None	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Non-State Actors:												
Communist Party of the Philippines-New People's Army and National Democratic Front (CPP-NPA-NDF)	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Moro National Liberation Front (MNLF)	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Bangsamoro Islamic Freedom Fighters (BIFF)	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Maute Group	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Abu Sayyaf Group (ASG)	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Others, please specify exact name of group, tribe, or clan _____	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
None	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏

1. ***Armed Conflict*** - refers to armed confrontations occuring between governmental armed forces and one or more armed groups, or between such groups arising in the Philippine territory. Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, and rido, among others.

2. ***State and/or Non-State Actors*** - refers to those involved in the armed conflict.

Certified True and Correct by :

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

PRIVATE SCHOOL PROFILE (PSP), SY 2017-2018

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

PRIVATE SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of the private school 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) on or before *September 29, 2017*.

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

SCHOOL INFORMATION
SY 2017-2018

School Name : _____
(Official Name)

_____
(Preious Name, if any)

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

_____ _____
Municipality/City   *Province*

_____
Zipcode

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

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 : _____   **Designation** : _____   **Date** : _____
(Signature Over Printed Name)

Table 1. ELEMENTARY LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Special Educational Needs (Non-Graded)		TOTAL (Kindergarten to Learners w/ Special Educational Needs)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
Monograde															■	■		
Multigrade															■	■		
Balik-Aral															■	■		
Indigenous Peoples Learner															■	■		
Learner in ALIVE classes																		
Muslim Learner																		
Repeater															■	■		

Note: Table 1 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. **Learner** - refers to an individual who may be enrolled in one or multiple programs.
2. **Total Enrolment** - refers to the total number of learners enrolled in the school regardless of program. This is also the sum of monograde and multigrade classes.
3. **Elementary Enrolment** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
4. **Kindergarten Enrolment -** *refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old by August 31 of every school year as pre-requisite for Grade 1.*
5. **Learners with Exceptionalities (non-graded) Enrolment** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
6. **Monograde Enrolment** - refers to learners being taught in classes consisting of a single grade only.
7. **Multigrade Enrolment** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
8. **Balik-Aral** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
9. **Indigenous Peoples Learner** -refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
10. **Learner in Arabic Language and Islamic Values Education (ALIVE) classes** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education curriculum).
11. **Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
12. **Repeater** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2.
2. Repeater in this table will tally with the totals in Table 3.

Certified True and Correct by :

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

Table 2. ELEMENTARY LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Special Educational Needs (Non-Graded)		TOTAL (Kindergarten to Learners w/ Special Educational Needs)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

Note: Table 2 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total enrolment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.

2. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 6 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Certified True and Correct by :

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

Table 3. ELEMENTARY REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	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
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Note: Table 3 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total repeaters of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.

2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 6 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Box 1. NUMBER OF CLASSES, SY 2017-2018 (As of last school day of the opening month of the school year)

For Monograde classes, please __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)

For Multigrade classes, please __check the appropriate grade levels combined.__

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

MG Class 1 : Grade 1 ☑ Grade 2 ☑   MG Class 2 : Grade 3 ☑ Grade 4 ☑ Grade 5 ☑

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

3. For ALIVE classes, please __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)

Note: Box 1 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

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.

3. **ALIVE Classes -** refers to the number of classes by grade level from Kindergarten to Grade 6 offering Arabic Language and Islamic Values Education.

Certified True and Correct by :

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

Table 4. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (NON-GRADED) DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Areas of Difficulties	Kindergarten		Primary Level						Transition		TOTAL (Kindergarten to Transition)	
			Level I		Level II		Level III					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Difficulty in Remembering or Concentrating, paying attention and understanding												
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)												
3. Difficulty in Communicating												
4. Difficulty in Mobility (Walking, Climbing and Grasping)												
5. Difficulty in Hearing												
6. Difficulty in Seeing												
7. Difficulty in performing adaptive skills (self-care)												
8. Multiple Impairment/Disability												
TOTAL												

Note: Table 4 data is __FINAL__ based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

1. *Non Graded -*   refers to learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.
2. *Kindergarten* - refers to the Early Intervention Program for learners with special educational needs.
3. *Primary Level* - refers to the level after kindergarten where learners with special educational needs are still being prepared for mainstreaming in regular classes. Learners with special educational needs are a the program for a maximum of three (3) years in each of the three (3) levels. However, learners with special educational needs can be mainstreamed in regular classes if found to be ready based on performa
    a. Level I - refers to the first two years in SPED Classes
    b. *Level II* - refers to the next two years in SPED Classes
    c. Level III - refers to the last two years (5th and 6th) in the SPED Program
4. *Transition* - refers to level/program for learners with special educational needs who have completed the primary level who could not pursue academic subjects and/or over-aged for the elementary level

Areas of Difficulties:

1. *Difficulty in Remembering or 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.

2. *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.

3. *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.

4. *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.

5. *Difficulty in Hearing* - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.

6. *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.

7. *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.

8. *Multiple Impairment/Disability* - refers to a learner diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

Reminder: Table 4 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Certified True and Correct by :

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

Table 5. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED) DATA,   SY 2017-2018 (As of last school day of the opening month of the school year)

Areas of Difficulties	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
Mainstreamed in Regular Class:																
1. Difficulty in Remembering or Concentrating, paying attention and understanding																
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																
3. Difficulty in Communicating																
4. Difficulty in Mobility (Walking, Climbing and Grasping)																
5. Difficulty in Hearing																
6. Difficulty in Seeing																
7. Difficulty in performing adaptive skills (self-care)																
8. Multiple Impairment/Disability																
Self - contained Class:																
1. Difficulty in Remembering or Concentrating, paying attention and understanding																
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																
3. Difficulty in Communicating																
4. Difficulty in Mobility (Walking, Climbing and Grasping)																
5. Difficulty in Hearing																
6. Difficulty in Seeing																
7. Difficulty in performing adaptive skills (self-care)																
8. Multiple Impairment/Disability																
TOTAL																

Notes: Table 5 data is **FINAL** based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.

For the definitions of Areas of Difficulties, please refer to Table 4.

a. **Mainstreamed in Regular Class** - refers to the learners with special educational needs who are placed in regular classes.
b. **Self- contained Class -**   refers to the learners with special educational needs who are purely in special education classes.

Reminder: If a learner with special education needs is partially mainstreamed in regular classes or in special education classes, he or she shall be counted in the category where the learner spent the most number of hours.

Certified True and Correct by :

School Head   : _____
                              (Signature Over Printed Name)

Designat : _____

Date   : _____

Table 6. JUNIOR HIGH SCHOOL (JHS) LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Particulars	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT										
Balik-Aral										
Indigenous Peoples Learner										
Learner enrolled in ALIVE classes										
Muslim Learner										
Repeater										
Total Number of Classes										

*Note: Table 6 data is **FINAL** based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.*

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***JHS Enrolment - refers to the second stage of compulsory basic education. It consists of four (4) years of education (Grades 7 to 10).***
4. ***Balik-Aral*** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
5. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
6. ***Learner in Arabic Language and Islamic Values Education (ALIVE) classes*** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education curriculum) .
7. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
8. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
9. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 7 to 10.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 7.
2. Repeater in this table will tally with the totals in Table 8.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Designation : _____

Date : _____

Table 7. JHS LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: Table 7 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. The total enrolment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.

2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 6 (Total Enrolment).

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Designation : _____

Date : _____

Table 8. JHS REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: Table 8 data is __*FINAL*__ *based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.*

1. The total repeaters of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 6 (Repeater).

Certified True and Correct by :

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

Table 9. JHS LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED), SY 2017-2018 (As of last school day of the opening month of the school year)

Areas of Difficulties	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mainstreamed in Regular Class:										
1. Difficulty in Remembering or Concentrating, paying attention and understanding										
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)										
3. Difficulty in Communicating										
4. Difficulty in Mobility (Walking, Climbing and Grasping)										
5. Difficulty in Hearing										
6. Difficulty in Seeing										
7. Difficulty in performing adaptive skills (self-care)										
8. Multiple Impairment/Disability										
Self - contained Class:										
1. Difficulty in Remembering or Concentrating, paying attention and understanding										
2. Difficulty in displaying interpersonal behavior (Emotional and Behavioral)										
3. Difficulty in Communicating										
4. Difficulty in Mobility (Walking, Climbing and Grasping)										
5. Difficulty in Hearing										
6. Difficulty in Seeing										
7. Difficulty in performing adaptive skills (self-care)										
8. Multiple Impairment/Disability										
TOTAL										

Notes: The data in this table shall include all enrolled learners with special educational needs.
   Table 9 data is __FINAL__ *based on Learners Information System (LIS) for Beginning of the School Year 2017-2018.*

Mainstreamed in Regular Class - refers to a learner with special educational needs who are placed in regular classes.
Self- contained Class - refers to a learner with special educational needs who are purely in special education classes.

Areas of Difficulties:
1. *Difficulty in Remembering or 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.
2. *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.
3. *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.
4. *Difficulty in Mobility (Walking, Climbing and Grasping)* - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. It includes those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.
5. *Difficulty in Hearing* - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.
6. *Difficulty in Seeing* - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. It includes those that are totally blind, functionally blind or low vision.
7. *Difficulty in performing adaptive skills (self-care)* - refers to a learner that manifest difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.
8. *Multiple Impairment/Disability* - refers to a learner who was diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

   Reminder: All learners with special educational needs in JHS are mainstreamed in regular classes.

Certified True and Correct by :

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

Table 10. SENIOR HIGH SCHOOL (SHS) LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

| Particulars | Academic Track | | | | Arts and Design Track | | | | TVL Track | | | | Sports Track | | | | TOTAL (Grades 11-12) | |
| | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | Grade 11 | | Grade 12 | | | |
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
Balik-Aral																		
Indigenous Peoples Learner																		
Muslim Learner																		
Repeater																		
Total Number of Classes																		

Note: Table 10 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. *Learner* - refers to an individual who may be enrolled in one or multiple programs.
2. *Total Enrolment* - refers to the total number of learners enrolled in the school regardless of program.
3. *SHS Enrolment - refers to the last stage of compulsory basic education. It consists of two (2) years of education (Grades 11 to 12).*
4. *Balik-Aral* - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
5. *Indigenous Peoples Learner* - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups 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 sharing common bonds of language, customs, traditions and other distinctive cultural traits).
6. *Muslim Learner* - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
7. *Repeater* - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed. For SY 2016-2017, this refers to the repeaters from schools which piloted SHS in the previous school years.
8. *Total Number of Classes* - refers to the number of classes by grade level from Grades 11 to 12.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 11.
*   2. Repeater in this table will tally with the totals in Table 12.*

Certified True and Correct by :

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

Table 11. SHS LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 15						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: Table 11 data is <u>*FINAL*</u> *based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.*

1. The total enrolment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.

2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 10 (Total Enrolment).

Table 12. SHS REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 15						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: Table 12 data is <u>*FINAL*</u> *based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.*

1. The total repeaters of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as

Reminder: Totals in this table will tally with the totals in Table 10 (Repeater).

Certified True and Correct by :

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

Table 13. SHS LEARNERS DATA BY TRACK, SY 2017-2018 (As of last school day of the opening month of the school year)

Enrolment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical-Vocational-Livelihood (TVL) Track						
Arts and Design Track						
Sports Track						
TOTAL						

Note: Table 13 data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

1. **Enrolment by Track** - refers to the number of learners according to track offered in SHS.
2. **Track** - refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livehood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
3. **Strand** - refers to the specialized curricular offerings under a particular track.
4. **Academic Track** - designed for SHS learners who intend to pursue higher education or careers along four (4) specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
5. **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.
6. **Sports Track** - designed for SHS learners who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and officiating.
7. **Technical-Vocational-Livelihood Track** - designed for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Designation : _____

Date : _____

Table 14. SHS LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED) DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Area of Difficulties	Academic Track				TVL Track				Arts and Design Track				Sports Track				TOTAL (Grades 11 - 12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mainstreamed in Regular Class:																		
Difficulty in Remembering or Concentrating, paying attention and understanding																		
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																		
Difficulty in Communicating																		
Difficulty in Mobility (Walking, Climbing and Grasping)																		
Difficulty in Hearing																		
Difficulty in Seeing																		
Difficulty in performing adaptive skills (self-care)																		
Multiple Impairment/Disability																		
Self-contained Class:																		
Difficulty in Remembering or Concentrating, paying attention and understanding																		
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)																		
Difficulty in Communicating																		
Difficulty in Mobility (Walking, Climbing and Grasping)																		
Difficulty in Hearing																		
Difficulty in Seeing																		
Difficulty in performing adaptive skills (self-care)																		
Multiple Impairment/Disability																		
TOTAL																		

Note: - Table 14 data is FINAL based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

a. *Mainstreamed in Regular Class - refers to the learners with special educational needs who are placed in regular classes.*

b. *Self- contained Class - refers to the learners with special educational needs who are purely in special education classes.*

Areas of Difficulties:

1. *Difficulty in Remembering or 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 di

2. *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 in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.

3. *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.

4. *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.

5. *Difficulty in Hearing* - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.

6. *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.

7. *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.

8. *Multiple Impairment/Disability* - refers to a learner diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.

Certified True and Correct by :

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

Table 15a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2017-2018 (As of last school day of the opening month of the school year)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Home Economics						
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						
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)						
TOTAL						

Note: Table 15.a data is **FINAL** based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

Reminder: *A learner can be counted more than once.*

Certified True and Correct by :

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

Table 15b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2017-2018 (As of last school day of the opening month of the school year)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Industrial Arts						
Automotive Servicing (NC I) D195						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Domestic Refrigeration and Air-Conditioning (DOMRAC)						
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						
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)						
TOTAL						

Note: Table 15.b data is __FINAL__ based on Learner Information System (LIS) for Beginning of the School Year 2017-2018.

Reminder: A learner can be counted more than once.

Certified True and Correct by :

School Head   **:**   *Designation*   **:**   *Date*   **:**

Table 16. DATA ON ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION AND NON-DEPED PUBLIC SCHOOLS PROGRAM, SY 2017-2018 (As of last school day of the opening month of the sc

| Particular | Education Service Contracting (ESC) | | | | | | | | | | | | Senior High School Voucher Program (SHS VP) | | | | | | TOTAL | |
| | Grade 7 | | Grade 8 | | Grade 9 | | Grade 10 | | Sub-total (Grades 7-10) | | Grade 11 | | Grade 12 | | Sub-total (Grades 11-12) | | | |
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Enrolment																		
Number of Slots																		

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 oenroll in non-DepEd schools which will offer SHS, including private JHSs, private higheer education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs). The value of voucher 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 and non-DepEd public schools in the said program.

Table 17. PERSONNEL DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

| Particulars | Elementary | | | | | | | | | Secondary | | | | | | | | | Teacher under Teacher Salary Subsidy (TSS) Program | | |
| | Kindergarten | | | Grades 1 to 6 | | | Total | | | Junior High School | | | Senior High School | | | 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																					
No. of Administrative and Support Personnel																					

Note: Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.

Teacher Salary Subsidy (TSS) - a program provides a salary subsidy to licensed secondary school teachers in participating private schools in the ESC Program.

Reminder: A teacher handling 2 or more levels shall be counted once and counted where the most number of teaching loads.

Certified True and Correct by :

School Head   : _____
(Signature Over Printed Name)

Designation   : _____

Date : _____

Table 18. VULNERABILITIES, SY 2016-2017

> In your own opinion, what are the top 3 conditions, circumstances or features of your schools and the surrounding environment that increase your vulnerability or put life and property at great risk to natural and human-induced disasters?
>
> 1. _____
>
> 2. _____
>
> 3. _____

Note: This table should not be left blank.

Table 19. DISASTER PREPAREDNESS

For the months of June 2016 to May 2017, did the school conducted multi-hazard drills?   ❏ **Yes**   ❏ **No**

If Yes, what type and when? *(Check as appropriate)*

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Earthquake	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Flood Evacuation	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Fire	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏

Certified True and Correct by :

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

Table 20. DISASTERS/CALAMITIES

For the months of June 2016 to May 2017, which incidents occurred in your school and immediate surroundings?
(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Natural Hazards												
Drought	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Earthquake	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Flood	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Landslide	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Storm Surge	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Tsunami	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Volcanic Eruption	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Human-Induced Hazards												
Crime against school head/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Crime against learner/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Crime against teacher/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Crime against school property *(theft, robbery, arson)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Hostage-taking within school premises	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Kidnapping of personnel	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Kidnapping of learner/s	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Bombing in school premises	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Bomb threat in school premises	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Fire *(Electrical wiring failure, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Health Threat *(i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Oil Spill	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Other security threat as a result of civilian violence *(Kidnapping threats, shooting, etc.)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Structural collapse *(as a result of engineering failures)*	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Others, please specify _____	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏
Result of Disaster Incidences												
School used as evacuation center due to above incidents	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Certified True and Correct by :

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

Table 21. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict)
For the months of June 2016 to May 2017, *please provide appropriate answers.*

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Human-Induced Hazards - Armed Conflict												
Armed conflict incident experienced in the past months within the school and immediate surroundings	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Number of school days lost, if applicable												
Number of days used as evacuation center, if applicable												
Specify the **state and/or non-state actors** *(select all that apply)*												
State Actors:												
Armed Forces of the Philippines	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Philippine National Police (PNP)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
None	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Non-State Actors:												
Communist Party of the Philippines-New People's Army and National Democratic Front (CPP-NPA-NDF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Moro National Liberation Front (MNLF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Bangsamoro Islamic Freedom Fighters (BIFF)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Maute Group	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Abu Sayyaf Group (ASG)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others, please specify exact name of group, tribe, or clan _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
None	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

1. *Armed Conflict* - refers to armed confrontations occuring between governmental armed forces and one or more armed groups, or between such groups arising in the Philippine territory. Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, and rido, among others.

2. *State and/or Non-State Actors* - refers to those involved in the armed conflict.

Certified True and Correct by :

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

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

DATA DICTIONARY

Data Element	Description
Kindergarten Enrolment	Refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old by August 31 of every school year as pre-requisite for Grade 1.
Elementary Enrolment (Grade 1-6)	Refers to the total number of learners enrolled in Grades 1-6.
Junior High School Enrolment	Refers to the second stage of compulsory basic education. It consists of four (4) years of education (Grades 7 to 10).
Senior High School Enrolment	Refers to the last stage of compulsory basic education. It consists of two (2) years of education (Grades 11 to 12).
Non Graded Learners	Refers to learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.
Learners with special educational needs (Non-graded enrolment)	Refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
Difficulty in Remembering or 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.
Difficulty in displaying interpersonal behavior (Emotional and Behavioral Disorder)	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.
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.
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.
Difficulty in Hearing	Refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deaf.
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.
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.
Multiple Impairment	Refers to a learner diagnosed with cerebral palsy with other disabilities, deaf-blindness, hearing impairment with other disabilities, autism and ADHD and those who have combination of those previously mentioned.
Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT)	Refers to an intervention infused with technology and aligned with the Revised Basic Education K to 12 Curriculum (RBEC) of the Department of Education. This approach utilizes the services of parents, community members including the learners themselves in managing teaching and learning. This is implemented from Grades 1-6 using Program Teaching and Peer Instruction. For Program Teaching, Grades 4-6 learners are teaching Grades 1-3 learners. In Peer Instruction, a leader in the higher grades, let say will lead his or her classmates in studying a lesson in a particular subject. This is also to solve lack of teachers and classrooms.
Modified In School Off School Approach (MISOSA)	Refers to an ADM which serves children under difficult circumstances through community partnership. This is implemented from Grades 4 - 6 because they are considered independent learners.
Monograde Classes	Refers to the number of classes by grade level from Kindergarten to Grade 6 offering regular curricula.

Multigrade classes	Refers to number of classes with a combination of two or more grade levels offering regular curricula.
Alive Classes	Refers to the number of classes by grade level from Kindergarten to Grade 6 offering Arabic Language and Islamic Values Education.
Regular Classes	Refers to the number of classes by grade level from Grades 7 to 10 offering regular curricula.
Kindergarten /Headstart (SPED)	Refers to a SPED kindergarten program for learners who manifests superior intelligence beyond their chronological age.
Primary Level (SPED)	Refers to the level after kindergarten where learners with special educational needs are still being prepared for mainstreaming in regular classes. Learners with special educational needs are allowed to stay in the program for a maximum of three (3) years in each of the three (3) levels. However, learners with special educational needs can be mainstreamed in regular classes if found to be ready based on performance.
Transition (SPED)	Refers to level/program for learners with special educational needs who have completed the primary level who could not pursue academic subjects and/or over-aged for the elementary level
Mainstreamed in Regular Class	Refers to the learners with special educational needs who are placed in regular classes.
Self- contained Class	Refers to the learners with special educational needs who are purely in special education classes.
SPED Class	Refers to an organized group of learners with special educational needs receiving care, intervention and educational services in the SPED Center or regular school with SPED Program.
SPED Center	Refers to the learning center that caters to learners with special educational needs operating within a regular school of a standalone learning center.
Philippine Bangladesh Rural Advancement Committee (BRAC) Learning Center	Refers to a learning centers recognized as an alternative model in the delivery of formal education, targeting disadvantaged children from all socio-cultural groups. This cover ARMM region only.
Philippine Schools Overseas	Refers to a duly-registered educational institutions operating outside the Philippines and implementing the basic education curriculum of the Department of Education (DepEd).
Tahderiyyah Community School	Refers to a community school initiated for children affected by armed conflict in Mindanao under the Government of the Philippines (GPH)-UNICEF CPC.

ICT Equipment	Refers to electronic devices such as harware and software that are intended to perform information processing and communication functions.
LED TV	Refers to a type of television that uses light-emitting diodes (LED)
Network Switch	Refers to a device used to network multiple computers together
Printer	Refers to a machine for printing text or illustrations on paper.
Projector	Refers to a machine that projects images onto a screen or a wall.
Uninterruptible Power Source (UPS)	Refers to an electronic equipment that provides battery backup when the electrical power source fails.
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.
School Site Ownership and 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.
Certificate of Title	Refers to the transcript of the decree or registration made by the Register of Deeds.
Original Transfer Certificate of Title (OCT)	Refers to the land which has been adjudicated and decreed in the name of its owner in registration proceeding and the title issued for the first time in pursuant of such decree.
Transfer Certificate of Title (TCT)	Refers to the land which title is cancelled and replaced by another title by reason of sale or transfer.
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.
Special Patent	Refers to grant, cede, and convey full ownership of alienable and disposable lands formerly covered by a reservation of lands of the public domain and is issued upon promulgation of a special law or act of Congress or by the DENR Secretary as authorized by the President.
Certificate of Stewardship	Is 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 35 years.
Special Land Use Permit (SLUP)	Is a privileged granted by the State to a person to occupy, possess and manage in consideration of specified return, any public forest lands for a specified use or purpose.

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.
Encroachment	Refers to unlawful interference or gaining upon the land, property, other possessions, or the rights of another.
With Illegal Settlers	Refers to groups of housing units illegally constructed on a land that the occupants have no legal claim.
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.
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.
Within 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, 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.
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.
With 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 trees lots
Certificate of Ancestral Land Title (CALT)	Refers to a title formally recognizing the rights of ICCs/IPs over their ancestral lands.

Learners Nutritional Status in Height: Severely Stunted	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).
Learners Nutritional Status in Height: 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).
Learners Nutritional Status in Height: 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).
Learners Nutritional Status in Height: 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).
Group handwashing facility	Refers to a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate at least 10 learners.
Water Outlet	Refers to any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).
Peace Education	Refers to the transformative education; education that seeks to change mindsets values and behaviors that have led to direct, structural, and other forms of violence in our society; education that builds awareness, concern and action towards non-violence, justice, and environmental care.
Student-Family Reunification plan	Refers to a functional protocol that outlines the redirection of a school's occupants to a secured site away from the threat (could be within or outside school grounds depending on the situation/hazard) and supports the effort to reunite students with their families.
Lockdown plan	Refers to a functional protocol that outlines the steps to ensure that a school's occupants are kept safe from security risks brought about by armed intruders, armed conflict from other sources, etc.
Peacebuilding activities	Refers to a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and relatively narrow set of activities aimed at achieving the above objectives.

Education in Emergencies (EiE)	Refers to "a set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability."[1] (see citation below) It safeguards the rights of children to education by ensuring learning continuity amid disasters brought about by natural or human-induced hazards. EiE covers response and rehabilitation and recovery efforts of the education sector and is guided by the Sustainable Development Goal (#4) of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. EiE is life-preserving and life-saving, which is an integral and critical part of response interventions. A structured learning environment provides stability and a return to sense of normalcy during crisis situations, bringing forth hope for the future among children and affected communities. In addition, life-saving information such as survival skills and coping mechanisms are imparted through education, therefore avoiding further physical and psychological health risks and loss of lives after disasters
Armed Conflict	Refers to armed confrontations occuring between governmental armed forces and one or more armed groups, or between such groups arising in the Philippine territory. Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, and rido, among others.
State and/or Non-State Actors	Refers to those involved in the armed conflict.
MOOE Allocation	Refers to the MOOE provided for the previous fiscal year.
MOOE Utilization	Refers to the amount of MOOE utilized from the MOOE allocation of the previous fiscal year.
MOOE Liquidation	Refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous fiscal year.
Along the highway/public road	Refers to a school located facing or directly beside a national road/public road
By the hillside	Refers to a school located on an inclined or steeped area
On the top of the mountain	Refers to a school located on an elevated area
On a small island	Refers to a school located on an island with an area less than 200 sq. km.

Near the coastline	Refers to a school located near the coastline within 1.5 km from the school
Near a river or waterway	Refers to a school located near a river or waterway within 1.5 km from the school
Near a fault line	Refers to a school located near a fault line within 1.5 km from the school
Passed Vision Screening result	Learner who identified all symbols or letters for both eyes using vision screening chart
Failed Vision Screening result	Learner who was had I or more mistake in identifying letters or symbols in the vision screening chart.
Measles Containing Vaccines	Include combination vaccines for measles and rubella (MR) and for measles, mumps and rubella (MMR) and monovalent measles vaccines.
Tetanus Diptheria Vaccine	Is a combination vaccine that protects against three potentially life-threatening bacterial diseases: tetanus, diphtheria, and pertussis (whooping cough)
Human Papilloma Virus Vaccine	Is an inactivated (not live) vaccine which protects against four major types of HPV. These include two types that cause about 70% of cervical cancer and two types that cause about 90% of genital warts.