

#### Republic of the Philippines

## Department of Education

.1 1 AUG 2017

DepEd ORDER No. **45**, s. 2017

#### **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

- Education (DepEd) the 1. The Department of issues 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.
- 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.
- The LIS and EBEIS can be accessed through the web addresses: 3. http://lis.deped.gov.ph and http://ebeis.deped.gov.ph, respectively. A single signon is available, linking both systems.
- All previous issuances relative to this Order, which are found inconsistent are deemed superseded or modified accordingly.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.

MAGTOLIS BRIONES

Secretary

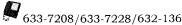
Reference: DepEd Order No. 52, s. 2016 To be indicated in the <u>Perpetual Index</u> under the following subjects:

BASIC EDUCATION

DATA

FORMS LEARNERS POLICY **STATISTICS** 

MCDJ/ R DO Beginning of SY 2017-2018 LIS and EBEIS



# 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:

Туре	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 resubmit 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 resubmit 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	
	<ul> <li>a. Grade 11 (1<sup>st</sup> and 2<sup>nd</sup> Semester)</li> <li>Change of strand within the same track</li> </ul>	Regular Grade 12
	<ul> <li>b. Grade 11 (1st and 2nd Semester)</li> <li>Change of track</li> </ul>	Irregular Grade 12
5.	No first semester during grade 11	Irregular Grade 11
6.	No second semester during grade 11	Irregular Grade11

#### 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
<ul> <li>Approval of the following:</li> <li>School permit/recognition (for DepEd and Private Elem, JHS and SHS, SUCs/LUCs)</li> <li>Separation of annex and extension</li> <li>Merging of schools</li> <li>Renaming of schools</li> </ul>	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	SGOD- Planning and Research Unit, Planning Officer III			
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	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 Bo	OSY 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, 201	
EBEIS	
Encoding for BOSY 2017-2018	
Kindergarten to SHS	August 18, 2017 - October 31, 2017
Generation of accomplished	
GESP, GJHSP, GSHSP,	September 04, 2017 onwards
SUC/LUCSP and PSP	-

#### 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

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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

### 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:



#### 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

#### Enhanced Basic Education Information System User Manual

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#### 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.

#### 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.

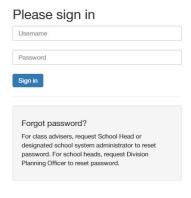


Figure 2: Add a School Profile: Login Page

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

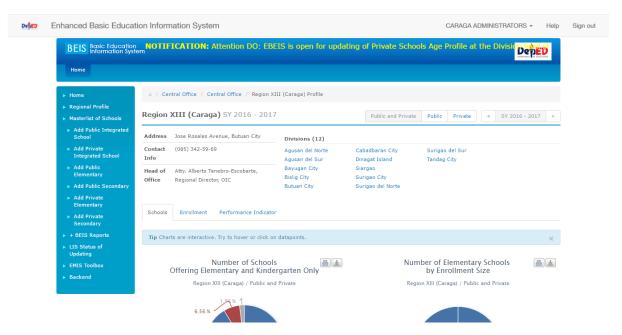


Figure 3: Add a School Profile: EBEIS Dashboard

On the Sidebar, select the type of school to add in the EBEIS.

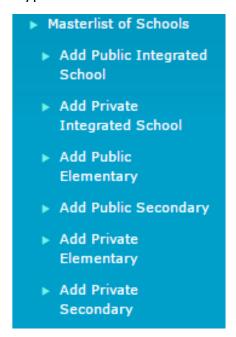


Figure 4: Add a School Profile: Add School

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

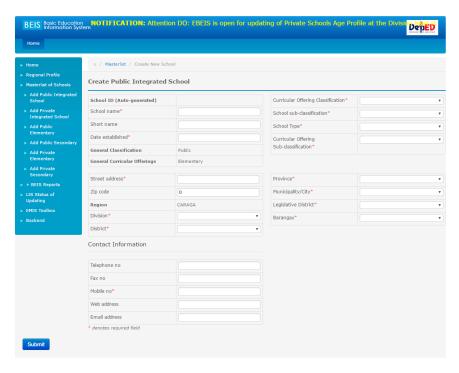


Figure 5: Add a School Profile: Create School

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.

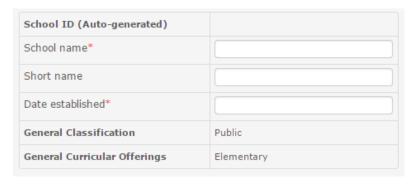


Figure 6: Add a School Profile: School Name

Click the **Date established** textbox to invoke a pull-down menu, where you select the month and year of the school's inception.

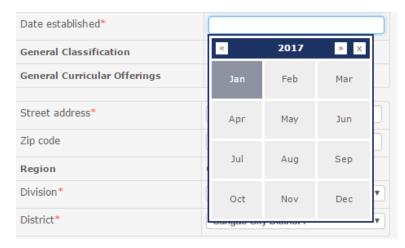


Figure 7: Add a School Profile: Date and Year of Schools' Establishment

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 Subclassifications available according to the school's curricular offering.

General Curricular Offering	COC Available	Curricular Offering Sub-classification
Elementary	<ul><li>Kinder</li><li>Grade 1-6</li><li>Kinder &amp; Grade 1-6</li></ul>	<ul> <li>Regular School</li> <li>Regular School with SPED Classes</li> <li>Regular School with SPED Center</li> <li>Purely SPED Center</li> <li>National Special School</li> <li>Integrated SPED School</li> </ul>

#### Enhanced Basic Education Information System User Manual

1st Edition | 1 June 2017

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

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

General Classification	School Sub-classifications Available
Public	<ul><li>DepED Managed</li><li>SUC Managed</li><li>DOST Managed</li><li>Local Government</li><li>LUC</li></ul>

#### Enhanced Basic Education Information System User Manual

1st Edition | 1 June 2017

General Classification	School Sub-classifications Available
Private	<ul><li>Sectarian</li><li>Non-Sectarian</li><li>BRAC LC</li></ul>

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

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**.

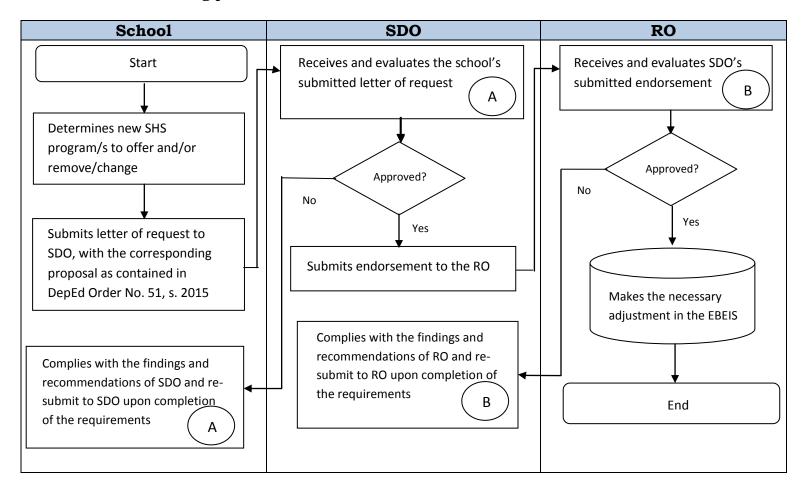


Figure 12: Add a School Profile: Validation Errors

## 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:



**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
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)		st have passed PEPT/PVT or A&E Elementary certificate before proceeding st have name of school and city in which it is based		Yes
From unaccredited schools abroad - 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 pr - Must provide last school year attended - Requires SDO approval	•		Yes - LRN automatically generated
From unaccredited schools abroad	Yes - Must have passed PEPT/PVT before pr - 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 E - Requires SDO approval	Elementary certificate before proceeding		Yes - LRN automatically generated
From ALS to Grade 7	Yes - Must have passed PEPT/PVT or A&E E - Must provide last school year attended - Requires SDO approval			No
New Entrant: Kinder	- Strict age check (must be at least <b>agec</b> - LRN automatically generated; school h		n-alphabetic characters or has one chara	cter 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 p - Must provide last school year attended - Requires SDO approval	•		Yes - LRN automatically generated
From unaccredited schools abroad	Yes - Must have passed PEPT/PVT before p - 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 E - Requires SDO approval	Elementary certificate before proceeding		Yes - LRN automatically generated
From ALS to Grade 7	Yes - Must have passed PEPT/PVT or A&E E - Must provide last school year attended - Requires SDO approval	Elementary certificate before proceeding		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

TABLE	BOX	Page #	TITLE
		1	SCHOOL INFORMATION
1			Table 1. LEARNERS DATA, SY 2017-2018 (As of June 30, 2017)
2			Table 2. LEARNERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)
3		4	Table 3. REPEATERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)
4			Table 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2017-2018 (As of June 30, 2017)
	1		Box 1. NUMBER OF CLASSES, SY 2017 -2018 (As of June 30, 2017)
5			Table 5. LEARNERS DATA BY PROGRAM, SY 2017-2018 (As of June 30, 2017)
6			Table 6. GIFTED & TALENTED LEARNERS DATA, SY 2017-2018 (As of June 30, 2017)
7			Table 7. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (NON-GRADED) DATA, SY 2017-2018 (As of June 30, 2017)
8			Table 8. LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED) DATA, SY 2017-2018 (As of June 30, 2017)
9			Table 9. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2017-2018 (As of June 30, 2017)
10			Table 10. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)
11			Table 11. TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)
12			Table 12. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2017-2018 (As of June 30, 2017)
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15			Table 15, MOOE ALLOCATION, UTILIZATION AND LIQUIDATION
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16	-		Table 16, NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 2017)
17			Table 17. NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 2017)
1,	3		Box 3. DATA ON INTERNET CONNECTIVITY, SY 2017-2018 (As of June 30, 2017)
18	3		Table 18. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2017-2018 (As of June 30, 2017)
10	4		Box 4. SCHOOL SITE DATA, SY 2017-2018 (As of June 30, 2017)
19	7		Table 19. VULNERABILITIES, For the months of June 2016 to May 2017
20			Table 20. DISASTER PREPAREDNESS, For the months of June 2016 to May 2017
21			Table 21. DISASTERS/CALAMITIES, For the months of June 2016 to May 2017
22			Table 22. DISASTERS/CALAMITIES, For the months of June 2016 to May 2017  Table 22. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict), For the months of June 2016 to May 2017
- 22	5		Box 5. OTHER CONFLICT-RELATED DATA, For the months of June 2016 to May 2017
	6		Box 6. SAFE LEARNING FACILITIES, For the months of June 2016 to May 2017
	7		Box 7. INTEGRATION OF CLIMATE CHANGE ADAPTATION (CCA) AND DISASTER RISK REDUCTION AND MANAGEMENT (DRRM), For the months of June 2016 to May 2017
	8		Box 8. SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT (SDRRM) TEAM, For the months of June 2016 to May 2017
23	0		Table 23, LEARNING AREAS WITH DRRM-RELATED CONCEPTS, For the months of June 2016 to May 2017
24			Table 24, TEACHING PERSONNEL WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
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25			Table 25, LEARNERS WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
23			For the months of June 2016 to May 2017
26			Table 26, ELEMENTARY HEALTH AND NUTRITION, SY 2017-2018
20			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
			B. Number of learners who underwent vision screening according to results from June 13, 2017 to August 31, 2017
			C. Number of learners by nutritional status as assessed from June 13, 2017 to August 31, 2017
	9		D. Number of learners who were dewormed from June 13, 2017 to August 31, 2017
27	9		Box 9. AVAILABILITY OF WATER SUPPLY, SY 2017-2018 (As of June 30, 2017) Table 27. NUMBER OF EXISTING WASH FACILITIES, SY 2017-2018 (As of August 31, 2017)
21	10		
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	11		Box 11. FOOD HANDLING, SY 2017-2018 (As of August 31, 2017)
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	13		
20	14		Box 14. MENSTRUAL HYGIENE, SY 2017-2018 (As of June 30, 2017)
28	1.5		Table 28. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2017-2018
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District ID		Scho	ol ID	



#### Republic of the Philippines DEPARTMENT OF EDUCATION PLANNING SERVICE



ducation Management Information System Division

#### GOVERNMENT ELEMENTARY SCHOOL PROFILE

#### **INSTRUCTIONS**

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

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Schools Division Office (SDO) 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	:		Region	:	
	(Offic	ial Name)	Division	:	
			School	District :	
	(Previous	Name, if any)	Legislat	ive District :	
Address	:		Telepho	ne Number :	
	No. Street/Sitio/Purok	Barangay	Mobile .	Number :	
			Fax Nu	mber :	
	Municipality/City	Province Zip Code	Website	(if any) :	
			E-Mail	Address :	
			Date Es	tablished :	
			☐ Kinder	garten	icular Offering Classification (COC)
Certified True and Correct b	by:	Checked by Schools Dis	trict Office:	Verified by the Schools Divisi	ion 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 :
					Page 1 of 26

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

Particulars (deleted all asterisks)	sterisks) Kinde		Gra	ade 1	Gra	nde 2	Gra	de 3	Gra	nde 4	Gra	ide 5	Gra	ide 6	Educatio	w/ Special nal Needs Graded)	TOT (Kindergarte w/ Special I	n to Learners Educational
	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 Correc	t by:	Checked by Schools Dis	strict Office	:	Verified by the Schools	Division Of	fice :
School Head :		Head of the Office	:		Head of the Office	: <u> </u>	
	(Signature Over Printed Name)			(Signature Over Printed Name)			(Signature Over Printed Name)
Position Title:	Date :	Position Title	:	Date :	Position Title	:	Date :

Table 2. LEARNERS AGE PROFILI	E. SY 2017-2018	(As of June 30, 2017

Age		rgarten		ide 1		ide 2	Gra	de 3	Gra	ide 4	Gra	ide 5	Gra	ide 6	Educatio	w/ Special nal Needs Graded)	(Kindergarte w/ Special	TAL en to Learners Educational eds)
	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 <u>FINAL</u> 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 C	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 Ov	ver Printed Name)		(Signature Over Printed Name)
Position Title :	Date :	Position Title :	Date :	Position Title :	Date :

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

Age	Kinde	rgarten	Gra	ade 1	Gra	ade 2	Gra	nde 3	Gra	ade 4	Gra	nde 5	Grade 6			TAL en 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 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:			Checked by Scho	ols Di	istrict Office:	Verified by the Schools Division Office:				
School Head	: _	Head of the Offic	ce : _		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 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2017-2018 (As of June 30, 2017) TOTAL 1st Shift 2nd Shift 3rd Shift **Particulars** 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 indicate the number of classes by grade level. TOTAL Kindergarten Grade 5 Grade 6 Grade 2 Grade 3 Grade 4 Grade 1 (K to Gr 6) \* 2. For Multigrade classes, please check the appropriate grade levels combined. Example, if the school have two (2) Multigrade Classes: MG Class 1: Grade 5 MG Class 2: Grade 1 Grade 2 Grade 3 Grade 6  $\square$  $\overline{\mathbf{Q}}$  $\square$  $\square$  $\mathbf{Q}$ Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 MG Class 1 MG Class 2 MG Class 3

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

Grade 4

Grade 3

1. Monograde Classes - refers to the number of classes by grade level from Kindergarten to Grade 6 offering regular curricula.

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

Grade 2

Grade 1

Kindergarten

- 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:	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 Ove	r Printed Name)		(Signature Over Printed Name)		
Position Title:	Date :	Position Title:	Date :	Position Title :	Date :		

Grade 5

Grade 6

TOTAL

(K to Gr 6)

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)

	Kinde	rgarten	Gra	de 1	Gra	ide 2	Gra	nde 3	Gra	ide 4	Gra	ide 5	Grade 6		TOTAL (Kindergarten to Gra	
Ma	ale	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 Distr	rict Office :	Verified by the Schools D	ivision 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)

	Kinder	rgarten			Primar	y Level			Tran	sition	ТОТ	ΓAL
Areas of Difficulties		Timuer gur ten		Level I		Level II		el III	Transition		(Kindergarten to Transition)	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Difficulty in Remembering or Concentrating, paying attention and understanding												
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 Correc	et by:	Checked by Schools District O	Office:	Verified by the Schools Division Office:				
School Head :		Head of the Office:		Head of the Office:				
	(Signature Over Printed Name)	(Si	ignature Over Printed Name)		(Signature Over Printed Nam			
Position Title :	Date :	Position T :	Date :	Position:	Date:			

Areas of Difficulties	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Gra	nde 6	TO' (Kindergarte	TAL en to Grade
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Femal
Mainstreamed in Regular Class:																
Difficulty in Remembering or Concentrating,     paying attention and understanding																
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:																
Difficulty in Remembering or Concentrating,     paying attention and understanding																
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)																

Notes: Table 8 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 7 (page 7).

. Multiple Impairment/Disability

TOTAL

- 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 Con	rrect by:	Checked by Schools District Office:		Verified by the Schools Divi	ision 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 9. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2017-2018 (As of June 30, 2017)

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

- 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)

									LLY-FUNDED	PERSON	NEL						
	Number of				POS	ITIONS ASSI	IGNED IN TH				П	B 114 3 16 4		a		TOTAL	
Position Title	positions assigned in	Number of p		ally working			Personnel detaile			TOTAL		Personnel detailed from other school(s)/ DepEd office(s)			Nationally-funded personnel working in		
	the school		in the school		On leave	Position(s) vacant	DepEd office(s)	Secondary school(s)	DepEd office(s)/ school(s) outside the		(Col.5+Col.6 + Col.7+Col.11			the school			
	per latest PSI-POP	Male	Female	TOTAL		vacant		within the division	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																	
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 Distric	t Office :		Verified by the Schools Divisi	ion Offic	ce:
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	<i>:</i>	Date :

	Num	ber of pos	itions				PC	OSITIONS A	SSIGNED I		LLY-FUNDED P OOL							TOTAL	
		ned in the		Numbe	r of teache	rs actually				Teach	ers detailed to				s detailed f		Nationally-		ers working in
<b>Position Title</b>	As of	Items Created			king in the		On leave	Position(s)	DepEd	Secondary	DepEd office(s)/ school(s) outside the	TOTAL	TOTAL (Col.5+Col.6 +	scnool	(s)/ DepEd	office(s)		the school	
	March 31, 2017	from April 1 to June 30, 2017	TOTAL (2a+2b)	Male	Female	TOTAL (Col.3+Col.4)	On leave	Vacant	office(s) within the division	school(s) within the division	division or other government agencies	(Col.8+Col.9+ Col.10)	Col.7+Col.11)	Male	Female	TOTAL (Col.13+ Col.14)	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
Col. 1	(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 of	actually wor	king 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 - teacl 2. Number of positions assigned in the 3. Number of teachers actually workin 4. On leave personnel - personnel who 5. Position(s) vacant - plantilla position 6. Personnel detailed to DepEd office( 7. Personnel detailed to Sependary sch 8. Personnel detailed to DepEd office( 9. Personnel detailed from other school Reminders: 1. In Table 11 a, tota 2. In Table 11 b, if a 3. In Table 11 d, tota 4. Totals in Tables 11	school per la g in the scho o are on leave as that are und s) within the cool(s) within s)/school(s) o h(s)/ DepEd o als in column teacher is ha ls in column	ntest PSI-PC ol - teaching for the who filled. division - p the division utside the d office(s) - p 12 must tal must tal	OP - number g, teaching-r le school yea ersonnel assi n - personne ivision or oth ersonnel who lly with entr or more assi	of plantilla is elated and no ar approved by igned/designal assigned/de ther governmo are actually ites in columnignments, he	items assigned to the dissignated to stated to the dissignated to stated to	d to the school.  bersonnel with p I Division Super  strict office or t econdary school s - personnel as the school but w  be counted in I	lantilla positi intendent. o the divisio ls within the ssigned/desig whose items	n office. division. mated to other belong from sec	tually perform  DepEd office( ondary school	s)/school(s) ou l(s) or from ot	tside the division or other DepEd office(s) l	other governme		entral office o	r from other	school division	n(s).		
4. Totals in Tubles II	CC 11 U M	nsı muy.																	
Certified True and Correct by : School Head :						ecked by Schools ad of the Office	District Offi	ice :					rified by the Schools 1 and of the Office	Division Office	e:				

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

	Carries full-time	class teaching load	Assigned part-ti	me to class teaching	Assigned full-time to	TOTAL
Position Title	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	ancillary services	(Col.2+Col.3+Col.4+ Col.5+Col.6)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						
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)

C 1 I 1	N	umber of Teache	rs
Grade Level	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

I couning Awars		Grade 5			Grade 6	
Learning Areas	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 Co	Correct by :		Checked by Schools 1	District Offi	ce :	Verified by the School	s Divis	ion Office:
School Head	:		Head of the Office	:		Head of the Office	:	
	(S	ignature Over Printed Name)		· · · · · · · · · · · · · · · · · · ·	(Signature Over Printed Name)		_	(Signature Over Printed Name)
Position Title :			Position Title	:	Date :	Position Title	: _	Date :

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

МООЕ	Amount in PhP
Allocation	
Utilization	
Liquidation	

- 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
- 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.

#### Box 2. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2017-2018 (As of June 30, 2017)

(Cneck 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)

			NUMBER OF	FUNCTIONAL (	COMPUTERS B	Y FUNDING SOURC	E	
Types of Computer	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)

			NUMBER OF I	<b>FUNCTIONAL IC</b>	T EQUIPMENT	BY FUNDING SOUR	CE	
Types of ICT Equipment	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 C	Correct by:	Checked by Schools Distric	et Office:	Verified by the Schools Di	ivision 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 CONNECT	IVIIY, SY 2017-2018 (As of	June 30, 2017)	
<ol> <li>Are there internet service providers in         If Yes, check the appropriat         □ BAYANTEL         □ DIGITEL     </li> </ol>	the area?	□ No ervicing the area: □ SMART □ SUN	☐ WIT Global (Satellite) ☐ Others, please specify
2. Does the school subscribe to any of the	ne internet service provider/s list	ted above? □ Yes	□ No
Internet Service Provider (ISP) - refers to the	ne organization that provides service	ees for accessing, using, or participa	ating in the internet.
Table 18. AVERAGE MONTHLY EXPEN	SE (IN PESOS) OF INTERNI	ET CONNECTION BY FUND	ING SOURCE, SY 2017-2018 (As of June 30, 2017)
<b>Types of Internet Connection</b>	Internet Service Provider	Average Monthly Expense	Funding Source
(Wired, Fixed wireless, Satellite, USB Modem)	(Select from available ISPs above )	(in PhP)	(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:			
<ul> <li>a. Wired - internet connection using the pho</li> <li>b. Fixed wireless - internet connection thro</li> <li>c. Satellite - internet connection using satel</li> <li>d. USB Modem - internet connection using</li> <li>2. Average Monthly Expense - average cost spen</li> </ul>	ugh radio frequency bands with dis lite dish supplied by an internet pro USB dongle (e.g., SMART Bro, C	rectional radio antenna on each end ovider. Globe Tattoo).	l of the signal.
Certified True and Correct by:	Checked by Schools Dist	rict Office:	Verified by the Schools Division Office :
School Head:	Head of the Office :	(C' A D' IN	Head of the Office :
(Signature over Printed Name) Position Title: Date:	Position Title:	(Signature over Printed Name) Date :	(Signature over Printed Name) Position Title: Date:

Domain   December   Credit on appropriate	1. School Site Ownership and/or Proof of Occupancy	2. Total Land Area (in square meters):		4. Within Ancestral Domain :
LGU	a. Ownership in the name of: (Check as appropriate)			With Usufruct Agreement?
h. With Document   Yes   No   No   Yes   No   Yes   No   Yes   No   Yes   No   Yes   Yes   No   Yes   Yes   No   Yes   Yes   Yes   No   Yes   Ye	☐ DepEd ☐ Other Government Agency	3. Mode of Acquisition of School Site: (Check as a	ppropriate)	☐ Yes ☐ No
Notice Decement   Yes   No     Document     Yes   No     Document     Purclesse     Document	*	ì	<del>```</del>	With Certificate of Ancestral Domain Title (CADT)?
New State Document Type: Check as a gapropriate)   Putchase   Pu		Mode		☐ Yes ☐ No
Original Certificate of Tatle (OCT)   Usufract Agreement   Pres   No   No   No   Pres   No   No   Pres   No   No   No   Pres   Pres   No   Pres   Pres   No   Pres   Pres   No   Pres	<b>b. With Document?</b> Yes  No	Donation		
Transfer Certificate of Talle (TCT)   Expropriation   Presidential Proclamation   Presidential Pre	If Yes, what Document Type: (Check as appropriate)	☐ Purchase		5. Within Ancestral Land :
Certificate of Land Ownership Award (CLOA)   Deed of Exchange (Land Swapping)   Presidential Proclamation   Presidential Presidential Presidential Presidential Presidential Presidential Proclamation   Presidential Presidential Presidential Presidential	☐ Original Certificate of Title (OCT)	☐ Usufruct Agreement		With Usufruct Agreement?
Special Patent	☐ Transfer Certificate of Title (TCT)	☐ Expropriation		☐ Yes ☐ No
Presidential Proclamation   Getificate of Itan Ownership Award (CLOA)   Getificate of Itan Ownership Award (CLOA)   Getificate of Itan Ownership Award (CLOA)   Getificate of Itan Ownership Special Land Use Permit (SLUP)   Getificate of Itan Ownership Special Land Use Permit (SLUP)   Getificate of Itan Ownership Special Land Use Permit (SLUP)   Getificate of Itan Ownership Others, pls. specify   With Allegal Settlers Others, pls. specify   With Illegal Settlers Others, pls. specify   With Illegal Settlers Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland 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 Ital - refers to the transcript of the decree or registation made by the Register of Deeds.   A. Original Certificate of Ital - refers to the transcript of the decree or registation made by the Register of Deeds.   A. Original Certificate of Ital - refers to the transcript of the decree or registation made by the Register of Deeds.   A. Original Certificate of Ital - refers to the transcript of the decree or registation made by the Register of Deeds.   A. Original Certificate of Ital - refers to the transcript of the decree or registation made by the Register of Deeds.   A. Original Certificate of Ital - refers to a document when the land title is ancelled and replaced by another title by reason of all or transfer.   A. Original Certificate of Ital - refers to a document when the land title is ancelled and replaced by another title by reason of all or transfer.   A. Original Certificate of Ital - refers to a document sexual by the President reserving an untitled land for public deep the DENN Secretary as antiored by the President reserving an untitled land for public deep the DENN Secretary searched by the downs, under the formali	☐ Certificate of Land Ownership Award (CLOA)	☐ Deed of Exchange (Land Swapping)		With Certificate of Ancestral Land Title (CALT)?
Tax Declaration   Certificate of Land Ownership Award (CLOA)   With Adverse Claim   With Adverse Claim   Pierce Code of Ponation   With Adverse Claim   Pierce Code of Ponation   With Adverse Claim   Pierce Code of Ponation   With Illegal Settlers   Others, pls specify   Others, pls specify   With Illegal Settlers   Others, pls specify   With Illegal Settlers   Others, pls specify   With Illegal Settlers   Others, pls specify   Others, pls specify   With Illegal Settlers   Others, pls specify   Protected Areas   Protected Areas   Areas classified as Timberland and Forestland   Areas classified as Timberland   Areas classified as Timberland   Areas classified as Timberland   Areas classified as Timberland   Areas classified   Areas classified   Areas classified   Areas cl	☐ Special Patent	☐ Presidential Proclamation		☐ Yes ☐ No
Deed of Absolute Sale     CLOA)     Special Land Use Permit (SLUP)     Encroachment	Presidential Proclamation	☐ Special Patent		
Deed of Absolute Sale   CLOA\   Special Land Use Permit (SLUP)   Encroachment   Special Land Use Permit (SLUP)   Encroachment   With Indepart Setters   With Indepart Setter	☐ Tax Declaration	☐ Certificate of Land Ownership Award		6. Legal Ownership Issues: (Check as appropriate)
Certificate of Stewardship   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others pls. specify   Others, pls. specify   Protected Areas   Areas classified as Timberland and Forestland   Others pls. specify   Others, pls. specify   Others   Ot	☐ Deed of Absolute Sale	<u>*</u>		☐ With Adverse Claim
Section 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.  Section 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 tas 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 (OCT) - refers to a document when the land tals 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 (OCT) - refers to a proof of ownership of the agarrian 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 allenable 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 Congret the DENKs Recretary as authorized by the President reserving an untitled land for public use.  f. Transferation: refers to a proclamation issued by the President reserving an untitled land for public use.  f. Transferation: refers to a document executed by the Assessar's Office of the jurisdiction (e.g. city or municipality) evidencing the payment of taxes on the use of the real property.  g. Deet of Absolute Sule - refers to a document executed by the venue of the subject sequence by the control of the property.  c. Certificate of Stewardship - refers to a document executed by the venue of the property in favor of the vendee.  h. Deed of Dountion - refers to a docu	☐ Deed of Donation	☐ Special Land Use Permit (SLUP)		☐ Encroachment
Special Land Use Permit (SLUP)   Others, pls. specify	☐ Certificate of Stewardship	Others, pls. specify		☐ With Illegal Settlers
Memorandum of Agreement or Understanding   T. School Site within: (Check as appropriate)   Lease Agreement   Protected Areas   Protected Areas   Protected Areas   Areas classified as Timberland and Forestland   Areas classified   Areas classified as Timberland and Forestland   Areas classified   Area	☐ Special Land Use Permit (SLUP)			Others, pls. specify
Lease Agreement Others, pls. specify Others, pls. specify Others, pls. specify Others, pls. specify Occument Type: Certificate of Title - refers to the transcript of the decree or registration made by the Register of Deeds. A. Original Certificate of Title (DCT) - 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 (DCT) - refers to a document when the land title is cancelled and replaced by another title by treason of sale or transfer. c. Certificate of Title (DCT) - refers to a document when the land title is cancelled and replaced by another title by reason of sale or transfer. c. Certificate of Title (DCT) - refers to a document when the land title is cancelled and replaced by another title by reason of sale or transfer. d. Special Patent - refers to grant, ede, 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 Congret the DETRic Secretary as authorized by the President reserving an untitled land for public use. d. Presidential Proclamation - 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. d. Deed of Absolute Sale - refers to a document executed by the vender evidencing the absolute (without conditions) sale of the real property in favor of the vende. h. Deed of Donation - refers to a document executed by the donor, under the formalities required by law, evidencing the obation of the property. d. Certificate of Stewardship - refers to a document awarded to individuals or families actually occupating of titling has 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;	☐ Contract of Usufruct			
Others, pls. specify Areas classified as Timberland and Forestland  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 Intle Omership Award (CLO4) - refers to a proof of ownership of the agarrian 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 Congret the DENR Secretary as authorized by the President.  c. Presidential Proclamation - refers to a document issued by the President.  e. Presidential Proclamation - refers to a document issued by the President reserving an untitled land for public use.  f. Tax Declaration - refers to a document executed by the vendore 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 vendore 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 Sievardship - refers to a document awarded to individuals or families actually occupying or tilling portions	☐ Memorandum of Agreement or Understanding			7. School Site within: (Check as appropriate)
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 - 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 proclamatin title is cancelled and replaced by another title by reason of sale or transfer.  d. Special Patent - refers to grant, cede, and convey full ownership of the agarian 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 Congret the DENR Secretary as authorized by the President reserving an untitled land for public use.  f. Trace Declaration - refers to a document issued by the President reserving an untitled land for public use.  f. Trace Declaration - 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 Domainor - refers to a document executed by the vendor evidencing the absolute (without conditions) sale of the real property.  i. Certificate of Stewardship - refers to a document awarded to individuals or families actually occupying or fulling 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 g	☐ Lease Agreement			☐ Protected Areas
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 - 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 procent when the land is a such 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 Congret the DENR Secretary as authorized by the President.  e. Presidential Proclamation - refers to a proclamation issued by the Assessor's Office (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 or families actually occupying or liling 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 Vustinet - refers to a locument which stipulates that Depeléschool is allowed of full use or perporety without consideration as long	Others, pls. specify			☐ Areas classified as Timberland and Forestland
(Continuation of definition on the next page)  e: 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.    Checked by Schools District Office : Verified by the Schools Division Office : Head of the Office :	a. Original Certificate of Title (OCT) - refers to a document when the	e land has been adjudicated and decreed in the name of its owner		and the title issued for the first time is pursuant of such decree
te: 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.  Checked by Schools District Office:  Head of the Office:  Head of the Office:	<ul> <li>c. Certificate of Land Ownership Award (CLOA) - refers to a proof of the DENR Secretary as authorized by the President.</li> <li>e. Presidential Proclamation - refers to a proclamation issued by the f. Tax Declaration - refers to a document issued by the Assessor's Of g. Deed of Absolute Sale - refers to a document executed by the donor, ur. i. Certificate of Stewardship - refers to a document awarded to indiv j. Special Land Use Permit (SLUP) - refers to a privilege granted by k. Contract of Usufruc t - refers to a document which stipulates that I. Memorandum of Agreement or Understanding/Lease Agreement</li> </ul>	of ownership of the agrarian reform beneficiary with respect to pright alienable and disposable lands formerly covered by a reservation. President reserving an untitled land for public use. The fitter of the jurisdiction (e.g. city or municipality) evidencing the profession of the real profession of the absolute (without conditions) sale of the real profession of the formalities required by law, evidencing the donation of the duals or families actually occupying or tilling portions of forest the State to a person to occupy, possess and manage in considerate DepEd/school is allowed of full use or perpetual right of use of profession and occupent of the legal owner/occupant of the state of the profession of the legal owner/occupant of the state of the profession of the legal owner/occupant of the state of the profession of the legal owner/occupant of the state of the profession of the legal owner/occupant of the profession of the profes	ivate and agricultural land on of lands of the public of ayment of taxes on the us operty in favor of the ven e property. ands pursuant to LOI 126 tion of specified return, a operty without considerati	d covered under RA 6657.  domain and is issued upon the promulgation of a special law or act of Congress  e of the real property.  dee.  0 for a period of 25 years' renewable for another 25 years.  ny public forest lands for a specific use or purpose.  on as long as the property is used solely for educational or designated purposes
ol Head : Head of the Office : Head of the Office :	<ul> <li>c. Certificate of Land Ownership Award (CLOA) - refers to a proof of the DENR Secretary as authorized by the President.</li> <li>e. Presidential Proclamation - refers to a proclamation issued by the f. Tax Declaration - refers to a document issued by the Assessor's Of g. Deed of Absolute Sale - refers to a document executed by the donor, ur. i. Certificate of Stewardship - refers to a document awarded to indiv j. Special Land Use Permit (SLUP) - refers to a privilege granted by k. Contract of Usufruc t - refers to a document which stipulates that I. Memorandum of Agreement or Understanding/Lease Agreement m. Others - refers to the other documents that are competent proof of the desired of the desired proof of the competent proof of the desired proof.</li> </ul>	of ownership of the agrarian reform beneficiary with respect to pright alienable and disposable lands formerly covered by a reservation. President reserving an untitled land for public use. The fitter of the jurisdiction (e.g. city or municipality) evidencing the profession of the real profession of the absolute (without conditions) sale of the real profession of the formalities required by law, evidencing the donation of the duals or families actually occupying or tilling portions of forest the State to a person to occupy, possess and manage in considerate DepEd/school is allowed of full use or perpetual right of use of profession and occupent of the legal owner/occupant of the state of the profession of the legal owner/occupant of the state of the profession of the legal owner/occupant of the state of the profession of the legal owner/occupant of the state of the profession of the legal owner/occupant of the profession of the profes	ivate and agricultural land on of lands of the public of ayment of taxes on the us operty in favor of the ven e property. ands pursuant to LOI 126 tion of specified return, a operty without considerati	d covered under RA 6657.  Identify and is issued upon the promulgation of a special law or act of Congress of the real property.  Identify a period of 25 years' renewable for another 25 years.  In public forest lands for a specific use or purpose.  In public forest lands for a specific use or purpose.  In public forest lands for a specific use or purpose.
Head of the Office : Head of the Office :	<ul> <li>c. Certificate of Land Ownership Award (CLOA) - refers to a proof of the DENR Secretary as authorized by the President.</li> <li>e. Presidential Proclamation - refers to a proclamation issued by the f. Tax Declaration - refers to a document issued by the Assessor's Of g. Deed of Absolute Sale - refers to a document executed by the vend h. Deed of Donation - refers to a document executed by the donor, uri. Certificate of Stewardship - refers to a document awarded to indiving. Special Land Use Permit (SLUP) - refers to a privilege granted by k. Contract of Usufruct - refers to a document which stipulates that I. Memorandum of Agreement or Understanding/Lease Agreement m. Others - refers to the other documents that are competent proof of a (Continuation of definition on the next page)</li> </ul>	of ownership of the agrarian reform beneficiary with respect to print of alienable and disposable lands formerly covered by a reservation. President reserving an untitled land for public use. If the jurisdiction (e.g. city or municipality) evidencing the profession of the profession of the real profession of the formalities required by law, evidencing the donation of the duals or families actually occupying or tilling portions of forest lathe State to a person to occupy, possess and manage in considerate the DepEd/school is allowed of full use or perpetual right of use of profession and occupancy.	ivate and agricultural land on of lands of the public of ayment of taxes on the us operty in favor of the ven e property. ands pursuant to LOI 126 tion of specified return, a operty without consideration he land setting unnecessa	d covered under RA 6657.  Identify the real property.
	<ul> <li>c. Certificate of Land Ownership Award (CLOA) - refers to a proof of the DENR Secretary as authorized by the President.</li> <li>e. Presidential Proclamation - refers to a proclamation issued by the f. Tax Declaration - refers to a document issued by the Assessor's Of g. Deed of Absolute Sale - refers to a document executed by the vend h. Deed of Donation - refers to a document executed by the donor, ur i. Certificate of Stewardship - refers to a document awarded to indiv j. Special Land Use Permit (SLUP) - refers to a privilege granted by k. Contract of Usufruct - refers to a document which stipulates that I. Memorandum of Agreement or Understanding/Lease Agreement m. Others - refers to the other documents that are competent proof of a (Continuation of definition on the next page)</li> <li>e: In case the school head does not have adequate information on the</li> </ul>	of ownership of the agrarian reform beneficiary with respect to print of alienable and disposable lands formerly covered by a reservation. President reserving an untitled land for public use. The of the jurisdiction (e.g. city or municipality) evidencing the por evidencing the absolute (without conditions) sale of the real production of the formalities required by law, evidencing the donation of the diduals or families actually occupying or tilling portions of forest lathe State to a person to occupy, possess and manage in consideral opened/school is allowed of full use or perpetual right of use of propersor of a document executed by the legal owner/occupant of the townership and occupancy.	ivate and agricultural land on of lands of the public of ayment of taxes on the us operty in favor of the ven e property. ands pursuant to LOI 126 tion of specified return, a operty without consideration he land setting unnecessa	d covered under RA 6657.  Identify the real property.  Identify the real p
	<ul> <li>c. Certificate of Land Ownership Award (CLOA) - refers to a proof of the DENR Secretary as authorized by the President.</li> <li>e. Presidential Proclamation - refers to a proclamation issued by the f. Tax Declaration - refers to a document issued by the Assessor's Of g. Deed of Absolute Sale - refers to a document executed by the vend h. Deed of Donation - refers to a document executed by the donor, ur. i. Certificate of Stewardship - refers to a document awarded to indiv j. Special Land Use Permit (SLUP) - refers to a privilege granted by k. Contract of Usufruc t - refers to a document which stipulates that I. Memorandum of Agreement or Understanding/Lease Agreement m. Others - refers to the other documents that are competent proof of (Continuation of definition on the next page)</li> <li>e: In case the school head does not have adequate information on the lifted True and Correct by:</li> </ul>	of ownership of the agrarian reform beneficiary with respect to print alienable and disposable lands formerly covered by a reservation. President reserving an untitled land for public use. The fitter of the jurisdiction (e.g. city or municipality) evidencing the profession of the absolute (without conditions) sale of the real profession of the formalities required by law, evidencing the donation of the duals or families actually occupying or tilling portions of forest the State to a person to occupy, possess and manage in considerate DepEd/school is allowed of full use or perpetual right of use of profession and occupancy.  The items listed above, the assistance of the Industrial Arts arts.  Checked by Schools District Office:	ivate and agricultural land on of lands of the public of ayment of taxes on the us operty in favor of the ven e property. ands pursuant to LOI 126 tion of specified return, a operty without consideration he land setting unnecessa	decovered under RA 6657.  domain and is issued upon the promulgation of a special law or act of Congress  e of the real property.  dee.  O for a period of 25 years' renewable for another 25 years.  ny public forest lands for a specific use or purpose.  on as long as the property is used solely for educational or designated purposes  ry the conditions on the use of the property.  ical Facilities Coordinator/ Division Project Engineer can be asked.  Verified by the Schools Division Office:

(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

(Please provide appropriate ans	wers)				•								
In your own opinion, wha natural and human-induced dis		top 3 con	ditions, c	ircumstaı	nces or fe	atures of	your sch	ools and	the surro	unding e	nvironme	nt that in	crease your vulnerability or put life and property at great risk to
3													
Note: This table should not be left	blank.												
Table 20. DISASTER PREPARE	DNESS,	For the	months ·	of June 2		•							
Did the school conducted multi-h	azard dr	ills?	□ Y	es	U N	0							
If Yes, what type and when? (Ch	eck as ap	ppropriat	te)										_
Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	
Earthquake													
Flood Evacuation													
Fire													

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:

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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.

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 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 occurring between government	al armed	forces ar	nd one or	more an	ned grou	ps, or be	tween su	ch group	s arising	in the Pl	nilippine	territory.

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

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 :

<sup>1.</sup> Armed Conflict - refers to armed confrontations occurring 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.

# Box 5. OTHER CONFLICT-RELATED DATA, For the months of June 2016 to May 2017 (*Please provide appropriate answers*)

	hool integrate <u>peace education</u> in their daily lessons and lesson plans?
	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.
. Does the sc	hool conduct peace building activities (whether co-curricular or extra-curricular)?
If Yes,	enumerate all the peace building activities conducted the past school year?
3. Has the sc	hool implemented Education in Emergency (EiE) strategies for immediate class resumption due to incidents of
armed conf	flict?
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 years.
3.2	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 schoo	ol personnel trained in integrating peace education in their daily lessons and lesson plans?
If Yes,	or personner cramed in integrating peace education in their daily ressons and resson plants.
If Yes, 4.1	ol personnel trained in integrating peace education in their daily lessons and lesson plans?   Yes No  How many personnel were trained?  Which organization/office provided/conducted the training/s? Please include the date of training/s.
If Yes, 4.1 4.2	. How many personnel were trained? Which organization/office provided/conducted the training/s? Please include the date of training/s.
If Yes, 4.1 4.2  5. Were school If Yes,	How many personnel were trained?  Which organization/office provided/conducted the training/s? Please include the date of training/s.  DI personnel trained in implementing EiE strategies?  Yes  No
If Yes, 4.1 4.2  5. Were school If Yes, 5.1	. How many personnel were trained? Which organization/office provided/conducted the training/s? Please include the date of training/s.
If Yes, 4.1 4.2 5. Were school If Yes, 5.1 5.2	How many personnel were trained?  Which organization/office provided/conducted the training/s? Please include the date of training/s.  DI personnel trained in implementing EiE strategies?  How many personnel were trained?  Which organization/office provided/conducted the training/s? Please include the date of training/s.
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If Yes, 4.1 4.2  5. Were school if Yes, 5.1 5.2  6. Does the sc If Yes,	How many personnel were trained?  Which organization/office provided/conducted the training/s? Please include the date of training/s.  DI personnel trained in implementing EiE strategies?  How many personnel were trained?  Which organization/office provided/conducted the training/s? Please include the date of training/s.  Which organization/office provided/conducted the training/s? Please include the date of training/s.  Whool have a learner-family reunification plan in case of the occurrence of hazards during class hours?  Yes
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If Yes, 4.1 4.2  5. Were school If Yes, 5.1 5.2  6. Does the sc If Yes, 7. Does the sc If Yes, 8. Has the sch If Yes, 8.1 8.2	How many personnel were trained? Which organization/office provided/conducted the training/s? Please include the date of training/s.  Description of the provided of the training of the occurrence of hazards during class hours?  Which organization/office provided/conducted the training/s? Please include the date of training/s.  Which organization/office provided/conducted the training/s? Please include the date of training/s.  Which organization/office provided/conducted the training/s? Please include the date of training/s.  Which organization/office provided/conducted the training/s? Please include the date of training/s.  Which organization/office provided/conducted the training/s? Please include the date of training/s.  Which organization/office provided/conducted the training/s? Please include the date of training/s.  Which organization/office provided/conducted the training/s? Please include the date of training/s.  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  When a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan in case of the occurrence of hazards during class hours?  No look lave a learner-family reunification plan

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.

	•	hool grounds depending on the situation/hazard) and supports the effort to reunite learners with their families.
<b>5.</b> Lockdown plan – refers to a functional protection conflict from other sources, etc.	hat outlines the steps to ensure that a school's occupants are kept safe from security risks brought about by armed intruders, armed	
		a 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 om other sources, etc.
Certified True and Correct by:	Checked by Schools District Office: Verified by the Schools Division Office:	om other sources, etc.
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# 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				
Courses and/or Trainings on DRRW and CCA	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 DDDM and CCA	Number of	f Learners
Courses and/or Trainings on DRRM and CCA	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.

Certified True	and Correct by:	Checked by Schools D	istrict Office:	Verified by the School	s Division Office :
School Head	:	Head of the Office:		Head of the Office:	
	(Signature Over Printed Name)		(Signature over Printed Nat	n	(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						
Type of vaccines	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	Kinde	rgarten	Gra	ade 1	Gra	nde 2	Gra	nde 3	Gra	ide 4	Gra	ide 5	Gra	nde 6		with Special onal Needs Graded)	(Kindergarte withSpecial	TAL en to Learners   Educational reds)
	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	Kinde	rgarten	Gra	nde 1	Gra	nde 2	Gra	nde 3	Gra	de 4	Gra	nde 5	Gra	nde 6			(Kindergarte withSpecial	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

Certified True and Correct	by:	Checked by Schools District Of	fice :	Verified by the Schools Divisio	n Office :
School Head :		Head of the Office:		Head of the Office :	
	(Signature Over Printed Name)		(Signature Over Printed Name)		(Signature Over Printed Name)
Plantilla/Position Title :	Date :	Position Title :	Date :	Position Title :	Date :

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

1. Is there a water source inside the sc	hool ground?	es	□ No			
If Yes,						
1.1. Main Water Supply S			□ n.	ainwater Catch		
☐ Wate	d water from local servic	e provider	_		ecify	
	ral source			mers, piease sp		·····
1.2. Average Cost of Mont	thly Bills/Maintenance:	: (Please indicate the a	mount in Ph	ıP)		
1.3. Who pays for the Cost	t of Monthly Bills/Mair	ntenance?				
☐ Scho	ol MOOE		☐ Sc	chool Canteen 1	Fund	
☐ LGU			☐ Pr	ivate Individua	al/Sector	
☐ PTA			□ O <sub>1</sub>	thers, please sp	ecify	·
1.4. Is the water source in	side the school ground	being used for drinkin	g?		☐ Yes	□ No
1.5. Has the water source i	inside the school been t	tested to determine saf	ety of the wa	ater?	☐ Yes	□ No
1.5a. If Yes, did the te	est results show that the	e water source inside tl	ne school is s	safe to drink?	☐ Yes	□ No
Local piped water - water source coming from Water well - an excavation structure in the ground Rainwater catchment - water sourced from rainwater local representation of the water sourced from a spring	ound by digging, driving, binwater and collected thru	ders.  poring or drilling to access a rainwater collector.				
able 27. NUMBER OF EXISTING WASH			t 31, 2017)			
able 27. NUMBER OF EXISTING WASH	Fur	nctional	t 31, 2017) Non-Fu		Total Number	
					Total Number	Number
	Fur	nctional			Total Number	Number of
Usage	Fur	nctional			Total Number	Number of
Usage  Facilities for group handwashing  Facilities for individual handwashing  Group handwashing facility - a facility to be a ladividual handwashing facility - a facility in Functional facilities for handwashing - the h Non-functional facilities for handwashing - the hon-functional facilities	with soap  used in supervised handwanthe classroom, drinking pland washing facility is accurate hand washing facility is accurate.	without soap  ashing and toothbrushing points, near toilets, near the cessible, with daily water is broken, clogged or dam	Non-Fur activity that he canteen, etc supply, learned aged in such a	can accommoda	Total Number of Facilities  tte at least 10 lea an be used for he eight and with a	Number of Water Outlets  The street of the s
Usage  Facilities for group handwashing  Facilities for individual handwashing  Group handwashing facility - a facility to be a facility in functional facilities for handwashing - the handwashing facilities for handwashing - the Water Outlet - any opening where water come artified True and Correct by:	with soap  used in supervised handwanthe classroom, drinking pland washing facility is accepted the hand washing facility is sout for handwashing (e.g.	without soap  ashing and toothbrushing points, near toilets, near the cessible, with daily water is broken, clogged or dam g., Faucets, Punch Pipes, and District Office:	Non-Fur activity that he canteen, etc supply, learned aged in such a	can accommoda c. that learners c er-appropriate h a way that it can	Total Number of Facilities  te at least 10 lea an be used for having the and with an of the used.	Number of Water Outlets  The second of the s
Facilities for group handwashing	with soap  used in supervised handwan the classroom, drinking pland washing facility is accepted the hand washing facility is sout for handwashing (e.g.)	without soap  ashing and toothbrushing points, near toilets, near the cessible, with daily water is broken, clogged or dam g., Faucets, Punch Pipes, and District Office:	activity that the canteen, etc supply, learned aged in such a etc.).	can accommoda c. that learners c er-appropriate h a way that it can	Total Number of Facilities  te at least 10 lea an be used for he eight and with a not be used.	Number of Water Outlets  The second of the s

### 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	Baranga	y Fund	☐ School-Based Feeding Program (SBFP)
☐ School Canteen Fund	☐ PTA Fund	☐ Private I	ndividual/Sector Fund	d Others, please specify
b. Availability of agriculture and fishery r	esources in the school :			
Gulayan sa Paaralan	☐ Agricultural Crops	Others, j	olease specify	
Fish Pond	☐ Livestock	☐ None		
Does agricultural and fishery in the scho	ool used for feeding program?	☐ Yes	□ No	
If Yes, what is the funding source?				
☐ School MOOE	☐ LGU Fund	Baranga	y Fund	Others, please specify
School Canteen Fund	PTA Fund	☐ Private I	ndividual/Sector Fund	d
1. Does the school have a canteen?		□ No		
1.1. Does the school canteen have a san				
1.2. If Yes, please indicate the sanitary	permit number and the validit		nitary Permit No.	Validity Date
Sanitary Permit - is the official document issued by minimum requirements for the s	J 1 1	shment that has	been determined to ha	nave met the
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)  Position Title: Date:	(Sig	nature over Printe		(Signature over Printed Name)  Position Title: Date:
I usuwa I we Date	1 usuwa 1 ute .	Date :		I vouton I tue Dute

Box 12. SOLID WASTE MANAGEMENT, SY 2017-2018 (As of June 30, 2017)  $\square$  No 1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ☐ Yes 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 segregation Waste Management Committee 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 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 Once a week Less than once a week ☐ At least twice 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 14. MENSTRUAL HYGIENE, SY 2017-2018 (As of June 30, 2017) (Check as appropriate) ☐ Yes □ No Does the school have a provision for availability of sanitary pads? If Yes, where can the learners avail the sanitary pads? ☐ School Canteen ☐ Guidance Office ☐ Others, please specify ☐ School Clinic Certified True and Correct by: Checked by Schools District Office: Verified by the Schools Division Office: Head of the Office: Head of the Office: School Head: (Signature Over Printed Name) (Signature over Printed Name) (Signature over Printed Name)

Position Title: Date:

Position Title:

Date : \_\_\_\_

**Position Title**: \_\_\_\_\_ **Date**: \_\_\_\_ Page 25 of 26

#### 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.

		E		Your school's access to the NEAREST:							
	From your	From your		Public School		Private School					
Travel Details	school to your Schools	school to your	Elementary	Junior High School	Senior High School	Elementary	Junior High School	Senior High School			
	Division Office (SDO)	Municipal Office	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**

Locatio	n descriptions for your school: (C	_	11 /	_	
	Along the highway *	Ц	On a small island ****	Ц	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

## **GOVERNMENT JUNIOR HIGH SCHOOL PROFILE, SY 2017-2018**

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3		3	Table 3. JHS REPEATERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)
4		4	Table 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2017-2018 (As of June 30, 2017)
	1	4	Box 1. NUMBER OF CLASSES, SY 2017 -2018 (As of June 30, 2017)
5		4	Table 5. JHS LEARNERS DATA BY PROGRAM, SY 2017-2018 (As of June 30, 2017)
6		5	Table 6. JHS LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (GRADED), SY 2017-2018 (As of June 30, 2017)
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8		7	Table 8. JHS TEACHERS WHO HAVE SPECIALIZATION IN TLE SUBJECTS THEY ARE TEACHING, SY 2017-2018 (As of June 30, 2017)
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10		8	Table 10. JHS TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2017-2018 (As of June 30, 2017)
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19		16	Table 19. DISASTER PREPAREDNESS, For the months of June 2016 to May 2017
20		17	Table 20. DISASTERS/CALAMITIES, For the months of June 2016 to May 2017
21		18	Table 21. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict), For the months of June 2016 to May 2017
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24		22	Table 24. LEARNERS WHO RECEIVED COURSES/TRAINING ON DRRM/CCA, For the months of June 2016 to May 2017
25		23	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
			B. Number of learners by nutritional status as assessed from June 13, 2017 to August 31, 2017
			C. Number of learners who were dewormed from June 13, 2017 to August 31, 2017
	9		Box 9. AVAILABILITY OF WATER SUPPLY, SY 2017-2018 (As of June 30, 2017)
26		24	Table 26. NUMBER OF EXISTING WASH FACILITIES, SY 2017-2018 (As of August 31, 2017)
	10		Box 10. JHS FEEDING PROGRAM, SY 2017-2018 (As of August 31, 2017)
	11		Box 11. FOOD HANDLING, SY 2017-2018 (As of August 31, 2017)
	12		Box 12. SOLID WASTE MANAGEMENT, SY 2017-2018 (As of June 30, 2017)
	13		Box 13. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2017-2018 (As of June 30, 2017)
	14		Box 14. MENSTRUAL HYGIENE, SY 2017-2018 (As of June 30, 2017)
27	1.	27	Table 27. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2017-2018
	15	27	Box 15. SCHOOL LOCATION, SY 2017-2018

Municipality ID	Schoo		_
			1



# 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 <u>September 29, 2017</u>.

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 Region Division Legislative District (Previous Name, if any) Telelephone Number Address Mobile Number Street/Sitio/Purok Barangay Fax Number Website (if any) Municipality/City Zip Code Province E-Mail Address *Please check ( ✓ ) if the school is:* Date Established 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: 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

GJHSP SY 2017-2018.xlsx SchInfo

Page 1 of 27

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

Particulars	Gr	ade 7	Gra	ade 8	Gra	ade 9	Gra	de 10		TAL s 7 to 10)
	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 C	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 :	

GJHSP SY 2017-2018.xlsx Table1 Page 2 of 27

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

Age		ide 7		de 8		de 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	Gra	nde 7		nde 8		de 9	Grade 10		(Grades /	
	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.

- 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.
   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

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

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

Page 3 of 27 GJHSP SY 2017-2018.xlsx Tables2-3

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

Particulars	1st S	Shift	2nd	Shift	3rd	Shift	TO	ΓAL
Farticulars	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 C	LASSES.	SY 201	7 -2018	(As of	f June 30.	. 2017
--	---------------	------	---------	--------	---------	--------	------------	--------

1. For Regular	classes, please <u>in</u>	dicate the numb	er of classes by	grade level.
Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Gr 7 to 10)
2. For ALIVE	classes, please <u>in</u>	dicate the numb	oer of classes by	y 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	Gra	ide 7	Gra	ide 8	Gra	de 9	Gra	de 10		ΓAL es 7-10)
	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:			Verified by the Schools D	ivision	Office:
School Head	:		Head of the Office	:	
		(Signature Over Printed Name)		•	(Signature Over Printed Name)
Position Title	:	Date :	Position Title	:	Date :
GJHSP	SY 2017	-2018.xlsx Tables4-5		•	Page 4 of 27

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

Areas of Difficulties	Gra	ade 7	Gra	ade 8	Gra	de 9	Gra	de 10	TOTAL (Grades 7 to 10)	
	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)										
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:										
Difficulty in Remembering or Concentrating, paying attention and understanding										
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 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
- 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 C	orrect	by:	Verified by the Schools	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 :					

GJHSP SY 2017-2018.xlsx Table6 Page 5 of 27

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

SUBJECT	Gra	nde 7	Gra	ade 8	Grade 9		Gra	de 10	TO: (Grade	ГАL es 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	Corre	tby:	Verified by the Schools Division	on Office:
School Head	:		Head of the Office :	
		(Signature Over Printed Name)		(Signature Over Printed Name)
Position Title	:	Date :	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	Gra	ade 7	Gra	ide 8	Grade 9		Gra	de 10	TOTAL (Grades 7-10)	
5620261	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	1									
Illustration	1									
Technical Drafting	1									

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

Certified True and	t by:	Verified by the Schools D	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 :					

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

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

<sup>1.</sup> Locally-funded teachers working in the school - teachers not having plantilla positions and whose compensation is chargeable against the local budget.

- 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)

Table 10. JHS TEACHING RELATED AN	ND NON-TE	ACHING P	EKSONNEI	L DATA (Na				NATIONAL	2017) .LY-FUNDED PI	ERSONNEL							
	Number of				1	SCHOOL PL	ANTILLA IT		sonnel detailed to			Plantilla pe	rsonnel borro	wed/detailed		TOTAL	
Position Title	plantilla items	Number of p	personnel actu in the school	ally working		Plantilla	DepEd	Elementary	DepEd office(s)/		TOTAL	from other school(s)/ DepEd office(s)			Nationally-funded personnel working in the school		
	in school per latest PSI-POP	Male	Female	TOTAL	On leave	item(s) vacant	office(s)/ sec. school(s) within the	school(s) within the division	school(s) outside the division or other government	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)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	division Col. 8	Col. 9	agencies 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).

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

These are classified according to the following:

Table 11. JHS TEACHING PERSONNEL	DATA (Nat	ionally-fund	ded), SY 20	17-2018 (As o	of June 30, 2	017)													
		olantilla items							NA HUNAI ANTILLA IT		ED PERSONNE	L		Ditill	rsonnel borro	4/4-4-9-4		TOTAL	
Position Title		latest PSI-PO	P	Number of to	eachers actual the school	ly working in		Plantilla	DepEd	Plantilla per Elementary	sonnel detailed to DepEd office(s)/	I	TOTAL		school(s)/ Dep		Nationally-f	unded teacher the school	s working in
1 osteon Title	As of March 31, 2017	Created from April 1 to June 30, 2017	Total	Male	Female	TOTAL	On leave	item(s) vacant	office(s)/ sec. school(s) within the	school(s) within the division	school(s) outside the division or other government	TOTAL	(Col.5+Col.6+ Col.7+ Col.11)	Male	Female	Total	Male	Female	Total
Col. 1	(2a)	(2b)	(2a+2b) Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	division Col. 8	Col. 9	agencies 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, tea 2. Number of plantilla items in school per lat 3. Number of teachers actually working in th 4. On leave personnel - personnel who are on 5. Plantilla item(s) vacant - plantilla positions 6. Plantilla personnel detailed to DepEd offic 7. Plantilla personnel detailed to Elementary 8. Plantilla personnel detailed to DepEd offic 9. Plantilla personnel borrowed/detailed from	est PSI-POP e school - tea leave for the s that are unfil e(s)/sec. scho school(s) with e(s)/school(s) a other school	- number of peching, teachir whole school led.  ol(s) within the division outside the desired of the legistry of the legistry outside the desired of the legistry outside the leg	plantilla items ng-related and year approve the division - personn division or ot ffice(s) - per	allocated to the non-teaching and by the School personnel assigned/descent assigned/descent who are sonnel who are	ne school.  personnel wir  pl Division Su  gned/designat  signated to ele  nt agencies -	th plantilla por iperintendent. ted to the divisementary school personnel assi	sitions who a sion office or ols within the igned/designa	to other second division.	rforming their ndary schools DepEd office(s	within the dis	vision.	or other gove			ı, regional, cei	ntral office or	from other scl	nool division(	(s).
Reminders: 1. In Table 11 <sub>a</sub> , totals in colu 2. In Table 11 <sub>b</sub> , if a teacher is 3. In Tables 11 <sub>a</sub> , totals in colu	s handling tv	vo or more a	assignments	he/she shou		d in his/her a	issignment v	vhere he/she	has the mos	st number of	loads.								

 Verified True and Correct by :

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

 Position Title
 :
 Date :
 Position Title
 :
 Date :

GJHSP SY 2017-2018.xlsx Table11

4. Totals in Tables 11  $_a$  & 11  $_b$  must tally.

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

	Carries full-time	class teaching load	Assigned part-tim	e to class teaching.	Assigned full-time to	TOTAL
Position Title		Assigned to ancillary services			ancillary services	(Col.2+Col.3+Col.4-
	services	as <u>additional load</u>	day or more	min. per day	· · · · · · · · · · · · · · · · · · ·	Col.5+Col.6)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
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:			Verified by the Schools	Divisi	on Office:
School Head	: -	(Signature Over Printed Name)	Head of the Office	:	(Signature Over Printed Name)
Position Title	:	Date :	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)	

	Junior High School									Senior High School				
Learning Areas	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

МООЕ	Amount in PhP
Allocation	
Utilization	
Liquidation	

- 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.
- 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.
- **4. MOOE Liquidation** refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous fiscal year.

Certified True and	d Correct by:	
School Head	:	
		(Signature Over Printed Name)
Position Title	<i>:</i>	Date :

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

11 1	
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.

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

GJHSP SY 2017-2018.xlsx Table13-Box3 Page 11 of 27

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

		N	UMBER OF FU	NCTIONAL COM	MPUTERS BY F	UNDING SOURC	CE	
Types of Computer	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 :	

GJHSP SY 2017-2018.xlsx Table15 Page 12 of 27

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

Table 10. NUMBER OF FUNCTIONA	NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE									
Types of ICT Equipment	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.

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

GJHSP SY 2017-2018.xlsxTable16 Page 13 of 27

<b>Box 3. DATA ON JHS INTERNET C</b>	CONNECTIVITY, SY 2017-20	18 (As of June 30, 2017)		
Are there internet service providers If Yes, check the appropriate in	in the area?	☐ No ing the area:		
☐ BAYANTEL	☐ GLOBE	☐ SMART	☐ WIT Global	(Satellite)
☐ DIGITEL	☐ PLDT	□SUN	☐ Others, pleas	se specify
Does the school subscribe to any of	the internet service provider/s	isted above?	☐ No	
Internet Service Provider (ISP) - refer	rs to the organization that provides	services for accessing, using,	or participating in the i	nternet.
Table 17. AVERAGE MONTHLY EX	XPENSE (IN PESOS) OF INT	ERNET CONNECTION	OF JHS BY FUNDI	NG SOURCE
SY 2017-2018 (As of June 30, 2017)	if Eriot (irit Esos) of irit	ERR (ET COT) (ECTOT)	01 0110 21 1 01 121	
Types of Internet Connection	Internet Service Provio	ler Average M	Ionthly Expense	Funding Source
(Wired, Fixed wireless, Satellite, USB Modem)	(Select from available ISPs ab	pove) (i	in PhP)	(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)
Indicate the average monthly expense of interpretation:  1. Types of Internet Connection:  a. Wired - internet connection using the b. Fixed wireless - internet connection using c. Satellite - internet connection using d. USB Modem - internet connection using c. Average Monthly Expense - average costs.	the phone lines from the service pro through radio frequency bands wi satellite dish supplied by an internal using USB dongle (e.g., SMART B	vider to a client. th directional radio antenna o et provider. ro, Globe Tattoo).	n each end of the signal	l.
Certified True and Correct by:		Verified by the	Schools Division Office	<i>:</i>
School Head :		Head of the O <u>f</u>	fice :	
, ,	ture Over Printed Name)			(Signature Over Printed Name)
Position Title :	Date :	Position Title	<b>:</b>	Date :

-	o and / or Proof of Occupancy	2. Total Land Area (in square meters):		4. Within Ancestral Domain :
a. Ownership in the na	ame of: (Check as appropriate)			With Usufruct Agreement?
☐ DepEd	☐ Other Government Agency	3. Mode of Acquisition of School Site: (Check as	appropriate)	☐ Yes ☐ No
☐ LGU	☐ Private Entity / Individual/s	Mode	Year Acquired	With Certificate of Ancestral Domain Title (CADT)?  Yes No
b. With Document?	☐ Yes ☐ No	☐ Donation		
If Yes, what Doc	cument Type: (Check as appropriate)	☐ Purchase		5. Within Ancestral Land :
Original (	Certificate of Title (OCT)	☐ Usufruct Agreement		With Usufruct Agreement?
☐ Transfer (	Certificate of Title (TCT)	☐ Expropriation		☐ Yes ☐ No
Certificate	e of Land Ownership Award (CLOA)	☐ Deed of Exchange (Land Swapping)		With Certificate of Ancestral Land Title (CALT)?
☐ Special Pa	atent	☐ Presidential Proclamation		☐ Yes ☐ No
☐ Presidenti	ial Proclamation	☐ Special Patent		
☐ Tax Decla	aration	☐ Certificate of Land Ownership Award		6. Legal Ownership Issues: (Check as appropriate)
☐ Deed of A	Absolute Sale	(CLOA)		☐ With Adverse Claim
☐ Deed of □	Oonation	☐ Special Land Use Permit (SLUP)		☐ Encroachment
☐ Certificat	e of Stewardship	Others, pls. specify		☐ With Illegal Settlers
☐ Special La	and Use Permit (SLUP)			Others, pls. specify
☐ Contract of	of Usufruct			
Memoran	dum of Agreement or Understanding			7. School Site within: (Check as appropriate)
☐ Lease Agr	reement			☐ Protected Areas
Lease Ag	recinent			Titlected Aleas
☐ Others, pl	ls. specify	l and official document that acts as a competent proof of	one's ownership and/or	☐ Areas classified as Timberland and Forestland
Others, pl  School Site Ownership a  Document Type: Certificate of Title - a. Original Certif decree. b. Transfer Certif c. Certificate of L d. Special Patent of Congress or e. Presidential Pr f. Tax Declaratio g. Deed of Absolu h. Deed of Donati i. Certificate of S j. Special Land U	Is. specify	ion made by the Register of Deeds. hen the land has been adjudicated and decreed in the na n the land title is <b>cancelled and replaced</b> by another title oof of ownership of the agrarian reform beneficiary with a p of alienable and disposable lands formerly covered by a sident. The President reserving an untitled land for public use. Soffice of the jurisdiction (e.g., city or municipality) evic rendor evidencing the absolute (without conditions) sale or r, under the formalities required by law, evidencing the de ndividuals or families actually occupying or tilling portior d by the State to a person to occupy, possess and manage	by reason of sale or tra- respect to private and a a reservation of lands of dencing the payment of of the real property in fa- tonation of the property.	Areas classified as Timberland and Forestland occupancy of the subject property.  distration proceeding and the title issued for the <b>first time</b> is pursuant of subject property.  Inster.  Gricultural land covered under RA 6657.  If the public domain and is issued upon the promulgation of a special law or a subject of the real property.  Taxes on the use of the real property.
Others, pl  School Site Ownership a  Document Type: Certificate of Title - a. Original Certif decree. b. Transfer Certif c. Certificate of L d. Special Patent of Congress or e. Presidential Pr f. Tax Declaratio g. Deed of Absolu h. Deed of Donati i. Certificate of S j. Special Land U k. Contract of Us designated purp l. Memorandum	Is. specify	ion made by the Register of Deeds.  then the land has been adjudicated and decreed in the nation in the land title is <b>cancelled and replaced</b> by another title of of ownership of the agrarian reform beneficiary with it is of alienable and disposable lands formerly covered by a sident.  The President reserving an untitled land for public use. Soffice of the jurisdiction (e.g., city or municipality) evidendor evidencing the absolute (without conditions) sale or, under the formalities required by law, evidencing the addividuals or families actually occupying or tilling portion d by the State to a person to occupy, possess and manage that DepEd/school is allowed of full use or perpetual rigurent - refers to a document executed by the legal owner/o	by reason of sale or tra- respect to private and a a reservation of lands of dencing the payment of of the real property in fa- tonation of the property, as of forest lands pursua- in consideration of spec- ght of use of property.	Areas classified as Timberland and Forestland occupancy of the subject property.  distration proceeding and the title issued for the <b>first time</b> is pursuant of subject property.  distration proceeding and the title issued for the <b>first time</b> is pursuant of subject property.  The public domain and is issued upon the promulgation of a special law or a subject property.  The public domain and is issued upon the promulgation of a special law or a subject property.  The public domain and is issued upon the promulgation of a special law or a subject property.  The public domain and is issued upon the promulgation of a special law or a subject property.  The public domain and is issued upon the promulgation of a special law or a subject property.  The public domain and is issued upon the promulgation of a special law or a subject property.  The public domain and is issued upon the promulgation of a special law or a subject property.
Others, pl  School Site Ownership a  Document Type: Certificate of Title - a. Original Certif decree. b. Transfer Certif c. Certificate of L d. Special Patent of Congress or e. Presidential Pr f. Tax Declaratio g. Deed of Absolu h. Deed of Donati i. Certificate of S j. Special Land U k. Contract of Us designated purp l. Memorandum	Is. specify	ion made by the Register of Deeds.  then the land has been adjudicated and decreed in the nation in the land title is <b>cancelled and replaced</b> by another title of of ownership of the agrarian reform beneficiary with it is of alienable and disposable lands formerly covered by a sident.  The President reserving an untitled land for public use. Soffice of the jurisdiction (e.g., city or municipality) evidendor evidencing the absolute (without conditions) sale or, under the formalities required by law, evidencing the addividuals or families actually occupying or tilling portion d by the State to a person to occupy, possess and manage that DepEd/school is allowed of full use or perpetual rigurent - refers to a document executed by the legal owner/o	by reason of sale or tra- respect to private and a a reservation of lands of dencing the payment of of the real property in fa- tonation of the property, as of forest lands pursua- in consideration of spec- ght of use of property.	Areas classified as Timberland and Forestland occupancy of the subject property.  distration proceeding and the title issued for the <b>first time</b> is pursuant of such ansfer.  gricultural land covered under RA 6657.  If the public domain and is issued upon the promulgation of a special law or a second trace of the real property.  Avor of the vendee.  In to LOI 1260 for a period of 25 years' renewable for another 25 years, cified return, any public forest lands for a specific use or purpose, without consideration as long as the property is used solely for educational
Others, pl  School Site Ownership a  Document Type: Certificate of Title - a. Original Certificate of Little c. Certificate of L d. Special Patent of Congress or e. Presidential Pr f. Tax Declaratio g. Deed of Absolu h. Deed of Donati i. Certificate of S j. Special Land U k. Contract of Us designated purp l. Memorandum m. Others - refers	Is. specify	ion made by the Register of Deeds. hen the land has been adjudicated and decreed in the nature of the land title is cancelled and replaced by another title of of ownership of the agrarian reform beneficiary with a property of alienable and disposable lands formerly covered by a sident.  The President reserving an untitled land for public use. So Office of the jurisdiction (e.g., city or municipality) evice and or evidencing the absolute (without conditions) sale or runder the formalities required by law, evidencing the dendividuals or families actually occupying or tilling portion d by the State to a person to occupy, possess and manage that DepEd/school is allowed of full use or perpetual right.  The refers to a document executed by the legal owner/of of ownership and occupancy.	by reason of sale or tra- respect to private and a a reservation of lands of dencing the payment of of the real property in fa- tonation of the property, as of forest lands pursua- in consideration of spec- ght of use of property.	Areas classified as Timberland and Forestland occupancy of the subject property.  distration proceeding and the title issued for the <b>first time</b> is pursuant of succupancy of the subject property.  gricultural land covered under RA 6657.  If the public domain and is issued upon the promulgation of a special law or a staxes on the use of the real property.  Avor of the vendee.  The property of the vendee of the real property of the vendee.  The property of the vendee of the real property of the vendee
Others, pl  School Site Ownership a Document Type: Certificate of Title - a. Original Certif decree. b. Transfer Certif c. Certificate of L d. Special Patent of Congress or l e. Presidential Pr f. Tax Declaratio g. Deed of Absolu h. Deed of Donati i. Certificate of S j. Special Land U k. Contract of Us designated purp l. Memorandum m. Others - refers ontinuation of definition on	Is. specify	ion made by the Register of Deeds. hen the land has been adjudicated and decreed in the nature of the land title is cancelled and replaced by another title of of ownership of the agrarian reform beneficiary with rip of alienable and disposable lands formerly covered by a sident.  The President reserving an untitled land for public use. Is office of the jurisdiction (e.g., city or municipality) evice of the president reserving the absolute (without conditions) sale of the condition of the formalities required by law, evidencing the dead to the condition of the state to a person to occupy, possess and manage that DepEd/school is allowed of full use or perpetual right refers to a document executed by the legal owner/of of ownership and occupancy.	by reason of sale or tra- respect to private and a a reservation of lands of dencing the payment of of the real property in fa- tonation of the property, as of forest lands pursua- in consideration of spec- ght of use of property of eccupant of the land sett	Areas classified as Timberland and Forestland occupancy of the subject property.  distration proceeding and the title issued for the <b>first time</b> is pursuant of succupancy of the subject property.  gricultural land covered under RA 6657.  If the public domain and is issued upon the promulgation of a special law or a staxes on the use of the real property.  Avor of the vendee.  The property of the vendee of the real property of the vendee.  The property of the vendee of the real property of the vendee

GJHSP SY 2017-2018.xlsx Box4

(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,
  - 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.

In your own opinion, what are the top 3 conditions, circumstances or features of your schools and the surrounding environment that increase

#### Table 18. VULNERABILITIES, For the months of June 2016 to May 2017

(Please provide appropriate answers)

your vulnerability or pu	t life and	property	y at grea	t risk to	natural a	nd huma	ın-induc	ed disast	ters?								
1														_			
2.																	
3.														_			
Note: This table should not be left														_	l		
Table 19. DISASTER PREPAREDNESS, For the months of June 2016 to May 2017																	
Did the school conducted mult	i-hazard	drills?		$\square$ Y	es	$\square$ N	0										
If Yes, what type and when?	Check a	s approp	priate)										-				
Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May					
Earthquake													•				
Flood Evacuation																	
Fire																	
Certified True and Correct by:	-									Vanit	ad by the	Sahaals D	vision Office :				
										-	•		vision Office:				
School Head :	-	Signature O	ver Printed	Name)						Head	l of the Off	ice	·	(Signature C	over Printed Name,	)	
Position Title :			Date							Posit	ion Title		:		Date :	· 	

GJHSP SY 2017-2018.xlsx Tables 18-19

## 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.

Certified True a	nd C	orrect by:	Verified by the Schools D	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 :						

GJHSP SY 2017-2018.xlsx Table20

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 according between government							try can su				linning (	

Certified True an	d Correct by:	Verified by the Schools 1	Division Office :
School Head	: <u></u>	Head of the Office :	
	(Signature Over Printed Name)	<del>-</del>	(Signature Over Printed Name)
Position Title	Date :	Position Title :	Date :

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<sup>1.</sup> Armed Conflict - refers to armed confrontations occurring 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.

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

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

(Please provide appropriate answers) □ No 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 peace building activities (whether co-curricular or extra-curricular)? If Yes, enumerate all the peace building activities conducted the past school year? 3. Has the school implemented Education in Emergency (EiE) strategies for immediate class resumption due to incidents of armed conflict? 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?  $\Box$  Yes 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. ☐ Yes 5. Were school personnel trained in implementing EiE strategies? 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 learner-family reunification plan in case of the occurrence of hazards during class hours? ☐ Yes ☐ No ☐ Yes □ No If Yes, are the parents and learners informed of the plan? ☐ No 7. Does the school have a <u>lockdown protocol</u>? If Yes, are the parents and learners informed of the protocol? □ No 8. Has the school been declared as a "Zone of Peace"?\* ☐ Yes 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 :

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#### Box 6. SAFE LEARNING FACILITIES, For the months of June 2016 to May 2017

	41	.1	4 -4.1		. Caalaa	1 1	~~9	Yes		) Na			
	the schoo				ot schoo	l building	gs?	Yes	_	No			
1	f Yes, dui June	ring which	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	
			ū										
F	— Findings o	– of risk as	_				_	_	_	_	_	_	
	☐ C					_	trical wiri	ngs		Leaks			
	Пр	eteriorati	on			•	ns/Colum	_	Г	1 Others	nlease s	necify	
2 D	_					•		ŕ	_	_	s, prease s		
	the school f Yes, du		_	_	i iaciiii	ies using	their sch	ooi iund	is:	Yes	_	No	
1	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	
2 4 4	he school		<u> </u>	_		_		_	_	_	Yes		☐ No
J. Ale t	ne school	racinties	s sensitiv	e to the h	eeus oi	persons	with tisa	omity (e.	g. ramp)	• _	1 1 65		_ NO
	you inco	•			•		•		` ′	? [	Yes	[	□ No
	f Yes, ple	ase enun	nerate th	e Top 5 I	ORRM a	activities	included	in the S	IP:	? [	Yes	Ţ	□ No
	12	ase enun	nerate th	e Top 5 I	ORRM a	activities	included	in the S	IP: 	? [	l Yes	Ţ	□ No
	f Yes, ple	ase enun	nerate th	e Top 5 I	ORRM a	activities	included	in the S	IP: — —	? [	Yes	C	□ No
	1	ase enun	nerate th	e Top 5 I	ORRM a	activities	included	in the S	IP: — —	? _	] Yes		□ No
I	1	ase enun	nerate th	e Top 5 I	ORRM :	activities	included	in the S	IP:	? _	l Yes	Ţ.	□ No
2. Is you	f Yes, ple  1 2 3 4 5	ase enun	d with sa	e Top 5 I	DRRM :	activities	included	in the S	IP:		Yes		□ No
2. Is you 3. Have	1	equippe	d with sa	e Top 5 I	DRRM :	□ Y	included	in the S	IP:				
2. Is you 3. Have	f Yes, ple  1 2 3 4 5 ur school e you deve f Yes, wh	equippe	d with sa	e Top 5 I	pment?	Y plans in coed?	res case of dis	in the S	IP:	ency?	□ Y	es	
2. Is you 3. Have	f Yes, ple  1 2 3 4 5 ur school e you deve f Yes, wh	equippe	d with sa	e Top 5 I	pment? ngency   develop	y plans in coed?	res case of dis	□ N	IP:	ency?	☐ You	es	□ No
2. Is you 3. Have	1	equipped prich of th	d with sa	e Top 5 I	pment? ngency   develop	y plans in coed?	res case of dis	In the S	IP:	ency? .rea desig	☐ You	<b>es</b> Tempor	□ No
2. Is you 3. Have	1	equipped prich of th	d with sa	e Top 5 I	pment? ngency   develop	y plans in coed?	res case of dis	In the S  N saster or	IP:	ency?  rea desig	☐ You	<b>es</b> Tempor	□ No
2. Is you 3. Have I	1	equipped prich of the	d with sa reparedn ese has the	e Top 5 I	pment? ngency   develop	y plans in coed?	res case of dis	In the S  N saster or	IP:	ency?  rea desig	☐ You	es Tempor	□ No

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

•	school have a SD school have a SD			tor or Foo Y		on? L N	<b>」Yes</b> [o		No			
_	during which of			es vour S	SDRRM	Team de	/have?					
	Multistakehold		_	-				ited to th	e represe	entatives	from the	
	BDRRMC, PT	-				J			•			
	Regular conduc											
	If Yes, plea		_	often your	SDRRM	I Team c	onducts m	neeting.				
	□ Y	early			Month	nly						
	<b>□</b> B	i-annualy	,		Others	s, please	specify _					
	Q	uarterly										
								2015				
	If Yes, plea				-		_	-	Б.1		A '1	3.6
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
_												
	Promoting Fam											
	If Yes, plea June					was cone Nov.	ducted. Dec.	Inn	Feb.	Mar.	April	May
		July	Aug.	Sept.	Oct.		Dec.  □	Jan.			April	
	_		_		_							_
	Have you p						□ Y	_		_		
	Have you t	aken app	ropriate a	actions ba	ised on th	e results	?	Yes		No		
	Observance of 1	National 1	Fire Prev	ention M	onth per	Proclama	ation No.	115-A, s.	. 1966			
	Observance of	National :	Disaster	Consciou	sness Mo	onth per I	EO No. 13	37, s. 199	9			
	Earth Day Cele	bration p	er DO N	o. 65, s. 2	010							
	Quarterly Earth	auake an	d Fire D	rills inclu	ding dril	ls for oth	er hazards	s in vour	locality 1	ner DO N	o. 48. s. 2	2012
_	Brigada Eskwe	-			8			. J			,	
_	If Yes, who	-		5. 2000								
		arents			Learn	ers						
	_ To	eachers			Others	s, please	specify _					
	Information Dis	sseminati	on Strate	egy/Conti	ngency P	lan durin	g times of	f emerger	ncies/disa	asters		
	Proper docume	ntation ar	nd report	ing of dan	nage, doi	nations re	ceived, ir	nterventio	ons receiv	ved, and a	actions tal	ken
	Others, please s	specify _										
					_							
ified True and Corre	ect by:					Verifie	d by the Sc.	hools Divi	sion Office	e :		
ol Head :	-					Head o	f the Office	e :				
	(Signature O	ver Printed	Name)				, ,,	_	(	(Signature C	Over Printed	Name)
ion Title :		Date :				Positio	n Title	:			Date :	

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#### 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.

Certified True a	nd C	Correct by:	Verified by the Scho	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. 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 Vassines	Grade 7							
Type of Vaccines	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 <u>FINAL</u> 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

	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
Number of Learners Dewormed	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

Certified True	and Correct by:		Verified by the School	ols Divi	ision 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 If Yes,	ol ground? 🔲 Ye	es	□ No			
1.1. Main Water Supply Sou	rco.					
	ater from local service	nrovider		Rainwater Ca	tchments	
☐ Water W		provider		Others, please		
□ Natural:				Otners, please	e specify	
_		(DI		D/ D)		
1.2. Average Cost of Monthly			nount in .	PnP)		
1.3. Who pays for the Cost of School N		tenance:		School Cante	F J	
<u> </u>	MOOE			Private Indivi		
☐ LGU						
☐ PTA				Others, please		
1.4. Is the water source inside	_	_	9		□ No	
1.5. Has the water source insi	ide the school been to	ested to determine safe	ety of the	water?	☐ Yes ☐	No _
1.5a. If Yes, did the test r	results show that the	water source inside th	e school	is safe to drin	ak?	□ No
2. Does the school have mechanism to ens	sure that the learners	s have safe drinking w	ater?	Yes	□ No	
2.1. If Yes, what mechanism	is used?					
☐ Teachers	s ask the learners to br	ring their own drinking	water to s	school		
☐ Safe wat	ter in refillable contair	ners are provided in des	ignated ar	reas within the	school	
☐ Water fr	om an accessible water	er source is treated (i.e.,	boiled, et	tc.)		
Others, 1	please specify					
<ol> <li>Local piped water - water source coming from loc</li> <li>Water well - an excavation structure in the ground</li> </ol>	_		water in	underground ac	mifiers	
3. Rainwater catchment - water sourced from rainw		-	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	ander Bround ag		
4. Natural source - water sourced from a spring or s	tream that is either loca	ated inside the school gro	unds or lo	cated outside so	chool grounds but water	is supplied via pipes.
Table 26. NUMBER OF EXISTING WASH F	ACILITIES, SY 201	7-2018 (As of August	31, 2017)			<u> </u>
**	Func	ctional			Total Number	Number
Usage	with soap	without soap	Non-	Functional	of Facilities	of Water Outlets
Facilities for group handwashing						
Facilities for individual handwashing						
1. Group handwashing facility - a facility to be used	d in supervised handwa	shing and toothbrushing	activtity tl	nat can accomm	nodate at least 10 learne	rs.
2. Individual handwashing facility - a facility in the						•
3. Functional facilities for handwashing - the hand 4. Non-functional facilities for handwashing - the						opriate drainage.
5. Water Outlet - any opening where water comes on		, 00	_	cii a way iiiai ii	camiot be used.	
or ,, mer owner any opening where water comes of	at for nama washing (e.g	.,, r uuccio, r unen r ipeo,				
Certified True and Correct by:		Verified l	by the Scho	ools Division Off	ice :	
School Head :		Head of	the Office	:		
(Signature Over Page 1997)	rinted Name)				(Signature Over F	rinted Name)
Position Title :	Date :	Position	Title	:		Date :

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

Position Title :

(Check as appropriate)		,	
a. Does the school have a feeding program?	☐ Yes	□ No	
If Yes, what is the funding source of s	school feeding program?		
☐ School MOOE	☐ LGU Fund	Barangay Fund	☐ School-Based Feeding Program (SBFP)
☐ School Canteen Fund	☐ PTA Fund	☐ Private Individual/Sector Fund	d Others, please specify
b. Availability of agriculture and fishery res	sources in the school:		
Gulayan sa Paaralan	☐ Agricultural Crops	Others, please specify	
Fish Pond	☐ Livestock	☐ None	
Does agricultural and fishery in the school	l used for feeding progran	nm?	
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	1
Box 11. FOOD HANDLING, SY 2017-2018 (As a (Check as appropriate)	of August 31, 2017)		
1. Does the school have a canteen?	l Yes		
1.1. Does the school canteen have a sanit	ary permit?	Ves	
1.2. If Yes, please indicate the sanitary p	ermit number and the val	alidity date:	
, .		Sanitary Permit No.	Validity Date
<b>Sanitary Permit</b> - is the official document issued be for the sanitary operation.	y proper authorities to an es	establishment that has been determined to	have met the minimum requirements
Certified True and Correct by:		Verified by the Schools I	Division Office :
School Head :		Head of the Office :	
(Signature Over Pr	inted Name)		(Signature Over Printed Name)

GJHSP SY 2017-2018.xlsx Boxes10-11

Position Title

Date :

Box 12. SOLID WASTE MANAGEMENT, SY 2017-2018 (As of June 30, 2017)  $\square$  No 1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ☐ Yes 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 ☐ Municipal/City government ☐ Community leaders 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 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 ☐ Others, please specify □ PTA Box 14. MENSTRUAL HYGIENE, SY 2017-2018 (As of June 30, 2017) (Check as appropriate) □ Yes  $\square$  No Does the school have a provision for availability of sanitary pads? If Yes, where can the learners avail the sanitary pads? ☐ School Canteen ☐ Guidance Office ☐ School Clinic ☐ 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 : Position Title Date :

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#### 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.

	E				Your school's acces	s to the NEAREST:		
	From your	From your		Public School			Private School	
Travel Details	school to your Schools	school to your	Elementary	Junior High School	Senior High School	Elementary	Junior High School	Senior High School
	Division Office (SDO)	Municipal Office	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 Along the highway * By the hillside ** On top of a mountain ***	Ol: (Check all applicable)  On a small island ****  Near the coastline *****  Near a river or waterway *****	<ul><li>□ Near a faultline *****</li><li>□ Others, please specify</li></ul>	Notes: *  ***  ***  ****	on an elevated area - an island with an area less than 200 sq. km.
Certified True and Correct by:			Verified by the Schools Division	on Office :
School Head :			Head of the Office :	
	(Signature Over Printed Name)			(Signature Over Printed Name)
Position Title :	Date :		Position Title :	Date :

GJHSP SY 2017-2018.xlsxTable27-Box15

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

<b>FABLE</b>	BOX	Page #	TITLE
			SCHOOL INFORMATION
1		2	Table 1. SHS LEARNERS DATA, SY 2016-2017 (As of June 30, 2017)
2		3	Table 2. SHS LEARNERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)
3		3	Table 3. SHS REPEATERS AGE PROFILE, SY 2017-2018 (As of June 30, 2017)
4		4	Table 4. SHS LEARNERS DATA BY TRACK, SY 2017-2018 (As of June 30, 2017)
5a		5	Table 5a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2017-2018 (As of June 30, 2017)
5b		6	Table 5b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2017-2018 (As of June 30, 2017)
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			SY 2017-2018 (As of June 30, 2017)
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			SY 2017-2018 (As of June 30, 2017)
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		19	Continuation of the Definition of terms of Box 3. School Site Data
17			Table 17. VULNERABILITIES (As of June 30, 2017)
18		19	Table 18. DISASTER PREPAREDNESS
			For the months of June 2016 to May 2017, did the school conducted multi-hazard drills?
19		20	Table 19. DISASTER PREPAREDNESS
			For the months of June 2016 to May 2017, which incidents occurred in your school and immediate surroundings?
20		21	Table 20. DISASTERS/CALAMITIES (Human -Induced Hazards - Armed Conflict)
			For the months of June 2016 to May 2017
	4	22	Box 4. OTHERCONFLICT-RELATED DATA
			For the months of June 2016 to May 2017
	5		Box 5. SAFE LEARNING FACILITIES, For the months of June 2016 to May 2017
	6	23	Box 6. INTEGRATION OF CLIMATE CHANGE ADAPTATION (CCA) AND DISASTER RISK REDUCTION AND
			MANAGEMENT (DRRM), For the months of June 2016 to May 2017
	7		Box 7. SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT (SDRRM) TEAM, For the months of June 2016 to May 2017
21		25	Table 21. LEARNING AREAS WITH DRRM-RELATED CONCEPTS
			For the months of June 2016 to May 2017
22		25	Table 22. TEACHING PERSONNEL WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
			For the months of June 2016 to May 2017
23		25	Table 23. LEARNERS WHO RECEIVED COURSES/TRAINING ON DRRM/CCA
		<b>.</b>	For the months of June 2016 to May 2017
	8		Box 8. AVAILABILITY OF WATER SUPPLY, SY 2017-2018 (As of June 30, 2017)
24			Table 24. NUMBER OF EXISTING WASH FACILITIES, SY 2017-2018 (As of August 31, 2017)
25	7		Table 25. SHS HEALTH AND NUTRITION, SY 2017-2018
	9	28	Box 9. SHS FEEDING PROGRAM, SY 2017-2018 (As of August 31, 2017)
	10	28	Box 10. FOOD HANDLING, SY 2017-2018 (As of August 31, 2017)
	11		Box 11. SOLID WASTE MANAGEMENT, SY 2017-2018 (As of August 31, 2017)
	12		Box 12. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2017-2018 (As of August 31, 2017)
	13	29	Box 13. MENSTRUAL HYGIENE, SY 2017-2018 (As of August 31, 2017)

26		20	Table 26. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2017-2018
	14		Box 14. SCHOOL LOCATION, SY 2017-2018

Municipality ID		Scho	ol ID	



## 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  Address		nial Name)  Name, If any)  Barangay	 Region Division School District Legislative District Telephone Number Mobile Number Fax Number		
	Municipality/City  if the school is:  /Extension School (please in menting Unit (has book of ac		Website (if any) E-Mail Address Date Established	: :	
Certified True and Correct School Head Position Title	: (Signature Over	Printed Name) Date :	 Verified by the Schools Division Office :  Head of the Office :  Position Title :	(Signature Over Printed Name)  Date:	Page 1 of 30

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

		Academ	ic Track		Ar	ts and De	sign Tra	ick		TVL	Track			Sports	Track		TO	ΓAL
Particulars Particulars	Grad	de 11	Gra	de 12	Gra	de 11	Gra	de 12	Gra	de 11	Gra	de 12	Gra	de 11	Gra	de 12	(Grade	s 11-12)
	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 O	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	Gra	de 11	Gra	de 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	Gra	de 11	Grad	de 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 <u>FINAL</u> 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 Co	orrect	by:	Verified by the Schools	Division	n Office :
School Head	:		Head of the Division	:	
		(Signature Over Printed Name)	<del>-</del> "		(Signature Over Printed Name)
Position Title	:	Date :	Position Title	:	Date :

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

Enrolment by Track	Gra	ade 11	Gra	de 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 <u>FINAL</u> 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	ct by	<i>:</i>	Verified by the Schools Division O	fice :	
School Head	:		Head of the Division	:	
	'-	(Signature Over Printed Name)			(Signature Over Printed Name)
Position Title	:	Date :	Position Title	:	Date :

Table 5a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, CV 2017 2010 14 1 20 2017

SY 2017-2	0118/4	e of Inno	30 1	2017)
5 Y ZUL /-2	ZUTA LA	s of June	. OU	201/)

SPECIALIZATION	Gr	ade 11	Gra	de 12	(Grade	ΓAL s 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 Corre	ect by	:	Verified by the Schools Divisi	on Of	fice :
School Head	:		Head of the Division	:	
		(Signature Over Printed Name)			(Signature Over Printed Name)
Position Title	: _	Date :	Position Title	:	Date : Page 5 of 30
					rage 5 or 50

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

SPECIALIZATION	Gra	de 11	Gra	de 12	(Grade	ΓAL s 11-12)
STECIALIZATION	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)						
<del> </del>						
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				1		

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 Corre	ct by	:	Verified by the Schools Divis	sion Of	ffice :
School Head	:		Head of the Division	:	
		(Signature Over Printed Name)			(Signature Over Printed Name)
Position Title	:	Date :	Position Title	:	Date : Page 6 of 30
					. age 0 0. 50

		Academ	ic Track			TVL	Track			Arts and D	esign Track			Sports	Track		TO	TAL
Area of Difficulties	Gra	ide 11	11 Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Gra	de 12		es 11 - 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, 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 responses in school programs and in the program of the pr 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:		Verified by the Schools Division Office : Head of the Division :	
	(Signature Over Printed Name)		(Signature Over Printed Name)
Position Title :	Date :	Position Title :	Date :

							N	ATIONAL	LY-FUNDED I	PERSONN	EL						
					;	SCHOOL PL	ANTILLA I	ГЕМЅ							. Total		
Position Title	Number of positions assigned in	Number of personnel actually working in the school						Plantilla per	sonnel detailed to			Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			Matianally funded nancouncil woulding		
	school per latest PSI- POP	Male	Female	TOTAL	On leave	Plantilla item(s) vacant	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	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
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 Correc	by:		Verified by the School	ls Div	vision Office:
School Head	:		Head of the Office	:	
		(Signature Over Printed Name)		-	(Signature Over Printed Name)
Position Title	:	Date :	Position Title	:	Date :

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

Table 6a. TEACHING LERSONN		,,,		(		.,		NAT	ΓΙΟΝΑLLΥ	-FUNDED	PERSONNEL	ı							
	Number of positi	Number of positions in school per latest PSI- POP			SCHOOL PLANTILLA ITEMS													TOTAL	
D:4: T:41-					chers actually	working in			Plantilla personnel detailed to					Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			Nationally-funded teachers working		
Position Title		Items Created			the school		On leave	Plantilla item(s)	DepEd office(s)/ sec.	Elementary			Total (Col.5+Col.6+		from other sensor(s), Dep24 office(s)		in the school		
	as of March 31, 2017	After April 1 to June 30, 2017	Total	Male	Female	Total		vacant	school(s) within the division	school(s) within the division			Col.7+ Col.11)	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																		1	
Master Teacher III																		1	
Master Teacher II																		1	
Master Teacher I																		1	
Teacher III																		1	
Teacher II																		1	
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 Correc	ct by:		Verified by the Division Office:		
School Head	:		Head of the Office	:	
		(Signature Over Printed Name)			(Signature Over Printed Name)
Position Title	:	Date :	Position Title	:	Date :

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

	Number of Plantilla Items in	<b>Employment Status</b>								
Position Title	the school per	D	D 1	Contractual						
	Schools Division PSI-POP	Permanent	Provisional	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)

	Carries full-time	class teaching load	Assigned part-tim	e to class teaching,	Assigned full-time	TOTAL
Position Title	Not assigned to ancillary services	Assigned to ancillary services as <u>additional</u> <u>load</u>	Class teaching 200 min. per day or more	Class teaching less than 200 min. per day	to ancillary services	(Col.2+Col.3+Col.4+ Col.5+Col.6)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						
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:			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 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		de 11		de 12	(Grade	ΓAL s 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)

		With Major/Minor		Not Their N	Iajor/Minor
Teaching Assignment	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 I	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 Ecotou	rism						
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	Corr	ect by:	Verified by the Schools Division Off	fice :
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:			Verified by the Schools Di	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 13. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2016 TO DECEMBER 2016

МООЕ	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.
- 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.

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

## 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.

	ools Division Off	
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)

		NU	MBER OF FUN	CTIONAL CO	MPUTERS BY F	<b>TUNDING SOUR</b>	RCE	
Types of Computer	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 Co	orrect by:		Verified by the Schools I	Division Office:					
School Head	:		Head of the Office	÷					
		(Signature over Printed Name)			(Signature over Printed Name)				
Position Title	<b>:</b>	Date :	Position Title	÷	Date : Page 15 of 30				

<b>30x 2. DATA ON SHS INTERNET C</b>	ONNECTIVITY, SY 2017-2018 (As	of June 30, 2017)		
Are there internet service provider	rs in the area?	□ No		
If Yes, check the appropriate	e internet service provider/s servicing the	ne area:		
☐ BAYANTEL	☐ GLOBE	☐ SMART	☐ WIT C	Global (Satellite)
☐ DIGITEL	☐ PLDT	□ SUN	☐ Others	, please specify
Does the school subscribe to any o	of the internet service provider/s listed	above?	□ No	
Internet Service Provider (ISP) - refer	s to the organization that provides services	s for accessing, using, or par	ticipating in the	internet.
LIL 15 AVEDA CE MONTHI V EV	ADENICE (IN DECOC) OF INTERNAL			
				ING SOURCE, SY 2017-2018 (As of June 3
<b>Types of Internet Connection</b>	Internet Service Provider	Average Monthly (in PhP)	-	Funding Source (DepEd DICP, MOOE, School Funds,
(Wired, Fixed wireless, satellite, USB Modem)	(Select from available ISPs above)	(		LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)
dicate the average monthly expense of int	ernet connection by funding source.			
Types of Internet Connection:	e phone lines from the service provider to	a client		
	through radio frequency bands with direct		end of the signal	l.
	satellite dish supplied by an internet provide		8	
	sing USB dongle (e.g. SMART Bro, Globe			
Average Monthly Expense - average cos	st spent for the internet connection in Phili	ppine Peso.		
ertified True and Correct by:		Verifie	l by the Schools D	vivision Office:
chool Head :		•	f the Office :	
	nature over Printed Name)	Heuu oj	, • jj*ee	(Signature over Printed Name)
osition Title :	Date :	Position	n Title :	Date:

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

	NUMBER OF ICT EQUIPMENT BY FUNDING SOURCE									
Types of ICT Equipment	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 Co	orrect l	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 (in square meters):		4. Within Ancestral Domain :
a. Ownership in the name of: (Check as appropriate)			With Usufruct Agreement?
☐ DepEd ☐ Other Government Agency	3. Mode of Acquisition of School Site: (Check as	appropriate)	☐ Yes ☐ No
☐ LGU ☐ Private Entity / Individual/s	Mode	Year Acquired	With Certificate of Ancestral Domain Title (CADT)?  Yes No
b. With Document?	Donation		
If Yes, what Document Type: (Check as appropriate)	☐ Purchase		5. Within Ancestral Land :
☐ Original Certificate of Title (OCT)	☐ Usufruct Agreement		With Usufruct Agreement?
☐ Transfer Certificate of Title (TCT)	☐ Expropriation		☐ Yes ☐ No
☐ Certificate of Land Ownership Award (CLOA)	☐ Deed of Exchange (Land Swapping)		With Certificate of Ancestral Land Title (CALT)?
☐ Special Patent	☐ Presidential Proclamation		☐ Yes ☐ No
☐ Presidential Proclamation	☐ Special Patent		
☐ Tax Declaration	☐ Certificate of Land Ownership Award		6. Legal Ownership Issues : (Check as appropriate)
☐ Deed of Absolute Sale	(CLOA)		☐ With Adverse Claim
☐ Deed of Donation	☐ Special Land Use Permit (SLUP)	<del>                                     </del>	☐ Encroachment
☐ Certificate of Stewardship	Others, pls. specify		☐ With Illegal Settlers
☐ Special Land Use Permit (SLUP)			Others, pls. specify
☐ Contract of Usufruct			71 1 3
☐ Memorandum of Agreement or Understanding			7. School Site within : (Check as appropriate)
☐ Lease Agreement			☐ Protected Areas
Lease Agreement			
Others, pls. specify		one's ownership and/or o	☐ Areas classified as Timberland and Forestland
Others, pls. specify  Document Type:  Certificate of Title - refers to the transcript of the decree or regist a. Original Certificate of Title (OCT) - refers to a document decree.  b. Transfer Certificate of Title (TCT) - refers to a document w. c. Certificate of Land Ownership Award (CLOA) - refers to a d. Special Patent - refers to grant, cede, and convey full owner of Congress or by the DENR Secretary as authorized by the e. Presidential Proclamation - refers to a proclamation issued f. Tax Declaration - refers to a document executed by the Deed of Absolute Sale - refers to a document executed by the Deed of Donation - refers to a document executed by the Certificate of Stewardship - refers to a document awarded to	tration made by the Register of Deeds.  when the land has been adjudicated and decreed in the native when the land title is cancelled and replaced by another title a proof of ownership of the agrarian reform beneficiary with a riship of alienable and disposable lands formerly covered by a President.  by the President reserving an untitled land for public use. sor's Office of the jurisdiction (e.g., city or municipality) evidence vendor evidencing the absolute (without conditions) sale of onor, under the formalities required by law, evidencing the doo individuals or families actually occupying or tilling portion	by reason of sale or transpect to private and agar reservation of lands of the real property in favoration of the property.	Areas classified as Timberland and Forestland and Forestland and Forestland and Forestland and Forestland are compared to the subject property.  Areas classified as Timberland and Forestland are compared to the subject property.  Areas classified as Timberland and Forestland are compared to the subject property.  Areas classified as Timberland and Forestland are compared to the subject property.  Areas classified as Timberland and Forestland areas classified as Timberland areas classified as Timberland and Forestland areas classified as Timberland areas classified as Timberland areas classified as Timberland and Forestland areas classified as Timberland areas classified
Others, pls. specify  1. School Site Ownership and / or Proof of Occupancy - refers to any le Document Type:  Certificate of Title - refers to the transcript of the decree or regist a. Original Certificate of Title (OCT) - refers to a document decree.  b. Transfer Certificate of Title (TCT) - refers to a document w. c. Certificate of Land Ownership Award (CLOA) - refers to a d. Special Patent - refers to grant, cede, and convey full owner of Congress or by the DENR Secretary as authorized by the e. Presidential Proclamation - refers to a proclamation issued f. Tax Declaration - refers to a document executed by the h. Deed of Donation - refers to a document executed by the i. Certificate of Stewardship - refers to a document awarded to j. Special Land Use Permit (SLUP) - refers to a privilege grant k. Contract of Usufruc t - refers to a document which stipulate designated purposes.  l. Memorandum of Agreement or Understanding/Lease Agreem. Others - refers to the other documents that are competent preserved.	tration made by the Register of Deeds.  when the land has been adjudicated and decreed in the native the land title is cancelled and replaced by another title a proof of ownership of the agrarian reform beneficiary with a reship of alienable and disposable lands formerly covered by a President.  by the President reserving an untitled land for public use, sor's Office of the jurisdiction (e.g., city or municipality) evice wendor evidencing the absolute (without conditions) sale of onor, under the formalities required by law, evidencing the door individuals or families actually occupying or tilling portion inted by the State to a person to occupy, possess and manage test that DepEd/school is allowed of full use or perpetual right person.	ame of its owner in reginal by reason of sale or transpect to private and agareservation of lands of the real property in favoration of the property. It is of forest lands pursual in consideration of specight of use of property we	Areas classified as Timberland and Forestland and F
<ul> <li>□ Others, pls. specify</li></ul>	tration made by the Register of Deeds.  when the land has been adjudicated and decreed in the native the land title is cancelled and replaced by another title a proof of ownership of the agrarian reform beneficiary with a reship of alienable and disposable lands formerly covered by a President.  by the President reserving an untitled land for public use, sor's Office of the jurisdiction (e.g., city or municipality) evice wendor evidencing the absolute (without conditions) sale of onor, under the formalities required by law, evidencing the door individuals or families actually occupying or tilling portion inted by the State to a person to occupy, possess and manage test that DepEd/school is allowed of full use or perpetual right person.	ame of its owner in reginal by reason of sale or transpect to private and agareservation of lands of the real property in favoration of the property. It is of forest lands pursual in consideration of specight of use of property we	Areas classified as Timberland and Forestland accupancy of the subject property.  Stration proceeding and the title issued for the <b>first time</b> is pursuant of stration proceeding and the title issued for the <b>first time</b> is pursuant of straticultural land covered under RA 6657. The public domain and is issued upon the promulgation of a special law of axes on the use of the real property.  For of the vendee.  Into LOI 1260 for a period of 25 years' renewable for another 25 years. Find return, any public forest lands for a specific use or purpose. It into the consideration as long as the property is used solely for educational consideration as long as the property is used solely for educational consideration.
<ul> <li>□ Others, pls. specify</li> <li>1. School Site Ownership and / or Proof of Occupancy - refers to any lead to Document Type:         Certificate of Title - refers to the transcript of the decree or regist a. Original Certificate of Title (OCT) - refers to a document decree.         b. Transfer Certificate of Title (TCT) - refers to a document w. c. Certificate of Land Ownership Award (CLOA) - refers to a d. Special Patent - refers to grant, cede, and convey full owner of Congress or by the DENR Secretary as authorized by the e. Presidential Proclamation - refers to a proclamation issued f. Tax Declaration - refers to a document executed by the h. Deed of Absolute Sale - refers to a document executed by the h. Deed of Donation - refers to a document executed by the d. i. Certificate of Stewardship - refers to a document awarded t. j. Special Land Use Permit (SLUP) - refers to a privilege grank. Contract of Usufruct - refers to a document which stipulate designated purposes.         l. Memorandum of Agreement or Understanding/Lease Agreem. Others - refers to the other documents that are competent procontinuation of definition on the next page)     </li> </ul>	tration made by the Register of Deeds.  when the land has been adjudicated and decreed in the native when the land title is cancelled and replaced by another title a proof of ownership of the agrarian reform beneficiary with a riship of alienable and disposable lands formerly covered by a President.  by the President reserving an untitled land for public use. sor's Office of the jurisdiction (e.g., city or municipality) evice the vendor evidencing the absolute (without conditions) sale conor, under the formalities required by law, evidencing the doo individuals or families actually occupying or tilling portion inted by the State to a person to occupy, possess and manage test that DepEd/school is allowed of full use or perpetual right proof of ownership and occupancy.	ame of its owner in reginal by reason of sale or transpect to private and agareservation of lands of the real property in favoration of the property. It is of forest lands pursual in consideration of specight of use of property we	Areas classified as Timberland and Forestland accupancy of the subject property.  Stration proceeding and the title issued for the <b>first time</b> is pursuant of stration proceeding and the title issued for the <b>first time</b> is pursuant of straticultural land covered under RA 6657. The public domain and is issued upon the promulgation of a special law of axes on the use of the real property. For of the vendee.  Into LOI 1260 for a period of 25 years' renewable for another 25 years, field return, any public forest lands for a specific use or purpose, ithout consideration as long as the property is used solely for educational and unnecessary the conditions on the use of the property.
<ul> <li>□ Others, pls. specify</li></ul>	tration made by the Register of Deeds.  when the land has been adjudicated and decreed in the native when the land title is cancelled and replaced by another title a proof of ownership of the agrarian reform beneficiary with a president president.  by the President reserving an untitled land for public use. Boy's Office of the jurisdiction (e.g., city or municipality) evice the vendor evidencing the absolute (without conditions) sale of the oin individuals or families actually occupying or tilling portion inted by the State to a person to occupy, possess and manage test that DepEd/school is allowed of full use or perpetual right present.  President - refers to a document executed by the legal owner/or of of ownership and occupancy.	by reason of sale or transcrespect to private and agar reservation of lands of the real property in favoration of the property. It is of forest lands pursual in consideration of specight of use of property we ccupant of the land setting the same of the land setting the property we coupant of the land setting the property we have the property we coupant of the land setting the property we have the property we hav	Areas classified as Timberland and Forestland accupancy of the subject property.  Stration proceeding and the title issued for the <b>first time</b> is pursuant of stration proceeding and the title issued for the <b>first time</b> is pursuant of straticultural land covered under RA 6657. The public domain and is issued upon the promulgation of a special law of axes on the use of the real property. For of the vendee.  Into LOI 1260 for a period of 25 years' renewable for another 25 years, field return, any public forest lands for a specific use or purpose, ithout consideration as long as the property is used solely for educational angunnecessary the conditions on the use of the property.

(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,
  - 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.

Date :

7. School Site within

Position Title

- 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 opinio your vulnerability or pu	-							-		ls and th	e surrou	nding e	nvironment that inci	rease	
1.															
2														_	
3.														_	
Note: This table should not be left				•											
Table 18. DISASTER PREPAREDNESS															
For the months of June 2016 t	•	-		ool cond	ucted m	ıulti-haz	ard dri	lls?	□ Y	es	<b>□</b> N	0			
If Yes, what type and when? Type of Disasters	June	<i>s approp</i> July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Ī		
Earthquake													İ		
Flood Evacuation															
Fire															
Certified True and Correct by:										Verij	fied by the l	Schools D	ivision Office :		
School Head :	-	Signature (	ver Printed	Name)			•			Head	l of the Off	ice	:	(Signature O	ver 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:	Verified by the Schools Div	vision Office:
School Head		Head of the Office :	
	(Signature Over Printed Name)		(Signature Over Printed Name)
Position Title	Date :	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												

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

Certified True a	nd C	prrect by:	Verified by the School	ls Di	vision Office :
School Head	:		Head of the Office	:	
	-	(Signature Over Printed Name)		-	(Signature Over Printed Name)
Position Title	:	Date :	Position Title	:	Date :

<sup>1.</sup> Armed Conflict - refers to armed confrontations occurring 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.

#### **Box 4. OTHER CONFLICT-RELATED DATA**

For the months of June 2016 to May 2017, please provide appropriate answers. □ No 1. Does the school integrate <u>peace education</u> in their daily lessons and lesson plans? **\bigcip** 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 peace building activities (whether co-curricular or extra-curricular)? If Yes, enumerate all the peace building activities conducted the past school year? 3. Has the school implemented Education in Emergency (EiE) strategies for immediate class resumption due to incidents of armed conflict? 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?  $\Box$  Yes 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? 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 learner-family reunification plan in case of the occurrence of hazards during class hours? ☐ Yes ☐ No ☐ Yes □ No If Yes, are the parents and learners informed of the plan? ☐ No 7. Does the school have a <u>lockdown protocol</u>? If Yes, are the parents and learners informed of the protocol? □ No 8. Has the school been declared as a "Zone of Peace"?\* ☐ Yes 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)

Date :

## Box 5. SAFE LEARNING FACILITIES, For the months of June 2016 to May 2017 (Check as appropriate)

	If Yes, dur	ing whi	ch montl		f school	ı vununış	gs?	Yes	L	No			
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	
	Findings o	f risk as	sessmen	of school	buildir	ngs:							
	☐ Cı	racks				☐ B	uckling (						
	☐ De	eteriorati	on			☐ Le	eaks						
	□ De	estroyed	electrical	wirings		<b>□</b> o	thers, ple	ase speci	ify			_	
2. Doe	es the schoo	l conduc	t regula	r repair of	faciliti	ies using	their sch	ool fund	ls?	Yes		No	
	If Yes, dur	ing which	ch montl	n/s?									
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	
3. Are	the school	facilities	s sensitiv	e to the ne	eds of	persons v	vith disa	bility (e.	g. ramp	? [	Yes		No
						octivities	habulani	l in tha 🕻	IP.				
	1			e rop s D		activities		in the S	IP:				
	1			-					IP:				
	1 2 3								IP:				
	1 2 3			-					IP:				
	1 2 3			-									
2. Is yo	1 2 3 4 5 our school	equippe	d with sa	fety equip	oment?	□ Y	es		(o	ency?	□ v	'es	
<ol> <li>Is yo</li> <li>Hav</li> </ol>	1	equipped	d with sa	fety equip	oment?	☐ Y	es		(o	ency?	□ Y	'es	□ N
<ol> <li>Is yo</li> <li>Hav</li> </ol>	1	equipped loped pr	d with sa eparedn ese has t	fety equip ess/conting he school (	oment? gency p	☐ Y plans in c	es ase of di		(o	ency?	□ Y	'es	□ N
<ol> <li>Is yo</li> <li>Hav</li> </ol>	1	equipped prich of the	d with sa reparedn ese has t e Reunifi	ifety equip ess/conting he school o	oment? gency p develop learners	☐ Y plans in c ped? s and Fam	es ase of di		(o	ency?	□ Y	'es	□ N
<ol> <li>Is yo</li> <li>Hav</li> </ol>	1	equipped prich of the an for the rea desig	d with sa reparedn ese has t e Reunifi nated for	ess/conting he school of cation of L	oment? gency p develop earners y Learn	☐ Y  plans in coed?  s and Faming Space	es ase of di ily		(o	ency?	□ Y	'es	□ N
<ol> <li>Is yo</li> <li>Hav</li> </ol>	1	equipped prich of the an for the rea desig	d with sa reparedn ese has t e Reunifi nated for	ifety equip ess/conting he school o	oment? gency p develop earners y Learn	☐ Y  plans in coed?  s and Faming Space	es ase of di ily		(o	ency?	<b></b> Y	'es	□ N
<ol> <li>Is yo</li> <li>Hav</li> </ol>	1	equipped prich of the an for the rea desig	d with sa reparedn ese has t e Reunifi nated for	ess/conting he school of cation of L	oment? gency p develop earners y Learn	☐ Y  plans in coed?  s and Faming Space	es ase of di ily		(o	ency?	□ Y	'es	□ N
<ol> <li>Is yo</li> <li>Hav</li> </ol>	1	equipped prich of the an for the rea desig	d with sa reparedn ese has t e Reunifi nated for	ess/conting he school of cation of L	oment? gency p develop earners y Learn	☐ Y  plans in coed?  s and Faming Space	es ase of di ily		(o	ency?	□ Y	'es	□ N
<ol> <li>Is yo</li> <li>Hav</li> </ol>	1	equipped prich of the an for the rea desig	d with sa reparedn ese has t e Reunifi nated for	ess/conting he school of cation of L	oment? gency p develop earners y Learn	☐ Y  plans in coed?  s and Faming Space	es ase of di ily		o · emenrg	ency?	<b>-</b> Y	'es	□ N

#### Box 7. SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT (SDRRM) TEAM

For the months of June 2016 to May 2017 (Check as appropriate)

	school have a SE	ORRM T	eam?	or or Foo		□ N	0						
If Yes,	during which of	f the foll	owing do	es your S	SDRRM	Team do	/have?						
	Multistakehold	er compo	osition of	SDRRM	Team in	cluding b	ut not lim	ited to th	e represe	ntatives f	from the		
	BDRRMC, PTA, and CSOs												
	Regular conduct of meetings												
	If Yes, please indicate how often your SDRRM Team conducts meeting.												
	☐ Yearly ☐ Monthly ☐ Others, please specify												
		i-annualy	y		Others	s, 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.												
u													
	If Yes, plea	ase indicated July	ate what i Aug.	nonth the Sept.	e activity Oct.	was cond Nov.	lucted. Dec.	Jan.	Feb.	Mar.	Apr.	May	
			Aug.	Берг. □			Dec.  □				Apr.		
	_	_	_	_				_				_	
u	Promoting Fam	•											
	If Yes, plea June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	
		□ □		□									
	Have you p	nresented	l its result	s to the P	_	GU2	_ Y	_				_	
							_			_			
	Have you taken appropriate actions based on the results?												
u –	Observance of National Fire Prevention Month per Proclamation No. 115-A, s. 1966												
u	Observance of National Disaster Consciousness Month per EO No. 137, s. 1999												
	Earth Day Celebration per DO No. 65, s. 2010												
	Quarterly Earth	ıquake ar	nd Fire Di	rills inclu	ding dril	ls for oth	er hazards	s in your	locality p	er DO N	o. 48, s. 2	2012	
	Brigada Eskwe	la per DO	O No. 24,	s. 2008									
	If Yes, who	o were in	volved?										
	П п.	arents											
					Other	1							
		eachers		_	Others	s, piease	pecify _						
	_ T		ion Strate										
_ _	Information Dis	sseminati		gy/Contii	ngency P	lan durin	g times of	f emerger	ncies/disa	sters	ctions tal	ken	
_	Information Dis	ssemination a	nd reporti	gy/Conting of dar	ngency P nage, doi	lan durin	g times of	f emerger	ncies/disa	sters	ections tal	ken	
_	Information Dis	ssemination a	nd reporti	gy/Conting of dar	ngency P nage, doi	lan durin	g times of	f emerger	ncies/disa	sters	etions tal	ken	
_	Information Dis Proper docume Others, please s	ssemination a	nd reporti	gy/Conting of dar	ngency P nage, doi	lan durin	g times of	f emerger ntervention	ncies/disa ons receiv	esters ved, and a	ections tal	ken	
	Information Dis Proper docume Others, please s	ssemination a	nd reporti	gy/Conting of dar	ngency P nage, doi	lan durin	g times of	f emergen	ncies/disa ons receiv	esters ved, and a	etions tal	ken	

# 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 Technolog		
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 :Page 25 of 30	

### 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 so	chool ground? 🔲 Yes	s	□ No		
If Yes,					
1.1. Main Water Supply S	Source:				
☐ Pipe	ed water from local service	provider	☐ Rainwater Ca	atchments	
☐ Wate	er Well		Others, pleas	e specify	
☐ Natu	ıral source				
1.2. Average Cost of Mon	thly Bills/Maintenance:	(Please indicate the ar	nount in PhP)		
1.3. Who pays for the Cos	st of Monthly Bills/Main	tenance:			
☐ Scho	ool MOOE		School Cante	een Fund	
☐ LGU	J		Private Indiv	idual/Sector	
☐ PTA	L		Others, pleas	e specify	
1.4. Is the water source in	side the school ground b	eing used for drinking	?	□ No	
1.5. Has the water source	inside the school been te	ested to determine safe	ty of the water?	□ Yes □	No
1.5a. If Yes, did the to	est results show that the	water source inside th	e school is safe to drii	ık? 🔲 Yes	□ No
2. Does the school have mechanism to	ensure that the learners	have safe drinking w	ater? Yes	□ No	
2.1. If Yes, what mechani	ism is used?				
☐ Teac	chers ask the learners to bri	ing their own drinking	water to school		
☐ Safe	water in refillable contain	ners are provided in desi	gnated areas within the	eschool	
☐ Wate	er from an accessible water	er source is treated (i.e. l	ooiled, etc)		
☐ Othe	ers, please specify				
Local piped water - water source coming from	n local water carvice provide	ara			
Water well - an excavation structure in the gra			water in underground ac	quifiers.	
Rainwater catchment - water sourced from ra			-	•	
Natural source - water sourced from a spring	or stream that is either loca	ted inside the school gro	inds or located outside s	chool grounds but water	is supplied via pipes.
.11. 24 NUMBER OF EVICTING WAS	HEACH PERC CV 401/	7 2010 (4 6 4	21 2017)		
able 24. NUMBER OF EXISTING WAS			1, 2017)	T. C.IN	NIl
Usage	Func	ctional	Non-Functional	Total Number of	Number of
osuge.	with soap	without soap	Tron Tunctional	Facilities	Water Outlets
Facilities for group handwashing					
Facilities for individual handwashing					
Group handwashing facility - a facility to be	used in supervised handwas	shing and toothbrushing	ctivtity that can accomm	nodate at least 10 learne	S.
. Individual handwashing facility - a facility in	•	-	•		
Functional facilities for handwashing - the l			** *		priate drainage.
Non-functional facilities for handwashing - Water Outlet - any opening where water com-	• •		•	cannot be used.	
riuci Guici - any opening where water com	cs out for nandwashing (e.g.	., 1 aucets, 1 unen 1 ipes, e	w. <i>j</i> .		
ertified True and Correct by:		Verified b	y the Schools Division Off	ice :	
chool Head :		Head of t	he Office : _		
(Signature O	ver Printed Name)	_		(Signature Over P	rinted Name)
osition Title :	Date :	Position 2	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		Gra	ade 12	TOTAL (Grades 11- 12)	
Measles Rubella Vaccine	Male	Female	Male	Female	Male	Female
Tetanus Diptheria						

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

Nutritional Status	Gra	Grade 11		Grade 12		ГАL s 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-scor
- 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
- $\textbf{2. Stunted} \ \ \text{- refers to a learner who is short for his/her age and whose height-for-age (HFA) fall between -2 to -3 z-score line or -3 z-score line or -2 to -3 z-score line or -3 z-score line or -3 z-score line or -2 to -3 z-score line or -3 z-score line or -2 to -3 z-score line or -2 to -3 z-score line or -3 z-s$
- 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

	Gra	de 11	Gra	ade 12	TOTAL (Grades 11 to 12)		
Number of Learners Dewormed	Male	Female	Male	Female	Male	Female	

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

# (Check as appropriate) ☐ Yes □ No a. Does the school have a feeding program?

Box 9. SHS FEEDING PROGRAM, SY 2017-2018 (As of August 31, 2017)

Date:

Position Title

If Yes, what is the funding source	ce 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 fishe	ery 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	ce?		
☐ School MOOE	☐ LGU Fund	Barangay Fund	Others, please specify
☐ School Canteen Fund	PTA Fund	☐ Private Individual/Sector Fund	
1. Does the school canteen have a 1.2. If Yes, please indicate the sanit	☐ Yes ☐ No a sanitary permit? ☐ Yes		
		Sanitary Permit No.	Validity Date
		Sumury 1 ermii 110.	ranany Daic
Sanitary Permit - is the official document is determined to have met the minimum requiren			
determined to have met the minimum requiren  Certified True and Correct by:  School Head:		ablishment that has been	

Position Title

Date :

	ol compliant to the Ecological Solid Waste Ma	nagement Act (RA 9003)?	□ No
2. How is the s	school implementing Solid Waste Management	? (Check as appropriate).	
	Composting	☐ Posting of signage	☐ Use of paper plates/cups instead of plastic
		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	e school stakeholders actively engaged on the in	nplementation of solid waste management? (Check	x as appropriate).
	Barangay	Local business partners	Parents
	Community leaders	☐ Municipal/City government	
	At least twice a week	Less than once a week	
		FACILITIES, SY 2017-2018 (As of June 30, 201	
	re the sanitation facilites cleaned? (Check only	one)	
	Daily	Once a week	
	At least twice a week	Less than once a week	
1.1. Avera	ge Cost of Monthly Bills/Maintenance: (Please	indicate the amount)	
1.2. Who I	Pays for the Cost of Monthly Bills/Maintenance	e? (Check as appropriate):	
	School MOOE	☐ School Canteen Fund	
	LGU	☐ Private Individual/Sector	
	<b>P</b> TA	Others, please specify	
	UAL HYGIENE, SY 2017-2018 (As of June 30,	2017)	
	ate)		
heck as appropri	<i>ate)</i> ol have a provision for availability of sanitary p	ads?	
neck as approprie		ads?	
Does the schoo If Yes, who	ol have a provision for availability of sanitary p	ads?	

#### 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.

	F		Your school's access to the NEAREST:					
	From your	From your school to your Municipal Office	Public School			Private School		
Travel Details	school to your Schools		Elementary	Junior High School	Senior High School	Elementary	Junior High School	Senior High School
	Division Office (SDO)		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 Along the highway * By the hillside ** On top of a mountain ***	On a small island ****  Near the coastline ****  Near a river or waterway ****	<ul><li>□ Near a faultline *****</li><li>□ Others, please specify</li></ul>		***	<ul> <li>facing or directly beside a national road/public road</li> <li>on an inclined or steeped area</li> <li>on an elevated area</li> <li>an island with an area less than 200 sq. km.</li> <li>near if within 1.5 km from the school</li> </ul>
Certified True and Correct by:			Verified by the Schools	Division	Office:
chool Head :	(Signature Over Printed Name)		Head of the Office	: -	(Signature Over Printed Name)
Position Title :	Date :		Position Title	: _	Date :

## STATE and LOCAL UNIVERSITIES and COLLEGES SCHOOL PROFILE, SY 2017-2018

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16		17	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)
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# 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 SV 2017-2018

				31 2017-2010			
School Name	<i>:</i>			Regi	ion	:	
		(Official N	(ame)		sion	:	
				Legi	slative District	: _	
		Previous Nam	e (if any)	Tele	phone Number	: _	
Address	:			Mob	ile Number	: _	
	No.	Street/Sitio/Purok	Barangay	Fax	Number	: _	
				Web	Page (if any)	: _	
	Λ	Municipality/City	Province	E-M	ail Address	: _	
				Date	e Established	: _	
		Zipcod	e				
Type of S				Level	of Education Offered		
(Tick as a	ppropriate)		Kindergarten	Grades 1 to 6	Junior High School		Senior High School
Certified True and	Correct by	:					
School Head	·	(Signature Over Printed	Nama)	Designation :			Date :
		(Signature Over Frintea	mane)				

SUCs SV 2017-2018.xlsx Schlinfo
Page 1 of 20

Table 1. ELEMENTARY LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Particulars	Kinde	rgarten	Gra	ide 1	Gra	ide 2	Gra	ide 3	Gra	ide 4	Gra	ide 5	Grade 6		Educational Needs (Kindergarte w/ Special I		FAL n to Learners Educational	
	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 Cor	rect by:			
School Head	:	(Sionature Over Printed Name)	Designation :	Date :

SUCs SY 2017-2018.xlsx Table 1

Table 2. ELEMENTARY LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age		rgarten		de 1		ade 2		ade 3	Gra		Gra	ade 5	Grade 6		Educational Needs (Kinderga w/ Spec		(Kindergarte w/ Special	TOTAL ergarten to Learners special Educational	
	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 Corr	ect by:		
School Head	:	Designation :	Date :
	(Signature Over Printed Name)		

SUCs SY 2017-2018.xisx Table2

Table 3. ELEMENTARY REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Kinde	rgarten	Gra	ide 1	Gra	ide 2	Gra	nde 3	Gra	nde 4	Gra	ide 5	Gra	ide 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 Monog Indergart			Grade 3			grade leve	el. TOTAL (K to Gr
2. For Multig	rade classes,	please chec	k the appr	opriate gra	de levels c	ombined.	
Example, if the	school have t	wo (2) Mul	tigrade Cla	sses:			
MG	Class Grad	e 5 Gr	ade 6	MG Cla	ss Grade	1 Grade	2 Grade 3
		$\square$			$\square$	$\square$	$\square$
	indergarte	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1							
MG Class 2							
MG Class 3							
3. For ALIV	E classes, plea	ase <u>indicat</u>	the num	ber of cla	sses by gra	de level.	TOTAL

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)		·			·

Page 4 of 20

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)

	Kinde	rgarten			Primar	y Level			Tran	sition	TOTAL	
Areas of Difficulties	Kinde	garten	Lev	Level I		Level II		el III	11411	Sition	(Kindergarten to Transition)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Difficulty in Remembering or Concentrating,     paying attention and understanding												
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 performance of 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 of 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.
  - 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:**

- 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 Dyselexia; 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.

Reminder: Table 4 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

- 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)	Desiį:	Date :	

Areas of Difficulties	Kinde	ergarten	Gr	ade 1	Gra	ade 2	Gra	ade 3	Gra	ide 4	Grade 5		Grade 6		TOTAL (Kindergarten to Grade	
Areas of Difficulties	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)																
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:																
Difficulty in Remembering or Concentrating,     paying attention and understanding																
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																

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	y :				
School Head :		Designata:		Date :	
(Sig.	nature Over Printed Name)	_	<u>.</u>		

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	Gra	ide 7	Gra	ide 8	Gra	ide 9	Grad	de 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 <u>FINAL</u> 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 an	d Co	rrect by:				
School Head	:		Designation	:	Date :	
		(Signature Over Printed Name)		_	 •	

SUCs SY 2017-2018.xlsx Table 6

Table 7. JHS LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Gra	ide 7	Gra	nde 8	Gra	ide 9	Gra	de 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.

- 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.
   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 an	d Correc	et by:				
School Head	:		Designation	:	Date :	
		(Signature Over Printed Name)		•	 •	

SUCs SY 2017-2018.xlsx Table 7 Page 8 of 20

Table 8. JHS REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Gra	nde 7	Gra	nde 8	Gra	ide 9	Gra	de 10		ΓAL es 7-10)
	Male	Female								
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: Table 8 data is <u>FINAL</u> 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 an	d Co	rrect by:				
School Head	:		Designation	:	Date :	
	-	(Signature Over Printed Name)				

SUCs SY 2017-2018.xlsx Table8

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	Gra	ade 7	Gra	ade 8	Gra	ide 9	Gra	de 10	TOTAL (Grades 7 to 10)		
	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)											
3. Difficulty in Communicating											
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:											
Difficulty in Remembering or Concentrating,     paying attention and understanding											
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)											
3. Difficulty in Communicating											
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 <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 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.

	•	3	
Certified True and	d Correct by:		
School Head	:	Designatio :	Date :
	(Signature Over Printed Name)		

UCs SY 2017-2018 sites Table9 Page10 of 20

Table 10. SENIOR HIGH SCHOOL (SHS) LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

		Academ	ic Track	•	Ar	ts and De	esign Tra	ack		TVL	Track		Sports Track				TOTAL	
Particulars	Gra	de 11	Gra	de 12	Gra	de 11	Gra	de 12	Grad	de 11	Gra	de 12	Gra	de 11	Gra	de 12	(Grade	
	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 an	nd Correct by:			
School Head	:	Designation :	Date :	
	(Signature Over Printed Name)			

SUCs SY 2017-2018.xlsx Table 10

Table 11. SHS LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

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

Note: Table 11 data is 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	Gra	Grade 11 Grade 12 TOT (Grades				「AL s 11-12)	
Ü	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	l Corre	ct by:				
School Head	:		Designation	:	Date	:
	•	(Signature Over Printed Name)			 •	-

SUCs SY 2017-2018 adsex Tabled 1-12

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	Gra	ade 11	Gra	ide 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 <u>FINAL</u> 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	Corr	ect by:				
School Head	:		Designation	:	Date :	
	_	(Signature Over Printed Name)		_		

SUCs SY 2017-2018.xlsx Table13

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)

		Academ	ic Track			TVL	Track			Arts and D	esign Track			Sports	Track		TO	TAL
Area of Difficulties	Gra	de 11	Gra	de 12	Gra	Grade 11 Grade 12		Gra	Grade 11 Grade 12		Grade 11		Gra	de 12	-	es 11 - 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																		<u> </u>
Difficulty in performing adaptive skills (self-care)																		
Multiple Impairment/Disability																		
TOTAL																		T

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, in adaptive functioning, in adaptive 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 dis
- 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 l	y:			
School Head	:	Designation :	Date : :	
	(Signature Over Printed Name)			

SUCs SY 2017-2016 sloss Table 14

Table 15a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS,

SPECIALIZATION	Gra	nde 11	Gra	de 12	TO: (Grade	
of Ben Ellinon	Male	Female	Male	Female	Male	Femal
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 <u>FINAL</u> 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	<i>:</i>			
School Head :		Designation :	Date :	
SUCs SY 2017-2018.xlsx Table15.a	(Signature Over Printed Name)		<del></del>	Page 15 of 20

### 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	Gra	de 11	Grad	de 12	TOTAL (Grades 11-12)		
SIECIALIZATION	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-							
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					i		

Note: Table 15.b data is <u>FINAL</u> 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 Co	rrect by:				
School Head :		Designation	:	Date :	
	(Signature Over Printed Name)			•	
SUCs SY 2017-2018.xlsx Table I	15.b				Pagel 6 of 20

# 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)

		Senior High School Voucher Program (SHS VP)										
Particular	Gra	de 11	Gra	de 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													N	Number o	of				
Elementary Secondary									Administrative and											
Ki	indergart	ten	Gı	rades 1 to	0 6		Total		Junior High School Senior High School Total						Support Personnel					
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	otal Male Female Total				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 : Designation : Date : (Signature Over Printed Name)

In your own opinion vulnerability or put life								chools ar	nd the sur	rroundir	ng environ	nment that	increase	your	
1															
														_	
														_	
3 ote: This table should not be le															
r the months of June 2016 teles, what type and when?  Type of Disasters	•	s approp	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May				
Earthquake			О												
Flood Evacuation															
Fire															
	-			•	•		•	•							
rtified True and Correct by:															

SUCs SY 2017-2018.xlsx Tables18-19

#### Table 20. DISASTERS/CALAMITIES

For the months of June 2016 to May 2017, which incidents occurred in your school and immediate surroundings?

	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											
									1		
Result of Disaster Incidences											

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

Certified True an	d Correct by:		
School Head	÷	Designatio :	Date :
	(Signatura Quan Britand Nama)		

SUCs SY 2017-2018.xlsx Table20

# 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 occurring between governmental a	armed for	ces and o	ne or mo	re armed	groups, o	r betweer	such gro	ouns arisi	ng in the	Philippin	e territory	. Armed

Certified True and Correct by:		
School Head :	Designatic :	Date :

SUCs SY 2017-2018.xlsx Table21 Page 20 of 20

<sup>1.</sup> Armed Conflict - refers to armed confrontations occurring 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.

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

## PRIVATE SCHOOL PROFILE (PSP), SY 2017-2018

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Municipality ID	School ID	



# 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 <u>September 29, 2017</u>.

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 : _			Region	:	
	(Official N	ame)	Division	:	
_			Legislative Dis	etrict :	
	(Preious Name	, if any)	Telephone Nui	mber :	
Address :_			Mobile Numbe	er :	
	No. Street/Sitio/Purok	Barangay	Fax Number	:	
_			Website (if any	·) :	
	Municipality/City	Province	E-Mail Addres	is :	
			Date Establish	ed :	
	Zipcode	?			
Write appropriate inforr	nation		Level of Education	on Offered	
		<b>Kindergarten</b>	Grades 1 to 6	Junior High School	Senior High School
With Downit	(Permit No.)				
With Permit					
With Recognition	(Recognition No.)				
	(Recognition No.)				
With Recognition	(Recognition No.) (Date of submission of documents to Regional/Di				

PSP SY 2017-2018.xisx Schlafo

Signature Over 1 rinted Name)
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Table 1. ELEMENTARY LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

Particulars	Kindergarten Grad		rade 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 Co	orrect	by:				
School Head	: _		Designation	n :	Date .	£
	_	(Signature Over Printed Name)				·

PSP SY 2017-2018.xisx Table1

Table 2. ELEMENTARY LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age		rgarten		ide 1		ide 2		de 3		de 4		ide 5			(Non-C	Graded)	Ne	TAL en to Learners Educational eds)
	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 Co	orrect by	:				
School Head	<i>:</i>		Designation :		Date	÷
		(Signature Over Printed Name)		·		

PSP SY 2017-2018.xlsx Table2 Page 3 of 20 Table 3. ELEMENTARY REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age		rgarten		ide 1		ade 2		de 3		nde 4	Gra	de 5	Gra	ide 6		TAL en 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).

Certified True and Correct by :

Box 1. NUMBER OF CLASSES, SY 2017-2018 (As of last school day of the opening month of the school year)

For Monograc	le classes, plea	se <u>indicate the</u>	number of cla	asses by gra	de level.	TOTAL
Kindergarte	n Grade 1	Grade 2 Gra	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
For Multigrad	le classes, pleas	se <u>check the ap</u>	propriate grade	levels comb	ined.	
Example, if the	school have two	(2) Multigrade	Classes:			
MG Class	1: Grade 1	Grade 2	MG Class 2	: Grade (	Grade 4	4 Grade 5  ☑
	Kindergarten	Grade 1 Gra	de 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 I	umber of clas	sses by grad	le level.	
Kindergal	rten Grade 1	Grade 2 Gra	de 3 Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)

Note: Box 1 data is <u>FINAL</u> 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.

School Head :	 Designation :	Date :	

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PSP SY 2017-2018 xlox Table3-Box1 (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)

	Kinde	rgarten			Primar	y Level			Tran	sition	TOTAL	
Areas of Difficulties	Kinde	and or gur ten		Level I		Level II		el III	11411	Sition	(Kindergarten	to Transition)
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Difficulty in Remembering or Concentrating,     paying attention and understanding												
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 performance of 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 of 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.
  - 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:**

- 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 Dyselexia; 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.

Reminder: Table 4 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

- 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)	Desiį:	Date :	

Areas of Difficulties	Kinde	ergarten	Gra	ade 1	Gra	ade 2	Gra	ade 3	Gra	nde 4	Gra	nde 5	Gra	ide 6	TO (Kindergarte	TAL en to Grade (
	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)																
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:												'			"	
Difficulty in Remembering or Concentrating,     paying attention and understanding																
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																

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 :		Designat:	Date :	
(Signatu	e Over Printed Name)	<del>-</del>		

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		Gra	de 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 <u>FINAL</u> 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 an	d Correct by:				
School Head	:		Designation	÷	
		(Signature Over Printed Name)			 

PSP SY 2017-2018.xlsx Table 6

Table 7. JHS LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Gra	ade 7		nde 8	Gra	nde 9		de 10		TAL les 7-10)
	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.

- 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.
   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 an	d Correct by:			
School Head	:	Designation	:	Date :
	(Signature Over Printed Name)			·

PSP SY 2017-2018.xlsx Table7 Page 8 of 20

Table 8. JHS REPEATERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Gra	nde 7		nde 8	Gra	de 9	Gra	de 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 <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 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 an	d Co	rrect by:				
School Head	:		Designation	:	Date :	
	-	(Signature Over Printed Name)				

PSP SY 2017-2018.xlsx Table8

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	Gra	ade 7	Gra	nde 8	Gra	nde 9	Gra	de 10		TAL s 7 to 10)
	Male	Female								
Mainstreamed in Regular Class:										
Difficulty in Remembering or Concentrating, paying attention and understanding										
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)										
3. Difficulty in Communicating										
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:										
Difficulty in Remembering or Concentrating, paying attention and understanding										
Difficulty in displaying interpersonal behavior (Emotional and Behavioral)										
3. Difficulty in Communicating										
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.
- who was diagnosed with cerebral palsy with other disabilities, deaf-blindne

, ,		recreotal paisy with other disabilities, dear-	-omidness, nearing impairment with other dis	admities, autism and ADAD 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:  Designative:  Designative:  Date:				
Certified True a	and Correct by:			
School Head	: (Signature Over Printed Name)	Designatio :	Date :	

Table 10. SENIOR HIGH SCHOOL (SHS) LEARNERS DATA, SY 2017-2018 (As of last school day of the opening month of the school year)

		Academ	ic Track	•	Ar	ts and De	esign Tra	ack		TVL	Track			Sports	Track		TO	ΓAL
Particulars	Gra	de 11	Gra	de 12	Gra	de 11	Gra	de 12	Grad	de 11	Gra	de 12	Gra	de 11	Gra	de 12	(Grade	s 11-12)
	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 an	d Correct by:				
School Head	:	Designation	:	Date :	
	(Signature Over Printed Name)			_	

PSP SY 2017-2018.xisx Table 10

Table 11. SHS LEARNERS AGE PROFILE, SY 2017-2018 (As of last school day of the opening month of the school year)

Age	Gra	de 11	Grad	de 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 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 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	Gra	de 11	Grac	le 12	TOT (Grades	AL s 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 (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	Corre	ect by:				
School Head	:		Designation	:	Date	:
		(Signature Over Printed Name)				

PSP SY 2017-2018 xlss: Tables11-12

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	Gra	ade 11	Gra	de 12		ΓAL s 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 <u>FINAL</u> 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	Corr	ect by:				
School Head	:		Designation	:	Date :	
	_	(Signature Over Printed Name)		_		

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)

		Academ	ic Track			TVL	Track			Arts and D	esign Track			Sports	Track		TO	TAL
Area of Difficulties	Gra	de 11	Gra	de 12	Gra	de 11	Gra	de 12	Gra	de 11	Grad	ie 12	Gra	de 11	Grad	de 12		es 11 - 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)																		1
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, in adaptive functioning, in adaptive 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 dis
- 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 l	y:			
School Head	:	Designation :	Date : :	
	(Signature Over Printed Name)			

PSP SY 2017-7-2018.slax Table 14 Page 14 of 220

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	Gra	ade 11	Grad	de 12	TOTAL (Grades 11-12)		
20 20 20 20 20 20 20 20 20 20 20 20 20 2	Male	Female	Male	Female	Male	Female	
Home Economics							
Attractions and Theme Parks Operations with Ecotourism (NC	E 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 <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 :	Designation :	Date :								
PSP SY 2017-2018.xlsx Table 15a	nture Over Printed Name)	Page 15 of 20								

Table 15b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS,

Table 150. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRA	CK SI ECIA
SY 2017-2018 (As of last school day of the opening month of the school year)	

SPECIALIZATION	Gra	ide 11	Grad	le 12	TOTAL (Grades 11-12)		
SI ECHILLATION	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-							
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							
Sofatry 2	Ī						
Safety 2 Ship's Catering Services (NC I)							

Note: Table 15.b data 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 Co	rect by:			
School Head	:		Designation :	Date :	
PSP SY 2017-20	18.xlsx Table 1	(Signature Over Printed Name)	-		Page 16 of 20

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

Ī	Education Service Contracting (ESC)											Senior	SHS VP)										
	Particular		Grade 7		Grade 7		Grade 8		Grade 8 Grade 9 Grade 10 Sub-total		Grade 9		Grade 10				de 11	Grade 12			-total		TAL
ı	i ui ucuiui	31.	uc /	011	uc o	<b>G1</b>	uc )	OI ii	uc 10	(Grad	es 7-10)	Grade 11		Grauc 11		orauc 12		(Grades 11-12)					
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				
	Enrolment																						
Ī	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 higher 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)

	Elementary							Secondary													
Particulars	Kindergarten			Gı	Grades 1 to 6			Total		Junior High School		Senior High School		Total			Teacher under Teacher Salary Subsidy (TSS) Program		lary SS)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
No. of Teachers																					I
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	1 Correct by:		
School Head	: (Signatura Over Printed Name)	Designation :	Date :

PSP SY 2017-2018.xisx Table 16-17

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?								our						
1														
2														
Note: This table should not be lef														
Table 19. DISASTER PREP For the months of June 2016 to If Yes, what type and when? (	o May 2	017, did		ool cond	ucted n	nulti-haz	zard dri	lls?	<b>Q</b> Y	es	<b>D</b> N	Vo		
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 Printe	ed Name)				Desi	gnatic :						Date :	

PSP SY 2017-2018.xlsx Tables18-19

### 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.)

(3												
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 ar	ad Correct by:		
School Head	:	Designatic :	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.

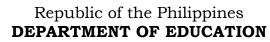
Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Human-Induced Hazards - Armed Conflict												
Armed conflict incident experienced in the past months within the school and immediate surroundings												
Number of school days lost, if applicable												
Number 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 occurring between governmental a	armed for	ces and o	ne or mo	re armed	groups o	r between	such gro	uns arisi	ng in the	Philippin	e territors	/ Armed

Certified True and C	Correct by:		
School Head :		Designatic :	Date :
	(Signature Over Printed Name)		

PSP SY 2017-2018.xlsx Table21

<sup>1.</sup> Armed Conflict - refers to armed confrontations occurring 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.

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



PLANNING SERVICE
Education Management Information System Division

# **DATA DICTIONARY**

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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	Refers to the total number of learners enrolled in
(Grade 1-6)	Grades 1-6.
Junior High School	Refers to the second stage of compulsory basic
Enrolment	education. It consists of four (4) years of education
	(Grades 7 to 10).
Senior High School	Refers to the last stage of compulsory basic
Enrolment	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	Refers to similarly grouped learners who are not yet
educational needs (Non-	ready for inclusion in the regular class.
graded enrolment)	
Difficulty in Remembering	Refers to a learner that manifest significant
or Concentrating, Paying	limitations in general intellectual functioning; in
attention and	adaptive functioning (communication, self-care,
understanding	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
D:00: 1: 1: 1:	Dysgraphia; Mathematical Disability or Dyscalculia.
Difficulty in displaying	Refers to a learner whose conditions are
interpersonal behavior	characterized by emotional or behavioral responses
(Emotional and Behavioral	in school programs so different from appropriate age,
Disorder)	cultural or ethnic norms which affects their
	educational performance (academic, social,
	vocational or personal skills) more than temporary

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	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	Refers to a learner whose developmental conditions
Communicating	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	Refers to a learner that manifest difficulty in
(Walking, Climbing and Grasping)	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	Refers to an ADM which serves children under
School Approach (MISOSA)	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
Thive classes	Kindergarten to Grade 6 offering Arabic Language
	and Islamic Values Education.
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Regular Classes	Refers to the number of classes by grade level from
	Grades 7 to 10 offering regular curricula.
Kindergarten /Headstart	Refers to a SPED kindergarten program for learners
(SPED)	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
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(CDED)	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	Refers to the learners with special educational needs
Class	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	Refers to a learning centers recognized as an
Rural Advancement	alternative model in the delivery of formal education,
Committee (BRAC) Learning	targeting disadvantaged children from all socio-
Center	cultural groups. This cover ARMM region only.
Philippine Schools	Refers to a duly-registered educational institutions
Overseas	operating outside the Philippines and implementing
5.010000	the basic education curriculum of the Department of
	Education (DepEd).
Tohderiyayah Community	
Tahderiyyah Community	Refers to a community school initiated for children
School	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	Refers to a title formally recognizing the rights of
Land Title (CALT)	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 activity 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	Refers to "a set of linked project activities that enable
(EiE)	structured learning to continue in times of acute
(===)	crisis or long-term instability." (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	Refers to those involved in the armed conflict.
Actors	
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	Refers to a school located facing or directly beside a
road	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
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On a small island	Refers to a school located on an island with an area
	less than 200 sq. km.
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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	Is an inactivated (not live) vaccine which protects
Vaccine	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.