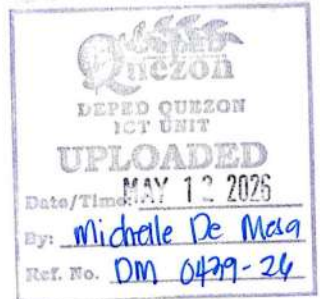




Republic of the Philippines
Department of Education
Region IV-A

SCHOOLS DIVISION OF QUEZON PROVINCE



12 May 2026

DIVISION MEMORANDUM

No. 0429, s. 2026

**CONDUCT OF BASIC EDUCATION INFORMATION SYSTEM (BEIS)
DATA COLLECTION FOR SCHOOL YEAR 2025-2026**

To: Assistant Schools Division Superintendents
Division Chiefs
Education Program Supervisors
Public Schools District Supervisors
Private and Public Elementary and Secondary School Heads
School and Division Nurses and Dentists
EBEIS/LIS/ICT/LR/Research/Youth Formation/Guidance and DRRM Coordinators
Administrative Officer II/ Non-Teaching Personnel in-Charge of Plantilla
Project Development Officer I
Finance Personnel
All Others Concerned

1. In line with the implementation of the Basic Education Information System (BEIS) pursuant to **DepEd Order No. 27, s. 2019**, the Department of Education issued **DepEd Memorandum No. 028, s. 2026** titled *Guidelines on the Basic Education Information System Data Collection and Validation for SY 2025–2026*. In this regard, all public elementary, junior high, and senior high schools, including state universities and colleges (SUCs) offering Kindergarten to Grade 12 within this Division, are advised to update their school profiles and submit other required data elements in the BEIS through the accomplished data gathering forms from **May 7 to June 15, 2026**. Attached herewith is a copy of the memorandum for the guidance and reference of all concerned.

DEPEDQUEZON-TM-SDS-04-009-003



Address: Sitio Fori, Brgy. Talipan, Pagbilao, Quezon

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- The downloaded template from beis portal at **beis.deped.gov.ph** shall serve as the final copy, subject to the signature and validation of the schools district and Division Validating Team (DVT).
- In accordance with DO 27, s. 2019 which provides large and very large divisions such as DepEd Quezon the opportunity to adopt appropriate strategies for the effective implementation of BEIS-related activities, the following activities shall be observed:

Division Activities	Person/s Involved	Timeline
School-based Data Gathering and Validation	School Heads, Program Coordinators, School Validating Team (SVT)	May 7 – May 15, 2026
Simultaneous Encoding/Uploading in the System/Uploading in the System (BEIS) <i>*Specific Schedule/s shall be identified by the PSDS/School Heads</i>	School Heads/ School BEIS Coordinators	May 7 – May 22, 2026
Submission/Consolidation/ Pre-validation (and countersigning) of BEIS Hardcopies from School to District <i>*Schedule/s shall be identified by the PSDS/School Heads</i>	PSDS/District Coordinators, School Heads	May 25 -28, 2026
Submission and Validation of BEIS Documents in the Division	Division Validating Team	June 1 – June 8, 2026
Adjustments/ and System Validation	SGOD – Planning and Research/ School Head/ BEIS Coordinators	May 7 – June 11, 2026

** The dates are subject to adjustment based on mandates from higher governance levels and will be communicated through the designated group chats.*

- Due to the size of this Division, the District Validating Team (DVT) created in the previous year shall continue to be utilized as one of the strategies for the implementation of BEIS activities for SY 2025-2026. The DVT shall be composed of Public Schools District Supervisors, Dentists/Nurses, Administrative Officer II, Project Development Officer I, and District Coordinators for EBEIS/BEIS, DRRM, ICT, SPED, Sports, Youth Formation, IPED, and Guidance. The DVT shall conduct the **pre-**

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validation and countersigning of BEIS hard copies prior to their submission to the SDO.

5. The SDO Division Validating Team (SDVT), which shall also serve as the signatories to the BEIS forms, shall be composed of the following members:

Validating Team Member	Position	Coordinatorship/Concern
Rommel C. Bautista, CESO V	Schools Division Superintendent	Head of Office
Juanito A. Merle	Chief EPS (SGOD)	Chairperson
Akimi Therese M. Asano	OIC-Planning Officer (SGOD)	Vice Chairperson
Walter F. Galarosa	OIC-Chief (CID)	OIC-Chief (CID)
Asuncion C. Ilao	Education Program Supervisor/IPEd, ALIVE, Madrasah Coordinator	IPEd, ALIVE, Madrasah
Joan Alejaida R. Mauhay	Education Program Supervisor/SNED/	Special Needs Education
Jay S. Alfaro	Education Program Supervisor - Sports Coordinator	Sports
Carmen H. Macatugob	Education Program Supervisor/ TVL/TLE Coordinator/SPTVE	TVL, TLE, SPTVE
Paul Clifford S. Marquez	Senior Education Program Specialist	Private School
Wennie O. Gaela	HRMO/AO IV	HR Personnel
Mark Angelo M. Tiusan	Youth Formation Coordinator/PDO	YFD
Hazel Ann S. Camo	Division Child Protection Coordinator	Learner Rights and Child Protection Focal
Daniel H. Hutamares	Division Engineer	Physical Facilities/Division Engineer
Engr. Mhargrene V. Buhay	Technical Assistant IV	School Site Focal Person
Wilbert B. Porteza	Division ITO	ICT
Edmundo R. Marin Jr.	Division Accountant	MOOE
Heide H. Gabriel	Nurse II	School Health
Arvin A. Repaso	DRRM Coordinator/ PDO	DRRM

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6. The accomplished BEIS forms downloaded from the BEIS website shall be printed on A4 size bond paper, with appropriate ear tag (for public schools only), and shall undergo initial validation by the school and the District Validating Team prior to the conduct of Division Validation. All DVT-validated BEIS Forms shall be registered in the Document Tracking System (DTS) on a per-school basis.
7. Validation of Private School Profile shall be done directly at the Division Office. Private Schools are expected to upload the BEIS forms during the conduct of simultaneous encoding as mentioned above and submit the printed copy through the Records Section of Schools Division or Sub-offices.
8. System Validation shall be facilitated by the Planning and Research Section (PAR). During this period, the summarized raw data from the uploaded GESP, GJHSP, GSHSP, PSP, LSP/SSP shall be downloaded by PAR, and all schools with erroneous and/or outlier data shall be posted through <https://tinyurl.com/BEISFindings26> for further verification and validation.
9. The SDVT shall ensure on time validation of documents following the BEIS routing/station plan below.

Station	1st District	2nd District	3rd District	4th District
1st	Records Section	Records Section	Records Section	Records Section
2nd	CID	SGOD (Main)	Accounting	SGOD (Health)
3rd	SGOD (EFS)	Legal Unit (School Site)	HR Section	ICT
4th	SGOD (Health)	CID	SGOD (Main)	Accounting
5th	ICT	SGOD (EFS)	Legal Unit (School Site)	HR Section
6th	Accounting	SGOD (Health)	CID	SGOD (Main)
7th	HR Section	ICT	SGOD (EFS)	Legal Unit (School Site)

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Station	1st District	2nd District	3rd District	4th District
8th	Legal Unit (School Site)	Accounting	SGOD (Health)	CID
9th	SGOD (Main)	HR Section	ICT	SGOD (EFS)
10th	SGOD (Planning)	SGOD (Planning)	SGOD (Planning)	SGOD (Planning)
11th	SDS Office	SDS Office	SDS Office	SDS Office
12th	Records Section	Records Section	Records Section	Records Section

10. For other related concerns, you may contact the Planning and Research Personnel thru the following.

Purpose/s	Contact Number
LIS/BEIS Concerns for 1st and 3rd District Public Elementary Schools	09617236843
LIS/BEIS Concerns for 2nd and 4th District Public Elementary Schools	09192926965
LIS/BEIS Concerns for Public Secondary Schools	09192926980
LIS/BEIS Concerns for Private Schools	09192926983

11. Expenses incurred related to EBEIS/BEIS activities shall be charged against local fund/school MOOE subject to the usual accounting and auditing rules and regulations.

12. As mandated by DepEd Order no. 27, s. 2019, all personnel involved in the LIS and BEIS in all public schools and districts 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 and DepEd Order No. 10, s. 2009

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13. Immediate dissemination of and strict compliance with this Memorandum are desired.


ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent 

paratma05/12/2026

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Republic of the Philippines
Department of Education

MAY 06 2026

DepEd MEMORANDUM
No. **028**, s. 2026

**GUIDELINES ON THE BASIC EDUCATION INFORMATION SYSTEM DATA
COLLECTION AND VALIDATION FOR SCHOOL YEAR 2025–2026**

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

1. Consistent with the provisions stipulated in DepEd Order No. 027, s. 2019, titled Guidelines on the Yearly Collection of Data/Information Requirements and Validation Processes, the Department of Education (DepEd) conducts annual data collection through the Basic Education Information System (BEIS), which captures datasets that inform the allocation of crucial resources, budgeting, policymaking, program development, and the monitoring and evaluation (M&E) of the delivery of quality basic education in the country.
2. The Department directs all public and private elementary and secondary schools, including state and local universities and colleges that offer basic education, to update their school information and all other data elements in the BEIS through the accomplishment of data-gathering forms for school year (SY) 2025–2026. The system will be available for data collection and validation from **May 07 to June 15, 2026**.
3. To ensure proper data encoding and the subsequent accomplishment of the BEIS data-gathering forms, guidelines, and other reminders for completing select data elements are attached to this Memorandum as **Enclosure No. 1**. In addition, video tutorials for select data elements are available on the Learner Information System support page at <https://support.lis.deped.gov.ph/support/>.
4. The following are the BEIS data-gathering forms to be accomplished by public schools, private schools, and state and local universities offering basic education, respectively (see **Enclosure 2**):
 - a. Government School Profile,
 - b. Private School Profile, and
 - c. State/Local Universities and Colleges Profile.

5. All schools shall utilize the data-gathering forms downloaded from the BEIS to avoid errors in the template when uploading to the system. As such, data encoding shall be done manually, as the templates are not preloaded due to changes in the forms.

6. Datasets collected from schools will be uploaded and made available through the **Paaralang Bukas dashboard** on the DepEd official website. In this regard, all school heads shall ensure the quality, accuracy, and timeliness of the data encoded in the system.

It is the responsibility of the school head to ensure the integrity and accuracy of the data reported by their respective schools. Thus, if warranted, appropriate administrative cases, pursuant to applicable Civil Service Commission (CSC) laws, rules, and regulations, as well as DepEd issuances, may be filed against any school head found to have misrepresented data or failed to exercise the responsibility of ensuring the integrity and accuracy of said data.

7. The division planning officers shall provide all schools with the necessary technical assistance regarding BEIS data collection and validation, such as, but not limited to, conducting orientations, answering queries, and assisting schools, especially those with no internet connectivity, in submitting reports. They shall ensure that all schools in their respective schools division offices (SDOs) encode and submit their school profiles in the BEIS, as well as conduct validation of reported data, **until June 15, 2026**.

8. Program focal persons in the SDO, together with the division planning officer, shall jointly validate the data involving their assigned programs and sign the forms to certify that the data reported by schools in the system are accurate.

Categories of Data Elements	Responsible Program Focal Person in Data Validation
a. School Information	Division Planning Officer
b. Learners	Education Program Specialist in charge of Special Programs (Alternative Learning System, Special Needs Education (SNEd), Sports, Madrasah/Arabic Language and Islamic Values Education, Indigenous Peoples Education (IPEd), Multi-Grade)
c. Classes	Division Planning Officer
d. SNEd Learning Resources	SNEd Coordinator
e. School Personnel	School Personnel Coordinator/HR Personnel
f. Learner Organizations	Youth Formation Coordinator
g. Information and Communications Technology Data	Information Technology Officer
h. Electrical Supply	Physical Facilities Coordinator/Division Engineer
i. School Site and Location	School Site Focal Person
j. School Health and Nutrition	School Health Coordinator/Medical Officer
k. Learner Rights and Protection	Learner Rights and Protection Focal Person
l. School Sports Programs	Sports Coordinator

m. Disaster Risk Reduction Management (DRRM)	DRRM Coordinator
n. IPEd	IPEd Focal Person
o. School Maintenance and Other Operating Expenses	Division Accountant
p. Financial Assistance	Senior Education Program Specialist (SEPS) for M&E and/or Division Planning Officer
q. Tuition and Other School Fees	
r. School Facilities	

For private schools, the SEPS for M&E and the division planning officer shall jointly validate the data reported by the schools in the system. Likewise, the division planning officer shall validate the data reported by state and local universities and colleges offering basic education.


9. All personnel involved in BEIS data encoding, collection, and validation may be authorized to render overtime services, subject to the availability of funds and in accordance with existing CSC and Department of Budget and Management circulars. Eligible personnel may also be granted service credits in accordance with existing DepEd and CSC issuances.

10. All personal and sensitive personal information collected shall be processed strictly in accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, its Implementing Rules and Regulations, and applicable National Privacy Commission issuances. All data processing and collection activities shall comply with the confidentiality and privacy requirements under the said law and related issuances.

11. For any related concerns on the data collection and validation guidelines, please contact the **Policy and Planning Service-Education Management Information System Division**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at ps.emisd@deped.gov.ph or at telephone number (02) 8638-2251.

12. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:


ATTY. FATIMA LIPP D. PANONTONGAN
 Undersecretary and Chief of Staff
 Office of the Secretary

Encls.:
 As stated

References:
 DepEd Order (No. 027, s. 2019)
 DepEd Memorandum No. 031, s. 2025



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

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



**Guidelines For Reporting and Validating Select Data/Information
Requirements in the Basic Education Information System
for School Year 2025–2026**

A. Structure of the BEIS Data Gathering Forms

The BEIS data gathering forms are structured in such a way that schools shall encode their respective data on the tables and boxes, which are grouped **per category**.

The following are the said categories per school profile:

CATEGORY	SCHOOL PROFILES		
	Government School Profile (GSP)	Private School Profile (PSP)	State and Local Universities and Colleges Profile (SLUCP)
1. School Information	✓	✓	✓
2. Learners	✓	✓	✓
3. Classes	✓		
4. Special Needs Education (SNEd) Learning Resources	✓	✓	✓
5. School Personnel	✓	✓	✓
6. Learner Organizations	✓		
7. ICT Data in Schools	✓	✓	✓
8. Electrical Supply	✓		
9. School Site and Location	✓		
10. School Health and Nutrition	✓	✓	✓
11. Learner Rights and Protection	✓	✓	✓
12. School Sports Programs	✓		
13. Disaster Risk Reduction Management (DRRM)	✓		
14. Indigenous Peoples Education (IPEd)	✓	✓	✓

15. School MOOE	✓		
16. Financial Assistance		✓	
17. Tuition and Other School Fees		✓	
18. School Facilities		✓	✓

B. Data Encoding and Reporting

All concerned personnel in schools shall be guided accordingly of the following procedures in accomplishing the BEIS Data Gathering Forms:

1. Government School Profile (GSP)

- a. The **media (singular: medium) of instruction** shall be provided by schools offering elementary education. Schools shall choose **a maximum of three (3) most frequently used languages** from the options provided in the list of 207 languages succeeding the School Information sheet.
- b. **Shift** refers to time schedules corresponding to different sets of classes with different sets of learners (e.g., morning and afternoon shifts), **excluding night classes**.

The implementation of shifting means that there is an existing shortage on the number of classrooms and/or teachers that resorts them to conduct the classes of different grade levels either in the morning or in the afternoon.

Illustration A:

Due to the limited number of rooms in School A, its school head strategized by scheduling the classes for Grades 7 and 9 in the morning (06:00 AM to 12:00 NN) while classes for Grades 8 and 10 will be in the afternoon (01:00 PM to 07:00 PM).

In this scenario, School A shall report in the School Information that they are implementing shifting under JHS, particularly, two (2) shifts.

Illustration B:

With a very large enrollment and limited number of classrooms, School B implemented the class schedules below.

Grade Level	Class Schedule
Grades 1 to 2	06:00 AM – 10:00 AM
Grades 3 to 4	10:00 AM – 02:00 PM
Grades 5 to 6	02:00 PM – 06:00 PM

Given the circumstances, School B shall report in the School Information that they are implementing shifting three (3) shifts under ES.

c. In reporting teaching, teaching-related, and non-teaching personnel in all levels of education, schools shall ensure the following:

c.1. Personnel whose plantilla position is assigned to Elementary and Senior High Schools **shall be reported according to their assigned level and should reflect where the personnel are actually working.**

Illustration:

Ms. Armada is an elementary school teacher at School A. For the previous school year, she was reported as actually working in School A. However, during the current school year, she was assigned to teach in School B, which is also an Elementary School, due to teacher shortage.

Therefore, School B shall report in the forms that Ms. Armada is part of the *teachers who are actually working* in School B.

Plantilla	Previous SY	Current SY	BEIS Reporting
Teacher I	School A	School B	School B

c.2. Personnel in Elementary and Senior High Schools who are **borrowed** from the Junior High School plantilla **shall be reported to where they are actually working.** Likewise, the borrowed plantilla from the originating junior high schools shall be reported as *detailed to other schools.*

Illustration:

Mr. Cruz is a plantilla junior high school teacher in School C. However, he is actually working in School D, which is a Senior High School.

Therefore, in the forms, School D shall report Mr. Cruz as plantilla personnel *borrowed from the JHS Plantilla*, and School C shall report him as plantilla personnel *detailed to DepEd office(s)/ Secondary School(s) within the division.*

c.3. Personnel from Senior High Schools who are detailed to Junior High Schools **shall be reported only by Junior High Schools** under *Plantilla personnel borrowed/detailed from SHS*, since there is no reporting of detailed teachers in Senior High School.

Illustration:

Ms. Eborde is a senior high school teacher originally assigned in School E with excess teachers. As such, her plantilla position is lodged under the Schools Division Office. School F, which is a Junior High School, has a teacher shortage, so the SDO assigned Ms. Eborde to teach in School F.

Therefore, in the forms, School F shall report Ms. Eborde as part of the plantilla personnel *borrowed/detailed from SHS.* In this regard,

School E shall no longer report Ms. Eborde as part of their plantilla personnel.

- c.4. Ideally, teaching personnel whose plantilla position is in Senior High School shall be actually teaching in Senior High Schools. However, there may be cases when such teaching personnel are concurrently teaching in Junior High Schools. In this regard, they shall still be reported under Senior High School.

However, if they will no longer teach in Senior High Schools, item c.3. shall apply.

- c.5. The average monthly salary of positions for **locally-funded non-teaching personnel** shall be reported as the average salaries of **all the personnel in the same position**. The basis for data reporting shall be the **respective contracts of the personnel**. The average of the **salaries as stated in their respective contracts** shall be reported as the average monthly salary, **and not the total of all salaries of all the personnel under such position**.

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

Illustration:

School G, which is a Junior High School, has five (5) Learning Support Aides (LSAs) for remediation of their Grade 7 students at risk. Three of the five LSAs are hired by the provincial government with a monthly salary of ₱10,500, and the other two are hired by the municipal government with a monthly salary of ₱8,000. With this, the average monthly salary of the five LSAs are computed as follows:

$$\begin{aligned}
 \text{Average Monthly Salary} &= \frac{\text{Total of all salaries}}{\text{Total number of personnel}} \\
 &= \frac{(3 \times \text{₱}10,500) + (2 \times \text{₱}8,000)}{5} \\
 &= \frac{(\text{₱}31,500) + (\text{₱}16,000)}{5} \\
 &= \frac{\text{₱}47,500}{5} = \text{₱}9,500
 \end{aligned}$$

The table below summarizes the preceding illustration:

Personnel	Salary Source	Salary
LSA 1	Provincial	₱10,500
LSA 2	Provincial	₱10,500
LSA 3	Provincial	₱10,500
LSA 4	Municipal	₱8,000
LSA 5	Municipal	₱8,000
Total	5	₱47,500

Average	---	P9,500
---------	-----	--------

Therefore, School G shall report the LSAs (3 from Provincial, 2 from Municipal, for a total of 5 LSAs) with an average monthly salary of P9,500.

- d. **Only functional computers and other ICT equipment such as televisions, printers, etc.,** shall be recorded in the inventory. A given unit, whether a computer or any other ICT equipment, is considered functional if and only if such unit is **operational, serviceable, and usable** for classroom instruction and/or administrative use. Thus, units that are defective, under repair, obsolete, or non-operational **shall not be included** in the data reporting.
- e. For integrated schools, each computer unit shall be encoded under the level of education that uses such unit **for the longest duration** or **with the highest frequency of usage**, in that order. If usage is equal across multiple levels, the School Head shall assign the computer unit to the level with the highest scheduling priority or instructional significance. Further, a computer unit shall not be counted more than one section in the forms.
- f. The number of functional computers used by teaching, teaching-related, and non-teaching personnel shall be counted according to units as used by respective personnel **regardless of the purpose of use, whether classroom instruction or administrative.**
- g. For internet connectivity, schools shall determine **all internet service providers (ISPs)** available in their area. Then, schools shall list all the ISPs they subscribed. For each ISP, schools shall account the following, among others:
 - g.1. **Level of education**, whether ES only, JHS only, SHS only, or shared across levels;
 - g.2. **Purpose**, whether classroom instruction, administrative, or both; and
 - g.3. **Funding source**, whether DepEd DICP, MOOE, School Funds, LGU/SEF, PTA/Private Donations, Other Government Agencies, or Others.

Illustration:

School H, being an integrated school, offers all three levels of education (ES, JHS, SHS) and uses three ISPs—1, 2, and 3—throughout the school for various purposes.

- ISP #1 is jointly used by ES and JHS for classroom instruction use, so ISP #1 shall be reported as **Shared** and the purpose is for **classroom instruction** use.
- ISP #2 is solely used by SHS for both classroom instruction and administrative uses, so ISP #2 shall be reported as being used by **SHS** and the purpose is for **both**.
- ISP #3 is used by ES (including the different offices and the Principal's Office) for administrative use, so ISP#3 shall be reported as being used by **ES** and the purpose is for **administrative** use.

- h. Electrical supply used in schools shall be determined **by level of education, whether grid or off-grid supply, or both.**

However, the school's electrical bill shall be reported collectively as one school. As such, there is no need to determine the average cost per level of education, as in the case of integrated schools.

- i. The reporting of the ownership of school sites shall be based on the relevant legal documents supporting it. For available school land titles or ownership documents, schools shall submit a **clear scanned copy** of these documents to the DepEd Central Office's Sites Titling Office (STO) through email at sto.ssodms@deped.gov.ph. All documents shall be contained **within one single file in PDF format and such file shall be named following this convention:**

[REGION] [SDO] [SCHOOL NAME] [SCHOOL ID NUMBER]

For example: REGION XX_SDO XX_XX ES_123456

- j. Schools shall update the status of the ownership alongside the submission of relevant legal documents, depending on whether the school is situated within one single lot or multiple lots.
- If the school is situated **within one single lot**, the school shall encode the details as required in the forms.
 - If the school is situated **within multiple lots**, the school shall check first the lot numbers and the corresponding land areas before encoding the details. To align the details of each specific legal document, **schools shall encode the information chronologically, separated by comma** to enumerate the details. A sample is given below:

(1) Lot Information Number 1, (2), Lot Information Number 2, (3) Lot Information Number 3, (4) Lot Information Number 4, and so on.

Illustration A:

School I possesses several ownership documents, e.g., Original Certificate of Title (OCT), Deed of Donation (DOD), and Tax Declaration (TD), all under the name of the school or DepEd. After comparing the lot numbers and the land areas stated in each legal document, they found out that they all have the same lot number and land area. Thus, they referred to the legal document that provides granting DepEd full legal rights and ownership over the parcel of land where the school is situated, which is the OCT.

Therefore, in the forms, School I shall report only the OCT in the forms, including the required details.

In the event that School I's legal documents show different lot numbers and land areas, they shall encode the legal documents **separately** in the forms, as these documents imply ownership of multiple lots.

In the illustration above, if the OCT, the DOD, and the TD show different lot numbers, School I shall enter under the *Lot Number* box the following entry:

(1) T-25748, (2) T-254364, (3) NA

Illustration B:

School J holds three (3) Tax Declarations (TD) under the name of the school or DepEd, but the TDs show different lot numbers and land areas. To report these information, School J shall encode these documents within the same row and column, indicating multiple ownership of lots.

- k. In reporting data regarding Oplan Kalusugan Sa DepEd (OKD) and Learners Health Assessment and Screening (LHAS), schools shall ensure that the **number of learners masterlisted** are properly encoded. Learners masterlisted refer to the **list of learners who have consent provided by parents/parent-substitutes/legal guardians to be administered components of LHAS.**
- l. For data on attempted and committed suicide, as stipulated in **Annex A, Section III of OUOPS No. 2023-06-7518**, cases shall only be counted **if and only if there are supporting documents** such as, but not limited to, the following:
 - Police reports
 - Case notes prepared or conformed by registered guidance counselors or social workers
 - Psychological reports prepared by registered psychometricians or psychologists, and noted by psychologists
 - Incident reports prepared by school coordinators and reviewed by school heads
- m. For data on cases of bullying, schools shall only account the case and the learner-victim **if the perpetrator is also a learner**. On the other hand, for cases of child abuse, schools shall only account the case and the learner-victim **if the perpetrator is DepEd personnel**, whether teaching, teaching-related, or non-teaching.
- n. To support and certify the correctness and the accuracy of reported data relative to learner rights and protection (LRP), schools shall create a Google Drive or Microsoft OneDrive folder containing all means of verification (MOVs). The link to the folder shall be provided in the last item of the LRP box (*Submission of MOVs*) and access to the link shall be granted to weprotectlearners@deped.gov.ph.

In accordance with the Data Privacy Act of 2012, schools shall ensure that the provided link shall be accessed only by the authorized school personnel, LRP Focal Persons, and the Learner Rights and Protection Division (LRPD) of the DepEd Central Office.

2. Private School Profile (PSP); and State and Local Universities and Colleges Profile (SLUCP)

The guidelines specified in the Government School Profile may also apply to select data elements in the PSP and SLUCP. Further, the following guidelines exclusively apply to the two school profiles:

- a. Schools shall report the number of **licensed teachers** from their respective teacher rosters for School Year 2025–2026.

- b. Schools shall encode **the number of classroom seats per grade level**, regardless whether the classroom seat is actually used.
- c. In reporting data on handwashing facilities, existing facilities designed for **group handwashing** shall meet the standards of accommodating at least ten (10) learners for Elementary and at least four (4) learners for Junior High School and Senior High School. Otherwise, it shall be reported under the facilities for **individual handwashing**.
- d. In reporting data on learners seeking guidance counseling or life coaching from the school's guidance counselor or guidance advocate, schools shall ensure to **encode the number of learners by level of education and sex**. Further, from the total number of learners, **the number of Muslim, IP, and SNEd learners shall be separately counted** in the succeeding table or box.

The following guidelines shall be exclusively followed in the **PSP**:

- a. Private schools shall provide their tuition and miscellaneous fees **by grade level**. Schools shall **separately encode the exact amount of tuition and miscellaneous fees in Philippine pesos**. Also, schools shall ensure to encode the total amount **on a yearly basis**, even if schools offer semestral, quarterly, or monthly payment options.

For Philippine School Overseas (PSOs), their offered tuition and miscellaneous fees **shall be converted to Philippine pesos** before encoding in the forms.

- b. Private schools shall encode the data on the number of Grade 11 learners who are Senior High School Voucher Program (SHS VP) beneficiaries for the current school year.

C. Data Validation

Data validation shall be conducted to ensure that the reported data are accurate, valid, and reliable.

The **Program Focal Persons in the Schools Division Office** shall conduct validation of all the data gathering forms submitted by schools. Actual field validation or other applicable strategies may be done as deemed necessary to countercheck the accuracy of information with the accomplished data gathering forms.

The **Division Planning Officers (DPOs)** shall validate the submissions in the system. In case there are errors or discrepancies in the data, the DPOs shall inform the School Heads about the findings and request them to rectify such errors.

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2 Agtá (Quirino)	44 Chabacáno (Cavitéño Chabacáno)	86 Itnég (Bánaw)	128 Mandayá (Mandayá Karagá)	170 Sebwáno (Binisayáng Siquijor)
3 Agtá Dumágat Casigúran	45 Chabacáno (Cotabatéño Chabacáno)	87 Itnég (Binóngan)	129 Manidé	171 Sebwáno (Binul-ánong Binisayá)
4 Agtá Dumágat Umiray	46 Chabacáno (Davawéño Chabacano)	88 Itnég (Inláud)	130 Manóbo Agúsan (Ráha Kabunusuwán)	172 Sebwáno (Katimúgang Leyte Binisayá)
5 Agutaynén	47 Chabacáno (Ternatéño Chabacáno/Báhra)	89 Itnég (Máeng)	131 Manóbo Áta	173 Sebwáno (Masbatényong Binisayá)
6 Aklánon	48 Chabacáno (Zamboangéño Chabacano)	90 Itnég (Masadiit)	132 Manóbo Dibabawón	174 Sebwáno (Negrenging Binisayá)
7 Aklanon/Akeanon	49 Cuateronhon-Hiligaynon	91 Itnég (Muyadán)	133 Manóbo Dulángan	175 Sigmahanon-Hiligaynon
8 Alangán Mangyán	50 English	92 Ivatán (Itbayátén)	134 Manóbo Ilyánen	176 Sinadánga
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11 Ási	53 Finallig (Kadaklán)	95 Kabaliánon	137 Masbatényo	179 Southern Sorsoganon
12 Átta	54 Finallig (Liniyás)	96 Kabulowán	138 Matigsálug Manóbo	180 Subánen (Ginsélugén Subánen)
13 Ayángan (Ayángan Henangá)	55 Finontók	97 Kagayánen	139 Mēnuvú Úbo	181 Subánen (Sinubánen Lapúyan)
14 Áyta Ambalá	56 Gáddang	98 Kalagán	140 Menuvú/Manóbo	182 Subánen (Sinubánen Sindángan)
15 Áyta Mag-ántsi	57 Gubatnón Mangyán	99 Kalangúya (Kalangúya Ikalahán)	141 Mēranáw	183 Subánen (Sinubánen Siócon)
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18 Balangáw	60 Hátang Kayê	102 Kalínga (Kalínga Límos)	144 Nabasnon	186 Tadyáwan Mangyán
19 Bángon Mangyán	61 Hiligaynón	103 Kalínga (Kalínga Lubuágan)	145 Northern Catanduanes	187 Tagabáwa
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21 Bikol (Bikol Mirayá)	63 Hinigaúnnon/Hinigaónon (Tagoloanon)	105 Kalínga (Kalínga Madyukayóng)	147 Onhán	189 Tagakawíó
22 Bikol (Bikol Sorsogón)	64 Ibalóy	106 Kalínga (Kalínga Tanúdan)	148 Pahánan Agtá	190 Tagalog/Filipino
23 Bikol Libon	65 Ibanág	107 Kalínga (Katimúgang Kalínga o Kinalínga)	149 Paláw-an (Paláw-an Brooke's Point)	191 Tausúg
24 Bikol, Miraya	66 Íguwák	108 Kaluyánen	150 Paláw-an (Paláw-an Sentrál)	192 Tawbuwid Mangyán
25 Bikol, West Albay	67 Ilokáno	109 Kankanáey	151 Paláw-an (Paláw-an Timog Kanlúran)	193 Tbóli
26 Binaták	68 Inabaknón	110 Kapampáangan	152 Pandanaon	194 Tēduráy
27 Binúkid	69 Inagtá Bikol (Agtá Cimarón)	111 Karáw	153 Pangasinán	195 Ténap (Ágta-Ágay)
28 Binukignón/Binukidnón	70 Inagtá Bikol (Agtá Irayá)	112 Karuláno	154 Pánnon	196 Ténap (Ágta-Dupaníngan)
29 Bisakol	71 Inagtá Bikol (Agtá Irigá)	113 Kasiguránin	155 Paránan	197 Tigwahánon
30 Bláan	72 Inagtá Bikol (Agtá Isaróg)	114 Keléy-i	156 Porohánon	198 Tinagbanwá (Batuwánen)
31 Boñen	73 Inagtá Bikol (Agtá Tabangnón)	115 Kinamayú	157 Ratagnón Mangyán	199 Tinagbanwá (Puluwánen)
32 Bolináw	74 Inagtá Bikol (Agtá Tiwi)	116 Kinamiging	158 Rinkonáda	200 Tinagbanwá (Tuhúdnun)
33 Bugkalót/Égongót	75 Inagtá Quezon	117 Kinaráy-a	159 Sáma (Sáma Bangingi)	201 Tinalaandíg
34 Búhid Mangyán	76 Inatá	118 Kláta	160 Sáma (Sáma Pangutáran)	202 Tuwáli
35 Buhí-non	77 Inéte	119 Kolibúgan	161 Sáma (Sáma Sentrál/Diláut)	203 Umayamnón
36 Bukidnón Magahát	78 Ini	120 Kuyunón	162 Sáma (Siamál)	204 Waráy
37 Buruanganon	79 Iránun	121 Libertadnon	163 Sáma (Sinamá)	205 Yákan
38 Butuánon	80 Irayá Mangyán	122 Magindanáwon	164 Sambál (Sambál Botolán)	206 Yattuká
39 Caluránon	81 Irungdúngan	123 Malawég	165 Sambál (Sambál Kakilingan)	207 Yógad
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GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Validated by Education Program Supervisor In Charge of TLE/SPTVE:

Signature over Printed Name / Date

Signature over Printed Name / Date

Position Title: _____

Position Title: _____

Validated by Education Program Supervisor In Charge of TVL:

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

Signature over Printed Name / Date

Position Title: _____

Table 1. LEARNERS IN SPECIAL SCIENCE ELEMENTARY SCHOOL PROGRAM

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

ELEMENTARY													
Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

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

Table 2. LEARNERS BY SPECIAL CURRICULAR PROGRAM

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

SPECIAL PROGRAMS	JUNIOR HIGH SCHOOL									
	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Special Program in the Arts (SPA)										
a. Music										
b. Dance										
c. Theater Arts										
d. Literary Arts										
e. Creative Writing										
f. Media Arts										
g. Visual Arts										
h. Applied Arts										
i. Traditional Arts										
2. Special Program in Foreign Language (SPFL)										
a. Chinese (Mandarin)										
b. French										
c. German										
d. Japanese (Nihongo)										
e. Korean										
f. Spanish										
3. Special Program in Journalism (SPJ)										
a. Pamamahayag (Filipino)										
b. Journalism (English)										
4. Special Program in Science, Technology, Engineering, and Mathematics (STEM)										
a. Science, Technology and Engineering										
b. Legislated Science High School										
c. Regional Science High School										
5. Special Program in Sports (SPS)										
a. Individual Sports										
b. Dual Sports										
c. Team Sports										

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

(See definitions on the next page.)

not

**Table 2. LEARNERS BY SPECIAL CURRICULAR PROGRAM
SY 2025–2026, as of March 31, 2026**

Definitions for Table 2

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

Types of Special Programs:

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

**Table 3. LEARNERS IN ARTS AND DESIGN TRACK BY STRAND
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

ARTS AND DESIGN TRACK BY STRAND	SENIOR HIGH SCHOOL					
	Grade 11		Grade 12		TOTAL	
	Male	Female	Male	Female	Male	Female
Music						
Dance						
Theater Arts						
Literary Arts						
Creative Writing						
Media Arts						
Visual Arts						
Applied Arts						
Traditional Arts						

(See definitions on the next page after Table 5.)

**Table 4. LEARNERS BY SPECIAL PROGRAM IN TECHNICAL VOCATIONAL EDUCATION (SPTVE)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

SPECIAL PROGRAMS	JUNIOR HIGH SCHOOL								TOTAL	
	Exploratory		Specialization							
	Grade 7		Grade 8		Grade 9		Grade 10		Male	Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Arts and Trades										
Beauty Care and Wellness										
Garments										
Food Services										
Airconditioning										
Computer Servicing										
Machining										
Building Construction										
Electronic Product Assembly and Servicing										
Automotive Servicing										
Shielded Metal Arc Welding										
Electrical Servicing										
Technical Drafting										
Furniture and Cabinet Making										
Agriculture										
Agricultural Crops Production										
Animal Production										
Food Processing										
Fishery										
SPTVE Applied Subjects										
ICT Fundamentals										
Entrepreneurship										
Technical Drawing										

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

(See definitions on the next page after Table 5.)

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Table 5. LEARNERS IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

SUBJECT	JUNIOR HIGH SCHOOL									
	Exploratory Years				Regular TLE				TOTAL	
	Grade 7		Grade 8		Grade 9		Grade 10			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<i>Family and Consumer Science (FCS) (formerly Home Economics)</i>										
Attraction and Theme Parks Operations with Ecotourism										
Barbering										
Barista										
Bartending										
Beauty Care/Nail Care										
Caregiving										
Cookery										
Dressmaking										
Events Management										
Food and Beverage Services										
Front Office Services										
Hairdressing										
Handicraft (Basketry, Macrame)										
Handicraft (Fashion Accessories, Paper Craft)										
Handicraft (Needlecraft)										
Handicraft (Woodcraft, Leathercraft)										
Housekeeping										
Local Guiding Services										
Tailoring										
Tourism Promotion										
Travel Services										
Wellness Massage										
<i>Agri-Fishery Arts (AFA)</i>										
Agri-Crop Production										
Animal Production (Large Ruminants)										
Animal Production (Poultry)										
Animal Production (Swine)										
Aquaculture										
Fish Capture										
Fish Product Packaging										
Fish Wharf Operation										
Fishing Gear Repair and Maintenance										
Food Processing										
Landscape Installation and Maintenance										
Organic Agriculture										
Pest Management										
Rice Machinery Operation										
Rubber Processing										
Rubber Production										
Slaughtering Operations										

(See continuation on the next page.)

Table 5. LEARNERS IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

SUBJECT	JUNIOR HIGH SCHOOL									
	Exploratory Years				Regular TLE				TOTAL	
	Grade 7		Grade 8		Grade 9		Grade 10			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<i>Industrial Arts (IA)</i>										
Automotive Servicing										
Carpentry										
Domestic Refrigeration and Air Conditioning (DOMRAC) Servicing										
Driving										
Electrical Installation and Maintenance										
Electronic Products Assembly and Servicing										
Furniture Making										
Machining										
Masonry										
Plumbing										
Refrigeration and Air Conditioning										
Shielded Metal Arc Welding										
Tile Setting										
<i>Information and Communication Technology (ICT)</i>										
Animation										
Computer Programming (Net Technology)										
Computer Programming (Java)										
Computer Programming (Oracle Database)										
Computer Systems Servicing										
Contact Center Services										
Illustration										
Medical Transcription										
Technical Drafting										

(See definitions on the next page.)

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Definitions for Table 3

Arts and Design Track - It refers to the Senior High School (SHS) track designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations. SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.

1. **Music** is a specialization in the SHS Arts and Design Track where learner demonstrates an appreciation and understanding of the concepts and principles of Music leading to careers such as Singer, Voice Actor, Music Teacher, Music Composer, Amateur/Professional Musician, and Sound Designer.
2. **Dance** is a specialization in the SHS Arts and Design Track where the learner demonstrates understanding and appreciation of the basic concepts and principles of dance, leading to careers such as Professional Dancer, Dance Director, Choreographer, Dance Teacher and athlete.
3. **Theater Arts** is a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of the concepts and principles of Theater Arts leading to careers such as Set Designer, Teacher, Theater Director, Film Director, Stand-up Comedian, and Professional Actor.
4. **Literary Arts** is a specialization in the SHS Arts and Design Track where the learner demonstrates creative expressions using language as medium, reflecting cultural identity, values, and lived experiences through forms such as poetry, fiction, drama, and creative nonfiction.
5. **Creative Writing** is a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of the basic concepts and principles of Creative Writing leading to careers such as Novelist, Screenwriter, Playwright, Calligraphist, Teacher, and Journalist.
6. **Media Arts** is a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the concepts and principles of Media Arts leading to Multimedia Designer Product, Designer, Web Developer, Video Game Director, and Print Designer.
7. **Visual Arts** is a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the concepts and principles of Visual Arts leading to careers such as Visual Effects Animator, Video Game Designer, Architect, Naval Architect, and Landscape Architect.
8. **Applied Arts** is a specialization in the SHS Arts and Design Track where the learner demonstrates creative practices that combine artistic design with functional and technological media, including forms such as media arts, graphic design, architecture, and fashion design, which are used to communicate, innovate, and respond to evolving cultural and social contexts.
9. **Traditional Arts** is a specialization in the SHS Arts and Design Track where the learner demonstrates indigenous and community-based artistic practices handed down through generations, embodying shared heritage, customs, and meanings rooted in local cultural traditions.

Note: Arts and Design strands are not yet available in the LIS database, hence its inclusion in the BEIS Data gathering Forms for SY 2025–2026.

Definitions for Table 4

1. **Special Program in Technical-Vocational Education (SPTVE)** - It refers to a special curricular program that endeavors for utmost development of the individual as a total person equipped with technical and vocational competencies, proper work ethics and desirable values that will make the person economically stable, responsible, law-abiding, productive, and competitive in the world of work.
 - a. **Arts and Trades Component** consists of a specialization or bundled specializations in the industrial arts, family and consumer science, and information and communications technology (ICT) sectors.
 - b. **Agriculture Component** refers to a specialization or bundled specializations in the agriculture (land) and/or agri-industrial sectors.
 - c. **Fishery Component** refers to a specialization or bundled specializations in the fishery sector.
 - d. **SPTVE Applied Subjects** refer to subjects that are mandatory for students under the SPTVE Curriculum. These supplement the development and application of skills and competencies of learners in the different technical-vocational specializations.
2. **Exploratory Subject** - It refers to subject that is taken by SPTVE learners in Grade 7 to equip them with the common competencies of the industries in preparation for their specializations in Grade 8.

Definitions for Table 5

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

Table 6. GRADE 12 LEARNERS IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION PREVIOUS SY 2024–2025

Provide appropriate answers.

SUBJECT	SY 2024–2025			
	Number of Takers		Number of Passers	
	Male	Female	Male	Female
Family and Consumer Science (FCS) (formerly 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 (AFA)				
Agricultural Crops Production (NC I)				
Agricultural Crops Production (NC II)				
Agricultural Crops Production (NC III)				
Animal Health Care Management (NC III)				
Animal Production (Poultry-Chicken) (NC II)				
Animal Production (Large Ruminants) (NC II)				
Animal Production (Swine) (NC II)				
Aquaculture (NC II)				
Artificial Insemination (Large Ruminants) (NC II)				
Artificial Insemination (Swine) (NC II)				
Fish Capture (NC II)				
Fishing Gear Repair and Maintenance (NC III)				
Fish-Products Packaging (NC II)				
Fish Wharf Operation (NC I)				
Food Processing (NC II)				
Horticulture (NC III)				
Landscape Installation and Maintenance (NC II)				
Organic Agriculture (NC II)				
Pest Management (NC II)				
Rice Machinery Operations (NC II)				
Rubber Processing (NC II)				
Rubber Production (NC II)				
Slaughtering Operations (Hog/Swine/Pig) (NC II)				

Reminder: A learner can be counted more than once.

(See continuation on the next page.)

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Table 6. GRADE 12 LEARNERS IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION PREVIOUS SY 2024–2025

Provide appropriate answers.

SUBJECT	SY 2024-2025			
	Number of Takers		Number of Passers	
	Male	Female	Male	Female
Industrial Arts (IA)				
Automotive Servicing (NC I)				
Automotive Servicing (NC II)				
Carpentry (NC II)				
Carpentry (NC III)				
Construction Painting (NC II)				
Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II)				
Driving (NC II)				
Electrical Installation and Maintenance (NC II)				
Electric Power Distribution Line Construction (NC II)				
Electronic Products Assembly and Servicing (EPAS) (NC II)				
Furniture Making (Finishing) (NC II)				
Instrumentation and Control Servicing (NC II)				
Gas Metal Arc Welding (GMAW) (NC II)				
Gas Tungsten Arc Welding (GTAW) (NC II)				
Machining (NC I)				
Machining (NC II)				
Masonry (NC II)				
Mechatronics Servicing (NC II)				
Motorecycle/Small Engine Servicing (NC II)				
Plumbing (NC I)				
Plumbing (NC II)				
Refrigeration and Air Conditioning (Packaged Air Conditioning Unit (PACU) / Commercial Refrigeration Equipment (CRE) Servicing (NC III)				
Shielded Metal Arc Welding (SMAW) (NC I)				
Shielded Metal Arc Welding (SMAW) (NC II)				
Tile Setting (NC II)				
Transmission Line Installation and Maintenance (NC II)				
Information and Communication Technology (ICT)				
Animation (NC II)				
Broadband Installation (Fixed Wireless Systems) (NC II)				
Computer Programming (.Net Technology) (NC III)				
Computer Programming (Java) (NC III)				
Computer Programming (Oracle Database) (NC III)				
Computer Systems Servicing (NC II)				
Contact Center Services (NC II)				
Illustration (NC II)				
Medical Transcription (NC II)				
Technical Drafting (NC II)				
Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)				
Telecom OSP Installation (Fiber Optic Cable) (NC II)				
Technical-Vocational-Livelihood Maritime				
Navigational Watch 1				
Navigational Watch 2				
Navigational Watch 3				
Engine Watch 1				
Engine Watch 2				
Safety 1				
Safety 2				
Ship's Catering Services (NC I)				

Reminder: A learner can be counted more than once.

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Table 7. LEARNERS WHO PASSED THE PROFICIENCY EXAMINATION IN THE FOREIGN LANGUAGE

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

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

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

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

Table 8. NUMBER OF LEARNERS UNDERGOING WORK IMMERSION

PREVIOUS SY 2024–2025

Provide appropriate answers.

TRACK/STRAND	SENIOR HIGH SCHOOL					
	Grade 11		Grade 12		TOTAL	
	Male	Female	Male	Female	Male	Female
Academic Track						
ABM						
STEM						
HUMSS						
GAS						
Technical-Vocational Livelihood Track						
Home Economics						
Agri-Fishery Arts						
Industrial Arts						
ICT						
Arts and Design Track						
Sports Track						
TOTAL						

Reminder: A learner shall be counted only once based on the track and strand he/she is taking.

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

Box 1. NUMBER OF CLASSES

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

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

ELEMENTARY							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL

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

Example: If the school has two (2) multigrade classes, check all levels grouped within one class.

MG Class 1:

Grade 5	Grade 6
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

MG Class 2:

Grade 1	Grade 2	Grade 3
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ELEMENTARY							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	

MG Class 1:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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MG Class 2:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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MG Class 3:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

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

2. **Multigrade Class** refers to the number of classes with a combination of two or more grade levels offering regular curricula.

Table 1. NUMBER OF CLASSES ASSIGNED TO TEACHERS BY SUBJECT, CLASS SIZE AND SPECIALIZATION

(Nationally-funded only)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

LEVEL/CLASS/ CORE SUBJECT	NUMBER OF CLASSES										TOTAL
	With class size greater than 40 assigned to...					With class size less than or equal to 40 assigned to...					
	teachers who are...			teachers who...		teachers who are...			teachers who...		
	Graduate Degree major	Bachelor's Degree major	Bachelor's Degree minor	Have Special Training	Do Not Have Special Training	Graduate Degree major	Bachelor's Degree major	Bachelor's Degree minor	Have Special Training	Do Not Have Special Training	
Junior High School											
English											
Mathematics											
Filipino											
Science											
Araling Panlipunan (AP)											
Edukasyon sa Pagpapakatao (ESP)											
Technology and Livelihood Education (TLE)											
Music, Arts, Physical Education, Health (MAPEH)											
Senior High School											
English											
Mathematics											
Filipino											
Science											
Communication											
Humanities											
Social Science											
Philosophy											
Physical Education and Health											

Reminder. This table accounts for the number of classes **and NOT** for the number of teachers. However, be mindful of the teacher's specialization in counting subjects and classes.

- Examples.**
1. If a teacher who handles 3 classes in Mathematics (2 classes with class size greater than 40; 1 class with class size less than 40) is a Bachelor's Degree Major in Mathematics, "2" and "1" shall be entered in Col. 2 and Col. 7 under Mathematics subject, respectively.
 2. If a teacher who handles 4 classes (2 classes in English with class size greater than 40; 2 classes in Filipino with class size less than 40), is a Bachelor's Degree Major in English and also a Bachelor's Degree Minor in Filipino, "2" shall be entered in Col. 2 under English subject and "2" in Col. 8 under Filipino subject.
 3. If a teacher who handles 4 classes (2 classes in English with class size greater than 40; 2 classes in Filipino with class size less than 40), is a Bachelor's Degree Major in English and also a Bachelor's Degree Minor in Filipino, "2" shall be entered in Col. 2 under English subject and "2" in Col. 8 under Filipino subject.

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by SNEd Coordinator:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

net

**Table 1. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SNED LEARNERS
SY 2025-2026, as of March 31, 2026**

Provide appropriate answers.

TYPES OF DEVICES	NUMBER OF DEVICES			
	Elementary	Junior High School	Senior High School	TOTAL
A. ASSISTIVE TECHNOLOGY DEVICES				
<i>Visual Impairment</i>				
1 Accessible Graphing Talking Calculator				
2 Braille Embosser-Double sided				
3 Braille Machine				
4 Braille Printer				
5 Braille Translation Software				
6 Fluency Assistance Devices (for print reading challenges)				
7 Job Access with Speech (JAWS)				
8 Smart Pens (for note-taking with audio playback)				
9 Talking Calculator				
10 Talking Desktop				
11 Telescope				
12 Text-to-Speech Systems				
<i>Hearing Impairment</i>				
13 Bluetooth Hearing Aid (per learner)				
14 Buzzer with Flashing Light Alert				
15 Hearing Aid (per learner)				
16 LED Flashlight Buzzer Alarm (visual alert device)				
17 Personal Amplification Systems (per learner)				
18 Telephone Amplifiers				
19 Vibrating Alarm Clocks				
20 Voice Amplification Systems (wireless microphone worn by teacher)				
21 Wireless TV Listening Systems				
<i>Speech and Language Impairment</i>				
22 Augmentative/Alternative Communication (AAC) Systems				
23 Communication Boards				
24 Fluency Assistance Devices				
25 Speech Generating Devices				
26 Speech Synthesizer				
<i>Physical/Orthopedic Disabilities</i>				
27 Automatic Page Turners				
28 Canes (per learner)				
29 Chair with Writing Board				
30 Clerical Chair				
31 Crutches (per learner)				
32 Ergonomic Trackballs				
33 Foot Mouse				
34 Head Mouse and Eye Trackers				
35 Walkers (per learner)				
36 Wheelchair (per learner)				
<i>Intellectual Disability/Learning Disability</i>				
37 Big Keys Keyboard				
38 Note-taking Systems				
39 Remote Control with Enlarged Buttons				
40 Sewing Machine (vocational/life skills training)				
41 Smart Pens (reinforcement, memory aids)				
<i>Autism, ADHD, or Other Neurodevelopmental Conditions</i>				
42 Fluency Assistance Devices (for communication challenges)				
43 Musical Instruments (sensory regulation, therapy)				
44 Note-taking Systems				
45 One Touch Magic Screen				
46 Smart Pens				
<i>General Assistive Devices (Multi-use Across Disability Categories)</i>				
47 Chair with Writing Board				
48 Clerical Chair				
49 Computer Printer				
50 Computer Set				
51 LCD Projector				
TOTAL				
B. ADAPTIVE DEVICES				
1 Adapted kitchen tools				
2 Adaptive eating utensils				
3 Adapted pencil grips				
4 Universal turning handles				
TOTAL				

Note: When a device is shared by learners from different levels of education, report the data on the educational level where the device is officially assigned or primarily utilized. The school's designated SNED Coordinator or Property Custodian shall be responsible for ensuring proper tagging, documentation, and reporting.

- 1. Assistive Technology Device** - It refers to a device, equipment, or technology designed to support a learner with disability in performing tasks that may be difficult or inaccessible. These devices help reduce or eliminate barriers related to mobility, vision, hearing communication, cognition, or fine-motor and gross-motor skills, enabling learners to participate more fully and independently in learning activities and daily life.
- 2. Adaptive Device** - It refers to any device that are used to assist with completing activities of daily living.

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Division HR Personnel:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

Table 1. TEACHING-RELATED AND NON-TEACHING PERSONNEL IN ELEMENTARY SCHOOL (Nationally-funded)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

PLANTILLA POSITION	NATIONALLY-FUNDED PERSONNEL						
	Number of Positions Assigned in the School					Borrowed from JHS Plantilla	TOTAL Nationally-funded personnel actually working in the school (Col. 4 + Col. 7)
	Number of personnel actually working in the school			On Leave	TOTAL (Col. 4 + Col. 5)		
	Male	Female	TOTAL (Col. 2 + Col. 3)				
Col. 1	Col.2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
School Principal V							
School Principal IV							
School Principal III							
School Principal II							
School Principal I							
Special School Principal II							
Special School Principal I							
Assistant School Principal III							
Assistant School Principal II							
Assistant School Principal I							
Assistant Special School Principal							
Head Teacher VI							
Head Teacher V							
Head Teacher IV							
Head Teacher III							
Head Teacher II							
Head Teacher I							
Guidance Coordinator III							
Guidance Coordinator II							
Guidance Coordinator I							
Guidance Counselor III							
Guidance Counselor II							
Guidance Counselor I							
Registrar							
Administrative Officer IV							
Administrative Officer II							
Project Development Officer I							
Computer Maintenance Technologist I							
Administrative Assistant III (Senior Bookkeeper)							
Administrative Assistant II (Disbursing Officer II)							
Administrative Assistant II (Clerk IV)							
Security Guard							
Watchman							
Utility Worker I							
TOTAL							

Instructions, Notes, and Reminders:

Number of Personnel Actually Working in the School (Cols. 2–3) - It refers to the count of personnel whose plantilla positions are lodged at the SDO level but who are assigned to and actually working in the school. Provide accordingly whether Male (Col. 2) or Female (Col. 3). Personnel who are assigned to the school but are currently on leave status shall be provided under Col. 5. The counts under Columns 2, 3, and 5 shall refer to distinct personnel and not be double-counted.

On Leave (Col. 5) - It refers to personnel with **long-term leave status** such as study leave, maternity leave, among others.

Borrowed from JHS Plantilla - Provide under Borrowed from JHS Plantilla (Col. 7) the personnel assigned to the school whose plantilla positions are lodged in a Junior High School (JHS). Borrowed from JHS Plantilla shall be distinct personnel and not be double-counted.

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

not

Table 2. TEACHING-RELATED AND NON-TEACHING PERSONNEL IN JUNIOR HIGH SCHOOL (Nationally-funded)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

PLANTILLA POSITION	NATIONALLY FUNDED PERSONNEL															TOTAL Nationally- funded personnel actually working in the school (Col. 4 + Col. 16)
	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/DepEd offices					
	Number of personnel actually working in the school			On Leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL (Col. 4 + Col. 5 + Col. 6 + Col. 10)	ES	JHS	SHS	Other DepEd Offices	TOTAL (Col. 12 + Col. 13 + Col. 14 + Col. 15)	
	Male	Female	TOTAL (Col. 2 + Col. 3)			DepEd office(s)/ sec. school(s) within the division	Elem. school(s) within the division	DepEd office(s)/ sec. school(s) outside the division or other govt. agencies	TOTAL (Col. 7 + Col. 8 + Col. 9)							
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
School Principal V																
School Principal IV																
School Principal III																
School Principal II																
School Principal I																
Special School Principal II																
Special School Principal I																
Assistant School Principal III																
Assistant School Principal II																
Assistant School Principal I																
Assistant Special School Principal																
Head Teacher VI																
Head Teacher V																
Head Teacher IV																
Head Teacher III																
Head Teacher II																
Head Teacher I																
Guidance Coordinator III																
Guidance Coordinator II																
Guidance Coordinator I																
Guidance Counselor III																
Guidance Counselor II																
Guidance Counselor I																
Registrar																
Administrative Officer IV																
Administrative Officer II																
Project Development Officer I																
Computer Maintenance Technologist I																
Administrative Assistant III (Senior Bookkeeper)																
Administrative Assistant II (Disbursing Officer II)																
Administrative Assistant II (Clerk IV)																
Security Guard																
Watchman																
Utility Worker I																
TOTAL																

Instructions, Notes, and Reminders:

Number of Personnel Actually Working in the School (Cols. 2–3) – It refers to the count of personnel whose plantilla is lodged to the school and actually working in the school

On Leave (Col. 5) – It refers to personnel with **long-term leave status** such as study leave, maternity leave, among others

Other DepEd Offices - It refers to items in the Central Office, Regional Office, and Schools Division Office.

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

Table 3. TEACHING-RELATED AND NON-TEACHING PERSONNEL IN SENIOR HIGH SCHOOL (Nationally-funded)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

PLANTILLA POSITION	NATIONALLY-FUNDED PERSONNEL						
	Number of Positions Assigned in the School					Borrowed from JHS Plantilla	TOTAL Nationally-funded personnel actually working in the school (Col. 4 + Col. 7)
	Number of personnel actually working in the school			On Leave	TOTAL (Col. 4 + Col. 5)		
	Male	Female	TOTAL (Col. 2 + Col. 3)				
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
School Principal V							
School Principal IV							
School Principal III							
School Principal II							
School Principal I							
Special School Principal II							
Special School Principal I							
Assistant School Principal III							
Assistant School Principal II							
Assistant School Principal I							
Assistant Special School Principal							
Head Teacher VI							
Head Teacher V							
Head Teacher IV							
Head Teacher III							
Head Teacher II							
Head Teacher I							
Guidance Coordinator III							
Guidance Coordinator II							
Guidance Coordinator I							
Guidance Counselor III							
Guidance Counselor II							
Guidance Counselor I							
Registrar							
Administrative Officer IV							
Administrative Officer II							
Project Development Officer I							
Computer Maintenance Technologist I							
Administrative Assistant III (Senior Bookkeeper)							
Administrative Assistant II (Disbursing Officer II)							
Administrative Assistant II (Clerk IV)							
Security Guard							
Watchman							
Utility Worker I							
TOTAL							

Instructions, Notes, and Reminders:

Number of Personnel Actually Working in the School (Cols. 2–3) - It refers to the count of personnel whose plantilla positions are lodged at the SDO level but who are assigned to and actually working in the school. Provide accordingly whether Male (Col. 2) or Female (Col. 3). Personnel who are assigned to the school but are currently on leave status shall be provided under Col. 5. The counts under Columns 2, 3, and 5 shall refer to distinct personnel and not be double-counted.

On Leave (Col. 5) - It refers to personnel with **long-term leave status** such as study leave, maternity leave, among others.

Borrowed from JHS Plantilla - Provide under Borrowed from JHS Plantilla (Col. 7) the personnel assigned to the school whose plantilla positions are lodged in a Junior High School (JHS). Borrowed from JHS Plantilla shall be distinct personnel and not be double-counted.

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

**Table 4. TEACHING PERSONNEL IN ELEMENTARY SCHOOL (Nationally-funded)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

PLANTILLA POSITION	NATIONALLY-FUNDED PERSONNEL						
	Number of Positions Assigned in the School					Borrowed from JHS Plantilla	TOTAL Nationally-funded personnel actually working in the school (Col. 4 + Col. 7)
	Number of personnel actually working in the school			On Leave	TOTAL (Col. 4 + Col. 5)		
	Male	Female	TOTAL (Col. 2 + Col. 3)				
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
A. Teaching Positions							
Master Teacher V							
Master Teacher IV							
Master Teacher III							
Master Teacher II							
Master Teacher I							
Teacher VII							
Teacher VI							
Teacher V							
Teacher IV							
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 working in the school)							
Handling ALS classes (Mobile Teacher)							
District ALS Coordinator							
School ALS Coordinator							
TOTAL							

Instructions, Notes, and Reminders:

Number of Personnel Actually Working in the School (Cols. 2–3) - It refers to the count of personnel whose plantilla positions are lodged at the SDO level but who are assigned to and actually working in the school. Provide accordingly whether Male (Col. 2) or Female (Col. 3). Personnel who are assigned to the school but are currently on leave status shall be provided under Col. 5. The counts under Columns 2, 3, and 5 shall refer to distinct personnel and not be double-counted.

On Leave (Col. 5) - It refers to personnel with **long-term leave status** such as study leave, maternity leave, among others.

Borrowed from JHS Plantilla - Provide under Borrowed from JHS Plantilla (Col. 7) the personnel assigned to the school whose plantilla positions are lodged in a Junior High School (JHS). Borrowed from JHS Plantilla shall be distinct personnel and not be double-counted.

In Table 4b, if a teacher is handling two or more assignments, he/she shall be counted in his/her assignment where he/she has the most number of loads.

**Table 5. TEACHING PERSONNEL IN JUNIOR HIGH SCHOOL (Nationally-funded)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

PLANTILLA POSITION	NATIONALLY FUNDED PERSONNEL															TOTAL Nationally- funded personnel actually working in the school (Col. 4 + Col. 16)	
	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/DepEd offices						
	Number of personnel actually working in the school			On Leave	Plantilla item(s) vacant	Plantilla personnel detailed to					TOTAL (Col. 4 + Col. 5 + Col. 6 + Col. 10)	ES	JHS	SHS	Other DepEd Offices		TOTAL (Col. 12 + Col. 13 + Col. 14 + Col. 15)
	Male	Female	TOTAL (Col. 2 + Col. 3)			DepEd office(s)/ sec. school(s) within the division	Elem. school(s) within the division	DepEd office(s)/ sec. school(s) outside the division or other govt. agencies	TOTAL (Col. 7 + Col. 8 + Col. 9)								
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	
A. Teaching Positions																	
Instructor III																	
Instructor II																	
Instructor I																	
Master Teacher V																	
Master Teacher IV																	
Master Teacher III																	
Master Teacher II																	
Master Teacher I																	
Teacher VII																	
Teacher VI																	
Teacher V																	
Teacher IV																	
Teacher III																	
Teacher II																	
Teacher I																	
Special Science Teacher II																	
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 working in the school)																	
Handling Grades 11-12																	
Handling ALIVE classes																	
Handling SNEd classes																	
TOTAL																	

Instructions, Notes, and Reminders:

Number of Personnel Actually Working in the School (Cols 2–3) – It refers to the count of personnel whose plantilla is lodged to the school and actually working in the school.

On Leave (Col. 5) – It refers to personnel with **long-term leave status** such as study leave, maternity leave, among others.

Other DepEd Offices - It refers to items in the Central Office, Regional Office, and Schools Division Office.

In Table 5b, if a teacher is handling two or more assignments, he/she shall be counted in his/her assignment where he/she has the most number of loads.

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**Table 6. TEACHING PERSONNEL IN SENIOR HIGH SCHOOL (Nationally-funded)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

PLANTILLA POSITION	NATIONALLY-FUNDED PERSONNEL						
	Number of Positions Assigned in the School					Borrowed from JHS Plantilla	TOTAL Nationally-funded personnel actually working in the school (Col. 4 + Col. 7)
	Number of personnel actually working in the school			On Leave	TOTAL (Col. 4 + Col. 5)		
	Male	Female	TOTAL (Col. 2 + Col. 3)				
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
Master Teacher V							
Master Teacher IV							
Master Teacher III							
Master Teacher II							
Master Teacher I							
Teacher VII							
Teacher VI							
Teacher V							
Teacher IV							
Teacher III							
Teacher II							
Teacher I							
Special Science Teacher II							
Special Science Teacher I							
TOTAL							

Instructions, Notes, and Reminders:

Number of Personnel Actually Working in the School (Cols. 2–3) - It refers to the count of personnel whose plantilla positions are lodged at the SDO level but who are assigned to and actually working in the school. Provide accordingly whether Male (Col. 2) or Female (Col. 3). Personnel who are assigned to the school but are currently on leave status shall be provided under Col. 5. The counts under Columns 2, 3, and 5 shall refer to distinct personnel and not be double-counted.

On Leave (Col. 5) - It refers to personnel with **long-term leave status** such as study leave, maternity leave, among others.

Borrowed from JHS Plantilla - Provide under Borrowed from JHS Plantilla (Col. 7) the personnel assigned to the school whose plantilla positions are lodged in a Junior High School (JHS). Borrowed from JHS Plantilla shall be distinct personnel and not be double-counted.

**Table 7. LOCALLY-FUNDED NON-TEACHING PERSONNEL WORKING IN THE SCHOOL BY FUNDING SOURCE
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

POSITION	Average Monthly Salary	LOCALLY-FUNDED PERSONNEL POSITIONS ASSIGNED IN THE SCHOOL			
		Provincial SEF	Municipal or City SEF	Other Local Govt. Unit Funds	TOTAL Locally-funded Non-Teaching Personnel
Learning Support Aides					
ARAL Tutors					
Administrative Officers					
Administrative Assistants					
Administrative Aides					
Project Development Officer/Program Officer					
Medical Officer/School Doctor					
School Dentist					
School Nurse					
Nursing Aide/Attendant					
Librarian					
Library Assistant/Aide					
Registered Guidance Counselor					
Guidance-related Staff					
Computer Technical/ICT Services/ICT Assistant					

Locally-funded non-teaching personnel working in the school - It refers to non-teaching personnel 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)** - Non-teaching personnel whose salaries are being paid by the Local School Board Fund (Provincial or Municipal/City) where the school is located.
- b. **Local Government Unit (LGU) funded** - Non-teaching personnel paid out of the general fund (not the SEF) of the LGU.
- c. **Others** - Non-teaching personnel who are being funded by other sources not mentioned above (e.g., Parent-Teacher Association, etc.).

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

ARAL Program - It stands for **Academic Recovery and Accessible Learning** Program, based on DepEd Memorandum No. 058, s. 2025.

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

**Table 8. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

LEVEL OF EDUCATION	NUMBER OF LOCALLY-FUNDED TEACHERS BY FUNDING SOURCE		
	Special Education Fund (SEF)		Local Government Unit (LGU) Funded
	Provincial	Municipal/City	
Kindergarten*			
Elementary (excluding handling ALIVE classes)			
Junior High School			
Senior High School			

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.

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.

net

**Table 9. EMPLOYMENT STATUS OF SENIOR HIGH SCHOOL TEACHERS BY POSITION AND TYPE OF APPOINTMENT (Nationally-funded teachers working in the school and contractual)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

PLANTILLA POSITION	EMPLOYMENT STATUS			
	Nationally-funded teachers working in the school		Contractual	
	Permanent (Regular, Itemized Position)	Provisional (Lacking eligibility requirements)	COS/JO Full-time (≥ 360 minutes per week)	COS/JO Part-time (< 360 minutes per week)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
Master Teacher V				
Master Teacher IV				
Master Teacher III				
Master Teacher II				
Master Teacher I				
Teacher VII				
Teacher VI				
Teacher V				
Teacher IV				
Teacher III				
Teacher II				
Teacher I				
Special Science Teacher II				
Special Science Teacher I				
TOTAL				

1. **Permanent** - It 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** - It refers to the employment status issued to a teacher who meets all the requirements of the position except eligibility (professional teaching license).
3. **Contractual** - It refers to the employment status issued to a person who obtains a rating of 70 and above but opts to work on a contractual basis, and/or those who lacks the eligibility requirement but obtains a rating of between 65.00-69.99.
 - a. **Full-time Contractual** - It refers to teachers who carry/render full-time class teaching load of 360 minutes or more per day with or without assigned ancillary services.
 - b. **Part-time Contractual** - It refers to a practitioner in a field related to an SHS track/strand who teaches in SHS. Part-time SHS teachers may teach in one or more schools within the division, provided that the total teaching load will not exceed one-half of the regular teaching load. Prior to application, practitioner-SHS applicants currently employed by the national government or local government unit shall seek approval from the head of his/her unit to teach in SHS with supporting evidence thereto.

Table 10. NUMBER OF TEACHERS BY GRADE LEVEL AND SEX, COUNTED ONLY ONCE (Nationally-funded teachers working in the school)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

GRADE LEVEL	NUMBER OF TEACHERS COUNTED ONLY ONCE		
	Male	Female	TOTAL
Elementary			
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
SNEd (Non-graded)			
TOTAL			
Junior High School			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
SNEd (Non-graded)			
TOTAL			
Senior High School			
Grade 11			
Grade 12			
TOTAL			

Reminders:

1. If a teacher is teaching more than one grade level, he/she shall be counted to the grade level where he/she teaches the most number of hours. However, if he/she teaches an equal number of hours per grade level, he/she shall be counted to the highest grade level assignment.
2. In Elementary, entries in Kindergarten, Grades 1 to 3 and SNEd shall be less than or equal to the entries in Table 11 - Number of Teachers by Teaching Assignment, Grade Level, and Sex, Counted More Than Once (Table A).
3. In Elementary, entries in Grades 4 to 6 shall be less than or equal to the totals by grade level in Table 11 - Number of Teachers by Teaching Assignment, Grade Level, and Sex, Counted More Than Once (Table B).
4. In Junior High School, entries in Grades 7 to 10 shall be less than or equal to the totals by grade level in Table 11 - Number of Teachers by Teaching Assignment, Grade Level, and Sex (Table C).
5. In Senior High School, entries in Grade 12 shall be less than or equal to the totals in Grade 12 in Table 11 - Number of Teachers by Teaching Assignment, Grade Level, and Sex, Counted More Than Once (Table D).

Table 11. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, GRADE LEVEL, AND SEX, COUNTED MORE THAN ONCE (Nationally-funded teachers working in the school)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

GRADE LEVEL	NUMBER OF TEACHERS COUNTED MORE THAN ONCE		
	Male	Female	TOTAL
A. Elementary			
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
SNEd (Non-graded)			

Reminders:

1. A teacher shall be counted in all the grade levels that he/she is handling. A teacher that handles one grade level shall also be counted in the grade level where he/she is assigned.
2. Entries in this table shall be greater than or equal to the entries in Kindergarten, Grades 1 to 3 and SNEd in Table 10.

(See continuation on the next page.)

Table 11. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, GRADE LEVEL, AND SEX, COUNTED MORE THAN ONCE
 (Nationally-funded teachers working in the school)
 SY 2025–2026, as of March 31, 2026
 Provide appropriate answers.

LEARNING AREAS	NUMBER OF TEACHERS COUNTED MORE THAN ONCE								
	Grade 4			Grade 5			Grade 6		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
B. Elementary									
English									
Mathematics									
Filipino									
Science									
Araling Panlipunan									
Edukasyon sa Pagpapakatao (EsP)									
Edukasyong Pantahanan at Pangkabuhayan (EPP)									
Music, Art, Physical Education, Health (MAPEH)									

Reminders:

1. A teacher who is teaching more than one learning area or grade level can be counted more than once. A teacher that handles one learning area or grade level shall also be counted in the learning area or grade level where he/she is assigned.
2. Totals in this table by grade level shall be greater than or equal to the entries by grade level (Grades 4 to 6) in Table 10.

LEARNING AREAS	NUMBER OF TEACHERS COUNTED MORE THAN ONCE											
	Grade 7			Grade 8			Grade 9			Grade 10		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
C. Junior High School												
English												
Mathematics												
Filipino												
Science												
Araling Panlipunan												
Edukasyon sa Pagpapakatao (EsP)												
Technology and Livelihood Education (TLE)												
Music, Art, Physical Education, Health (MAPEH)												

Reminders:

1. A teacher who is teaching more than one learning area or grade level can be counted more than once. A teacher that handles one learning area or grade level shall also be counted in the learning area or grade level where he/she is assigned.
2. Totals in this table by grade level shall be greater than or equal to the entries by grade level (Grades 7 to 10) in Table 10.

LEARNING AREAS	NUMBER OF TEACHERS COUNTED MORE THAN ONCE					
	Grade 11			Grade 12		
	Male	Female	TOTAL	Male	Female	TOTAL
D. Senior High School (Regular K-12 Curriculum)						
Language						
Oral Communication in Context						
Reading & Writing						
Komunikasyon at Pananaliksik sa Akademikong Filipino						
Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik						
Mathematics						
General Mathematics						
Statistics and Probability						
Science						
Earth and Life Science (Lecture and Laboratory)						
Physical Science (Lecture and Laboratory)						
Communication						
Media & Information Literacy						
Humanities						
21st Century Literature from the Philippines and the World						
Contemporary Philippine Arts from the Regions						
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						
Physical Education and Health						
Disaster Readiness and Risk Reduction						
Technical-Vocational Livelihood						

Note: Data includes teachers with Junior High School plantilla items teaching Senior High School subjects.

Reminders:

1. A teacher who is teaching more than one learning area or grade level can be counted more than once. A teacher that handles one learning area or grade level shall also be counted in the learning area or grade level where he/she is assigned.
2. Totals in Grade 12 of this table shall be greater than or equal to the entries in Grade 12 in Table 10.

(See continuation on the next page.)

**Table 11. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, GRADE LEVEL AND SEX, COUNTED MORE THAN ONCE
(Nationally-funded teachers working in the school)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

LEARNING AREAS	NUMBER OF GRADE 11 TEACHERS COUNTED MORE THAN ONCE		
	Male	Female	TOTAL
E. Senior High School (Strengthened Senior High School Curriculum)			
<i>Core Subjects</i>			
Effective Communication			
Mabisang Komunikasyon			
General Mathematics			
General Science			
Pag-aaral ng Kasaysayan at Lipunang Pilipino			
Life and Career Skills			
<i>Academic Elective Clusters</i>			
Arts, Social Sciences, and Humanities			
Science, Technology, Engineering, and Mathematics			
Business and Entrepreneurship			
Sports, Health, and Wellness			
Field Experience (e.g., Field Exposure, Design & Innovation)			
<i>TechPro Elective Clusters</i>			
Aesthetic, Wellness and Human Care			
Agri-Fishery Business and Food Innovation			
Artisanry and Creative Enterprise			
Automotive and Small Engine Technologies			
Construction and Building Technologies			
Creative Arts and Design Technologies			
Hospitality and Tourism			
Industrial Technologies			
ICT Support and Computer Programming Technologies			
Maritime Transport			

Note: Data includes teachers with Junior High School plantilla items teaching Senior High School subjects.

Reminder: A teacher who is teaching more than one learning area can be counted more than once. A teacher that handles one learning area shall also be counted in the learning area where he/she is assigned.

**Table 12. SCIENCE TEACHERS BY AREA OF SPECIALIZATION (Nationally-funded teachers working in the school)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

AREA OF SPECIALIZATION	NUMBER OF SCIENCE TEACHERS					
	Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL
General Science						
Biology						
Chemistry						
Physics						
STEM Specialized Science (for SHS)						

Reminders: 1. Teachers may appear more than once if they have multiple science specializations.
2. This table counts only teachers with science load assignments.

**Table 13. TEACHERS WHO HAVE SPECIALIZATION IN TLE SUBJECTS THEY ARE TEACHING (Nationally-funded teachers working in the school)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

SUBJECT	JUNIOR HIGH SCHOOL									
	Exploratory Years				Regular TLE				TOTAL (Grades 7 to 10)	
	Grade 7		Grade 8		Grade 9		Grade 10			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Family and Consumer Science (FCS) (formerly Home Economics)										
Food Preparation										
Garments										
Handicrafts										
Food Services										
Beauty Care										
Health and Wellness										
Tourism Services										
Hotel Services										
Agri-Fishery Arts (AFA)										
Crop Production										
Animal Production										
Aquaculture										
Fish Capture										
Food and Beverage Processing										
Industrial Arts (IA)										
Residential Plumbing										
Residential Construction										
Carpentry										
Automotive and Small Machine										
Metals and Engineering										
Electronics and Electrical Engineering										
Information and Communication Technology (ICT)										
Computer Systems Servicing										
Computer Programming										
Visual Arts										
Telecommunication										

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

**Table 14. TEACHERS WHO HAVE SPECIALIZATION IN ARTS AND THE SPECIALIZATION THEY ARE HANDLING (Nationally-funded teachers working in the school)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

ART SPECIALIZATION	JUNIOR HIGH SCHOOL								SENIOR HIGH SCHOOL				Number of Teachers Teaching Arts Subjects or Arts and Design Electives	
	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Male	Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Music														
Dance														
Theater Arts														
Literary Arts														
Creative Writing														
Media Arts														
Visual Arts														
Applied Arts														
Traditional Arts														

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

(See *Learners, Table 3* for the definitions of these specializations.)

**Table 15. JUNIOR HIGH SCHOOL TEACHERS WHO RECEIVED JOURNALISM IMMERSION/TRAINING (Nationally-funded teachers working in the school)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

JOURNALISM IMMERSION OR TRAINING RECEIVED	JUNIOR HIGH SCHOOL							
	Grade 7		Grade 8		Grade 9		Grade 10	
	Male	Female	Male	Female	Male	Female	Male	Female
Print Media								
Online Media								
Radio Broadcasting								
TV Broadcasting								

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

Table 16. NUMBER OF TEACHERS IN SENIOR HIGH SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers working in the school)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

Teaching Assignment	National Certificate I (NC I)	National Certificate II (NC II)	National Certificate III (NC III)	National Certificate IV (NC IV)	Diploma	Trainer's Methodology I (TM I)	Trainer's Methodology II (TM II)	TOTAL
Family and Consumer Science (FCS) (formerly Home Economics)								
Attractions and Theme Parks Operations with Ecotourism								
Barbering								
Bartending								
Beauty/ Nail Care								
Bread and Pastry Production								
Caregiving								
Commercial Cooking								
Cookery								
Dressmaking								
Events Management Services								
Fashion Design (Apparel)								
Food and Beverage Services								
Front Office Services								
Hairdressing								
Handicraft- Basketry, Macrame								
Handicraft- Fashion Accessories, Paper Craft								
Handicraft- Needlecraft								
Handicraft- Woodcraft, Leathercraft								
Housekeeping								
Tailoring								
Local Guiding Services								
Tourism Promotion Services								
Travel Services								
Wellness Massage								
Agri-Fishery Arts (AFA)								
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 shall be counted once according to their TESDA National Qualifications (horizontal).

(See continuation on the next page.)

Table 16. NUMBER OF TEACHERS IN SENIOR HIGH SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers working in the school) SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

Teaching Assignment	National Certificate I (NC I)	National Certificate II (NC II)	National Certificate III (NC III)	National Certificate IV (NC IV)	Diploma	Trainer's Methodology I (TM I)	Trainer's Methodology II (TM II)	TOTAL
Industrial Arts (IA)								
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) Servicing								
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								

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

**Table 17. JUNIOR HIGH SCHOOL TEACHERS WHO PASSED THE PROFICIENCY EXAMINATION IN THE FOREIGN LANGUAGE TAUGHT (Nationally-funded teachers working in the school)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

SPECIAL PROGRAM IN FOREIGN LANGUAGE	NUMBER OF TEACHERS		
	Male	Female	TOTAL
<i>Chinese</i> - Hanyu Shuiping Kaoshi Examination (HSK)			
<i>French</i> - Diplôme d'études en langue française (DELF)			
<i>German</i> - Zertifikat Deutsch (ZD)			
<i>Japanese</i> - Japan Language Proficiency Test (JLPT)			
<i>Korean</i> - Test of Proficiency in Korean (TOPIK) / Sejong Korean Language Assessment (SKA)			
<i>Spanish</i> - Diplomas de Español como Lengua Extranjera (DELE)			

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

**Table 18. JUNIOR HIGH SCHOOL TEACHERS WHO RECEIVED TRAINING ON SPECIAL CURRICULAR PROGRAMS (Nationally-funded teachers working in the school)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

CURRICULAR PROGRAMS	NUMBER OF TEACHERS WHO RECEIVED TRAINING					
	Provided by DepEd			Provided by Non-DepEd		
	Male	Female	TOTAL	Male	Female	TOTAL
Comprehensive Sexuality Education						
Preventive Drug Education Program						
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						

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

Table 19. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) (Nationally-funded teachers working in the school)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

TRAINING ON ICT	NUMBER OF TEACHERS											
	Kindergarten			Grades 1 to 6			Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
ICT Integration												
ICT Literacy/Content												
Software												
Hardware												
AI												

1. **ICT Integration** - It is a strategy to incorporate information and communications technology into all facets of education and training, including the administrative functions and models required to support learning.
2. **ICT Literacy/Content** - This refers to the knowledge to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society.
3. **Software** - This refers to the programs and other operating information used by a computer.
4. **Hardware** - This refers to the machines, writing, and other physical components of a computer or other electronic system.
5. **AI** - This refers to artificial intelligence, defined as the simulation of human intelligence in machines, enabling tasks like language processing, decision making, and visual perception, seen in chatbots and self-driving cars.

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

Table 20. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY (Nationally-funded teachers working in the school)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

TRAINING ON PEDAGOGY	NUMBER OF TEACHERS											
	Kindergarten			Grades 1 to 6			Junior High School			Senior High School		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Constructivist teaching												
Inquiry-based learning												
Reflective teaching												
Collaborative learning												
Integrative approach												
Inclusive Education												

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

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

Table 21. LEARNING ACTION CELL (LAC) SESSION AND ACTION RESEARCH CONDUCTED

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

DETAILS	LEVEL OF EDUCATION		
	Elementary	Junior High School	Senior High School
Number of LAC Sessions Conducted			
Number of Action Research Conducted			

Table 22. TEACHERS HANDLING SNEd LEARNERS (Nationally-funded teachers working in the school)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

PLANTILLA POSITION	NUMBER OF TEACHERS HANDLING LEARNERS WITH TYPES OF DISABILITIES AND EXCEPTIONALITIES												YEARS OF TEACHING SNEd LEARNERS				
	Visual Impairment/ Difficulty in Seeing	Hearing Impairment/ Difficulty in Hearing	Learning Disability/ Difficulty in Basic Learning and Applying Knowledge	Intellectual Disability/ Difficulty in Remembering, Concentrating, Paying Attention, and Understanding	Autism Spectrum Disorder/ Difficulty in Applying Adaptive Skills	Emotional-Behavioral Disorder/ Difficulty in Displaying Interpersonal Behavior	Orthopedic/Physical Handicap/ Difficulty in Mobility	Speech/Language Disorder/ Difficulty in Communicating	Attention Deficit Hyperactivity Disorder	Multiple Disabilities	Two (2) or More Types of Disability in a Class	Gifted and Talented Learners	0–3 years	4–6 years	7–9 years	10–12 years	13 years and above
Master Teacher V																	
Master Teacher IV																	
Master Teacher III																	
Master Teacher II																	
Master Teacher I																	
Teacher VII																	
Teacher VI																	
Teacher V																	
Teacher IV																	
Teacher III																	
Teacher II																	
Teacher I																	

Note: Years of Teaching SNEd Learners refers to the number of years of teaching SNEd Learners.

Reminders:

1. This table shall be accomplished ONLY by Elementary Schools with SNEd classes/programs and SNEd Centers.
2. If a teacher is handling groups of learners with two (2) or more types of disabilities, he/she shall be counted in "Multiple Disabilities".
3. If a teacher is handling learners with different disabilities and exceptionalities or combinations of SNEd Learners, he/she shall be counted in "Two (2) or More Types of SNEd Learners (Mixed SNEd Learners)".

Table 23. ASATIDZ/MUSLIM TEACHERS HANDLING ALIVE CLASSES (Nationally-funded teachers working in the school)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

CLASSIFICATION	NUMBER OF TEACHERS		
	Male	Female	TOTAL
With Plantilla item			
DepEd Subsidized COS			
COS who are LET Passers			
COS who are not LET Passers			

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

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

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GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Division Youth Formation Coordinator:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

Box 1. LEARNER GOVERNMENT PROGRAM (LGP)
SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. Do you have a Supreme Elementary Learner Government (SELG) or Supreme Secondary Learner Government (SSLG) in your school? Yes
- 1.a Did the school conduct an SELG/SSLG election? Yes
2. Did the school establish Commission on Election and Appointment (COMEAP)? Yes

3. Based on the records of the last or previous SELG/SSLG election, how many learners participated and casted their votes?

LEARNER GOVERNMENT	NUMBER OF LEARNERS		
	Male	Female	TOTAL
SELG			
SSLG			
TOTAL			

3.a Among the learners who participated in the voting process, how many are identified as:

LEARNERS	SELG			SSLG		
	Male	Female	TOTAL	Male	Female	TOTAL
Learners with Disability						
IP Learners						
Muslim Learners						
TOTAL						

4. Do you have a designated SELG/SSLG teacher-adviser in the current school year? Yes

4.a How long has the teacher-adviser been in charge of the SELG/SSLG on consecutive basis? (Check all applicable)

YEARS	SELG	SSLG
0–3 years	<input type="checkbox"/>	<input type="checkbox"/>
4–6 years	<input type="checkbox"/>	<input type="checkbox"/>
7–9 years	<input type="checkbox"/>	<input type="checkbox"/>
10 years and above	<input type="checkbox"/>	<input type="checkbox"/>

- 4.b Is the teaching load of the SELG/SSLG teacher-adviser reduced? Yes
- 4.c Does your SELG/SSLG teacher-adviser attend DepEd initiated training for the SELG/SSLG-related program? Yes
- 4.d Does the SDO grant Service Credit (SC) for activities conducted/attended by SELG/SSLG teacher-advisers during weekend/holiday? Yes
- 4.e Does the Teacher-Adviser have any other responsibilities in the school other than being the SELG/SSLG Teacher-Adviser? Yes
5. Does the SELG/SSLG able to perform their function as part of the Child Protection Committee (CPC)? Yes
6. Does the SELG/SSLG Officer able to serve as a learner representative in the School Governing Council? Yes
7. Did the school allocate a budget for SELG/SSLG-initiated activities as part of the School Implementation Plan (SIP) or Annual Implementation Plan (AIP)? Yes

7.a What percentage of the MOOE is allotted to SELG/SSLG?

LEARNER GOVERNMENT	MOOE PERCENTAGE			
	Less than 1%	1–2%	3–5%	More than 5%
SELG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSLG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Is there a dedicated room for the SELG / SSLG to utilize? Yes
9. Does the SELG/SSLG conduct learner-initiated activities? Yes

CONDUCTED ACTIVITIES, FUND UTILIZATION, AND FUND SOURCE						
Related Programs, Projects, and Activities (Advocacy, Training, Orientation, IEC materials, etc.)	Number of Activities Conducted	Total Amount Utilized	Fund Source (Check all applicable)			
			MOOE	LGUs/SEF	PTA or Private Donation	Other Government Agencies
Child Rights and Protection						
Comprehensive Sexual Education (CSE) - Adolescent Reproductive Health						
Mental Health						
Drug, Tobacco, and Alcohol Prevention						
Inclusivity (LGBTQIA+, IP, lwd, Muslim, etc.)						
Climate Change, Environment, Agriculture						
Entrepreneurship						
Future Readiness						
Culture, Arts, and Peace						
Others						

10. Has the Division Youth Formation Coordinator (YFC) visited the school to monitor the implementation of SELG/SSLG? Yes

ms

Box 2. CAREER GUIDANCE PROGRAM

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. How many Registered Guidance Counselors (RGCs) had attended the National Training as Core Trainers for the Career Guidance Program?

PERSONNEL	MALE	FEMALE
RGCs with Master's degree in Guidance and Counseling		

Note: For integrated schools (JHS with SHS or complete offerings), if personnel such as non-teaching or teaching-related staff provide shared services across levels, the data should be reported only once. For example, a Guidance Counselor serving both JHS and SHS learners should be counted only one time and to be reported in SHS.

2. Do you have secondary school teachers who are trained, certified and designated as Career Advocate (CA)? Yes

2.a If Yes, how many secondary school teachers were trained and designated as CAs does your school have?

PERSONNEL	CAREER ADVOCATE		TOTAL
	Male	Female	
JHS Teacher			
SHS Teacher			
TOTAL			

3. Does your school conduct Career Guidance-related activities? Yes

3.a If Yes, what are the career guidance-related activities your school conducted? (Check all applicable)

- Career Talk / Fair / Caravan
- Orientation for Career Consultation and Counseling
- Career Consultation and Counseling
- Orientation for SHS system and curriculum exit
- Trainings for learners (Resume writing, Interviews, Goal setting, networking skills, skills development, etc.)
- Administration of Assessment Tools
- Orientation of Work Immersion and Portfolio
- Administration of National Career Assessment Examination (NCAE)
- Issuance of NCAE results and interpretation
- Administration of Curriculum Exit Survey for Grade 12 Graduates
- Others, please specify: _____

4. According to your enrollment data, how many learners participated in a career guidance-related activity?

LEVEL OF EDUCATION	NUMBER OF LEARNERS		
	Male	Female	TOTAL
Junior High School			
Senior High School			
TOTAL			

5. Among the learners who participated in the career guidance-related activities, how many are identified as:

LEARNERS	MALE	FEMALE	TOTAL
Learners with Disability			
IP Learners			
Muslim Learners			
TOTAL			

6. How many secondary learners have asked for consultation on Career-related concerns?

JUNIOR HIGH SCHOOL										SENIOR HIGH SCHOOL					
Grade 7		Grade 8		Grade 9		Grade 10		TOTAL		Grade 11		Grade 12		TOTAL	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

7. Among the secondary learners who asked for consultation on career-related concerns, how many are identified as:

LEARNERS	MALE	FEMALE	TOTAL
Learners with Disability			
IP Learners			
Muslim Learners			
TOTAL			

Box 3. SCHOOL CLUBS AND ORGANIZATIONS

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. Among the enrolled learners, how many are members of clubs and organizations?

KEY STAGE	CLUBS			ORGANIZATIONS		
	Male	Female	TOTAL	Male	Female	TOTAL
1. Kinder to Grade 3						
2. Grades 4 to 6						
TOTAL						
3. Junior High School						
4. Senior High School						
TOTAL						

2. Among the members of the clubs and organizations, how many are identified as:

LEARNERS	MALE	FEMALE	TOTAL
Learners with Disability			
IP Learners			
Muslim Learners			
TOTAL			

3. Does your school have an accreditation process for the establishment of school clubs and organizations? Yes

4. How many teaching, teaching related and non-teaching personnel have served as advisers for school clubs and organizations excluding SELG/SSLG?

PERSONNEL	CLUB Only			ORGANIZATION Only			CLUB and ORGANIZATION		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Teaching									
Teaching-related									
Non-teaching									
TOTAL									

Note: Club only refers to personnel designated as Teacher Adviser handling Club only

Organization only refers to personnel designated as Teacher Adviser handling Organization only

Club and Organization refers to personnel designated as Teacher Adviser handling both clubs and organizations

5. What clubs and organizations does your school have under the academic or subject-related category? (Check all applicable)

- English Club
- Science Club
- Math Club
- Filipino Club
- Music Club
- Arts Club
- Others (Pls. specify): _____

6. What clubs and organizations does your school have under the advocacy and awareness category? (Check all applicable)

- Youth for Environment in Schools Organization
- Red Cross Youth Council
- Barkada Kontra Droga
- Batang Empowered and Resilient Team (BERT)
- Wash in Schools Club
- Others (Pls. specify): _____

7. What clubs and organizations does your school have under the faith and belief category? (Check all applicable)

- Bible Study Council
- Christian Youth Fellowship
- Islamic Student Club
- Catholic Youth Ministry
- Others (Pls. specify): _____

8. What clubs and organizations does your school have under the interest and talent category? (Check all applicable)

- Dance Club
- Drama Club
- Photography Club
- Culinary Club
- Others (Pls. specify): _____

9. What clubs and organizations does your school have under the leadership and governance category? (Check all applicable)

- Boy Scouts of the Philippines
- Girl Scouts of the Philippines
- Others (Pls. specify): _____

1. **Club** refers to a learner-led entity composed of like-minded individuals who share common interests, hobbies, and/or academic pursuits. They may also be affiliated with larger entities, such as nationally or internationally recognized organizations or institutions. They mainly provide space for social interaction and engagement around shared interests.
2. **Organization** refers to a learner-led entity with broader goals, mission, and advocacy beyond shared interests or hobbies. It is also affiliated with larger entities, such as national or international organizations and is formally supported through a DepEd Order, partnership agreements, or a national law, thus giving them a wider scope of impact.
3. **Academic or Subject Area-Related** refers to school clubs and organizations with particular concentration on Basic Education across learning areas and their key target competencies as stipulated in the K to 12 Guidelines (DO 21, s. 2019). This includes English, Math, Science, Music, and Arts Clubs among others.
4. **Advocacy and Awareness** refers to school clubs and organizations dedicated to promoting engagement with social action to address prevalent societal issues. This includes Barkada Kontra Bisyo (BKB) and Youth for Environment in Schools Organization (YES-O), Disaster Risk and Reduction, climate change, peer navigation, and mental health awareness among others.
5. **Faith and Belief** refers to school clubs and organizations offering avenues for learners with similar religious, moral, or cultural beliefs to gather.
6. **Interest and Talent** refers to school clubs and organizations that provide learners with similar passion, enhancement of skills and abilities, providing them opportunities and encouragement to explore and freely express oneself through music, visual and performing arts, writing, and other fields as well as enhancing their skills and abilities, infuse discipline and develop teamwork and camaraderie.
7. **Leadership and Governance** refers to school clubs and organizations dedicated to providing learners with leadership platforms to exercise democratic practices and good governance. This includes the Supreme Elementary and Secondary Learner Government, Girl and Boy Scout, among others.

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Box 4. YOUTH FOR ENVIRONMENT IN SCHOOLS ORGANIZATION (YES-O) AND BARKADA KONTRA DROGA (BK SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

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

LEVEL OF EDUCATION	NUMBER OF LEARNERS					
	YES-O			BKD		
	Male	Female	TOTAL	Male	Female	TOTAL
Elementary						
Junior High School						
Senior High School						
TOTAL						

2. Answer the following questions regarding the teacher-advisers.

LEVEL OF EDUCATION	YES-O			
	Does the school have a designated Teacher-Adviser?	What is the length of tenure (in years) of the Teacher-Adviser on a consecutive basis?	Does the Teacher-Adviser have a reduced teaching load?	Does SDO grant Service Credit for TA who attend activities during weekends or holidays?
Elementary	<input type="checkbox"/>	<input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10 above	<input type="checkbox"/>	<input type="checkbox"/>
Junior High School	<input type="checkbox"/>	<input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10 above	<input type="checkbox"/>	<input type="checkbox"/>
Senior High School	<input type="checkbox"/>	<input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10 above	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL OF EDUCATION	BKD			
	Does the school have a designated Teacher-Adviser?	What is the length of tenure (in years) of the Teacher-Adviser on a consecutive basis?	Does the Teacher-Adviser have a reduced teaching load?	Does SDO grant Service Credit for TA who attend activities during weekends or holidays?
Junior High School	<input type="checkbox"/>	<input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10 above	<input type="checkbox"/>	<input type="checkbox"/>
Senior High School	<input type="checkbox"/>	<input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10 above	<input type="checkbox"/>	<input type="checkbox"/>

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

Clubs and	With dedicated room?
YES-O	<input type="checkbox"/>
BKD	<input type="checkbox"/>

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

CONDUCTED ACTIVITIES, FUND UTILIZATION, AND FUND SOURCE							
Related Programs, Projects, and Activities (Advocacy, Training, Orientation, IEC materials, etc.)	Number of Activities Conducted	Total Amount Utilized	Fund Source (Check all applicable)				
			MOOE	LGUs/SEF	PTA or Private Donation	Other Government Agencies	
A. YES-O Related Programs, Projects, and Activities							
Seedbank and Nursery Establishment							
Planting, Growing and Caring for Trees/Mangroves							
Environmental Information Education Advocacy (E-IEA)							
Conservation of Resources							
Clean-up Drives							
Ecological Solid Waste Management							
Outreach Programs							
Promotion of Local Ecotourism Sites							
Environmental Camps							
B. BKD Related Programs, Projects, and Activities							
Drug Prevention							
Tobacco and Vape Prevention							
Alcohol Prevention							
Other Vices (Gambling, excessive online gaming)							

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

Clubs and	Visited and monitored by YFC?
YES-O	<input type="checkbox"/>
BKD	<input type="checkbox"/>

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Information Technology Officer:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

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**Table 1. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE & LEVEL
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

TYPES OF COMPUTER	FUNDING SOURCE						TOTAL
	DepEd DCP	DepEd Non-DCP	LGU/SEF	PTA/Private Donations	Other Government Agencies	Others	
Number of Functional Computers Used by Learners							
<i>Elementary</i>							
Desktop/All-in-one							
Laptop							
Tablet							
Tablet PC							
TOTAL							
<i>Junior High School</i>							
Desktop/All-in-one							
Laptop							
Tablet							
Tablet PC							
TOTAL							
<i>Senior High School</i>							
Desktop/All-in-one							
Laptop							
Tablet							
Tablet PC							
TOTAL							

Note: In integrated schools where a computer is shared across multiple grade levels (e.g., Elementary and Junior High School), the computer should be counted under the level that uses it for the longest duration or the highest frequency. If usage is equal, allocation may be determined based on scheduled priority or instructional significance.

TYPES OF COMPUTER	FUNDING SOURCE						TOTAL
	DepEd DCP	DepEd Non-DCP	LGU/SEF	PTA/Private Donations	Other Government Agencies	Others	
Number of Functional Computers Used by Teachers							
<i>Elementary</i>							
Desktop/All-in-one							
Laptop							
Tablet							
Tablet PC							
TOTAL							
<i>Junior High School</i>							
Desktop/All-in-one							
Laptop							
Tablet							
Tablet PC							
TOTAL							
<i>Senior High School</i>							
Desktop/All-in-one							
Laptop							
Tablet							
Tablet PC							
TOTAL							

TYPES OF COMPUTER	FUNDING SOURCE						TOTAL
	DepEd DCP	DepEd Non-DCP	LGU/SEF	PTA/Private Donations	Other Government Agencies	Others	
Number of Functional Computers Used by Teaching-Related and Non-Teaching Personnel							
Desktop/All-in-one							
Laptop							
Tablet							
Tablet PC							
TOTAL							

(See definitions on the next page.)

Table 1. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE & LEVEL SY 2025–2026, as of March 31, 2026

Definitions for Table 1

1. Functional computers should be determined according to the following funding sources:
 - a. **DepEd DCP** - These are computers procured through the DepEd Computerization Program.
 - b. **DepEd non-DCP** - These are computers procured through other DepEd downloaded funds.
 - c. **LGU/SEF** - These are computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.
 - d. **PTA/Private Donations** - PTA computers are those funded by the Parents-Teachers Association (PTA), while private donations refer to computers donated or procured through private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations, or through foreign-assisted funds.
 - e. **Other Government Agencies** - These are computers funded from other government agencies such as DTI, DOST, CICT, etc.
 - f. **Others** - These are computers procured from other sources not listed above.
2. **Computer** - It refers to electronic devices for storing and processing data such as:
 - a. **Desktop/All-in-one** - A desktop computer is designed to be used on a table and typically consists of separate components such as a monitor, CPU, keyboard, and mouse, whereas an all-in-one computer integrates these components—including the monitor, central processing unit (CPU), speakers, and often a webcam and microphone—into a single unit.
 - b. **Laptop** - It refers to a compact and portable personal computer featuring a hinged display and an integrated keyboard, designed for mobile use with the convenience of battery-powered operation. Notebook also fall into this category.
 - c. **Tablet** - It refers to a portable computer that has a touchscreen feature as the primary means of input.
 - d. **Tablet PC** - It features a touchscreen display that can be used with a stylus or finger, and can be converted into a laptop-like configuration by attaching a keyboard or a keyboard dock.
3. **NUMBER OF FUNCTIONAL COMPUTERS USED BY LEARNERS** - It refers to the total number of functional computer units for academic use that are operational, serviceable, and available for learners for instructional purposes, and are utilized in classrooms and/or computer laboratories as an aid to instruction, including lesson delivery, skills development, research, assessments, and other curriculum-related learning tasks.
4. **NUMBER OF FUNCTIONAL COMPUTERS USED BY TEACHERS** - It refers to the total count of computers that meet the minimum technical and operational requirements to perform teaching duties and are assigned to or dedicated for instructional staff. This includes teachers **in the following categories: Teacher I to VII, Master Teacher I to V, SPED Teacher I to V, Special Science Teacher I to II, and Instructor I to III.**
5. **NUMBER OF FUNCTIONAL COMPUTERS USED BY TEACHING-RELATED AND NON-TEACHING PERSONNEL** - It refers to the total number of computer units that are operational, serviceable, and meet the minimum technical requirements for daily work use, and are officially assigned for the exclusive use of teaching-related and non-teaching personnel for administrative, instructional support, and other work-related functions. This includes computers used by personnel such as **School Principal I–IV, Head Teacher I–VI, Guidance Coordinator I–III, Guidance Counselor I–III, School Librarian I–III, Accountant I, Cashier I, Supply Officer I, Administrative Officer, Administrative Aide VI, Project Development Officer I, Senior Bookkeeper, Disbursing Officer I, Heavy Equipment Operator I,** and other teaching-related and non-teaching personnel who utilize computers primarily for administrative purposes.

Table 2. NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

TYPES OF ICT EQUIPMENT	NUMBER OF FUNCTIONAL ICT EQUIPMENT			
	DepEd DCP	DepEd Non-DCP	Others	TOTAL
LED TV				
SMART TV				
Printer				
Projector				
External Hard Drive				
Lapel				
Charging Carts				

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

1. **LED TV** - It refers to a type of television that uses Light Emitting Diodes (LEDs) to illuminate the display.
2. **SMART TV** - It refers to a television set that has integrated internet connectivity and built-in software or applications, enabling it to access online content and interactive services.
3. **Printer** - It refers to a machine for printing text or illustrations on paper.
4. **Projector** - It refers to a machine that projects images onto a screen or a wall.
5. **External Hard Drive** - It refers to a portable storage device that is connected to a computer or other digital devices via an external interface, typically USB, Thunderbolt, eSATA, or other connection methods.
6. **Lapel** - It refers to an electronic device used to amplify voice.
7. **Charging Cart** - It refers to a mobile storage units equipped with multiple charging ports designed to securely store and recharge electronic devices.

Table 3. NUMBER OF FUNCTIONAL E-CART COMPONENTS IN THE SCHOOL UNDER DEPED COMPUTERIZATION PROGRAM (DCP)

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

TYPES OF E-CART COMPONENT	NUMBER OF E-CART COMPONENTS			
	2022-01	2023-01	2024-01	2025-01
Laptop				
SMART TV				
Charging Carts				
External Hard Drive				

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

1. **Laptop** - It refers to a personal computer designed for mobile use, typically featuring a hinged display screen attached to a keyboard.
2. **SMART TV** - It refers to a television set integrated with internet connectivity and interactive features.
3. **Charging Cart** - It refers to a mobile storage units equipped with multiple charging ports designed to securely store and recharge electronic devices.
4. **External HDD** - It refers to a portable storage device connected to a computer through a USB or other external interface.

Table 4. NUMBER OF TEACHERS USING RADIO FOR INSTRUCTIONAL USE

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

GRADE LEVEL	NUMBER OF TEACHERS		
	Literacy	Numeracy	Subtotal
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
TOTAL			

Radio-Based Instruction (RBI) - It refers to a mode of teaching and learning wherein teachers use radio broadcasts or pre-recorded radio programs as a primary or supplementary instructional medium to deliver lessons to learners, particularly in contexts with limited or no access to internet, digital devices, or face-to-face instruction. **A teacher shall be considered as having used RBI if he/she:**

- Delivered lessons through live radio broadcasts (e.g., AM/FM community, school-based, or local government radio stations); and/or
- Integrated radio lessons as part of the official teaching-learning process, with corresponding learner engagement activities, such as worksheets, learning guides, follow-up discussions, or assessments.

Exclusions:

- Casual or informal use of radio not aligned with lesson delivery;
- Radio use solely for announcements or school information dissemination; or
- Teachers who only recommended radio programs without structured instructional integration.

Reminders:

- Teachers using Radio-Based Instruction (RBI) shall be counted once and recorded under the grade level where RBI was used.
- If the teacher uses Radio-Based Instruction (RBI) in more than one grade level, the teacher shall be recorded once only under the main grade level, based on the teacher's approved class program or teaching load, as determined by the school head.

Box 1. INTERNET CONNECTIVITY
SY 2025–2026, as of March 31, 2026

1. What are the Internet Service Providers (ISPs) available in the area?

- GLOBE SKYCABLE EASTERN COMMUNICATIONS
 SMART CONVERGE DITO TELECOMMUNITY
 PLDT STARLINK LOCAL PROVIDER

2. What internet service provider(s) (ISP/s) is/are the school currently subscribed to?

Internet Service Provider	Types of Internet Connection	Level of Education	Purpose	Average Monthly Expense	Funding Source	Subscriber Speed (Mbps)		Speed Test (Mbps)			Service Quality	Service Reliability
						Download	Upload	Ping	Download	Upload		

Instructions: See the list of options for the following columns: **Type of Internet Connection:** Fiber Optic, DSL, Cable, Satellite, FWA, Mobile Data, P2P
Level of Education: Elementary, Junior High School, Senior High School, Shared
Purpose: Administrative, Classroom Instruction, Both
Funding Source: DepEd DICP, MOOE, School Funds, LGU/SEF, PTA/Private Donations, Other Government Agencies, Others
Service Quality: Excellent, Good, Fair, Poor
Service Reliability: Highly Reliable, Reliable, Unstable, Poor

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

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

Reminder: If *School-wide* is selected, no other options should be selected.

4. Are you a recipient of DICT Free WiFi, and is the internet connection operational?

- Yes, with internet connection
 Yes, but without internet connection
 If yes, please indicate the Date of Installation/Activation (Format: Month/Year, e.g., October 2023): _____

(See definitions, notes, and reminders on the next page.)

Box 1. INTERNET CONNECTIVITY
SY 2025–2026, as of March 31, 2026

Definitions, Notes, and Reminders for Box 1

1. **Internet Service Provider (ISP)** - It refers to the organization or company that provides the school with access to the internet and related network services.
 2. **Types of Internet Connection :**
 - a. **Fiber Optic** - It refers to a high-speed connection that transmits data as pulses of light through thin strands of glass or plastic. It offers the highest bandwidth and reliability.
 - b. **DSL (Digital Subscriber Line)** - It refers to a connection that uses existing copper telephone lines to transmit data.
 - c. **Cable (Coaxial)** - It refers to a connection that utilizes the same copper coaxial infrastructure used for cable television.
 - d. **Satellite** - It refers to a connection that uses orbiting satellites (GEO or LEO) to transmit data to a dish installed at the school.
 - e. **Fixed Wireless Access (FWA)** (Formerly "Wireless Broadband") - It refers to internet access delivered via radio signals to a permanently installed outdoor antenna or receiver at the school.
 - f. **Mobile Data / Cellular** - refers to internet access provided through cellular networks (4G, 5G, or LTE) using a SIM card. This includes mobile phones, Pocket WiFi, or Prepaid Home WiFi router.
 - g. **Point-to-Point (P2P)** - It refers to a dedicated, private link between two specific locations (e.g., from a Division Office to a School).
 3. **Level of Education** - It refers to the highest level(s) of education offered by the school. (Elementary, Junior High School, and Senior High School)
- Reminder:**
- a. Integrated schools must specify the Internet Service Provider(s) (ISP) for each level of education.
 - b. If a school offers more than one level and each level has its own ISP, the school must indicate the specific ISP used for each level.
 - c. If a school offers multiple levels (Integrated School) **but uses a single ISP shared across those levels**, the level may be recorded as **Shared**.
4. **Purpose** - It refers to the purpose of internet connection if it is for:
 - a. Administrative use
 - b. Classroom instruction use
 - c. Both administrative and classroom instruction use
 5. **Average Monthly Expense** - It refers to the recurring monthly cost incurred by the school for the internet subscription, expressed in Philippine Peso (PHP).
 6. **Funding Source** - It refers to the specific budget allocation or financial account charged for the internet subscription expenses (e.g., School MOOE, SEF, LGU Funds, etc.).
 7. **Subscribed Speed** - It refers to the download/upload speed allocated to the school as stipulated in the service contract or subscription agreement (e.g., 50 Mbps, 100 Mbps).
 8. **Speed Test Metrics:**
 - a. **Ping (Latency)** - It refers to the reaction time of the connection, measured in milliseconds (ms). It represents the time it takes for data to travel to the server and return.
 - b. **Download** - It refers to the rate at which data is received from the internet, measured in Megabits per second (Mbps). This metric determines how quickly web pages, videos, and files load.
 - c. **Upload** - It refers to the rate at which data is sent to the internet, measured in Megabits per second (Mbps). This metric determines how quickly files, emails, and video streams are transmitted.

Box 1. INTERNET CONNECTIVITY
SY 2025–2026, as of March 31, 2026

Definitions, Notes, and Reminders for Box 1 (continued)

9. **Service Quality (Performance)** - It measures the speed and responsiveness of the internet connection. It is computed by comparing the Actual Download Speed against the Subscribed Download Speed to determine a percentage of compliance.
- a. **Excellent** - It refers to connection that provides a perfect user experience, ideal for seamless video conferencing zero lag. The connection must deliver at least 90% of the subscribed download speed **AND** maintain a ping of ≤ 20 ms.
 - b. **Good** - refers to a reliable connection where browsing is smooth and video calls work well, despite minor fluctuations. The connection must deliver 60% to 89% of the subscribed download speed **AND** maintain a ping of 21–50 ms.
 - c. **Fair** - It refers to a sluggish connection where web pages open, but video calls may sound robotic or blur due to delays. This classification applies if the speed falls from 30% to 59% **OR** the ping is 51–100 ms.
 - d. **Poor** - It refers to an unusable connection marked by constant buffering, freezing, or an inability to connect. This classification applies if the speed is below 30% **OR** the ping is higher than 100 ms.

Note: The classification is determined by the lowest performing figure. For example, if a connection *has Excellent speed but Fair latency*, the overall status must be recorded as **FAIR**.

10. **Service Reliability (Availability)** - It measures the stability and consistency of the internet connection. It is computed by counting the number of service interruptions or drops that occur during operational school hours.

- a. **Highly Reliable** - It refers to consistently available connection with zero service disruptions. To qualify, there must be zero (0) unscheduled interruptions or disconnects recorded during the 5-day school week
- b. **Reliable** - It refers to a dependable connection where interruptions are infrequent and rapidly resolved. To qualify, there must be no more than one (1) interruption lasting less than 15 minutes during the school week.
- c. **Unstable** - refers to a connection that remains functional but exhibits inconsistency, where occasional disconnects require teachers to pause lessons or re-establish connectivity, reducing productive teaching time. To qualify, the school must record between 2 to 3 interruptions during the school week.
- d. **Poor** - It refers to a severely compromised connection that is unsuitable for continuous operations. To qualify, the school must record 4 or more interruptions during the school week **OR** any single outage lasting longer than 4 hours.

Note: Reliability is assessed exclusively during Operational Hours (e.g., 6:00 AM to 6:00 PM).

Service interruptions occurring outside this window do not negatively impact the classification, provided service is restored before the start of the next school day.

11. **Coverage Area :**

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

Reminder: If **School-wide** is selected, no other options should be selected.

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Physical Facilities Coordinator/Division Engineer:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

Box 1. AVAILABILITY OF ELECTRICAL SUPPLY
SY 2025–2026, as of March 31, 2026

	Elementary	Junior High School	Senior High School
1. Check the box if the school has Grid Supply :			
With own electric meter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please select the electricity provider.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Connected to sub-meter or meter not owned by the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If the school is utilizing an Off-Grid Supply , please indicate the type(s):			
Solar Power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hydroelectric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Micro Hydro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wind Turbine/Wind Mill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. What is/are the funding source and what is the average cost of monthly bills?			
School MOOE	<input type="text"/>		
LGU	<input type="text"/>		
School Canteen Fund	<input type="text"/>		
Private Individual/Sector or PTA	<input type="text"/>		
Others	<input type="text"/>		
4. In the past year, how frequent are the power outages in the school?	<input type="text"/>		

- Grid Supply** - It is electricity coming from major or local power distributors (e.g., **electric cooperatives such as ANTECO, BASELCO, CASURECO, MERALCO, NAPOCOR, etc.**).

With own electric meter - It refers to electricity supplied directly by the utility and billed under the school name.

Reminder: Select your electricity provider from the list given on the succeeding attachment. The list contains all electric corporations registered with the Department of Energy (DOE).

Connected to Sub-meter or Meter Not Owned by the School - It refers to situations where the school is using electricity from a meter that is not registered in the school's name, including electricity supplied from outside the premises or operating without its own dedicated meter.
- Off Grid Supply** - It is electricity coming from alternative source of power (e.g., **solar power, generator, hydro electric, micro hydro, wind turbine, windmill, etc.**).

Solar power - If the off-grid supply can power at least one (1) classroom or its equivalent in electricity demand.

Note: If the school **has both Grid and Off Grid Supply**, answer Item No. 2 also.
- Funding Source and Average Cost of Monthly Bills/Maintenance** - It refers to the government allocation or other financial resources provided by authorized entities to finance electricity-related expenses, programs, or projects of the school, and the average amount (in Philippine Peso) spent monthly to cover power consumption (electricity bills) and routine maintenance necessary to keep the electrical supply functional, whether sourced from on-grid or off-grid systems.
- Frequency of power outages/interruptions** - It refers to how often the school experiences a loss or disruption of electrical power, whether from the grid, off-grid sources, or both. This can range from **never, more than once per week, once per week, once per month, once every 3 months, once every 6 months, or once per year.**

List of Electricity Providers registered with the Department of Energy (DOE)

1	MERALCO	41	ZAMECO I	81	ILECO III	121	LANECO
2	BENECO	42	ZAMECO II	82	NONECO	122	MOELCI I
3	IFELCO	43	PAMES	83	NOCECO	123	MOELCI II
4	KAELCO	44	IEEC	84	BEZ	124	MORESCO I
5	MOPRECO	45	BATELEC I	85	BLCI	125	MORESCO II
6	ABRECO	46	BATELEC II	86	MECO	126	DLPC
7	DECORP	47	FLECO	87	MEZ	127	DANECO
8	LUECO	48	QUEZELCO I	88	VECO	128	DASURECO
9	CENPELCO	49	QUEZELCO II	89	BOHECO I	129	DORECO
10	INEC	50	FBPC	90	BOHECO II	130	CLPC
11	ISECO	51	BISELCO	91	CEBECO I	131	COTELCO
12	LUELCO	52	LUBELCO	92	CEBECO II	132	COTELCO-PPALMA
13	PANELCO I	53	MARELCO	93	CEBECO III	133	SOCOTECO I
14	PANELCO III	54	OMECO	94	NORECO I	134	SOCOTECO II
15	CAGELCO I	55	ORMECO	95	NORECO II	135	SUKELCO
16	CAGELCO II	56	PALECO	96	BANELCO	136	ANECO
17	ISELCO I	57	ROMELCO	97	CELCO	137	ASELCO
18	ISELCO II	58	TIELCO	98	PROSIELCO	138	SIARELCO
19	NUVELCO	59	BANTON/ROMELCO	99	BILECO	139	SURNECO
20	QUIRELCO	60	CONCEPCION	100	DORELCO	140	SURSECO I
21	BATANELCO	61	CORCUERA	101	ESAMELCO	141	SURSECO II
22	AEC	62	ALECO/APEC	102	LEYECO II	142	DIELCO
23	CEDC	63	CANORECO	103	LEYECO III	143	LASURECO
24	CELCOR	64	CASURECO I	104	LEYECO IV	144	MAGELCO
25	OEDC	65	CASURECO II	105	LEYECO V	145	BASECO
26	SEZ	66	CASURECO III	106	NORSAMELCO	146	CASELCO
27	SFELAPCO	67	CASURECO IV	107	SAMELCO I	147	SIASELCO
28	TEI	68	SORECO I	108	SAMELCO II	148	SULECO
29	AURELCO	69	SORECO II	109	SOLECO	149	TAWELCO
30	NEECO I	70	FICELCO	110	HFMPC	150	BUMBARAN
31	NEECO II - AREA 1	71	MASELCO	111	MMPC	151	LEZ
32	NEECO II - AREA 2	72	TISELCO	112	ZAMCELCO	152	MALVEZ
33	PELCO I	73	MEPC	113	ZAMSURECO I		
34	PELCO II	74	AKELCO	114	ZAMSURECO II		
35	PELCO III	75	ANTECO	115	ZANECO		
36	PENELCO	76	CAPELCO	116	CEPALCO		
37	PRESCO	77	CENECO	117	ILPI		
38	SAJELCO	78	GUJIMELCO	118	BUSECO		
39	TARELCO I	79	ILECO I	119	CAMELCO		
40	TARELCO II	80	ILECO II	120	FIBECO		

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by School Site Focal Person:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

Box 1. SCHOOL SITES OWNERSHIP

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. What is the classification of the school land?

Alienable and Disposal Lands (A&D)

Non-Alienable and Disposal Lands (Non-A&D)

Examples: Timberland and Forestland, Protected Areas, Agricultural Land, etc.

2. Does the school possess legal ownership documents? Yes

Note: *If the answer to the question above is No, skip question number 3.*

3. Are the following legal ownership documents available from the school?

Certified True Copy

Scanned copy / Photocopy

Inventory / Records Only

Reminder: For available school land titles or ownership documents, submit a **clear scanned copy** to the DepEd Central Office's Sites Titling Office (STO) through email at sto.ssodms@deped.gov.ph

All files must be compiled into one (1) file in PDF format and named using the prescribed standard:

REGION_SDO_SCHOOL NAME_SCHOOL ID NO.

(Example: REGION MAGALING_SDO MAGALING_MAGALING ES_123456)

4. What is the status of the ownership of the school sites?

Legal Owner	Title Status	Type of Title/Ownership Document	Currently owned by school?	Number of Lots	Lot Number	Title or Registration Number	Land Area (in square meters)	Year Executed, Granted, or Issued	Duration of Contract or Agreement
Department of Education (DepEd)	Titled	Original Certificate of Title (OCT)	<input type="checkbox"/> Yes						
		Transfer Certificate of Title (TCT)	<input type="checkbox"/> Yes						
		Original Certificate of Title (OCT) under Special Patent (SP)	<input type="checkbox"/> Yes						
	Not yet Titled to DepEd	Special Patent (SP) - For ROD Registration	<input type="checkbox"/> Yes						
		Presidential Proclamation (PP) / Reservation	<input type="checkbox"/> Yes						
		Deed of Donation (DOD)	<input type="checkbox"/> Yes						
		Deed of Sale (DOS)	<input type="checkbox"/> Yes						
		Tax Declaration (TD)	<input type="checkbox"/> Yes						
		DENR Tenurial Instruments - Sustainable Forest Land Management Agreement (SFLMA) / Forest Land Use Agreement (FLAG) / Gratuitous Special Use Permit (GSUP) / Special Land Use Permit (SLUP)	<input type="checkbox"/> Yes						
		Deed of Usufruct / Memorandum of Agreement	<input type="checkbox"/> Yes						
Certificate of Stewardship	<input type="checkbox"/> Yes								
Local Government Unit (LGU)	Titled	Original Certificate of Title (OCT)	<input type="checkbox"/> Yes						
		Transfer Certificate of Title (TCT)	<input type="checkbox"/> Yes						
	Not yet Titled to LGU	Deed of Donation (DOD)	<input type="checkbox"/> Yes						
		Deed of Sale (DOS)	<input type="checkbox"/> Yes						
		Tax Declaration (TD)	<input type="checkbox"/> Yes						
		Deed of Usufruct / Memorandum of Agreement	<input type="checkbox"/> Yes						

(See continuation on the next page.)

not

Box 1. SCHOOL SITES OWNERSHIP

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

4. What is the status of the ownership of the school sites? *(continued)*

Legal Owner	Title Status	Type of Title/Ownership Document	Currently owned by school?	Number of Lots	Lot Number	Title or Registration Number	Land Area (in square meters)	Year Executed, Granted, or Issued	Duration of Contract or Agreement
Private	Titled	Original Certificate of Title (OCT)	<input type="checkbox"/> Yes						
		Transfer Certificate of Title (TCT)	<input type="checkbox"/> Yes						
	Not yet Titled to Private	Deed of Donation (DOD)	<input type="checkbox"/> Yes						
		Deed of Sale (DOS)	<input type="checkbox"/> Yes						
		Tax Declaration (TD)	<input type="checkbox"/> Yes						
		Certificate of Land Ownership Award (CLOA)	<input type="checkbox"/> Yes						
National Government Agency (NGA)	Titled	Original Certificate of Title (OCT)	<input type="checkbox"/> Yes						
		Transfer Certificate of Title (TCT)	<input type="checkbox"/> Yes						
	Not yet Titled to NGA	Deed of Donation (DOD)	<input type="checkbox"/> Yes						
		Deed of Sale (DOS)	<input type="checkbox"/> Yes						
		Tax Declaration (TD)	<input type="checkbox"/> Yes						
		Deed of Usufruct / Memorandum of Agreement	<input type="checkbox"/> Yes						
Indigenous Peoples (IP)	Titled	Certificate of Ancestral Domain Title (CADT) / Certificate of Ancestral Land Title (CALT)	<input type="checkbox"/> Yes						
Republic of the Philippines (RP)	Titled	Original Certificate of Title (OCT)	<input type="checkbox"/> Yes						
		Transfer Certificate of Title (TCT)	<input type="checkbox"/> Yes						
	Proof of Ownership	Tax Declaration (TD)	<input type="checkbox"/> Yes						
No Ownership Data			<input type="checkbox"/> Yes						

5. Are there issues on the ownership of the school sites?

Legal Issue	Is this an active case?	Is this endorsed to the Schools Division Office?	Is the case filed under the Office of the Solicitor-General (OSG)?	Year of Transmittal to OSG	Land Area (in square meters)	Remarks
Adverse Claim	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes			
Encroachment by DepEd	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes			
Verbal Claim	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes			
With Informal Settlers	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes			
Overlapping Titles	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes			
Illegal / Unauthorized entry	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes			

(See definitions on the next page.)

Box 1. SCHOOL SITES OWNERSHIP
SY 2025–2026, as of March 31, 2026

Instructions for Box 1, Item 4

In filling out the provided form, observe the proper procedure for encoding the updated ownership documents of the school.

- a. **Single Ownership Document** - For a single ownership document, directly provide the required details into the provided form. Carefully review the document and extract the requested information. Follow the appropriate measurement metrics indicated in the column titles.
- b. **Multiple Ownership Documents** - For multiple ownership documents, first examine the lot number and land area before encoding the details in the form to avoid redundancy.

Example 1: If Magaling Elementary School possesses several ownership documents—such as an Original Certificate of Title (OCT), Deed of Donation (DOD), and Tax Declaration (TD)—all under the name of the school or the Department, compare the lot number and land area stated in each document. If these details are identical, select the ownership document that grants the Department of Education full legal rights and ownership over the parcel of land. In this case, provide the Original Certificate of Title (OCT) in the form. However, if the documents reflect different lot numbers and land areas, provide each document separately in its corresponding ownership document fields.

Example 2: If the school holds three Tax Declarations (TD) under the name of the school or DepEd but with different lot numbers and land areas, provide the entries sequentially within the same row and column. To align the details of each specific ownership document, use numbers in parentheses followed by a comma, in chronological order, to separate the details. If certain information is unavailable, input “NA” instead of leaving the entry blank. Sample entries for three title number: (1) T-25748, (2) T-254364, (3) NA, and so on. The same numbering format shall be applied to the remaining cells.

Definitions for Box 1

1. **Department of Education** is a government agency responsible for regulating, managing, and planning school sites and facilities to ensure safe, accessible, and adequate learning environments for public schools. Public school sites are owned by the Republic of the Philippines, with the Department of Education (DepEd) exercising administration and control over such properties for educational purposes, pursuant to the 1987 Constitution, the Administrative Code of 1987, and the Public Land Act (Commonwealth Act No. 141).
2. **Local Government Unit (LGU)** is the administrative body of a city, municipality, or barangay that may hold ownership of school site lots in trust for public education purposes, responsible for managing, developing, and maintaining these lands in accordance with law.
3. **Private Entity** refers to a natural or juridical person or company that holds legal ownership over land used as a school site, as evidenced by a valid land title or legally recognized ownership document, subject to applicable laws and regulations.
4. **National Government Agency (NGA)** refers to any department, bureau, office, commission, authority, or instrumentality of the National Government that is vested with authority to own, administer, manage, and use real property of the State for public purposes, including school sites, examples of these are National Housing Authority (NHA), Land Bank of the Philippines, Department of Agriculture (DA), and so on.
5. **Indigenous Peoples (IP)** are groups of persons who, by virtue of native title, have ownership and possession of their ancestral lands and domains, including lots where school sites are located, as recognized (Indigenous Peoples' Rights Act of 1997). Such ownership is deemed to have pre-existed the State and is protected by law, subject to compliance with IPRA requirements, including Free, Prior, and Informed Consent (FPIC) and coordination with the National Commission on Indigenous Peoples (NCIP).
6. **Republic of the Philippines (RP)** - Lands owned by the Republic of the Philippines are parcels of land with titles issued in the name of the State, representing the legal ownership and vested rights of the Republic. Such lands are under the jurisdiction of the government and may be administered, managed, or disposed of according to law and applicable regulations.
7. **No Ownership Data** - No Ownership Documents refer to lands for which there is no legally recognized or registered title, deed, or other formal proof of ownership. These parcels lack official documentation, making their legal ownership unverified and unenforceable.
8. **Original Certificate of Title (OCT)** is a legal document issued by the Registry of Deeds that serves as the original proof of ownership of a parcel of land under the Land Registration Act (Torrens system). It certifies the registered owner's rights over the land, including the right to use, transfer, or encumber the property, and is considered conclusive evidence of ownership.
9. **Transfer Certificate of Title (TCT)** is a legal document issued by the Philippine Registry of Deeds under the Torrens System, serving as conclusive proof of ownership of a specific parcel of land. The land title is cancelled and replaced by another title by reason of sale or transfer.
10. **Original Certificate of Title (OCT) with Special Patent (SP)** refers to a land title issued by the government to an individual or entity that confirms full ownership of a parcel of land, where the land was originally granted under a Special Patent. The Special Patent serves as the basis for registration, and the OCT provides legal recognition and protection of ownership under the Torrens Title system.
11. **Special Patent (SP) - For ROD Registration** is a legal instrument issued by the government granting ownership of a parcel of public land to an individual or entity. While it recognizes the holder's ownership rights, the land has not yet been registered under the Torrens system and therefore does not have an official title number.
12. **Presidential Proclamation (PP) / Reservation** is an official declaration by the President that reserves, allocates, or declares a specific parcel of land for public school purposes, ensuring its legal use and protection for educational facilities.
13. **Deed of Donation (DOD)** is a legal document in which a landowner donates a property in favor of another (e.g. DepEd) and accepted by the latter. The landowner in this case may be a private individual, local government unit, or a government agency/corporation.
14. **Deed of Sale (DOS)** is a legal document in which a seller transfers ownership of a property or asset to a buyer for a consideration.
15. **Tax Declaration (TD)** is a legal document issued by the City/Municipal Assessor for real property taxation. It is the assessor's official record that a parcel of land (and any improvements such as buildings, machinery, and other structures) has been declared, listed, classified, valued, and assessed for purposes of the Real Property Tax (RPT). Tax Declaration is not a land title. It is primarily a taxation document and an assessment record. It may be evidence of possession or claim, but it is not conclusive proof of ownership the way a Torrens title is.

Box 1. SCHOOL SITES OWNERSHIP
SY 2025–2026, as of March 31, 2026

Definitions for Box 1 (continued)

16. **DENR Tenurial Instruments - Sustainable Forest Land Management Agreement (SFLMA) / Forest Land Use Agreement (FLAG) / Gratuitous Special Use Permit (GSUP) / Special Land Use Permit (SLUP)** are legal agreements issued by the Department of Environment and Natural Resources (DENR) granting individuals, communities, or organizations the right to use, manage, or occupy forest and public lands under specific terms and conditions. These include the Sustainable Forest Land Management Agreement (SFLMA), Forest Land Use Agreement (FLAG), Gratuitous Special Use Permit (GSUP), and Special Land Use Permit (SLUP), each defining the purpose, duration, and obligations of the holder in accordance with applicable laws and regulations.
17. **Deed of Usufruct (DOU)** is a legal arrangement granting DepEd the right to use a parcel of land owned by another person (e.g. LGU, NGA, or private individual). The property remains owned by the landowner, as there is no transfer of ownership.
18. **Memorandum of Agreement (MOA)** is an official agreement which outlines the terms and conditions as well as the duties and responsibilities of the contracting parties. It is usually executed between DepEd and local government unit or national government agency.
19. **Certificate of Ancestral Domain Title (CADT) / Certificate of Ancestral Land Title (CALT)** is a legal document issued by the National Commission on Indigenous Peoples (NCIP) recognizing the communal ownership of ancestral lands and domains by Indigenous Peoples or communities. It provides official recognition and protection of their rights to manage, develop, and benefit from their ancestral territories in accordance with the Indigenous Peoples' Rights Act (RA 8371).
20. **Certificate of Land Ownership Award (CLOA)** a legal document issued by the Department of Agrarian Reform (DAR) granting ownership of agricultural land to qualified agrarian reform beneficiaries under the Comprehensive Agrarian Reform Program (CARP). It serves as official proof of ownership and outlines the rights and obligations of the beneficiaries.
21. **Certificate of Stewardship** is a formal document recognizing an individual or institution as the responsible custodian of a school site, with duties to manage, protect, and maintain the property in accordance with its educational purpose and applicable regulations.
22. **Alienable and Disposable (A&D) Lands** are portions of the public domain that the State has formally declared as no longer needed for public use and therefore open to ownership or disposition under existing laws. If a school site is situated on A&D land, it may be legally titled or transferred to the school, LGU, or government agency only after proper disposition by the State.
23. **Non-Alienable and Disposable (Non-A&D) Lands** are portions of the public domain that the State has reserved for public use, public service, or resource protection and are not open to private ownership or disposition. When a school site is located on non-A&D land (such as forest land, mineral land, or protected areas), the land remains owned by the State at all times. The school's presence is allowed only by authority, permit, or reservation, and the land cannot be titled or transferred unless it is first reclassified by the State as A&D land.
24. **Adverse Claim** is a claim or annotation made by a third party asserting an interest or right over a school site, adverse to the registered owner or recognized holder, and usually recorded on the land title or filed with the appropriate land office.
25. **Encroachment by DepEd** means The unauthorized use or occupation by the Department of Education of a portion of land beyond the legally titled or approved school site, including buildings or facilities constructed outside established boundaries.
26. **Verbal Claim** is an unwritten and undocumented assertion of ownership or right over a school site or portion thereof, based solely on verbal statements and without legal or technical proof.
27. **With Informal Settlers** refers to a condition where a school site is occupied by individuals or families without legal rights or tenure, including structures or residences built without consent or authority from the landowner or the State.
28. **Overlapping Titles** refers to a situation where two or more land titles or claims cover the same area, wholly or partially, resulting in conflicting ownership claims affecting the school site.
29. **Illegal/Unauthorized Entry** refers to the entry, occupation, or use of a school site or any portion thereof without legal authority, consent, or permit, including squatting, fencing, cultivation, or construction by unauthorized persons.

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Validated by School Health Coordinator:

Signature over Printed Name / Date

Signature over Printed Name / Date

Position Title: _____

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

mit

**Box 1. OPLAN KALUSUGAN SA DepEd (OKD) AND LEARNERS HEALTH ASSESSMENT AND SCREENING (LHAS)
SY 2025–2026, as of March 31, 2026**

Check and/or provide appropriate answers.

1. Does the school have a functional referral mechanism for learners with health concerns? Which of the following concerns have referral mechanisms?

- Medical, Dental, and Nutritional Concerns
- Mental Health and Well-being Concerns
- Adolescent Reproductive Health Concerns
- Drug/Substance and Tobacco Use Concerns

2. Number of Learners who Underwent Learners Health Assessment and Screening (LHAS)

LHAS Component	Number of Learners Masterlisted	Number of Learners Who Underwent Screening	Number of Learners Assessed with Findings	Number of Learners with Findings Successfully Referred				
				School-based Facilities or Services (a)	LGU/DOH Facilities (b)	Private Facilities (c)	Others (d)	TOTAL (a + b + c + d) (e)
2.a ELEMENTARY								
Nutritional Assessment								
Health History Intake and General Head to Toe Assessment								
Vision Screening								
Hearing Screening								
Oral Health Assessment								
Children and Adolescent Risk Screener (CARS)								
Rapid HEEADSSS (Home, Education/Employment, Eating, Activities, Drugs, Sexuality, Suicide/Depression, and Safety)								
TOTAL								
2.b JUNIOR HIGH SCHOOL								
Nutritional Assessment								
Health History Intake and General Head to Toe Assessment								
Vision Screening								
Hearing Screening								
Oral Health Assessment								
Children and Adolescent Risk Screener (CARS)								
Rapid HEEADSSS (Home, Education/Employment, Eating, Activities, Drugs, Sexuality, Suicide/Depression, and Safety)								
TOTAL								
2.c SENIOR HIGH SCHOOL								
Nutritional Assessment								
Health History Intake and General Head to Toe Assessment								
Vision Screening								
Hearing Screening								
Oral Health Assessment								
Children and Adolescent Risk Screener (CARS)								
Rapid HEEADSSS (Home, Education/Employment, Eating, Activities, Drugs, Sexuality, Suicide/Depression, and Safety)								
TOTAL								

Note: *Masterlisted* refers to the list of learners who have consent provided by parents/parent-substitutes/legal guardians to be administered components of LHAS.

- Reminders:**
- Please ensure that per row of LHAS component:
 - those who underwent screening is not greater than those masterlisted,
 - those with findings is not greater than those who underwent screening, and
 - the sum of those referred is not greater than those with findings.
 - Universal Mental Health and Psychosocial Screening (CARS and Rapid HEEADSSS) can only be conducted by accredited schools.

(See definitions on the next page)

**Box 1. OPLAN KALUSUGAN SA DepEd (OKD) AND LEARNERS HEALTH ASSESSMENT AND SCREENING (LHAS)
SY 2025–2026, as of March 31, 2026**

Definitions for Box 1

Oplan Kalusugan sa DepEd (OKD) - It is a convergence of all school health and nutrition initiatives to help implement the Healthy Learning Institutions framework in DepEd.

Learners Health Assessment and Screening (LHAS) - As part of the OKD-HLI, all learners shall undergo a mandatory learner health assessment to be conducted by designated health personnel of the school in coordination with counselors and class advisers.

Nutritional Assessment - It means determining height and weight of Kinder to Grade 6 learners at the start of the school year to obtain their nutritional status, following the World Health Organization (WHO) standards, as basis for inclusion to the School-Based Feeding Program (SBFP).

Health History Intake - It refers to the recording of past medical history (allergies, ongoing medical conditions, past surgeries/hospitalization), family medical history, smoking/vaping history, handedness, immunization status, and other relevant information and may include targeted history taking if deemed appropriate by the interviewer. This may be elicited by health personnel from the learner or the parent/parent-substitute/legal guardian.

General head-to-toe assessment - It refers to a thorough examination done once a year for all learners. It is performed by health personnel to detect signs and symptoms of illness, physical or behavioral defects or abnormality, monitor the hygiene practices of the learners, and provide health education to learners and parents/parent-substitutes/legal guardians in preventing and managing common ailments. This shall include conducting anthropometric measurements, such as the height and weight of a learner and calculating their Body Mass Index (BMI) to determine their overall nutritional status and to identify and address potential nutritional concerns.

Vision screening or visual acuity screening - It refers to the use of charts, occluders, transparent response key, and other methods aimed at early detection and management of vision problems among learners. This may be done by teachers (for Kindergarten learners and non-readers) and non-teaching personnel (for other grade levels) who have received appropriate training, school health personnel, or local partners.

Hearing screening - It refers to the use of a 512-Hz tuning fork or a retractable pen by health personnel to identify learners who may require comprehensive audiological assessment and further management by appropriate healthcare professionals.

Children and Adolescents Risk Screener (CARS) - It is a locally developed tool that assesses various areas of mental health concerns. The tool shall be administered to learners from K to 12 in all qualified schools, only by personnel who have received proper training.

Rapid HEEADSSS (Home, Education/Employment, Eating, Activities, Drugs, Sexuality, Suicide/Depression, and Safety) - It is a self-administered questionnaire recommended for adolescents aged 10-19. Administered by homeroom advisers or any personnel with relevant training.

Note: Definitions are based on [DepEd Memorandum No. 050, s. 2025 on Learners' Health Assessment and Screening \(LHAS\)](#) and on the policy guidelines of [Oplan Kalusugan sa DepEd \(OKD\) under DepEd Order No. 028, s. 2018](#). These documents may be accessed through the official DepEd website.

Table 1. HEALTH AND NUTRITION

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

A. Number of learners who were vaccinated through the School-Based Immunization (SBI) Program

TYPES OF VACCINE	ELEMENTARY						JUNIOR HIGH SCHOOL			
	Grade 1				Grade 4		Grade 7			
	TOTAL Learners (IP & Non-IP)		IP Learners		TOTAL Learners	IP Learners	TOTAL Learners (IP & Non-IP)		IP Learners	
	Male	Female	Male	Female	Female	Female	Male	Female	Male	Female
Measles Rubella										
Tetanus Diphtheria										
Human Papilloma Virus										

Reminder: Entries on IP learners in Item A shall not exceed the total learners (IP & Non-IP) of the same grade level and sex.

B. Number of learners by nutritional status

NUTRITIONAL STATUS	ELEMENTARY																		
	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		SNEd (Non-graded)		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<i>Weight</i>																			
Normal																			
Obese																			
Overweight																			
Severely Wasted																			
Wasted																			
TOTAL																			

NUTRITIONAL STATUS	JUNIOR HIGH SCHOOL										SENIOR HIGH SCHOOL					
	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL		Grade 11		Grade 12		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<i>Weight</i>																
Normal																
Obese																
Overweight																
Severely Wasted																
Wasted																
TOTAL																

Learners Nutritional Status in Weight:

1. **Normal** - It 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** - It 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** - It 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** - It refers to a very thin learner whose BMI-for-age is below -3 z-score line or standard deviation (SD).
5. **Wasted** - It refers to a thin learner whose BMI-for-age fall between -2 to -3 z-score line or standard deviation (SD).

Table 1. HEALTH AND NUTRITION

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

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

GRADE LEVEL	NUMBER OF LEARNERS WHO WERE DEWORMED					
	through School-Based Feeding Program			through other means		
	Male	Female	TOTAL	Male	Female	TOTAL
<i>ELEMENTARY</i>						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
SNEd (Non-graded)						
TOTAL						
<i>JUNIOR HIGH SCHOOL</i>						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
TOTAL						
<i>SENIOR HIGH SCHOOL</i>						
Grade 11						
Grade 12						
TOTAL						

D. Number of female learners who received Weekly Iron Folic Acid (WIFA) Supplementation for the PREVIOUS SY 2024–2025

DETAILS	JUNIOR HIGH SCHOOL					SENIOR HIGH SCHOOL		
	Grade 7	Grade 8	Grade 9	Grade 10	TOTAL	Grade 11	Grade 12	TOTAL
Number of female learners given WIFA supplements from July to September 2024								
Number of female learners given WIFA supplements from January to March 2025								

not

Box 2. SCHOOL CLINIC

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. Does the school have a designated school clinic?	<input type="checkbox"/> Yes	
2. Was the school visited by SDO Health Personnel during the school year?	<input type="checkbox"/> Yes	
2.a. If YES, how many times? _____		
3. Does the clinic have the following essential infrastructure/equipment/materials?	Functional	Non-functional
a. Bathroom	<input type="checkbox"/>	<input type="checkbox"/>
b. Hospital/Clinic Bed	<input type="checkbox"/>	<input type="checkbox"/>
c. Dental Chair	<input type="checkbox"/>	<input type="checkbox"/>
d. First Aid Kit	<input type="checkbox"/>	<input type="checkbox"/>
e. Tool for taking height (e.g., Height Board)	<input type="checkbox"/>	<input type="checkbox"/>
f. Tool for taking weight (e.g., weighing scale)	<input type="checkbox"/>	<input type="checkbox"/>
g. Autoclave or sterilizer	<input type="checkbox"/>	<input type="checkbox"/>
h. BP Apparatus	<input type="checkbox"/>	<input type="checkbox"/>
i. Nebulizer	<input type="checkbox"/>	<input type="checkbox"/>

Box 3. AVAILABILITY OF WATER SUPPLY

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. What are the school's water supply source/s?	
a. Piped water from local service provider	<input type="checkbox"/>
b. Water Well	<input type="checkbox"/>
c. Rainwater Catchment	<input type="checkbox"/>
d. Natural Source	<input type="checkbox"/>
2. Is the water source inside the school ground being used for drinking?	<input type="checkbox"/> Yes

Local piped water - It is a water source coming from local water service providers.

Water well - It is an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifers.

Rainwater catchment - It is water sourced from rainwater and collected thru a rainwater collector.

Natural source - It is water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 2. MENTAL HEALTH

SY 2025–2026, as of March 31, 2026

Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school.

CASES	NUMBER OF CASES WITHIN THE SCHOOL YEAR					
	Elementary		Junior High School		Senior High School	
	Among Learners	Among School Personnel	Among Learners	Among School Personnel	Among Learners	Among School Personnel
Deaths by suicide <u>within</u> the School						
Deaths by suicide <u>outside</u> the School						
Attempted Suicide <u>within</u> the School						
Attempted Suicide <u>outside</u> the School						

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

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Box 4. SCHOOL MENTAL HEALTH

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. Does the school have a guidance office or care center? Yes

2. Number of learners who sought guidance counseling or life coaching from the school’s guidance counselor or guidance advocate

LEVEL OF EDUCATION	NUMBER OF LEARNERS		
	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			
TOTAL			

2.a Among those who sought guidance counseling or life coaching (above), indicate the **number of learners that come from vulnerable groups.**

LEVEL OF EDUCATION	NUMBER OF LEARNERS		
	Muslim	IP	Learners with Disabilities
Elementary			
Junior High School			
Senior High School			
TOTAL			

3. Did the school conduct trainings or extra-curricular activities for *teachers* related to any of the topics below? Yes

Number of teachers who participated in the activities that covered each of the following topics

LEVEL OF EDUCATION	TOPICS					
	Addressing the problem of bullying	Mental Health and Psychosocial issues and Conditions, including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Mental Health Crisis Response Management
Elementary						
Junior High School						
Senior High School						
TOTAL						

Reminders: 1. A learner can be counted more than once if he/she is either a Muslim Learner, an IP Learner, or a Learner with Disability at the same time.

2. Entries in the number of learners from each vulnerable group in Item 2.a shall not exceed the total number of learners by level of education in Item 2.

Box 5. ADOLESCENT REPRODUCTIVE HEALTH

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. Number of Pregnant Learners

DETAILS	ELEMENTARY				JUNIOR HIGH SCHOOL					SENIOR HIGH SCHOOL		
	Grade 4	Grade 5	Grade 6	TOTAL	Grade 7	Grade 8	Grade 9	Grade 10	TOTAL	Grade 11	Grade 12	TOTAL
In School												
On Alternative Delivery Mode (ADM)												

2. Does the school have a functional learner support center? Yes

3. How many learners were trained as peer educators for Adolescent Sexual and Reproductive Health (ASRH)?

Adolescent Reproductive Health (ARH) Program strengthens the delivery of DepEd’s mandate under Republic Act 10354 through (1) Promotion, (2) Learner support centers, (3) Peer navigation, (4) Service delivery, and (5) Referral systems.

Box 6. COMPREHENSIVE TOBACCO CONTROL

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

1. Does the school display the following IEC materials? If Yes, check all applicable.

1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016)

1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017)

2. Is there at least one store or shop within 100 meters from any point of the perimeter of the school that sells? If Yes, check all applicable.

2.a Tobacco products (e.g., cigarettes)

2.b Vape or e-cigarettes

3. How many learners were recorded by the school to have brought in tobacco products and/or vape or e-cigarettes to the school?

How many were referred to care?

DETAILS	LEVEL OF EDUCATION		
	Elementary	Junior High School	Senior High School
Brought tobacco products and/or vape or e-cigarettes			
Referred to care			

4. How many learners were recorded by the school to have smoked tobacco and/or used ENDS/ENNDS?

How many have been provided with Brief Tobacco Intervention (BTI)?

DETAILS	LEVEL OF EDUCATION		
	Elementary	Junior High School	Senior High School
Tobacco User and/or ENDS/ENNDS User			
Provided with BTI			

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

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Box 7. NATIONAL PREVENTIVE DRUG EDUCATION**SY 2025–2026, as of March 31, 2026***Check and/or provide appropriate answers.*

1. Does the school implement a preventive drug education program? Yes
2. Which of the following components are part of the school's preventive drug education program?
- 2.a Curriculum integration
- 2.b Extra-curricular activities
- 2.c Partnership with the Barangay Anti-Drug Abuse Council
3. In the previous school year, how many learners were trained on life skills in relation to drug prevention?

JUNIOR HIGH SCHOOL					SENIOR HIGH SCHOOL		
Grade 7	Grade 8	Grade 9	Grade 10	TOTAL	Grade 11	Grade 12	TOTAL

Box 8. FOOD HANDLING**SY 2025–2026, as of March 31, 2026***Check and/or provide appropriate answers.*

1. Does the school have a canteen? If Yes,
- 1.a Managed by:
- 1.a.1 School
- 1.a.2 Teacher-Coop
- 1.a.3 Others (Specify): _____
- 1.b Sanitary Permit
- 1.c Do canteen personnel/food handlers have health certificates?
2. Does the school have a kitchen?

Box 9. FEEDING PROGRAM**SY 2025–2026, as of March 31, 2026***Check all applicable answers.*

1. If the school has a feeding program, what are the sources of funding for that program?
- 1.a School MOOE
- 1.b School Canteen Fund
- 1.c LGU Fund
- 1.d PTA Fund
- 1.e Barangay Fund
- 1.f Private Individual/Sector Fund
- 1.g School-Based Feeding Program (SBFP)
2. Availability of agriculture and fishery resources in the school:
- 2.a Gulayan sa Paaralan
- 2.b Fish Pond
- 2.c Agricultural Crops
- 2.d Livestock

School-Based Feeding Program (SBFP) - It is a nationwide initiative, aimed at addressing undernutrition among public school learners by providing nutritious meals to improve their nutritional status, encourage school attendance, and enhance classroom participation.

Gulayan sa Paaralan Program - It promotes food security, improved learner nutrition, and sustainable agriculture by ensuring continuous production of nutrient-rich vegetables in schools. GPP supports the School-Based Feeding Program and serves as a hands-on platform for nutrition, agriculture, and values education. It is implemented year-round in all public elementary and secondary schools, with private schools encouraged to join, and is integrated into the EPP/TLE curriculum to sustain garden operations through active participation of teachers, learners, and the community.

Box 10. SOLID WASTE MANAGEMENT
SY 2025–2026, as of March 31, 2026

Check all applicable answers.

1. If the school is compliant with the Ecological Solid Waste Management Act (RA 9003), how is the school implementing solid waste management?	
1.a Composting	<input type="checkbox"/>
1.b Designation of trash collection point	<input type="checkbox"/>
1.c Poster making and/or slogan making contest	<input type="checkbox"/>
1.d Posting of signage	<input type="checkbox"/>
1.e Recycling Projects	<input type="checkbox"/>
1.f School representative at the Barangay Solid Waste Management Committee	<input type="checkbox"/>
1.g Use of paper plates/cups instead of plastic	<input type="checkbox"/>
1.h Use of recycled materials are teaching tool	<input type="checkbox"/>
1.i Use of reusable food containerts	<input type="checkbox"/>
1.j Waste segregation	<input type="checkbox"/>
2. Who are the school stakeholders actively engaged on the implementation of solid waste management?	
2.a Barangay	<input type="checkbox"/>
2.b Community leaders	<input type="checkbox"/>
2.c Local business partners	<input type="checkbox"/>
2.d Municipal/City government	<input type="checkbox"/>
2.e Parents	<input type="checkbox"/>

Box 11. MENSTRUAL HYGIENE
SY 2025–2026, as of March 31, 2026

Check all applicable answers.

If the school provides for the availability of sanitary pads, where may learners get them?	
a. School Canteen	<input type="checkbox"/>
b. School Clinic	<input type="checkbox"/>
c. Guidance Office	<input type="checkbox"/>
d. Others (Specify):	_____

met

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Division Learner Rights and Protection Focal Person:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

mit

Box 1. LEARNER RIGHTS AND PROTECTION

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

CAPACITY BUILDING ATTENDED

1. Number of personnel who attended capacity-building activities/programs inside and outside the school during the SY 2025–2026

PERSONNEL	NUMBER OF PERSONNEL		TOTAL
	First-time Attendees	Refresher Course Attendees	
Teaching			
Teaching-related			
Non-teaching			
TOTAL			

2. Number of learners who attended capacity-building activities/programs inside and outside the school during the SY 2025–2026

LEVEL OF EDUCATION	NUMBER OF LEARNERS		TOTAL
	First-time Attendees	Refresher Course Attendees	
Elementary			
Junior High School			
Senior High School			
TOTAL			

1. ***First Time Attendee*** - The personnel or the learner attended **ONE** capacity building activity/program within the School Year.
2. ***Refresher Course Attendee*** - The personnel or the learner attended **MORE THAN ONE** capacity building activity/program within the School Year.

Box 2. LEARNER RIGHTS AND PROTECTION CONCERNS

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

1. Number of reported cases and the count of learners victims relative to Learner Rights and Protection

1.a Bullying

TYPES OF BULLYING	ELEMENTARY					JUNIOR HIGH SCHOOL					SENIOR HIGH SCHOOL								
	CASES	Number of Victims				CASES	Number of Victims				CASES	Number of Victims							
		TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability					
		Male	Female	Male	Female		Male	Female	Male	Female		Male	Female	Male	Female				
Physical Bullying																			
Social Bullying																			
Gender-based Bullying																			
Cyberbullying																			
Retaliation																			
Psychological or Emotional Bullying																			
Verbal Bullying																			
Precursor to Bullying																			
TOTAL																			

1.b Child Abuse

TYPES OF CHILD ABUSE	ELEMENTARY					JUNIOR HIGH SCHOOL					SENIOR HIGH SCHOOL								
	CASES	Number of Victims				CASES	Number of Victims				CASES	Number of Victims							
		TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability					
		Male	Female	Male	Female		Male	Female	Male	Female		Male	Female	Male	Female				
Physical Abuse																			
Sexual Abuse																			
Verbal Abuse																			
Psychological Violence																			
TOTAL																			

Reminders: 1. Cases shall not be the total number of victims, as 1 case may involved mutiple victims. Hence, change the validation to manual input but shall not be greater than the TOTAL (Learners with and without Disability).

2. Number of Learners with Disability shall be less than or equal to the Total Learners with and without Disability.

(See definitions on the next page.)

Box 2. LEARNER RIGHTS AND PROTECTION CONCERNS
SY 2025–2026, as of March 31, 2026

Definitions for Box 2, Item 1, Part 1.a

Definitions based on the Revised Implementing Rules and Regulations of RA 10627 or the Anti-Bullying Act of 2013

(Perpetrator: Learner; Victim: Learner)

1. **Physical Bullying** - It refers to any physical contact between the bully and the victim like, punching, pushing, tripping, pinching, spitting, shoving, hitting, kicking, slapping, tickling, head locking, grappling, inflicting school pranks, teasing, fighting and use of any available objects as weapons.
2. **Social Bullying** - refers to a form of bullying that aims to damage the social reputation of a learner or a group of learners, including but not limited to relationships affecting the victim's social standing. Such acts include, but are not limited to, deliberate, repetitive, or aggressive social behavior against learners with disabilities, learners who are members of indigenous or ethno-linguistic groups; and learners who are part of religious groups, among others.
3. **Gender-based Bullying** - It refers to act that humiliates, excludes a person or targets individuals based on their gender or perceived gender identity and gender expression. It includes acts that create an intimidating, hostile, or humiliating environment for the victim such as unwanted sexual remarks or actions, and the use of sexist, homophobic, misogynistic, or transphobic remarks, among others.
4. **Cyberbullying** - It refers to all forms of bullying, including online harassment, carried out through the use of technology or any electronic means such as, but not limited, to texting, emailing, instant messaging, chatting, trolling, spamming, posting hurtful comments, or posting of inappropriate photos and videos.
5. **Retaliation** - It refers to acts which include any form of intimidation, reprisal, or harassment against a person who reports bullying, or who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.
6. **Psychological or Emotional Bullying** - It refers to any act that causes damage to a victim's psyche and/or emotional well-being.
7. **Verbal Bullying** - It refers to any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, teasing, name-calling, tormenting, taunting, threats, cursing, making offensive jokes, and commenting negatively on victim's looks, clothes, and body; and all forms of aggression involving the use of written or spoken language to demean, harm, or exert power over another learner.
8. **Precursor to Bullying** - It refers to acts, whether physical or through the use of technology or any electronic means, which indicate that bullying may occur or that a learner is starting to bully or to be bullied.

Definitions for Box 2, Item 1, Part 1.b

Definitions based on DepEd Order No. 40, s. 2012 or the DepEd Child Protection Policy

(Victim: Learners; Perpetrator: DepEd Personnel - teaching, non-teaching or teaching-related)

1. **Physical Abuse** - It refers to acts that inflict bodily or physical harm; includes assigning children to perform tasks which are hazardous to their physical well-being.
2. **Sexual Abuse** - It refers to acts that are sexual in nature; includes but is not limited to: rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body; forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts or favors.
3. **Verbal Abuse** - It refers to the maltreatment of a child, whether habitual or not, which includes any acts or deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being.
4. **Psychological Violence** - It refers to acts of omissions causing or likely to cause mental or emotional suffering to the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.

Box 2. LEARNER RIGHTS AND PROTECTION CONCERNS

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

2. Number of Children-At-Risk

TYPES OF CHILDREN-AT-RISK	ELEMENTARY				JUNIOR HIGH SCHOOL				SENIOR HIGH SCHOOL			
	TOTAL (Learners with and without disability)		Learners with Disability		TOTAL (Learners with and without disability)		Learners with Disability		TOTAL (Learners with and without disability)		Learners with Disability	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Victims of neglect												
Coming from a dysfunctional family or without parent or guardian												
Being a member of a gang												
Living in a community with a higher level of criminality												
Living in a situation of armed conflict												
Living in a community with a high number/level of drug abuse/use												
Committed a status Offense under Section 57 of RA 9344, as amended												
Committed a status Offense in violating ordinances enacted by local governments (e.g., anti-smoking)												
Mendicant under PD 1563												
Solvent or Rugby User												
TOTAL												

3. Number of Children in Conflict with the Law (CICL)

TYPES OF CHILDREN IN CONFLICT WITH THE LAW	ELEMENTARY				JUNIOR HIGH SCHOOL				SENIOR HIGH SCHOOL			
	TOTAL (Learners with and without disability)		Learners with Disability		TOTAL (Learners with and without disability)		Learners with Disability		TOTAL (Learners with and without disability)		Learners with Disability	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Theft												
Violation of RA 9165												
Rape												
Physical Injuries												
Robbery												
Homicide												
Murder												
TOTAL												

Definitions based on DepEd Order No. 18, s. 2015, or the DepEd Guidelines and Procedures on the Management of the Children-At-Risk (CAR) and Children in Conflict with the Law (CICL)

1. *Child-at-risk (CAR)* - It refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances.
2. *Child in conflict with the law (CICL)* - It refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (c) RA No. 9344, as amended).

Box 2. LEARNER RIGHTS AND PROTECTION CONCERNS

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

4. Number of reported cases and the count of learners victims relative to Other Learner Protection Concerns

OTHER LEARNER PROTECTION CONCERNS	ELEMENTARY					JUNIOR HIGH SCHOOL					SENIOR HIGH SCHOOL						
	CASES	Number of Victims				CASES	Number of Victims				CASES	Number of Victims					
		TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			
		Male	Female	Male	Female		Male	Female	Male	Female		Male	Female	Male	Female		
Child Labor																	
Child Trafficking																	
Online Sexual Abuse and Exploitation of Children (OSAEC)																	
Sexual Exploitation of Children																	
Corporal Punishment																	
Other Acts of Abuse other than Bullying (Learner to Learner)																	
Gender-based Sexual Harassment																	
Child Marriage																	
TOTAL																	

- Reminders:**
1. Cases shall not be the total number of victims, as 1 case may involved mutple victims. Hence, change the validation to manual input but shall not be greater than the TOTAL (Learners with and without Disability).
 2. Number of Learners with Disability shall be less than or equal to the Total Learners with and without Disability.

Definitions:

1. **Child Labor** - It refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development.
2. **Child Trafficking** - It refers to the "recruitment, transportation, transfer, harbouring or receipt of a child within or outside a country for exploitation", which includes child prostitution, pornography, labor, slavery-like practices, servitude, organ removal, illicit activities, armed conflict, adoption, or marriage for exploitation (refer to RA 9208).
3. **Online Sexual Abuse or Exploitation of Children (OSAEC)** - It refers to any act involving a child through information and communication technology (ICT) - used for sexual purposes or exploitation; this includes real-time activities such as grooming, livestreamed abuse, sexual extortion, online prostitution, or sharing images online (refer to RA 11930).
4. **Sexual Exploitation of Children** - It refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes; it includes, but is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim's vulnerability (refer to DO no. 40, s. 2012).
5. **Corporal Punishment** - It refers to the kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child whoo has been given or has assumed authority or responsibility for punishment or discipline ; it includes physical, humiliating or degrading punishment (refer to DO no. 40, s. 2012).
6. **Other Acts of Abuse by a pupil, student or learner (learner to learner) other than bullying** - It refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student, or learner of the same school, not falling under the definition of 'bullying'; including, but not limited to acts of a physical, sexual, or psychological nature (refer to DO no. 40, s. 2012).
7. **Gender-based Sexual Harassment** - It refers to unwanted, uninvited sexual remarks, gestures or actions targeted at a person that cause - or are likely to cause mental, emotional, or psychological distress or fear of personal safety; including catcalling, wolf-whistling, misogynistic/transphobic/homophobic/sexist slurs, unwanted sexual remarks, threatss, sharing images without consent, cyberstalking, and online identity theft (refer to RA 11313).
8. **Child Marriage** - It refers to any marriage, cohabitation, or union, formal, customary, religious, or informal, where one or both parties are below 18, arranged by any adult (refer to RA 11596).

Box 2. LEARNER RIGHTS AND PROTECTION CONCERNS

SY 2025–2026, as of March 31, 2026

Provide appropriate answers.

5. Status of Learner Rights and Protection Concerns

NUMBER OF CASES BY TYPE OF ACTION TAKEN				
LRP CONCERNS	ACTION TAKEN			
	Resolved Cases (at the School Level)	Cases for Monitoring (Not Yet Resolved)	Resolved Cases by Referral to Other Government Agencies (e.g., PNP, LSWDO, NGOs, etc.)	Resolved Cases by Referral to Other Non-Government Agencies (e.g., CPN, Bantay Bata, etc.)
<i>ELEMENTARY</i>				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL				
<i>JUNIOR HIGH SCHOOL</i>				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL				
<i>SENIOR HIGH SCHOOL</i>				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL				

6. Submission of Mode of Verification (MOV)

Create a Google Drive/OneDrive link where you can upload the cases' MOVs (incident reports, intervention plans, and other school-based policies). Then, input the Google Drive/OneDrive link in the box below.

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Division Sports Coordinator:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

**Table 1. SCHOOL SPORTS PROGRAM: SPORTS PERSONNEL (DepEd Funded)
SY 2025–2026, as of March 31, 2026**

Provide appropriate answers.

SPORTS EVENTS	NUMBER OF SPORTS PERSONNEL											
	Elementary				Junior High School				Senior High School			
	Facilitators per DO 22, s. 2025	Coordinators per DO 22, s. 2025	Coaches	Officiating Officials	Facilitators per DO 22, s. 2025	Coordinators per DO 22, s. 2025	Coaches	Officiating Officials	Facilitators per DO 22, s. 2025	Coordinators per DO 22, s. 2025	Coaches	Officiating Officials
1 Archery												
2 Arnis												
3 Athletics (Track events)												
4 Athletics (Field events)												
5 Badminton												
6 Basketball												
7 Baseball												
8 Billards												
9 Boxing												
10 Chess												
11 Dance Sports												
12 Football												
13 Futsal												
14 Aerobic Gymnastics (AER)												
15 Men's Artistic Gymnastics (MAG)												
16 Women's Artistic Gymnastics (WAG)												
17 Rhythmic Gymnastics (RG)												
18 Pencak Silat												
19 Sepak Takraw												
20 Softball												
21 Swimming												
22 Table Tennis												
23 Taekwondo												
24 Tennis												
25 Volleyball												
26 Weightlifting												
27 Wrestling												
28 Wushu												
29 Athletics (Paragame)												
30 Swimming (Paragame)												
31 Goal Ball (Paragame)												
32 Bocce (Paragame)												
33 Philippine Games (e.g. patintero, luksong baka, tumbang preso)												
34 Other Sports												

1. **Sports Facilitator** - It refers to identified personnel who is qualified/currently handling sports club per DO 22 s. 2025.
2. **Sports Coordinator** - It refers to identified personnel who is in-charge for planning and implementation of sports club per DO 22 s. 2025.
3. **Coach** - It refers to identified personnel (DepEd funded) who is qualified/currently handling the identified sporting event.
4. **Officiating Official** - It refers to identified personnel (DepEd funded) who is an NSA accredited officiating official in the identified sporting event.

Table 2. SCHOOL SPORTS PROGRAM: LEARNERS MEMBERSHIP TO SCHOOL SPORTS CLUB per DO 22 , s. 2025 SY 2025–2026, as of March 31, 2026

Fill in the School Sports Event offered and the number of learner-members according to sex.

However, the Indigenous Peoples (IP) and Learners With Disability (LWD) shall be identified from the total number of learners regardless of sex.

SPORTS EVENTS	ELEMENTARY																							
	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
	M	F	IP	LWD	M	F	IP	LWD	M	F	IP	LWD	M	F	IP	LWD	M	F	IP	LWD	M	F	IP	LWD
1 Archery																								
2 Arnis																								
3 Athletics (Track events)																								
4 Athletics (Field events)																								
5 Badminton																								
6 Basketball																								
7 Baseball																								
8 Billards																								
9 Boxing																								
10 Chess																								
11 Dance Sports																								
12 Football																								
13 Futsal																								
14 Aerobic Gymnastics (AER)																								
15 Men's Artistic Gymnastics (MAG)																								
16 Women's Artistic Gymnastics (WAG)																								
17 Rhythmic Gymnastics (RG)																								
18 Pencak Silat																								
19 Sepak Takraw																								
20 Softball																								
21 Swimming																								
22 Table Tennis																								
23 Taekwondo																								
24 Tennis																								
25 Volleyball																								
26 Weightlifting																								
27 Wrestling																								
28 Wushu																								
29 Athletics (Paragame)																								
30 Swimming (Paragame)																								
31 Goal Ball (Paragame)																								
32 Bocce (Paragame)																								
33 Philippine Games (e.g. patintero, luksong baka, tumbang preso)																								
34 Other Sports																								

1. **Philippine Games** - It is also known as Laro ng Lahi and Indigenous games.

2. **Other Sports** - It refers to sports offered other than the listed sports above.

3. The **Indigenous People (IP)** and **Learners With Disability (LWD)** shall be identified learners from the total number of learners regardless of sex.

(See continuation on the next page.)

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Table 2. SCHOOL SPORTS PROGRAM: LEARNERS MEMBERSHIP TO SCHOOL SPORTS CLUB per DO 22 , s. 2025 SY 2025–2026, as of March 31, 2026

Fill in the School Sports Event offered and the number of learner-members according to sex.

However, the Indigenous Peoples (IP) and Learners With Disability (LWD) shall be identified from the total number of learners regardless of sex.

SPORTS EVENTS	JUNIOR HIGH SCHOOL																SENIOR HIGH SCHOOL								
	Grade 7				Grade 8				Grade 9				Grade 10				Grade 11				Grade 12				
	M	F	IP	LWD	M	F	IP	LWD	M	F	IP	LWD	M	F	IP	LWD	M	F	IP	LWD	M	F	IP	LWD	
1 Archery																									
2 Arnis																									
3 Athletics (Track events)																									
4 Athletics (Field events)																									
5 Badminton																									
6 Basketball																									
7 Baseball																									
8 Billards																									
9 Boxing																									
10 Chess																									
11 Dance Sports																									
12 Football																									
13 Futsal																									
14 Aerobic Gymnastics (AER)																									
15 Men's Artistic Gymnastics (MAG)																									
16 Women's Artistic Gymnastics (WAG)																									
17 Rhythmic Gymnastics (RG)																									
18 Pencak Silat																									
19 Sepak Takraw																									
20 Softball																									
21 Swimming																									
22 Table Tennis																									
23 Taekwondo																									
24 Tennis																									
25 Volleyball																									
26 Weightlifting																									
27 Wrestling																									
28 Wushu																									
29 Athletics (Paragame)																									
30 Swimming (Paragame)																									
31 Goal Ball (Paragame)																									
32 Bocce (Paragame)																									
33 Philippine Games (e.g. patintero, luksong baka, tumbang preso)																									
34 Other Sports																									

1. **Philippine Games** - It is also known as Laro ng Lahi and Indigenous games.

2. **Other Sports** - It refers to sports offered other than the listed sports above.

3. The **Indigenous People (IP)** and **Learners With Disability (LWD)** shall be identified learners from the total number of learners regardless of sex.

Box 1. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS EVENTS, CLUBS, AND EQUIPMENT

SY 2025–2026, as of March 31, 2026

Check multiple sports events, clubs, and equipment being offered in the school.

SPORTS EVENTS		AVAILABILITY OF SPORTS EVENTS CLUBS, AND EQUIPMENT								
		Elementary			Junior High School			Senior High School		
		Sports Events	Sports Clubs	Sports Equipment	Sports Events	Sports Clubs	Sports Equipment	Sports Events	Sports Clubs	Sports Equipment
1	Archery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Arnis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Athletics (Track events)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Athletics (Field events)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Billards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Chess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Dance Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Futsal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Aerobic Gymnastics (AER)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Men's Artistic Gymnastics (MAG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Women's Artistic Gymnastics (WAG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Rhythmic Gymnastics (RG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Pencak Silat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Sepak Takraw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Taekwondo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Wushu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Athletics (Paragame)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Swimming (Paragame)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Goal Ball (Paragame)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Bocce (Paragame)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Philippine Games (e.g. patintero, luksong baka, tumbang preso)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. **Sports events** - It refers to current sports events being offered by the school intended for participation to Palarong Pambansa.

2. **Sports clubs** - It refers to current sports clubs being offered by the school per DepEd Order 22, s. 2025.

3. **Sports equipment** - It refers to current sports equipment existing in the school.

Box 2. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS FACILITIES IN THE SCHOOL SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

Does the school have the following sports facilities?	
SPORTS FACILITY	YES
1. Multi-purpose Gymnasium	<input type="checkbox"/>
2. Standalone Gymnasium	
2.1 Covered	<input type="checkbox"/>
2.2 Open	<input type="checkbox"/>
3. Racket Sports Facility	
3.1 Covered (Badminton and Table Tennis)	<input type="checkbox"/>
3.2 Open (Badminton and Tennis)	<input type="checkbox"/>
4. Martial Arts Gymnasium	<input type="checkbox"/>
5. Dance Studio	<input type="checkbox"/>
6. Open Field	<input type="checkbox"/>
7. Track Oval	
7.1 Standard (for competition purposes)	<input type="checkbox"/>
7.2 Non-standard (for recreational/training purposes)	<input type="checkbox"/>
8. Swimming Pool	
8.1 Standard (for competition purposes)	<input type="checkbox"/>
8.2 Non-standard (for recreational/training purposes)	<input type="checkbox"/>
9. Goal Ball Gymnasium	<input type="checkbox"/>
10. Buildable Space for Sports Facilities	<input type="checkbox"/>

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

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by DRRM Coordinator:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

Table 1. DISASTERS/CALAMITIES (Natural Hazards)

For the months of June 2024 to May 2025

Provide the number of times the following hazards occurred in your school and its immediate surroundings.

DISASTERS	2024							2025				
	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>Natural Hazards</i>												
Drought												
Earthquake												
Fire*												
Flood												
Landslide												
Low Pressure Area / Monsoon / Shearline												
Storm Surge												
Tropical Cyclones												
Tsunami												
Volcanic Eruption												

- Disaster** - It refers to a serious disruption of the functioning of a community or a society involving widespread human, material, economic, or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
Source: UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
- Drought** - It refers to pronounced absence or marked deficiency of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.
Source: Reliefweb Glossary of Humanitarian Terms. <https://reliefweb.int/taxonomy-descriptions>
- Earthquake** - It refers to a weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.
Source: DOST-PHIVOLCS: Introduction to Earthquake. <https://www.phivolcs.dost.gov.ph/index.php/earthquake/introduction-to-earthquake>
- Fire** - It refers to a destructive burning (as of a building). Include in this category urban, industrial or rural fires, but not including wild (forest) fires. Limited to those induced or highly connected to natural phenomena, such as storms, earthquakes, droughts, etc.
* Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.
** Includes fires due to human negligence, such as electrical wiring failure
Source: ReliefWeb Glossary of Humanitarian Terms. GLIDE Working Group, Global Identifier Number, 2006. <https://www.who.int/hac/about/reliefweb-aug2008.pdf>
- Flood** - It refers to a progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.
Source: DOST-PAGASA Learning Tools: Floods. bagong.pagasa.dost.gov.ph/learning-tools/floods
- Landslide** - It refers to a mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.
Source: DOST-PHIVOLCS: Introduction to Landslide. <https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide>
- Low Pressure Area / Monsoon / Shearline** - It refers to wind that reverses its direction with the season, blowing more or less steadily from the interior of a continent toward the sea in winter, and in the opposite direction during summer.
Source: Department of Science and Technology, Philippine Atmospheric, Geophysical and Astronomical Services Administration, Meteorological Terms. <https://www.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
- Storm Surge** - It refers to an abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall.
Source: DOST-PAGASA Learning Tools: Meteorological Terms, Storm Surge. <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
- Tropical Cyclones** - It refers to a non-frontal, synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region. Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon.
Source: DOST-PAGASA: About Tropical Cyclones. <http://bagong.pagasa.dost.gov.ph/information/about-tropical-cyclone>
- Tsunami** - It refers to an ocean wave produced by a submarine earthquake, landslide, or volcanic eruption that may reach enormous dimensions and have sufficient energy to travel across entire oceans.
Source: DOST-PAGASA Learning Tools: Meteorological Terms, Tsunami. <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
- Volcanic Eruption** - It refers to the transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions.
Source: DOST PHIVOLCS: Introduction to Volcanoes. <https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes>

Table 2. DISASTERS/CALAMITIES (Human-Induced Hazards)

For the months of June 2024 to May 2025

Provide the number of times the following hazards occurred in your school and its immediate surroundings.

DISASTERS	2024							2025				
	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>Human-induced Hazards</i>												
I. Armed Conflict												
I.a Number of times armed conflict occurred in your school and its immediate surroundings												
Armed conflict incident experienced in the past months												
I.b Number of times the following state and non-state actors were involved in the armed conflict incidents												
<i>1.b.1 State Actors</i>												
Armed Forces of the Philippines (AFP)												
Philippine National Police (PNP)												
Others (specify): _____												
<i>1.b.2 Non-State Actors</i>												
Abu Sayyaf Group (ASG)												
Bangsamoro Islamic Freedom Fighters (BIFF)												
Communist Part of the Philippines / New People's Army / National Democratic Front (CPP-NPA-NDF)												
Maute Group												
Others (specify): _____												

1. **Armed conflict** - It refers to armed confrontations occurring between government forces and one or more armed groups, or between such groups arising in the Philippine territory. These shall include activities which may lead to, or are undertaken in preparation of armed confrontation or armed violence that put children's lives at risk and their rights violated. (R.A. 11188).

- Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others.

Source: R.A. 11188, or the Special Protection of Children in Situations of Armed Conflict (2017)

2. **State and/or Non-State Actors** - These refer to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.

Source: D. Schindler, *The Different Types of Armed Conflicts According to the Geneva Conventions and Protocols*, RCADI, Vol. 163, 1979-II, p. 147. as cited in International Committee of the Red Cross (ICRC): *How is the Term Armed Conflict Defined in International Humanitarian Law?*. <https://www.icrc.org/en/doc/assets/files/other/opinion-paper-armed-conflict.pdf>

(See continuation on the next page.)

Table 2. DISASTERS/CALAMITIES (Human-Induced Hazards)

For the months of June 2024 to May 2025

Provide the number of times the following hazards occurred in your school and its immediate surroundings.

DISASTERS	2024						2025					
	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>Human-induced Hazards</i>												
2. Grave Child Rights Violations (GCRV)												
2.a Number of reports of GCRVs within the school and immediate surroundings that were filed through government channels												
Killing and maiming of children												
Abduction of children												
Attacks against schools or hospitals												
Denial of humanitarian access for children												
Recruitment or use of children as soldiers												
Sexual violence against children												
2.b Others												
Bomb threats in school premises												
Bombing in school premises												
Fire												
Hazardous Materials incident (e.g., chemical explosion, chemical spill, oil spill, exposure to radioactive substances)												
Health threat (e.g., Dengue, Malaria, Measles, Food poisoning, Disease Outbreak)												
Hostage-taking within school premises												
Shooting incident within school vicinity												
Structural collapse (as a result of engineering failures)												
Others (specify): _____												

Box 1. ENABLING ENVIRONMENT

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM and CCAM policies.

Part 1. DRRM and CCAM Policies

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

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

Part 2. DRRM and CCAM Plans

1. School has a comprehensive, inclusive, culture-sensitive, and gender-sensitive plan for:

DRRM CCAM

2. School DRRM and CCAM Plans are developed together with the following: *(check all applicable)*

School Personnel Parents LGU External Partners

3. Number of learners who participated in the development of the School DRRM and CCAM Plans

Learners <u>EXCLUDING</u> IP, Muslim, and SNEd		IP Learners		Muslim Learners		SNEd Learners	
Male	Female	Male	Female	Male	Female	Male	Female

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

Part 3. DRRM and CCAM Organizational and Budget Support

1. School has a functional DRRM Team with defined roles and responsibilities.

2. School has designated a School DRRM Coordinator.

3. Number, cost, and percentage of DRRM and CCAM Programs, Projects, and Activities (PPAs) included in the school's budget

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

Part 4. Research and Information System

1. Number of evidence-based DRRM- and CCAM-related research that the school has undertaken

2. Number of programs developed or enhanced by the school based on research

3. School has used DRRMS-developed DRRM- and CCAM-related software for data collection and reporting.

Part 5. Monitoring and Evaluation

1. School has used the Comprehensive School Safety (CSS) monitoring tool to keep track of their DRRM and CCAM initiatives.

2. Number of DRRM- and CCAM-related good practices documented by the school

Documented Good Practices	DRRM	CCAM

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

(See definitions on the next page.)

Box 1. ENABLING ENVIRONMENT
For the months of June 2024 to May 2025

Definitions for Box 1

1. **CCAM (Climate Change Adaptation and Mitigation)** - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. (Intergovernmental Panel on Climate Change). Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (United Nations Framework Convention on Climate Change).
 - **Climate Change Adaptation** - It refers to a climate change response that intends to reduce the vulnerability of human or natural systems to the impacts of climate change and climate-related risks, by maintaining or increasing adaptive capacity and resilience.
 - **Climate Change Mitigation** - It refers to a climate change response that aims to reduce greenhouse gas emissions (GHG), directly or indirectly, by avoiding or capturing GHG before they are emitted to the atmosphere or sequestering those already in the atmosphere by enhancing "sinks" such as forests.

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

Box 2. PILLAR 1. SAFE LEARNING FACILITIES

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted.

School Safety and Disaster Prevention and Mitigation

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

Learning Facilities	Safe	Unsafe
Instructional Spaces		
Non-Instructional Spaces		

2. Number of instructional spaces retrofitted

3. Number of non-instructional spaces retrofitted

4. Number of instructional spaces constructed using inclusive and resilient designs

5. Number of non-instructional spaces constructed using inclusive and resilient designs

6. School has the following structural hazard mitigation measures: *(check all applicable)*

- Flood Wall
- Firewall
- Sea Wall
- Slope Protection
- Lothers (specify): _____

7. School has the following non-structural hazard mitigation measures: *(check all applicable)*

- Non-structural slope protection
- Vegetation (e.g., mangrove, shrubs, and tree
- Porous Landscaping
- Pruning of trees
- Lothers (specify): _____

8. School conducts regular inspection of instructional and non-instructional spaces.

9. School Head has allotted budget for routine maintenance of instructional and non-instructional spaces.

10. School has undertaken regular repair of damaged instructional and non-instructional spaces.

11. School has undertaken the maintenance of facilities within the following months: *(check all applicable)*

Maintenance of School Facilities in 2025											
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. **Instructional Spaces** - These spaces are designed to directly accommodate the educational program. The basic instructional spaces for elementary schools are classrooms and work education shops or multi-purpose buildings for Home Economics and Industrial Arts Classes. However, for secondary schools offering general curriculum, the basic instructional spaces are classrooms, computer rooms, science laboratories, and Technology and Livelihood Education (TLE) shops. In secondary vocational schools, basic instructional spaces also include specialized shops. Other spaces such as libraries, learning centers, gymnasiums, and similar spaces are classified as instructional spaces when they are used directly in conjunction with the curriculum. In line with the changing curriculum, a modular type of school building has been designed to include components for home economics, industrial arts, agricultural arts, etc. in one building unit known as multipurpose workshop building.
Source: DepEd Educational Facilities Manual

2. **Non-instructional Spaces** - These refer to administrative, non-programmed, and service spaces within the school, including ancillary facilities.

- The **administrative and services spaces** are those which serve to facilitate administrative and administration-related functions and services such as administrative offices, canteens, or lunch counters, medical-dental clinics, guidance room, dormitories, etc.
- The **non-programmed spaces** are those which are not directly related to the implementation of the educational program and administrative functions or services such as lobbies, corridors, stairs, etc.
- The **ancillary facilities** are one of a group of buildings having a secondary or dependent use, such as an annex.

Source: DepEd Educational Facilities Manual

3. **Retrofit** - This refers to the process of modifying an existing structure to render it more resilient to the hazard effects.
Source: DepEd Educational Facilities Manual

4. **Unsafe Classroom** - This refers to classrooms that have one or a combination of hazards listed in the School Watching Checklist.
Source: DO No. 23, s. 2015 Student-led School Watching and Hazard Mapping

Box 3. PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted.

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

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

Natural Hazards		Human-induced Hazards
<input type="checkbox"/> Tropical Cyclone	<input type="checkbox"/> Earthquake	<input type="checkbox"/> Armed Conflict
<input type="checkbox"/> Storm Surge	<input type="checkbox"/> Volcanic Eruption	<input type="checkbox"/> Bomb Threats / Bombing
<input type="checkbox"/> Flood	<input type="checkbox"/> Tsunami	<input type="checkbox"/> Civilian Violence
<input type="checkbox"/> Drought	<input type="checkbox"/> Fire	<input type="checkbox"/> Fire
<input type="checkbox"/> Landslide	<input type="checkbox"/> Others (specify): _____	<input type="checkbox"/> Others (specify): _____

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

Part 2. Disaster Preparedness

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

A. Emergency Supplies and Equipment

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

B. Response and Rescue Supplies and Equipment

Item	DepEd	Partners
Bicycle		
Fire Hose		
Motor Banca (for coastal and island school)		
Power Sprayer		

4. Number of conducted regular hazard-specific drills with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others) **from January to December 2025**

Hazard-specific Drills	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Lockdown Drill												
Storm Surge Drill												
Tsunami Drill												

(See continuation on the next page. For the definitions, refer to the page after Box 3 (Part 3).)

Box 3. PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM and CCAM initiatives conducted.

Part 3. Disaster Response

- School conducted Brigada Eskwela in the aftermath of a disaster/emergency to ensure learning continuity.
- Number of response interventions received from Partners

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

- Number of personnel trained and mobilized for Alternative Delivery Mode

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

- School has implemented resumption strategies and Alternative Delivery Modes to ensure education continuity due to a disaster resulting from natural hazards.
- School has implemented the following resumption strategies: *(check all applicable)*

Resumption Strategies	Number of Days
<input type="checkbox"/> Class Shifting	
<input type="checkbox"/> Make-up Classes	
<input type="checkbox"/> Modular Learning	
<input type="checkbox"/> Online Learning	
<input type="checkbox"/> Peer Group Learning	
<input type="checkbox"/> Programmed Teaching	

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

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

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

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

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

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

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

(See definitions on the next page.)

Box 3. PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY

For the months of June 2024 to May 2025

Definitions for Box 3

- Bomb Threats / Bombing** - It refers to a threat or actual detonation of an explosive or incendiary device to cause property damage, death, or injuries.
Source: Indiana University: Emergency Planning. <https://protect.iu.edu/emergency-planning/procedures/bomb-threats.html>
- Child-centred approach** - It is an approach that places the child at the notional centre of the learning process in which they are active participants. Involves giving children choices of learning activities, with the teacher acting as facilitator of learning.
Source: United Nations Educational, Scientific and Cultural Organization
- Civilian Violence** - It refers to the use of physical force brought by a noncombatant person, so as to injure, abuse, damage, or destroy. This includes crimes against school heads, teachers, learners, and school property.
Source: Merriam-Webster Dictionary. <https://www.merriam-webster.com/dictionary/violence>
- Contingency Plan** - It refers to a management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.
Source: UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
- Early Warning** - It refers to the provision of timely and effective information, through identified institutions, that allows individuals exposed to a hazard to take action to avoid or reduce their risk and prepare for effective response.
Source: International Strategy for Disaster Risk Reduction
- E-Impact** - The Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) learning system is a technology-enhanced alternative delivery mode developed by the SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) to address issues in accessibility and quality of education in schools usually handled by a few teachers teaching multigrade classes.
Source: UNICEF Evaluation on Alternative Delivery Modes.
https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation_Philippines-2012-001.pdf
- Emergency** - It refers to a sudden and usually unforeseen event that calls for immediate measures to minimize its adverse consequences.
Source: United Nations Department of Humanitarian Affairs
- Evacuation Center** - It refers to a safe site, building or center hosting internally displaced persons, which includes covered courts, barangay or community halls, camping areas, collective centers, multi-purpose centers, established "tent cities" or schools.
Source: DSWD-DILG-DOH-DepEd- Joint Memorandum No. 1, S. 2013 on the Guidelines on Evacuation Center Coordination and Management, Part III.
- Hazard Mapping** - It refers to the process of mapping hazard information within a study area of varying scale, coverage, and detail.
Source: United Nations Human Settlements Programme
- Learners with Disabilities (LWDs)** - They refer to children, youth, and adult learners with substantial limitations in their functions, characterized by significantly sub-average intellectual capacity and/or existing concurrently with related limitations in two or more adaptive skills areas. These learners may have any or a combination of the following: intellectual disabilities; learning disabilities; mental, emotional, or behavioral disorders; sensory impairments; autism; long-term physical or health disabilities; deaf blindness; and multiple handicapping conditions. These conditions may be a hindrance to the learners' full and effective participation in the society; thus, these conditions necessitate the provision of special education services and other allied services that will enable LWDs to live functional lives.
Source: DepEd Order No. 21, s. 2020. https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_021.pdf
- Lockdown Drill** - It refers to an emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/exit and movement within a facility, emergency personnel are better able to contain and handle any threats.
Source: University of British Columbia: Emergency Procedures. <https://emergency.ok.ubc.ca/procedures/lockdown/>
- Mental Health and Psychosocial Support (MHPSS)** - It refers to any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder.
Source: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.
https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf

Box 3. PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY
For the months of June 2024 to May 2025

Definitions for Box 3 (continued)

13. **Modified In-School, Off-School Approach (MISOSA)** - This aims to:
 - (i) solve congestion in schools with big enrolment;
 - (ii) address the need of children for adequate learning materials;
 - (iii) mobilize and strengthen community support; and
 - (iv) improve students' performance.

Source: UNICEF Evaluation on Alternative Delivery Modes.
https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation_Philippines-2012-001.pdf
14. **Open High School** - It refers to an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.

Source: DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program.
http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf
15. **Preparedness** - It refers to the capacities and knowledge developed by governments, professional response organizations, communities, and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazard events or conditions.

Source: International Strategy for Disaster Risk Reduction
16. **Referral** - It refers to one of the guidance services where learners are facilitated to avail other assistance or services that address their mental health or other concerns. This requires a wide range of internal partners (i.e. counselors, teachers, nurses, and school administrators), external partners (i.e. government, non-government agencies, organizations), and individuals in different professions, fields and interest.

Source: DepEd Memorandum DM-OUCI-2021-055.
17. **Resilience** - It refers to the capacity of a system, community or society potentially exposed to hazards to resist, adapt, and recover from hazard events, and to restore an acceptable level of functioning and structure.

Source: International Strategy for Disaster Risk Reduction
18. **Specialized Psychosocial Support** - This assistance should include psychological or psychiatric supports for people with severe mental disorders whenever their needs exceed the capacities of existing primary/general health services. Such problems require either (a) referral to specialised services, if they exist, or (b) initiation of longer-term training and supervision of primary/general health care providers. Although specialised services are needed only for a small percentage of the population, in most large emergencies, this group amounts to thousands of individuals.

Source: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.
https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
19. **Temporary Learning Spaces** - It refers to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.

Source: Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".
20. **Temporary WASH** - It refers to Water, Sanitation, and Hygiene Facilities built during the response phase.
21. **Vulnerability** - It refers to the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. For positive factors, which increase the ability of people to cope with hazards, see definition of *capacity*.

Source: International Strategy for Disaster Risk Reduction
22. **Warning** - It refers to dissemination of message signalling imminent hazard which may include advice on protective measures.

Source: United Nations Department of Humanitarian Affairs

Box 4. PILLAR 3. RISK REDUCTION AND RESILIENCE EDUCATION

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding initiatives conducted.

Part 1. Curriculum Integration

1. School teaches DRRM- and CCAM-related concepts

SUBJECTS	ELEMENTARY													
	DRRM-related concepts							CCAM-related concepts						
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyon sa Pagpapakatao (EsP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUBJECTS	JUNIOR HIGH SCHOOL							
	DRRM-related concepts				CCAM-related concepts			
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 7	Grade 8	Grade 9	Grade 10
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyon sa Pagpapakatao (EsP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology and Livelihood Education (TLE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRACK/STRAND	SENIOR HIGH SCHOOL			
	DRRM-related concepts		CCAM-related concepts	
	Grade 11	Grade 12	Grade 11	Grade 12
Academic - ABM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic - HUMSS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic - STEM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic - GAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVL - Agri-Fishery Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVL - Home Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVL - ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts and Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

(See continuation on the next page.)

Box 4. PILLAR 3. RISK REDUCTION AND RESILIENCE EDUCATION

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding initiatives conducted.

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

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

Teaching Personnel		Teaching-Related and Non-teaching Personnel	
Male	Female	Male	Female

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

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

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

(See continuation on the next page.)

Box 4. PILLAR 3. RISK REDUCTION AND RESILIENCE EDUCATION

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding initiatives conducted.

Part 3a. Resilience Education

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

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

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

Learners	School Personnel	Parents	LGU or Barangay Officials	NGOs

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

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

(See continuation on the next page.)

Box 4. PILLAR 3. RISK REDUCTION AND RESILIENCE EDUCATION

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding initiatives conducted.

Part 3b. Resilience Education

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

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

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

2. School used DepEd developed learning resources on DRRM and CCAM.

3. Number of DRRM and CCAM trainings conducted for learners

Topics	Trainings Conducted
DRRM	
CCAM	

(See continuation on the next page.)

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Box 4. PILLAR 3. RISK REDUCTION AND RESILIENCE EDUCATION

For the months of June 2024 to May 2025

Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding initiatives conducted.

Part 3c. Resilience Education

1. Number of DRRM and CCAM PPAs led by learners

Topics	PPAs Led by Learners
DRRM	
CCAM	

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

Part 3d. Resilience Education

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

Topics	Teaching Personnel		Teaching-Related and Non-teaching Personnel	
	Male	Female	Male	Female
DRRM				
CCAM				

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

Teaching Personnel	
Male	Female

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

4. Number of MHPSS trainings conducted for learners and personnel

Topics	MHPSS Trainings	
	Learners	Personnel
DRRM		
CCAM		

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

Teaching Personnel		Teaching-Related and Non-teaching Personnel	
Male	Female	Male	Female

Definitions:

- Psychological First Aid** - It refers to an evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Individuals affected by a disaster or traumatic incident, whether survivors, witnesses, or responders to such events, may struggle with or face new challenges following the event. PFA was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response.
Source: National Child Traumatic Stress Network: Psychological First Aid. <https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa>
- Change the Current: Climate Action Online Training for Adolescents** aims to enhance adolescents' knowledge on the science of climate change and adaptation and mitigation strategies, and hone skills that they need to increase adaptation and mitigation awareness and practices in their communities. Project grants amounting to Php 15,000.00 will be awarded to selected adolescents.
- YSEALI Climate Changemakers** is an online training course that aims to increase the competence of teachers in teaching climate change concepts and encouraging learners to act on climate. It consists of one core training subject on introduction to climate change and a specialized training subject on teaching climate change. Additionally, learning facilitators will receive supplementary training on online learning delivery. YSEALI Climate Changemakers aims to train 50 region and division as learning facilitators who will train a total of 2,000 teachers from their respective regions and divisions.
- The Green Beat Initiative (TGBI) An Environmental Journalism Training for Campus Journalists and School Paper Advisers** is a 6-week pilot intensive online environmental journalism training. It aims to equip participants with the necessary skills and knowledge to pursue, develop, and report stories about the environment with a focus on climate change adaptation and mitigation.

GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Division IPEd Focal Person:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

Box 1. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

A. SCHOOLS

1. Does the school have learners belonging to Indigenous Peoples communities? Yes

Note: If your answer in the question above is No, proceed with answering question number 8 below.

2. If school is implementing IPEd, please answer which level/s of education IPEd is being implemented (*check all applicable*).

Level of Education		
<input type="checkbox"/> Elementary	<input type="checkbox"/> Junior High School	<input type="checkbox"/> Senior High School

3. Does the school have an IPEd Coordinator? Yes

4. Do the learners encounter occasional dangerous geographical challenges while going to school (e.g., river to be crossed during rains; area to school or of the school is prone to landslides)? Yes

5. Does the school have experience in working with the IP community for the development of contextualized lesson plans, development of learning resources, and/or other activities? Yes

6. Does the school use the IP community's cultural language as medium of teaching and learning in K to 3? Yes

6.1 What is the cultural language of the IP community?
(several answers can be possible if learners are from several IP communities)

6.2 Which level of governance (National, Regional, Division, or School) decided on the language to be used as Medium of Instruction in your school?

7. Does the school celebrate the following (check if applicable)?

- IP Day (August 9)
- IP Month (October)

7.1 If celebrations are done, are they coordinated with the Schools Division Office? Yes

8. Is the school head an IP? Yes

If Yes, provide the IP ethnicity. (Two answers allowed.)

2

9. Did the school head attend the Orientation on IPEd provided by DepEd (within the past 5 years)? Yes

10. Is the school located in the ancestral domain **AND** affected by armed conflict? (both conditions must hold) Yes

(See continuation on the next page.)

Box 1. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

B. TEACHERS

1. Number of teachers residing within the school municipality

Number of Teachers	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

2. Number of teachers speaking the cultural language of community

Number of Teachers	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

3. Number of teachers in the school who are IPs

Number of Teachers	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

Number of Teachers	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)		Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

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

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

4. Number of teachers who have attended the Orientation on IPEd provided by DepEd (within the past 5 years)

5. Number of teachers who have attended trainings on IPEd outside of DepEd (within the past 5 years)

Level of Education	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			

Level of Education	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			

(See continuation on the next page.)

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Box 1. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM

SY 2025–2026, as of March 31, 2026

Check and/or provide appropriate answers.

Definitions for Box 1

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

GOVERNMENT SCHOOL PROFILE, SY 2025-2026

School Name - School ID

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Certified True and Correct by School Head:

Signature over Printed Name / Date

Position Title: _____

Validated by Division Accountant:

Signature over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature over Printed Name / Date

**Table 1. MOOE ALLOCATION, UTILIZATION, AND LIQUIDATION
From January 2025 to December 2025**

Provide appropriate answers.

MOOE	AMOUNT IN PHP		
	Elementary	Junior High School	Senior High School
ALLOCATION			
UTILIZATION			
LIQUIDATION			

1. **Maintenance and Other Operating Expenses (MOOE)** - It refers to 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** - It refers to the MOOE provided for the previous fiscal year.
3. **MOOE Utilization** - It 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.

PRIVATE SCHOOL PROFILE (PSP), SY 2025-2026

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School ID:

PRIVATE SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of all private schools offering elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.

Only private schools whose establishment has been approved by the DepEd Regional Office shall be issued a Private School Profile. Private Schools whose documents have been submitted to the Regional/Division Office but are still undergoing evaluation at the time of the distribution of the Private School Profile can also be issued this form.

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

Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. For Yes/No questions and items with check boxes, check the box if the answer is Yes or if it applies. Unchecked boxes mean that the answer is No or it does not apply. Shaded boxes shall not be filled.

SCHOOL INFORMATION SY 2025-2026

<p>School Name :</p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><i>(Official Name)</i></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><i>(Previous Name, if any)</i></p> <p>Address :</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border-bottom: 1px solid black;">No.</td> <td style="width: 40%; border-bottom: 1px solid black;">Street/Sitio/Purok</td> <td style="width: 45%; border-bottom: 1px solid black;">Barangay</td> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;">Municipality/City</td> <td style="border-bottom: 1px solid black;">Province</td> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;">Zip Code</td> </tr> </table>	No.	Street/Sitio/Purok	Barangay		Municipality/City	Province			Zip Code	<p>Region (if PSO, write DepEd CO) :</p> <p>Division (if PSO, write Name of Host Country) :</p> <p>Legislative District :</p> <p>Telephone Number :</p> <p>Mobile Number :</p> <p>Fax Number :</p> <p>Website (if any) :</p> <p>E-mail Address :</p> <p>First School Year of Operation :</p> <p>Date of Opening of Classes (mm/dd/yyyy) :</p>
No.	Street/Sitio/Purok	Barangay								
	Municipality/City	Province								
		Zip Code								

Check (✓) if the school is:

- Local
 Foreign / International
 Private Madaris
 Farm School
 Philippine School Overseas (PSO)

- Certified by Private Education Assistance Committee (PEAC)

- Education Service Contracting

- Senior High School Voucher Program

Year of First Issuance _____

Latest Year of Renewal _____

Year of First Issuance _____

Year Renewed (Latest) _____

Medium of Instruction for Elementary	
(See list of languages on the next page)	
Language 1	
Language 2	
Language 3	

Write appropriate information	Level of Education Offered							
	Kindergarten		Grade 1 to 6		Junior High School		Senior High School	
	Permit Number	Year Issued	Permit Number	Year Issued	Permit Number	Year Issued	Permit Number	Year Issued
With Permit (Renewal)								
With Recognition								
Permit on Process								

Certified True and Correct by:

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

Position Title : _____

Validated by Senior Education Program Specialist
 for Monitoring and Evaluation (SGOD):

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

(Continuation from previous page, School Information)

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3 Agtá Dumágat Casigúran	45 Chabacáno (Cotabatéño Chabacáno)	87 Itnég (Binóngan)	129 Manidé	171 Sebwáno (Binul-ánong Binisayá)
4 Agtá Dumágat Umíray	46 Chabacáno (Davawéño Chabacano)	88 Itnég (Inláud)	130 Manóbo Agúsan (Ráha Kabunsuwán)	172 Sebwáno (Katimúgang Leyte Binisayá)
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10 Árta	52 Filipino Sign Language	94 Jamindanganon	136 Mansáka	178 Southern Catanduanes
11 Ási	53 Finallig (Kadaklán)	95 Kabaliánon	137 Masbatényo	179 Southern Sorsoganon
12 Átta	54 Finallig (Liniyás)	96 Kabulowán	138 Matigsálug Manóbo	180 Subánen (Gínselugén Subanén)
13 Ayángan (Ayángan Henangá)	55 Finontók	97 Kagayánen	139 Ménuvú Úbo	181 Subánen (Sinubánen Lapúyan)
14 Áyta Ambalá	56 Gáddang	98 Kalagán	140 Menuvú/Manóbo	182 Subánen (Sinubánen Sindángan)
15 Áyta Mag-ántsi	57 Gubatnón Mangyán	99 Kalangúya (Kalangúya Ikalahán)	141 Mèranáw	183 Subánen (Sinubánen Siócon)
16 Áyta Magbukún	58 Hamtikánon	100 Kalinga (Kalinga Bútbut)	142 Minasbate	184 Subánen (Sinubánen Túboy-Sálog)
17 Áyta Mag-indí	59 Hanunoo Mangyán	101 Kalinga (Kalinga Gininaáng)	143 Molbóg	185 Surigaonón
18 Balangáw	60 Hátag Kayé	102 Kalinga (Kalinga Limos)	144 Nabasnon	186 Tadyáwan Mangyán
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23 Bikol Libon	65 Ibanág	107 Kalinga (Katimúgang Kalinga o Kinalínga)	149 Paláw-an (Paláw-an Brooke's Point)	191 Tausúg
24 Bikol, Miraya	66 Iguwák	108 Kaluyánen	150 Paláw-an (Paláw-an Sentrál)	192 Tawbuwid Mangyán
25 Bikol, West Albay	67 Ilokáno	109 Kankanáey	151 Paláw-an (Paláw-an Timog Kanlúran)	193 Tbólí
26 Binaták	68 Inabaknón	110 Kapampángan	152 Pandanaon	194 Tèduráy
27 Binúkid	69 Inagtá Bikol (Agtá Cimarón)	111 Karáw	153 Pangasinán	195 Ténap (Ágta-Ágay)
28 Binukignón/Binukidnón	70 Inagtá Bikol (Agtá Irayá)	112 Karuláno	154 Pánnon	196 Ténap (Ágta-Dupaníngan)
29 Bisakol	71 Inagtá Bikol (Agtá Irigá)	113 Kasiguránin	155 Paránan	197 Tigwahánon
30 Bláan	72 Inagtá Bikol (Agtá Isaróg)	114 Keléy-i	156 Porohánon	198 Tinagbanwá (Batuwánen)
31 Boínen	73 Inagtá Bikol (Agtá Tabangnón)	115 Kinamayú	157 Ratagnón Mangyán	199 Tinagbanwá (Puluwánen)
32 Bolínaw	74 Inagtá Bikol (Agtá Tiwi)	116 Kinamigíng	158 Rinkonáda	200 Tinagbanwá (Tuhúdnun)
33 Bugkalót/Égongót	75 Inagtá Quezon	117 Kinaráy-a	159 Sáma (Sáma Bangingi)	201 Tinalaandig
34 Búhid Mangyán	76 Inatá	118 Kláta	160 Sáma (Sáma Pangutáran)	202 Tuwáli
35 Buhi-non	77 Inéte	119 Kolibúgan	161 Sáma (Sáma Sentrál/Diláut)	203 Umayamnón
36 Bukidnón Magahát	78 Iní	120 Kuyunón	162 Sáma (Siamál)	204 Waráy
37 Buruanganon	79 Iránun	121 Libertadnon	163 Sáma (Sinamá)	205 Yákan
38 Butuánon	80 Irayá Mangyán	122 Magindanáwon	164 Sambál (Sambál Botolán)	206 Yattuká
39 Caluranen	81 Irungdúngan	123 Malawég	165 Sambál (Sambál Kakilingan)	207 Yógad
40 Caluyanun	82 Isináy	124 Malaynón	166 Sambál (Sambál Tína)	
41 Capiznon	83 Isnég	125 Mamanwá	167 Sangiré	
42 Cebuano	84 Itáwit	126 Mambusaonon	168 Sapianon	

Table 1. SENIOR HIGH SCHOOL (SHS) LEARNERS IN ARTS AND DESIGN TRACK BY STRAND, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Enrollment in Arts and Design Track by Strand	Grade 11		Grade 12		TOTAL	
	Male	Female	Male	Female	Male	Female
Music						
Dance						
Theater Arts						
Creative Writing						
Media Arts						
Visual Arts						
Literary Arts						
Applied Arts						
Traditional Arts						
TOTAL						

Arts and Design Track - designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations. SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.

1. **Music** - a specialization in the SHS Arts and Design Track where learner demonstrates an appreciation and understanding of the concepts and principles of Music leading to careers such as singer, Voice Actor, Music Teacher, Music Composer, Amateur/Professional Musician and Sound Designer.
2. **Dance** - a specialization in the SHS Arts and Design Track where the learner demonstrates understanding and appreciation of the basic concepts and principles of dance, leading to careers such as Professional Dancer, Dance Director, Choreographer, Dance Teacher and athlete.
3. **Theater Arts** - a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of the concepts and principles of Theater Arts leading to careers such as Set Designer, Teacher, Theater Director, Film Director, Stand-up Comedian and Professional Actor.
4. **Creative Writing** - a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of principles of Creative Writing leading to careers such as Novelist, Screenwriter, Playwright, Calligraphist, Teacher and Journalist.
5. **Media Arts** - a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Media Arts leading to Multimedia Designer Product, Designer, Web Developer, Video Game Director and Print Designer.
6. **Visual Arts** - a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Visual Arts leading to careers such as Visual Effects Animator, Video Game Designer, Architect, Naval Architect and Landscape Architect.
7. **Literary Arts** - Creative expressions using language as medium, reflecting cultural identity, values, and lived experiences through forms such as poetry, fiction, drama, and creative nonfiction.
8. **Applied Arts** - Creative practices that combine artistic design with functional and technological media, including forms such as media arts, graphic design, architecture, and fashion design, which are used to communicate, innovate, and respond to evolving cultural and social contexts.
9. **Traditional Arts** - Indigenous and community-based artistic practices handed down through generations, embodying shared heritage, customs, and meanings rooted in local cultural traditions.

Note: Arts and Design strands are not yet available in the LIS database, hence, its inclusion in the BEIS Form for SY 2025-2026.

Table 2. SENIOR HIGH SCHOOL (SHS) LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2024-2025

(Provide appropriate answers)

Track	Strand	Senior High School								
		Grade 11			Grade 12			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Academic	ABM									
	STEM									
	HUMSS									
	GAS									
Arts & Design										
Sports										
Technical-Vocational-Livelihood (TVL)	Agri-Fishery Arts									
	Home Economics									
	Industrial Arts									
	ICT									
TOTAL										

Reminder: A SHS learner shall be counted only once based on the track and strand he/she took up.

Table 3. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNEd) LEARNERS SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Types of Devices	Number of Devices		
	Elementary	Junior High School	Senior High School
Assistive Technology Devices			
Adaptive Devices			
TOTAL			

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

Table 4. DATA ON ASSISTANCE TO LEARNERS AND TEACHERS IN PRIVATE EDUCATION AND NON-DEPED PUBLIC SCHOOLS PROGRAM, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Particulars	TSS		Educational Service Contracting (ESC)									
			Grade 7		Grade 8		Grade 9		Grade 10		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of TSS Recipients												
Number of ESC Slots												
Total Number of Grantees												
a. Number of Grantees graduated from DepEd Public Elementary Schools												
b. Number of Grantees graduated from Private Elementary Schools												

- 1 **Assistance to Learners 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 **Educational 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 is 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 secondary education but also improve the quality of learning in public schools.
- 3 **Teachers' Salary Subsidy (TSS)** - a financial assistance program wherein subsidies or grants are provided to licensed teachers in ESC-participating schools.
- 4 **Number of ESC Slots** - number of allocated slots given to the participating private schools in the said program; number of grantees *should not exceed* the number of slots allotted to the school.
- 5 **Total Number of Grantees** - total number of ESC grantees enrolled for current school year.
- 6 **Number of Grantees graduated from DepEd Public Elementary Schools** - number of ESC grantees transferred from DepEd Public schools to ESC private schools.
- 7 **Number of Grantees graduated from Private Elementary Schools** - number of ESC grantees from private schools.

Reminder: Total Number of Grantees in Grade 7 must be equal to the total number of Grade 6 graduates from DepEd public and private elementary schools.

Table 5. DATA ON SENIOR HIGH SCHOOL-VOUCHER PROGRAM FOR GRADE 11, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Particulars	Grade 11																			
	Regular Curriculum														Strengthened SHS Curriculum				TOTAL (Regular to Strengthened SHS)	
	ACADEMIC								ARTS & DESIGN		SPORTS		Technical-Vocational-Livelihood (TVL)		ACADEMIC		TECHPRO			
	ABM		STEM		HUMSS		GAS								Male	Female	Male	Female	Male	Female
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Number of Beneficiaries																				
a. Number of Beneficiaries from DepEd Public Schools																				
b. Number of Beneficiaries from Private Schools																				

Reminder: Total Number of Beneficiaries must be equal to the total number of beneficiaries from DepEd public and private schools.

Table 6. DATA ON SENIOR HIGH SCHOOL-VOUCHER PROGRAM FOR GRADE 12, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Particulars	Grade 12															
	ACADEMIC								ARTS & DESIGN		SPORTS		Technical-Vocational-Livelihood (TVL)		TOTAL	
	ABM		STEM		HUMSS		GAS									
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Number of Beneficiaries																
a. Number of Beneficiaries from DepEd Public Schools																
b. Number of Beneficiaries from Private Schools																

1. **Senior High School Voucher Program (SHS VP)** - a mechanism that will provide financial assistance to senior high school learners to enroll in non-DepEd schools which will offer SHS, including private JHSs, private higher education institutions (HEIs), and technical-vocational institutions (TVIs). The value of the voucher was based on the income class of the municipality, province or city where the non-DepEd SHS is located.
2. **Total Number of Beneficiaries** - total number of SHS VP beneficiaries enrolled for current school year
3. **Number of Beneficiaries from DepEd Public Schools** - number of SHS VP beneficiaries transferred from DepEd Public schools to SHS VP private schools
4. **Number of Beneficiaries from Private Schools** - number of SHS VP beneficiaries from private schools

Reminder: Total Number of Beneficiaries must be equal to the total number of beneficiaries from DepEd public and private schools.

Box 1. TUITION AND OTHER SCHOOL FEES , SY 2025-2026 (As of March 31, 2026)

(Check/Provide appropriate answers)

A. Elementary (Kindergarten to Grade 6) and Junior High School (Grade 7 to Grade 10)

Particulars	Elementary (Kindergarten to Grade 6)						Junior High School (Grade 7 to Grade 10)				
	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Tuition Fee (Annual, in pesos)											
Miscellaneous Fee (Annual, in pesos)											

B. Senior High School (Grade 11 to Grade 12)

Regular Curriculum	Tuition Fee (in pesos)		Miscellaneous Fees (in pesos)	
	Grade 11	Grade 12	Grade 11	Grade 12
Academic Track/Strand				
ABM				
STEM				
HUMSS				
GAS				
Arts and Design				
Sports				
TVL				
Pre-baccalaureate Maritime (PBM)				

Strengthened Senior High School Curriculum	Tuition Fee (in pesos)		Miscellaneous Fees (in pesos)	
	Grade 11	Grade 12	Grade 11	Grade 12
Academic Track				
Tech Pro Track				

1. Do you have a change in Tuition and Other School Fees (TOSF) for the previous SY?

Yes

Year of Last Tuition Fee Adjustment

a. Year of Last Tuition Fee Increase

b. Year of Last Tuition Fee Decrease

2. Do you have a change in Miscellaneous Fee for the previous SY?

Yes

Year of Last Miscellaneous Fee Adjustment

a. Year of Last Miscellaneous Fee Increase

b. Year of Last Miscellaneous Fee Decrease

Tuition Fee - refers to financial charges that private educational institutions impose on learners and are subject to specific regulations by the DepEd, including limits and the manner of collection.

Miscellaneous Fees - refers to charges beyond the tuition fee that fund non-instructional services such as, but not limited to, laboratory use, library access, athletic facilities, and medical services.

Table 7. PERSONNEL DATA, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Particulars	Elementary																	
	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	
Number of Teachers																		
a. Full-time																		
b. Part-time																		
Licensed Teachers																		
Trained Teachers																		
Teachers who received training organized by DepEd within the SY 2025-2026																		
Teachers who received INSET Training through PEAC within the SY 2025-2026																		
Newly Recruited teachers																		
No. of Administrative and Support Personnel																		

Particulars	Junior High School											
	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	
Number of Teachers												
a. Full-time												
b. Part-time												
Licensed Teachers												
Trained Teachers												
Teachers who received training organized by DepEd within the SY 2025-2026												
Teachers who received INSET Training through PEAC within the SY 2025-2026												
Newly Recruited teachers												
Teacher under Teachers' Salary Subsidy (TSS) Program												
No. of Administrative and Support Personnel												

(See continuation for Table of Personnel Data, Definitions, and Reminders on the next page)

(Continuation from previous page, Table 7. Personnel Data)

Particulars	Senior High School						
	Grade 11		Grade 12		TOTAL		
	Male	Female	Male	Female	Male	Female	Total
Number of Teachers							
a. Full-time							
b. Part-time							
Licensed Teachers							
Trained Teachers							
Teachers who received training organized by DepEd within the SY 2025-2026							
Teachers who received INSET Training through PEAC within the SY 2025-2026							
Teacher who Received Training for Strengthened SHS							
Number of Teachers Teaching TVL (SHS)							
Newly Recruited teachers							
Teacher under Teachers' Salary Subsidy (TSS) Program							
No. of Administrative and Support Personnel							

1. **Total Teachers** - Total number of classroom teachers by each level of education.
2. **Full-time Teachers** – refers to teachers who carry/render full-time class teaching load of 360 minutes or more per day with or without assigned ancillary services.
3. **Part-time Teachers** – refers to teachers who carry/render part-time class teaching load of less than 360 minutes per day and part-time to ancillary services.
4. **Licensed teachers** - teachers who has the minimum academic qualifications necessary to teach at a specific level of education. He/She must be a Licensure Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and Department of Education, Culture and Sports (DECS).
5. **Trained Teachers** - teachers who received at least the minimum organized teacher-training requirements (*pre-service or in-service*) to teach a specific level of education.
6. **Teachers who received training organized by DepEd within SY 2025-2026** - any professional development training that aims to enhance the skills and competencies of teachers and/or teaching personnel, which was organized by DepEd.
7. **Teachers who received training organized by PEAC** - any professional development training that aims to enhance the skills and competencies of teachers and/or teaching personnel, which was organized by PEAC.
8. **Teachers' Salary Subsidy (TSS)** - a financial assistance program wherein subsidies or grants are provided to licensed/qualified teachers in ESC-participating schools.
9. **Newly Recruited Teachers** - teachers entering the teaching profession at a given level of education for the first time during the school year.

Reminders:

1. *A teacher handling 2 or more levels shall be counted once and counted where he/she has the most number of teaching load.*
2. *Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.*
3. *The total number of Licensed teachers, Trained teachers, Teachers who received trainings from DepEd and PEAC, and Newly recruited teachers, should be less than or equal to the total number of teachers (full-time and part-time).*
4. *The number of Teachers Teaching TVL in Senior High School shall be counted only once.*

mct

Table 8. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT), SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Training on ICT	Number of Teachers												
	Elementary						Junior High School			Senior High School			
	Kindergarten		Grades 1 to 6		TOTAL (Kindergarten to Grade 6)		(Grades 7 to 10)			(Grades 11 to 12)			
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total
ICT Integration													
ICT Literacy/Content													
Software													
Hardware													
Others													
TOTAL													

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

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

Table 9. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Training on Pedagogy	Number of Teachers												
	Elementary						Junior High School			Senior High School			
	Kindergarten		Grades 1 to 6		TOTAL (Kindergarten to Grade 6)		(Grades 7 to 10)			(Grades 11 to 12)			
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total
Constructivist													
Inquiry based													
Reflective													
Collaborative													
Integrative													
Inclusive Education													
Others													
TOTAL													

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

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

mtc

Table 10. NUMBER OF FUNCTIONAL COMPUTERS USED BY LEARNERS, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Level of Education	Number of Functional Computers Used by Learners				
	Desktop/All-in-One	Laptop	Tablet	Tablet PC	TOTAL
Elementary					
Junior High School					
Senior High School					

Note: Number of Functional Computers Used by Learners – refers to the total number of functional computer units for academic use that are operational, serviceable, and available for learners for instructional purposes, and are utilized in classrooms and/or computer laboratories as an aid to instruction, including lesson delivery, skills development, research, assessments, and other curriculum-related learning tasks

- 1. Desktop/All-in-one** - A desktop computer is designed to be used on a table and typically consists of separate components such as a monitor, CPU, keyboard, and mouse, whereas an all-in-one computer integrates these components—including the monitor, central processing unit (CPU), speakers, and often a webcam and microphone—into a single unit.
- 2. Laptop** - refers to a compact and portable personal computer featuring a hinged display and an integrated keyboard, designed for mobile use with the convenience of battery-powered operation. Notebook also fall into this category.
- 3. Tablet** - refers to a portable computer that has a touchscreen feature as the primary means of input.
- 4. Tablet PC** - features a touchscreen display that can be used with a stylus or finger, and can be converted into a laptop-like configuration by attaching a keyboard or a keyboard dock.

Box 2. INTERNET CONNECTIVITY BY SERVICE PROVIDER/S, SY 2025-2026 (As of March 31, 2026)

(Check/Provide appropriate answers)

1. What are the Internet Service Providers (ISPs) available in the area?		
<input type="checkbox"/> GLOBE	<input type="checkbox"/> SKYCABLE	<input type="checkbox"/> EASTERN COMMUNICATIONS
<input type="checkbox"/> SMART	<input type="checkbox"/> CONVERGE	<input type="checkbox"/> DITO TELECOMMUNITY
<input type="checkbox"/> PLDT	<input type="checkbox"/> STARLINK	<input type="checkbox"/> LOCAL PROVIDER
2. Does the school subscribe to any of the service provider/s listed above? <input type="checkbox"/> Yes		
If Yes , check if the purpose of the internet connection is used for:		
<input type="checkbox"/> 2.1. Administrative use	<input type="checkbox"/> 2.2. Classroom instruction use	<input type="checkbox"/> 2.3. Both administrative and classroom instruction use
3. How fast is your internet connection when not in use?		
Use www.speedtest.net to test the speed		
3.1. Ping (ms)		
3.2. Download Speed (Mbps)		
3.3. Upload Speed (Mbps)		

- 1. Internet Service Provider (ISP)** - refers to the organization that provides services for accessing, using, or participating in the internet.
- 2. Purpose** - refers to the purpose of internet connection if it is for administrative use, for classroom instruction use or for both administrative & classroom instruction use.
- 3. Speed Test Metrics :**
 - a. Ping (Latency)** - refers to the reaction time of the connection, measured in milliseconds (ms). It represents the time it takes for data to travel to the server and return.
 - b. Download** - refers to the rate at which data is received from the internet, measured in Megabits per second (Mbps). This metric determines how quickly web pages, videos, and files load.
 - c. Upload (Mbps)** - refers to the rate at which data is sent to the internet, measured in Megabits per second (Mbps). This metric determines how quickly files, emails, and video streams are transmitted.

Table 11. NUMBER OF EXISTING INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Level of Education	Instructional Rooms							TOTAL
	Used as Academic Classrooms	Used as Science Laboratories	Used as Home Economics Rooms	Used as Industrial Arts/ Workshops	Used as Computer Rooms	Other Instructional Use	Not Currently Used	
Kindergarten								
Grades 1 to 6								
Junior High School								
Senior High School								

Instructional Rooms - refers to rooms use for instruction (e.g., Classroom SPED, Classroom Elementary, Classroom JHS, Classroom SHS, ALS Room, Audio Visual, Computer Room, Industrial Arts Room, Home Economics Room, Science Laboratory, Speech Laboratory, Research Laboratory, Not Currently Used).

Table 12. NUMBER OF EXISTING NON-INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Level of Education	Non-Instructional Rooms					Not Currently Used	TOTAL
	Used as Libraries	Used as Clinic	Used as Canteen	Used as Offices	Other Non-Instructional Use		
Kindergarten							
Grades 1 to 6							
Junior High School							
Senior High School							

Non-Instructional Rooms - refers to rooms use for non-instructional purposes (e.g., Library/Learning Resource Center, Canteen, Clinic, Conference Room, Offices, Faculty Room, Museum, Supply Room, Conference Room, Data File Room/Records Room, Student Co-Curricular Center, Youth Development Center, Not Currently Used, Others).

Table 13. NUMBER OF EXISTING CLASSROOM SEATS AVAILABLE BY GRADE LEVEL SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Description	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Total Seats													

Notes: **TOTAL SEATS** refers to the total number of seats available for use, regardless if these are currently occupied by a learner.

Example: If a school has 4 classrooms for Kinder, and each classroom can accommodate 30 learners, but only 90 learners are enrolled, total seats to be reported should still be 120.

Reminder:

If classrooms/seats are **used for multiple grade levels**, e.g. since Kinder is only 3 hours per day, the same classroom is later on used by Grade 1, the classroom/seats should be counted under both Kinder and Grade 1 columns.

Box 3. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2025-2026 (As of March 31, 2026)

(Check appropriate answers)

Level of Education	Electrical Supply Sources						No Source of Electricity
	Grid Supply	Off-Grid Supply					
		Solar Power	Generator	Hydro electric	Micro Hydro	Wind Turbine/ Wind Mill	
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junior High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Box 4. AVAILABILITY OF WATER SUPPLY, SY 2025-2026 (As of March 31, 2026)

(Check appropriate answers)

1. What are the school's water supply source/s?	
a. Piped water from local service provider	<input type="checkbox"/>
b. Water Well	<input type="checkbox"/>
c. Rainwater Catchment	<input type="checkbox"/>
d. Natural source	<input type="checkbox"/>
2. Is the water source inside the school ground being used for drinking?	<input type="checkbox"/> Yes

Local piped water - water source coming from local water service providers.

Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifers.

Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.

Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 14. NUMBER OF EXISTING WASH FACILITIES, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Handwashing Facilities	Elementary	Junior High School	Senior High School
Individual Handwashing			
Group Handwashing			

Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc. that learners can be used for handwashing at critical times.

Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate at least **10 learners** for ES and **4 learners** for both JHS & SHS.

Table 15. NUMBER OF SANITATION FACILITIES, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Level of Education	Functional Toilet Bowls				Non-Functional Toilet Bowls	Urinals	Urinal Trough
	Male	Female	PWD	Shared			
Elementary							
Junior High School							
Senior High School							

Box 5. SCHOOL MENTAL HEALTH, SY 2025-2026 (As of March 31, 2026)

(Check/Provide appropriate answers)

1. Does the school have a guidance office or care center? Yes

1.1 If the school has a guidance office, is it headed by a Registered Guidance Counselor? Yes

2. **Number of learners** who sought guidance counseling or life coaching from the school's guidance counselor or guidance advocate.

Level of Education	Number of Learners		
	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			
TOTAL			

2 a. Among those who sought guidance counseling or life coaching (above), indicate the **number of learners that come from vulnerable groups**.

Level of Education	Number of Learners		
	Muslim	IP	Learners with Disabilities
Elementary			
Junior High School			
Senior High School			
TOTAL			

3. Did the school conduct trainings or extra-curricular activities for **teachers** related to any of the topics below? Yes

Number of teachers who participated in the activities that covered each of the following topics.

Level of Education	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Mental Health Crisis Response Management
Elementary						
Junior High School						
Senior High School						
TOTAL						

Reminders: 1. A learner can be counted more than once if he/she is either a Muslim Learner, an IP Learner, or a Learner with Disability at the same time.

2. Entries in the number of learners from each vulnerable group in Item 2.a shall not exceed the total number of learners by level of education in Item 2.

Table 16. MENTAL HEALTH, SY 2025-2026 (As of March 31, 2026)

(Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school)

Cases	Elementary		Junior High School		Senior High School	
	Number of Cases (Within the School Year)		Number of Cases (Within the School Year)		Number of Cases (Within the School Year)	
	Among Learners	Among School Personnel	Among Learners	Among School Personnel	Among Learners	Among School Personnel
Deaths by Suicide <i>within</i> the School						
Deaths by Suicide <i>outside</i> the School						
Attempted Suicide <i>within</i> the School						
Attempted Suicide <i>outside</i> the School						

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

Box 6. COMPREHENSIVE TOBACCO CONTROL, SY 2025-2026 (As of March 31, 2026)

(Check/Provide appropriate answers)

1. Does the school display the following IEC materials? If *Yes*, check all applicable.

1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016)

1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017)

2. Is there at least one store or shop within 100 meters from any point of the perimeter of the school that sells? If *Yes*, check all applicable.

2.a. Tobacco products (e.g., cigarettes)?

2.b. Vape or e-cigarettes?

3. How many learners were recorded by the school to have brought in tobacco products and/or vape or e-cigarettes to the school?
How many were referred to care?

Details	Elementary	Junior High School	Senior High School
Brought tobacco products and/or vape or e-cigarettes			
Referred to care			

4. How many learners were recorded by the school to have smoked tobacco and/or used ENDS/ENNDS?
How many have been provided with Brief Tobacco Intervention (BTI)?

Details	Elementary	Junior High School	Senior High School
Tobacco User and/or ENDS/ENNDS User			
Provided with BTI			

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

Table 17. LEARNER RIGHTS AND PROTECTION, SY 2025–2026 (As of March 31, 2026)

(Provide appropriate answers)

CAPACITY BUILDING ATTENDED			
1. Number of personnel who attended capacity-building activities/programs inside and outside the school during the SY 2025–2026			
PERSONNEL	Number of Personnel		
	First-time Attendees	Refresher Course Attendees	TOTAL
Teaching			
Teaching-related			
Non-teaching			
TOTAL			
2. Number of learners who attended capacity-building activities/programs inside and outside the school during the SY 2025–2026			
LEVEL OF EDUCATION	Number of Learners		
	First-time Attendees	Refresher Course Attendees	TOTAL
Elementary			
Junior High School			
Senior High School			
TOTAL			

1. **First Time Attendee** - The personnel or the learner attended **ONE** capacity building activity/program within the School Year.

2. **Refresher Course Attendee** - The personnel or the learner attended **MORE THAN ONE** capacity building activity/program within the School Year.

Table 18. LEARNER RIGHTS AND PROTECTION CONCERNS, SY 2025–2026 (As of March 31, 2026)

(Provide appropriate answers)

I. Number of reported cases and the count of learners victims relative to Learner Rights and Protection

1.1. Bullying

TYPES OF BULLYING	Elementary					Junior High School					Senior High School						
	CASES	Number of Victims				CASES	Number of Victims				CASES	Number of Victims					
		TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			
		Male	Female	Male	Female		Male	Female	Male	Female		Male	Female	Male	Female		
Physical Bullying																	
Social Bullying																	
Gender-based Bullying																	
Cyberbullying																	
Retaliation																	
Psychological or Emotional Bullying																	
Verbal Bullying																	
Precursor to Bullying																	
TOTAL																	

1.2. Child Abuse

TYPES OF ABUSE	Elementary					Junior High School					Senior High School						
	CASES	Number of Victims				CASES	Number of Victims				CASES	Number of Victims					
		TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			
		Male	Female	Male	Female		Male	Female	Male	Female		Male	Female	Male	Female		
Physical Abuse																	
Sexual Abuse																	
Verbal Abuse																	
Psychological Violence																	
TOTAL																	

- Reminders:**
1. Cases shall not be the total number of victims, as 1 case may involved mutple victims. Hence, change the validation to manual input but shall not be greater than the TOTAL (Learners with and without Disability).
 2. Number of Learners with Disability shall be less than or equal to the Total Learners with and without Disability.

(See definitions on the next page.)

Definitions for Table 18 No.1 (1.1. TYPES OF BULLYING)

Based on the Revised Implementing Rules and Regulations of RA 10627 or the Anti-Bullying Act of 2013

(Perpetrator: Learner; Victim: Learner)

1. **Physical Bullying** - It refers to any physical contact between the bully and the victim like, punching, pushing, tripping, pinching, spitting, shoving, hitting, kicking, slapping, tickling, head locking, grappling, inflicting school pranks, teasing, fighting and use of any available objects as weapons.
2. **Social Bullying** - refers to a form of bullying that aims to damage the social reputation of a learner or a group of learners, including but not limited to relationships affecting the victim's social standing. Such acts include, but are not limited to, deliberate, repetitive, or aggressive social behavior against learners with disabilities, learners who are members of indigenous or ethno-linguistic groups; and learners who are part of religious groups, among others.
3. **Gender-based Bullying** - It refers to act that humiliates, excludes a person or targets individuals based on their gender or perceived gender identity and gender expression. It includes acts that create an intimidating, hostile, or humiliating environment for the victim such as unwanted sexual remarks or actions, and the use of sexist, homophobic, misogynistic, or transphobic remarks, among others.
4. **Cyberbullying** - It refers to all forms of bullying, including online harassment, carried out through the use of technology or any electronic means such as, but not limited, to texting, emailing, instant messaging, chatting, trolling, spamming, posting hurtful comments, or posting of inappropriate photos and videos.
5. **Retaliation** - It refers to acts which include any form of intimidation, reprisal, or harassment against a person who reports bullying, or who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.
6. **Psychological or Emotional Bullying** - It refers to any act that causes damage to a victim's psyche and/or emotional well-being.
7. **Verbal Bullying** - It refers to any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, teasing, name-calling, tormenting, taunting, threats, cursing, making offensive jokes, and commenting negatively on victim's looks, clothes, and body; and all forms of aggression involving the use of written or spoken language to demean, harm, or exert power over another learner.
8. **Precursor to Bullying** - It refers to acts, whether physical or through the use of technology or any electronic means, which indicate that bullying may occur or that a learner is starting to bully or to be bullied.

Definitions for Table 18 No.1 (1.2. TYPES OF ABUSE)

Based on DepEd Order No. 40, s. 2012 or the DepEd Child Protection Policy

(Victim: Learners; Perpetrator: DepEd Personnel - teaching, non-teaching or teaching-related)

1. **Physical Abuse** - It refers to acts that inflict bodily or physical harm; includes assigning children to perform tasks which are hazardous to their physical well-being.
2. **Sexual Abuse** - It refers to acts that are sexual in nature; includes but is not limited to: rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body; forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts or favors.
3. **Verbal Abuse** - It refers to the maltreatment of a child, whether habitual or not, which includes any acts or deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being.
4. **Psychological Violence** - It refers to acts of omissions causing or likely to cause mental or emotional suffering to the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.

(Continuation from previous page, Table 18 (1.1 - 1.2.))

1.3. Number of Children-At-Risk (CAR)													
TYPES OF CHILDREN-AT-RISK (CAR)	Elementary				Junior High School				Senior High School				
	TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Victims of neglect													
Coming from a dysfunctional family or without parent or guardian													
Being a member of a gang													
Living in a community with a higher level of criminality													
Living in a situation of armed conflict													
Living in a community with a high number/level of drug abuse/use													
Committed a status Offense under Section 57 of RA 9344, as amended													
Committed a status Offense in violating ordinances enacted by local governments (e.g., anti-smoking)													
Mendicant under PD 1563													
Solvent or Rugby User													
TOTAL													

1.4. Number of Children in Conflict with the Law (CICL)													
TYPES OF CHILDREN IN CONFLICT WITH THE LAW (CICL)	Elementary				Junior High School				Senior High School				
	TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Theft													
Violation of RA 9165													
Rape													
Physical Injuries													
Robbery													
Homicide													
Murder													
TOTAL													

Definitions based on DepEd Order No. 18, s. 2015

1. **Child-at-risk (CAR)** - It refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances.
2. **Child in conflict with the law (CICL)** - It refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (e) RA No. 9344, as amended).

(See continuation on the next page)

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(Continuation from previous page, Table 18 (1.3. - 1.4.))

Number of reported cases and the count of learners victims relative to Other Learner Protection Concerns															
1.5. Other Learner Protection Concerns															
TYPES OF CONCERN	Elementary					Junior High School					Senior High School				
	CASES	Number of Victims				CASES	Number of Victims				CASES	Number of Victims			
		TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability	
		Male	Female	Male	Female		Male	Female	Male	Female		Male	Female	Male	Female
Child Labor															
Child Trafficking															
Online Sexual Abuse and Exploitation of Children (OSAEC)															
Sexual Exploitation of Children															
Corporal Punishment															
Other Acts of Abuse other than Bullying (Learner to Learner)															
Gender-based Sexual Harassment															
Child Marriage															
TOTAL															

- Reminders:**
1. Cases shall not be the total number of victims, as 1 case may involved mutple victims. Hence, change the validation to manual input but shall not be greater than the TOTAL (Learners with and without Disability).
 2. Number of Learners with Disability shall be less than or equal to the Total Learners with and without Disability.

Definitions:

1. **Child Labor** - It refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development
2. **Child Trafficking** - It refers to the "recruitment, transportation, transfer, harbouring or receipt of a child within or outside a country for exploitation", which includes child prostitution, pornography, labor, slavery-like practices, servitude, organ removal, illicit activities, armed conflict, adoption, or marriage for exploitation (refer to RA 9208).
3. **Online Sexual Abuse or Exploitation of Children (OSAEC)** - It refers to any act involving a child through information and communication technology (ICT) - used for sexual purposes or exploitation; this includes real-time activities such as grooming, livestreamed abuse, sexual extortion, online prostitution, or sharing images online (refer to RA 11930).
4. **Sexual Exploitation of Children** - It refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes; it includes, but is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim's vulnerability (refer to DO no. 40, s. 2012)
5. **Corporal Punishment** - It refers to the kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child whoo has been given or has assumed authority or responsibility for punishment or discipline ; it includes physical, humiliating or degrading punishment by a teacher, school administrator, an adult, or any other child whoo has been given or has assumed authority or responsibility for punishment or discipline ; it includes physical, humiliating or degrading punishment (refer to DO no. 40, s. 2012).
6. **Other Acts of Abuse by a pupil, student or learner (learner to learner) other than bullying** - It refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student, or learner of the same school, not falling under the definition of 'bullying'; including, but not limited to acts of a physical, sexual, or psychological nature (refer to DO no. 40, s. 2012).
7. **Gender-based Sexual Harassment** - It refers to unwanted, uninvited sexual remarks, gestures or actions targeted at a person that cause - or are likely to cause mental, emotional, or psychological distress or fear of personal safety; including catcalling, wolf-whistling, misogynistic/transphobic/homophobic/sexist slurs, unwanted sexual remarks, threatss, sharing images without consent, cyberstalking, and online identity theft (refer to RA 11313).
8. **Child Marriage** - It refers to any marriage, cohabitation, or union, formal, customary, religious, or informal, where one or both parties are below 18, arranged by any adult (refer to RA 11596).

(See continuation on the next page)

(Continuation from previous page, Table 18 (1.5.))

2. Status of Learner Rights and Protection Concerns

LRP CONCERNS	NUMBER OF CASES BY TYPE OF ACTION TAKEN			
	Resolved Cases (at the School Level)	Cases for Monitoring (Not Yet Resolved)	Resolved Cases by Referral to Other Government Agencies (e.g., PNP, LSWDO, NGOs, etc.)	Resolved Cases by Referral to Other Non-Government Agencies (e.g., CPN, Batnaya Bata, etc.)
Elementary				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL (ES)				
Junior High School				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL (JHS)				
Senior High School				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL (SHS)				

3. Submission of Mode of Verification (MOV)

Create a Google Drive/OneDrive link where you can upload the cases' MOVs (incident reports, intervention plans, and other school-based policies).

Then, input the Google Drive/OneDrive link in the box below. ↓

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Box 7. (Part A). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)
(Check/Provide appropriate answers)

A. SCHOOLS

1. Does the school have learners belonging to Indigenous Peoples communities? Yes

Note: If your answer in the question above is No, proceed with answering question number 8 below.

2. If school is implementing IPEd, please answer which level/s of education IPEd is being implemented *(check all applicable)*.

Level of Education		
<input type="checkbox"/> Elementary	<input type="checkbox"/> Junior High School	<input type="checkbox"/> Senior High School

3. Does the school have an IPEd Coordinator? Yes

4. Do the learners encounter occasional dangerous geographical challenges while going to school (e.g., river to be crossed during rains; area to school or of the school is prone to landslides)? Yes

5. Does the school have experience in working with the IP community for the development of contextualized lesson plans, development of learning resources, and/or other activities? Yes

6. Does the school use the IP community's cultural language as medium of teaching and learning in K to 3? Yes

6.1 What is the cultural language of the IP community?
 (several answers can be possible if learners are from several IP communities)

6.2 Which level of governance (National, Regional, Division, or School) decided on the language to be used as Medium of Instruction in your school?

7. Does the school celebrate the following? *(check if applicable)*

IP Day (August 9)

IP Month (October)

None

7.1 If celebrations are done, are they coordinated with Division Office? Yes

8. Is the school head an IP? Yes

If Yes, provide IP ethnicity 1

(Two answers allowed) 2

9. Did the school head attend the Orientation on IPEd provided by DepEd (within the past 5 years)? Yes

10. Is the school located in the ancestral domain **AND** affected by armed conflict? *(both conditions must hold)* Yes

(See continuation on the next page and the definitions on Box 7 (Part C))

Box 7 (Part B). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

B. TEACHERS

1. Number of teachers residing within the school municipality

Number of Teachers	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

2. Number of teachers speaking the cultural language of community

Number of Teachers	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

3. Number of teachers in the school who are IPs

Number of IP Teachers by Level of Education	Elementary															
	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Junior High School								Senior High School							
	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)		Grade 11		Grade 12		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

4. Number of teachers who have attended the Orientation on IPEd provided by DepEd (within the past 5 years)

Level of Education	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			

5. Number of teachers who have attended trainings on IPEd outside of DepEd (within the past 5 years)

Level of Education	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			

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

(See continuation on the next page)

Box 7 (Part C). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

C. LEARNERS (for schools with IP Learners only)

Include number of IP learners who were vaccinated by the Department of Health (based on LGU health records of the current year)

TYPES OF VACCINE	Elementary						Junior High School			
	Grade 1				Grade 4		Grade 7			
	TOTAL Learners (IP & Non-IP)		IP Learners		TOTAL Learners (IP & Non-IP)	IP Learners	TOTAL Learners (IP & Non-IP)		IP Learners	
	Male	Female	Male	Female	Female	Female	Male	Female	Male	Female
Measles Rubella										
Tetanus Diphtheria										
Human Papilloma Virus										

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

STATE and LOCAL UNIVERSITIES and COLLEGES PROFILE (SLUCP), SY 2025-2026

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9		NUMBER OF EXISTING NON-INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)
10		NUMBER OF EXISTING CLASSROOM FURNITURE BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)
	2	AVAILABILITY OF ELECTRICAL SUPPLY, SY 2025-2026 (As of March 31, 2026)
SCHOOL HEALTH AND NUTRITION		
	3	AVAILABILITY OF WATER SUPPLY, SY 2025-2026 (As of March 31, 2026)
11		NUMBER OF EXISTING WASH FACILITIES, SY 2025-2026 (As of March 31, 2026)
12		NUMBER OF SANITATION FACILITIES, SY 2025-2026 (As of March 31, 2026)
	4	SCHOOL MENTAL HEALTH, SY 2025-2026 (As of March 31, 2026)
13		MENTAL HEALTH, SY 2025-2026 (As of March 31, 2026)
	5	COMPREHENSIVE TOBACCO CONTROL, SY 2025-2026 (As of March 31, 2026)
LEARNER RIGHTS AND PROTECTION		
14		LEARNER RIGHTS AND PROTECTION, SY 2025-2026 (As of March 31, 2026)
15		LEARNER RIGHTS AND PROTECTION CONCERNS, SY 2025-2026 (As of March 31, 2026)
15		LEARNER RIGHTS AND PROTECTION CONCERNS, SY 2025-2026 (As of March 31, 2026)
#1 (1.1.-1.2.)		No.1 (1.1. Bullying & 1.2. Child Abuse)
		Definitions for 15 (1.1 - 1.2)
15		(Continuation from previous page, 15 (1.1 - 1.2.))
(1.3. - 1.4.)		(1.3. Children-at-Risk (CAR) & 1.4. Children in Conflict with the Law (CICL))
15		(Continuation from previous page, 15 (1.3. - 1.4.))
(1.5)		(1.5. Other Learner Protection Concerns)
15		(Continuation from previous page, 15 (1.5.))
(Nos. 2-3)		(No. 2. Status of Learner Rights and Protection Concerns & No. 3. Submission of Mode of Verification (MOV))
INDIGENOUS PEOPLES EDUCATION (IPEd)		
	6	INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)
	6 (Part A Schools)	(Part A). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)
	6 (Part B Teachers)	(Part B). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)
	6 (Part C Learners)	(Part C). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)

School ID:



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



STATE and LOCAL UNIVERSITIES and COLLEGES PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of the laboratory school of State and Local Universities and Colleges (SUCs and LUCs) offering elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.

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

Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. For Yes/No questions and items with check boxes, check the box if the answer is Yes or if it applies. Unchecked boxes mean that the answer is No or it does not apply. Shaded boxes shall not be filled.

SCHOOL INFORMATION
 SY 2025-2026

<p>School Name : _____ <small>(Official Name)</small></p> <p>_____</p> <p style="text-align: center;"><small>(Previous Name, if any)</small></p> <p>Address : _____</p> <p style="text-align: center;"><small>No. Street/Sitio/Purok Barangay</small></p> <p>_____</p> <p style="text-align: center;"><small>Municipality/City Province Zip Code</small></p>	<p>Region : _____</p> <p>Division : _____</p> <p>Legislative District : _____</p> <p>Telephone Number : _____</p> <p>Mobile Number : _____</p> <p>Fax Number : _____</p> <p>Website (if any) : _____</p> <p>E-Mail Address : _____</p> <p>Date Established (Year) : _____</p> <p>Date of Opening of Classes (mm/dd/yyyy) : _____</p>
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Level of Education Offered:

(Check as appropriate)

- Kindergarten
 Grades 1 to 6
 Junior High School
 Senior High School

Medium of Instruction for Elementary	
<i>(See list of languages on the next page)</i>	
Language 1	
Language 2	
Language 3	

Certified True and Correct by:

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

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

mt

(Continuation from previous page, School Information)

LIST OF LANGUAGES USED AS MEDIUM OF INSTRUCTION

1 Abellén	43 Central Bikol	85 Itnég (Adásen)	127 Mandayá (Mandayá Cateláno)	169 Sebwáno (Binisayang Mindanao)
2 Agtá (Quirino)	44 Chabacáno (Cavitéño Chabacáno)	86 Itnég (Bánaw)	128 Mandayá (Mandayá Karagá)	170 Sebwáno (Binisayang Siquijor)
3 Agtá Dumágat Casigúran	45 Chabacáno (Cotabatéño Chabacáno)	87 Itnég (Binóngan)	129 Manidé	171 Sebwáno (Binul-ánong Binisayá)
4 Agtá Dumágat Umíray	46 Chabacáno (Davawéño Chabacano)	88 Itnég (Inláud)	130 Manóbo Agúsan (Ráha Kabunswán)	172 Sebwáno (Katimúgang Leyte Binisayá)
5 Agutaynén	47 Chabacáno (Ternatéño Chabacáno/Báhra)	89 Itnég (Máeng)	131 Manóbo Áta	173 Sebwáno (Masbatényong Binisayá)
6 Aklánon	48 Chabacáno (Zamboangéño Chabacano)	90 Itnég (Masadiit)	132 Manóbo Dibabawón	174 Sebwáno (Negrensing Binisayá)
7 Aklanon/Akeanon	49 Cuateronhon-Hiligaynon	91 Itnég (Muyadán)	133 Manóbo Dulángan	175 Sigmahanon-Hiligaynon
8 Alangán Mangyán	50 English	92 Ivatán (Itbayátén)	134 Manóbo Ilyánen	176 Sinadánga
9 Álta	51 Erumanen ne Menuvu	93 Jáma Mapún	135 Manóbo Saranggáni	177 Sorsogánon
10 Ártá	52 Filipino Sign Language	94 Jamindanganon	136 Mansáka	178 Southern Catanduanes
11 Ási	53 Finallig (Kadaklán)	95 Kabaliánon	137 Masbatényo	179 Southern Sorsoganon
12 Átta	54 Finallig (Liniyás)	96 Kabulowán	138 Matigsálug Manóbo	180 Subánen (Ginselúgèn Subánen)
13 Ayángan (Ayángan Henangá)	55 Finontók	97 Kagayánen	139 Mènuvú Úbo	181 Subánen (Sinubánen Lapúyan)
14 Áyta Ambalá	56 Gáddang	98 Kalagán	140 Menuvú/Manóbo	182 Subánen (Sinubánen Sindángan)
15 Áyta Mag-ántsi	57 Gubatnón Mangyán	99 Kalangúya (Kalangúya Ikalahán)	141 Mèranaw	183 Subánen (Sinubánen Siócon)
16 Áyta Magbukún	58 Hamtikánon	100 Kalínga (Kalínga Bútbut)	142 Minasbate	184 Subánen (Sinubánen Túboy-Sálog)
17 Áyta Mag-indí	59 Hanunoo Mangyán	101 Kalínga (Kalínga Gininaáng)	143 Molbóg	185 Surigaonón
18 Balangaw	60 Hátag Kayé	102 Kalínga (Kalínga Limos)	144 Nabasnon	186 Tadyawan Mangyán
19 Bángon Mangyán	61 Hiligaynón	103 Kalínga (Kalínga Lubuágan)	145 Northern Catanduanes	187 Tagabáwa
20 Bikol (Bikol Catanduánes)	62 Hiligaynon-Cebuano Mix	104 Kalínga (Kalínga Mabáka)	146 Northern Sorsoganon	188 Tagabulós
21 Bikol (Bikol Mirayá)	63 Hinigaúnon/Hinigaónon (Tagoloanon)	105 Kalínga (Kalínga Madyukayóng)	147 Onhán	189 Tagakawló
22 Bikol (Bikol Sorsogón)	64 Ibalóy	106 Kalínga (Kalínga Tanúdan)	148 Pahánan Agtá	190 Tagálog/Filipino
23 Bikol Libon	65 Ibanág	107 Kalínga (Katimúgang Kalínga o Kinalínga)	149 Paláw-an (Paláw-an Brooke's Point)	191 Tausúg
24 Bikol, Miraya	66 Íguwák	108 Kaluyánen	150 Paláw-an (Paláw-an Sentrál)	192 Tawbuwid Mangyán
25 Bikol, West Albay	67 Ilokáno	109 Kankanáey	151 Paláw-an (Paláw-an Timog Kanlúran)	193 Tbóli
26 Binaták	68 Inabaknón	110 Kapampángan	152 Pandanaon	194 Teduráy
27 Binúkid	69 Inagtá Bikol (Agtá Cimarón)	111 Karáw	153 Pangasinán	195 Ténap (Ágta-Ágay)
28 Binukignón/Binukidnón	70 Inagtá Bikol (Agtá Irayá)	112 Karuláno	154 Pánnon	196 Ténap (Ágta-Dupaningan)
29 Bisakol	71 Inagtá Bikol (Agtá Irigá)	113 Kasiguránin	155 Paránan	197 Tigwahánon
30 Bláan	72 Inagtá Bikol (Agtá Isaróg)	114 Keléy-i	156 Porohánon	198 Tinagbanwá (Batuwánen)
31 Boínen	73 Inagtá Bikol (Agtá Tabangnón)	115 Kinamayú	157 Ratagnón Mangyán	199 Tinagbanwá (Puluwánen)
32 Bolínaw	74 Inagtá Bikol (Agtá Tiwi)	116 Kinamigíng	158 Rinkonáda	200 Tinagbanwá (Tuhúdnun)
33 Bugkalót/Égongót	75 Inagtá Quezon	117 Kinaráy-a	159 Sáma (Sáma Bangingi)	201 Tinalaandig
34 Búhid Mangyán	76 Inatá	118 Kláta	160 Sáma (Sáma Pangutáran)	202 Tuwáli
35 Buih-non	77 Inéte	119 Kolibúgan	161 Sáma (Sáma Sentrál/Diláut)	203 Umayamnón
36 Bukidnón Magahát	78 Iní	120 Kuyunón	162 Sáma (Siamál)	204 Waráy
37 Buruanganon	79 Iránun	121 Libertadnon	163 Sáma (Sinamá)	205 Yákan
38 Butuánon	80 Irayá Mangyán	122 Magindanáwon	164 Sambál (Sambál Botolán)	206 Yattuká
39 Caluranen	81 Irungdúngan	123 Malawég	165 Sambál (Sambál Kakilingan)	207 Yógad
40 Caluyanun	82 Isináy	124 Malaynón	166 Sambál (Sambál Tina)	
41 Capiznon	83 Isnég	125 Mamanwá	167 Sangiré	
42 Cebuano	84 Itáwit	126 Mambusaonon	168 Sapianon	

Table 1. SENIOR HIGH SCHOOL (SHS) LEARNERS IN ARTS AND DESIGN TRACK BY STRAND, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Enrollment in Arts and Design Track by Strand	Grade 11		Grade 12		TOTAL	
	Male	Female	Male	Female	Male	Female
Music						
Dance						
Theater Arts						
Creative Writing						
Media Arts						
Visual Arts						
Literary Arts						
Applied Arts						
Traditional Arts						
TOTAL						

Arts and Design Track - designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations. SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.

1. **Music** - a specialization in the SHS Arts and Design Track where learner demonstrates an appreciation and understanding of the concepts and principles of Music leading to careers such as singer, Voice Actor, Music Teacher, Music Composer, Amateur/Professional Musician and Sound Designer.
2. **Dance** - a specialization in the SHS Arts and Design Track where the learner demonstrates understanding and appreciation of the basic concepts and principles of dance, leading to careers such as Professional Dancer, Dance Director, Choreographer, Dance Teacher and athlete.
3. **Theater Arts** - a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of the concepts and principles of Theater Arts leading to careers such as Set Designer, Teacher, Theater Director, Film Director, Stand-up Comedian and Professional Actor
4. **Creative Writing** - a specialization in the SHS Arts and Design Track where the learner demonstrates an appreciation and understanding of principles of Creative Writing leading to careers such as Novelist, Screenwriter, Playwright, Calligraphist, Teacher and Journalist.
5. **Media Arts** - a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Media Arts leading to Multimedia Designer Product, Designer, Web Developer, Video Game Director and Print Designer.
6. **Visual Arts** - a specialization in the SHS Arts and Design Track where the learner demonstrates appreciation and basic understanding of the of the concept and principles of Visual Arts leading to careers such as Visual Effects Animator, Video Game Designer, Architect, Naval Architect and Landscape Architect.
7. **Literary Arts** - Creative expressions using language as medium, reflecting cultural identity, values, and lived experiences through forms such as poetry, fiction, drama, and creative nonfiction.
8. **Applied Arts** - Creative practices that combine artistic design with functional and technological media, including forms such as media arts, graphic design, architecture, and fashion design, which are used to communicate, innovate, and respond to evolving cultural and social contexts.
9. **Traditional Arts** - Indigenous and community-based artistic practices handed down through generations, embodying shared heritage, customs, and meanings rooted in local cultural traditions.

Note: Arts and Design strands are not yet available in the LIS database, hence, its inclusion in the BEIS Form for SY 2025-2026.

Table 2. SENIOR HIGH SCHOOL (SHS) LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2024-2025

(Provide appropriate answers)

Track	Strand	Senior High School						
		Grade 11		Grade 12		TOTAL		
		Male	Female	Male	Female	Male	Female	Total
Academic	ABM							
	STEM							
	HUMSS							
	GAS							
Arts & Design								
Sports								
Technical-Vocational-Livelihood (TVL)	Agri-Fishery Arts							
	Home Economics							
	Industrial Arts							
	ICT							
TOTAL								

Reminder: A SHS learner shall be counted only once based on the track and strand he/she took up.

Table 3. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNEd) LEARNERS SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Types of Devices	Number of Devices		
	Elementary	Junior High School	Senior High School
Assistive Technology Devices			
Adaptive Devices			
TOTAL			

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

Table 4. PERSONNEL DATA, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Particulars	Elementary							Junior High School			Senior High School		
	Kindergarten		Grades 1 to 6		TOTAL (Kindergarten to Grade 6)			(Grades 7 to 10)			(Grades 11 to 12)		
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total
Number of Teachers													
a. Full-time													
b. Part-time													
Licensed Teachers													
Trained Teachers													
Teachers who received training within the School Year 2025-2026													
No. of Teachers Teaching TVL (SHS)													
Newly Recruited teachers													
No. of Administrative and Support Personnel													

- Total Teachers** - Total number of classroom teachers by each level of education.
- Full-time Teachers** – refers to teachers who carry/render full-time class teaching load of 360 minutes or more per day with or without assigned ancillary services.
- Part-time Teachers** – refers to teachers who carry/render part-time class teaching load of less than 360 minutes per day and part-time to ancillary services.
- Licensed Teachers** - teachers who has the minimum academic qualifications necessary to teach at a specific level of education. He/She must be a Licensure Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and Department of Education, Culture and Sports (DECS).
- Trained Teachers** - teachers who received at least the minimum organized teacher-training requirements (*pre-service or in-service*) to teach a specific level of education.
- Number of Teachers Teaching TVL (SHS)** - teachers shall be counted only once.
- Newly Recruited Teachers** - teachers entering the teaching profession at a given level of education for the first time during the school year.

- Reminders:**
- A teacher handling 2 or more levels shall be counted once and counted where he/she has the most number of teaching load.*
 - Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.*
 - The total number of Licensed teachers, Trained teachers, Teachers who received trainings from DepEd and PEAC, and Newly recruited teachers, should be less than or equal to the total number of teachers (full-time and part-time).*
 - The number of Teachers Teaching TVL in Senior High School shall be counted only once.*

Table 5. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT), SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Training on ICT	Number of Teachers												
	Elementary						Junior High School			Senior High School			
	Kindergarten		Grades 1 to 6		TOTAL (Kindergarten to Grade 6)			(Grades 7 to 10)			(Grades 11 to 12)		
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total
ICT Integration													
ICT Literacy/Content													
Software													
Hardware													
Others													
TOTAL													

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

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

Table 6. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Training on Pedagogy	Number of Teachers												
	Elementary						Junior High School			Senior High School			
	Kindergarten		Grades 1 to 6		TOTAL (Kindergarten to Grade 6)			(Grades 7 to 10)			(Grades 11 to 12)		
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total
Constructivist													
Inquiry based													
Reflective													
Collaborative													
Integrative													
Inclusive Education													
Others													
TOTAL													

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

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

Table 7. NUMBER OF FUNCTIONAL COMPUTERS USED BY LEARNERS, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Level of Education	Number of Functional Computers Used by Learners				TOTAL
	Desktop/All-in-One	Laptop	Tablet	Tablet PC	
Elementary					
Junior High School					
Senior High School					

Note: Number of Functional Computers Used by Learners – refers to the total number of functional computer units for academic use that are operational, serviceable, and available for learners for instructional purposes, and are utilized in classrooms and/or computer laboratories as an aid to instruction, including lesson delivery, skills development, research, assessments, and other curriculum-related learning tasks

- Desktop/All-in-one** - A desktop computer is designed to be used on a table and typically consists of separate components such as a monitor, CPU, keyboard, and mouse, whereas an all-in-one computer integrates these components—including the monitor, central processing unit (CPU), speakers, and often a webcam and microphone—into a single unit.
- Laptop** - refers to a compact and portable personal computer featuring a hinged display and an integrated keyboard, designed for mobile use with the convenience of battery-powered operation. Notebook also fall into this category.
- Tablet** - refers to a portable computer that has a touchscreen feature as the primary means of input.
- Tablet PC** - features a touchscreen display that can be used with a stylus or finger, and can be converted into a laptop-like configuration by attaching a keyboard or a keyboard dock.

Box 1. INTERNET CONNECTIVITY BY SERVICE PROVIDER/S, SY 2025-2026 (As of March 31, 2026)

(Check/Provide appropriate answers)

1. What are the Internet Service Providers (ISPs) available in the area?		
<input type="checkbox"/> GLOBE	<input type="checkbox"/> SKYCABLE	<input type="checkbox"/> EASTERN COMMUNICATIONS
<input type="checkbox"/> SMART	<input type="checkbox"/> CONVERGE	<input type="checkbox"/> DITO TELECOMMUNITY
<input type="checkbox"/> PLDT	<input type="checkbox"/> STARLINK	<input type="checkbox"/> LOCAL PROVIDER
2. Does the school subscribe to any of the service provider/s listed above? <input type="checkbox"/> Yes		
If Yes , check if the purpose of the internet connection is used for:		
<input type="checkbox"/> 2.1. Administrative use	<input type="checkbox"/> 2.2. Classroom instruction use	<input type="checkbox"/> 2.3. Both administrative and classroom instruction use
3. How fast is your internet connection when not in use?		
Use www.speedtest.net to test the speed		
3.1. Ping (ms)		
3.2. Download Speed (Mbps)		
3.3. Upload Speed (Mbps)		

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

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

3. **Speed Test Metrics** :

a. **Ping (Latency)** - refers to the reaction time of the connection, measured in milliseconds (ms). It represents the time it takes for data to travel to the server and return.

b. **Download** - refers to the rate at which data is received from the internet, measured in Megabits per second (Mbps). This metric determines how quickly web pages, videos, and files load.

c. **Upload (Mbps)** - refers to the rate at which data is sent to the internet, measured in Megabits per second (Mbps). This metric determines how quickly files, emails, and video streams are transmitted.

Table 8. NUMBER OF EXISTING INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Level of Education	Instructional Rooms							TOTAL
	Used as Academic Classrooms	Used as Science Laboratories	Used as Home Economics Rooms	Used as Industrial Arts/ Workshops	Used as Computer Rooms	Other Instructional Use	Not Currently Used	
Kindergarten								
Grades 1 to 6								
Junior High School								
Senior High School								

Instructional Rooms - refers to rooms use for instruction (e.g., Classroom SPED, Classroom Elementary, Classroom JHS, Classroom SHS, ALS Room, Audio Visual, Computer Room, Industrial Arts Room, Home Economics Room, Science Laboratory, Speech Laboratory, Research Laboratory, Not Currently Used).

Table 9. NUMBER OF EXISTING NON-INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Level of Education	Non-Instructional Rooms						TOTAL
	Used as Libraries	Used as Clinic	Used as Canteen	Used as Offices	Other Non-Instructional Use	Not Currently Used	
Kindergarten							
Grades 1 to 6							
Junior High School							
Senior High School							

Non-Instructional Rooms - refers to rooms use for non-instructional purposes (e.g., Library/Learning Resource Center, Canteen, Clinic, Conference Room, Offices, Faculty Room, Museum, Supply Room, Conference Room, Data File Room/Records Room, Student Co-Curricular Center, Youth Development Center, Not Currently Used, Others).

Table 10. NUMBER OF EXISTING CLASSROOM SEATS AVAILABLE BY GRADE LEVEL SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Description	Kinderergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Total Seats													

Notes: **TOTAL SEATS** refers to the total number of seats available for use, regardless if these are currently occupied by a learner.

Example: If a school has 4 classrooms for Kinder, and each classroom can accommodate 30 learners, but only 90 learners are enrolled, total seats to be reported should still be 120.

Reminder:

If classrooms/seats are **used for multiple grade levels**, e.g. since Kinder is only 3 hours per day, the same classroom is later on used by Grade 1, the classroom/seats should be counted under both Kinder and Grade 1 columns.

Box 2. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2025-2026 (As of March 31, 2026)

(Check appropriate answers)

Level of Education	Electrical Supply Sources						No Source of Electricity
	Grid Supply	Off-Grid Supply					
		Solar Power	Generator	Hydro electric	Micro Hydro	Wind Turbine/ Wind Mill	
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junior High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. **Grid Supply** - electricity coming from major or local power distributors (e.g., electric cooperatives such as ANTECO, BASELCO, CASURECO, MERALCO, NAPOCOR, etc.).

2. **Off Grid Supply** - electricity coming from alternative source of power (e.g., solar power, generator, hydro electric, micro hydro, wind turbine, windmill, etc.).

3. **No Source of Electricity** - without existing electrical supply at all.

Box 3. AVAILABILITY OF WATER SUPPLY, SY 2025-2026 (As of March 31, 2026)

(Check appropriate answers)

1. What are the school's water supply source/s?	
a. Piped water from local service provider	<input type="checkbox"/>
b. Water Well	<input type="checkbox"/>
c. Rainwater Catchment	<input type="checkbox"/>
d. Natural source	<input type="checkbox"/>
2. Is the water source inside the school ground being used for drinking?	<input type="checkbox"/> Yes

Local piped water - water source coming from local water service providers.

Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifers.

Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.

Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school

Table 11. NUMBER OF EXISTING WASH FACILITIES, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Handwashing Facilities	Elementary	Junior High School	Senior High School
Individual Handwashing			
Group Handwashing			

Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc. that learners can be used for handwashing at critical times.

Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate at least **10 learners** for ES and **4 learners** for both JHS & SHS.

Table 12. NUMBER OF SANITATION FACILITIES, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

Level of Education	Functional Toilet Bowls				Non-Functional Toilet Bowls	Urinals	Urinal Trough
	Male	Female	PWD	Shared			
Elementary							
Junior High School							
Senior High School							

Box 4. SCHOOL MENTAL HEALTH, SY 2025-2026 (As of March 31, 2026)

(Check/Provide appropriate answers)

1. Does the school have a guidance office or care center? Yes

1.1 If the school has a guidance office, is it headed by a Registered Guidance Counselor? Yes

2. **Number of learners** who sought guidance counseling or life coaching from the school's guidance counselor or guidance advocate.

Level of Education	Number of Learners		
	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			
TOTAL			

2.a Among those who sought guidance counseling or life coaching (above), indicate the **number of learners that come from vulnerable groups**.

Level of Education	Number of Learners		
	Muslim	IP	Learners with Disabilities
Elementary			
Junior High School			
Senior High School			
TOTAL			

3. Did the school conduct trainings or extra-curricular activities for **teachers** related to any of the topics below? Yes

Number of teachers who participated in the activities that covered each of the following topics:

Level of Education	Addressing the Problem of Bullying	Mental Health and Psychosocial Issues and Conditions including Depression	Suicide Prevention	Self-Care	Psychological First Aid	Mental Health Crisis Response Management
Elementary						
Junior High School						
Senior High School						
TOTAL						

Reminders: 1. A learner can be counted more than once if he/she is either a Muslim Learner, an IP Learner, or a Learner with Disability at the same time.

2. Entries in the number of learners from each vulnerable group in Item 2.a shall not exceed the total number of learners by level of education in Item 2.

Table 13. MENTAL HEALTH, SY 2025-2026 (As of March 31, 2026)

(Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school)

Cases	Elementary		Junior High School		Senior High School	
	Number of Cases (Within the School Year)		Number of Cases (Within the School Year)		Number of Cases (Within the School Year)	
	Among Learners	Among School Personnel	Among Learners	Among School Personnel	Among Learners	Among School Personnel
Deaths by Suicide <i>within</i> the School						
Deaths by Suicide <i>outside</i> the School						
Attempted Suicide <i>within</i> the School						
Attempted Suicide <i>outside</i> the School						

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

Box 5. COMPREHENSIVE TOBACCO CONTROL, SY 2025-2026 (As of March 31, 2026)

(Check/Provide appropriate answers)

1. Does the school display the following IEC materials? If **Yes**, check all applicable.

1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016)

1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017)

2. Is there at least one store or shop within 100 meters from any point of the perimeter of the school that sells? If **Yes**, check all applicable.

2.a. Tobacco products (e.g., cigarettes)?

2.b. Vape or e-cigarettes?

3. How many learners were recorded by the school to have brought in tobacco products and/or vape or e-cigarettes to the school?
How many were referred to care?

Details	Elementary	Junior High School	Senior High School
Brought tobacco products and/or vape or e-cigarettes			
Referred to care			

4. How many learners were recorded by the school to have smoked tobacco and/or used ENDS/ENNDS?
How many have been provided with Brief Tobacco Intervention (BTI)?

Details	Elementary	Junior High School	Senior High School
Tobacco User and/or ENDS/ENNDS User			
Provided with BTI			

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

Table 14. LEARNER RIGHTS AND PROTECTION, SY 2025–2026 (As of March 31, 2026)

(Provide appropriate answers)

CAPACITY BUILDING ATTENDED			
1. Number of personnel who attended capacity-building activities/programs inside and outside the school during the SY 2025–2026			
PERSONNEL	Number of Personnel		
	First-time Attendees	Refresher Course Attendees	TOTAL
Teaching			
Teaching-related			
Non-teaching			
TOTAL			
2. Number of learners who attended capacity-building activities/programs inside and outside the school during the SY 2025–2026			
LEVEL OF EDUCATION	Number of Learners		
	First-time Attendees	Refresher Course Attendees	TOTAL
Elementary			
Junior High School			
Senior High School			
TOTAL			

1. **First Time Attendee** - The personnel or the learner attended **ONE** capacity building activity/program within the School Year.
2. **Refresher Course Attendee** - The personnel or the learner attended **MORE THAN ONE** capacity building activity/program within the School Year.

Table 15. LEARNER RIGHTS AND PROTECTION CONCERNS, SY 2025–2026 (As of March 31, 2026)

(Provide appropriate answers)

I. Number of reported cases and the count of learners victims relative to Learner Rights and Protection														
1.1. Bullying														
TYPES OF BULLYING	CASES	Elementary				Junior High School				Senior High School				
		Number of Victims				Number of Victims				Number of Victims				
		TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Physical Bullying														
Social Bullying														
Gender-based Bullying														
Cyberbullying														
Retaliation														
Psychological or Emotional Bullying														
Verbal Bullying														
Precursor to Bullying														
TOTAL														

1.2. Child Abuse														
TYPES OF ABUSE	CASES	Elementary				Junior High School				Senior High School				
		Number of Victims				Number of Victims				Number of Victims				
		TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Physical Abuse														
Sexual Abuse														
Verbal Abuse														
Psychological Violence														
TOTAL														

- Reminders:**
1. Cases shall not be the total number of victims, as 1 case may involved mutiple victims. Hence, change the validation to manual input but shall not be greater than the TOTAL (Learners with and without Disability).
 2. Number of Learners with Disability shall be less than or equal to the Total Learners with and without Disability.

(See definitions on the next page.)

Definitions for Table 15 No.1 (1.1. TYPES OF BULLYING)

Based on the Revised Implementing Rules and Regulations of RA 10627 or the Anti-Bullying Act of 2013

(Perpetrator: Learner; Victim: Learner)

1. **Physical Bullying** - It refers to any physical contact between the bully and the victim like, punching, pushing, tripping, pinching, spitting, shoving, hitting, kicking, slapping, tickling, head locking, grappling, inflicting school pranks, teasing, fighting and use of any available objects as weapons.
2. **Social Bullying** - refers to a form of bullying that aims to damage the social reputation of a learner or a group of learners, including but not limited to relationships affecting the victim's social standing. Such acts include, but are not limited to, deliberate, repetitive, or aggressive social behavior against learners with disabilities, learners who are members of indigenous or ethno-linguistic groups; and learners who are part of religious groups, among others.
3. **Gender-based Bullying** - It refers to act that humiliates, excludes a person or targets individuals based on their gender or perceived gender identity and gender expression. It includes acts that create an intimidating, hostile, or humiliating environment for the victim such as unwanted sexual remarks or actions, and the use of sexist, homophobic, misogynistic, or transphobic remarks, among others.
4. **Cyberbullying** - It refers to all forms of bullying, including online harassment, carried out through the use of technology or any electronic means such as, but not limited, to texting, emailing, instant messaging, chatting, trolling, spamming, posting hurtful comments, or posting of inappropriate photos and videos.
5. **Retaliation** - It refers to acts which include any form of intimidation, reprisal, or harassment against a person who reports bullying, or who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.
6. **Psychological or Emotional Bullying** - It refers to any act that causes damage to a victim's psyche and/or emotional well-being.
7. **Verbal Bullying** - It refers to any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, teasing, name-calling, tormenting, taunting, threats, cursing, making offensive jokes, and commenting negatively on victim's looks, clothes, and body; and all forms of aggression involving the use of written or spoken language to demean, harm, or exert power over another learner.
8. **Precursor to Bullying** - It refers to acts, whether physical or through the use of technology or any electronic means, which indicate that bullying may occur or that a learner is starting to bully or to be bullied.

Definitions for Table 15 No.1 (1.2. TYPES OF ABUSE)

Based on DepEd Order No. 40, s. 2012 or the DepEd Child Protection Policy

(Victim: Learners; Perpetrator: DepEd Personnel - teaching, non-teaching or teaching-related)

1. **Physical Abuse** - It refers to acts that inflict bodily or physical harm; includes assigning children to perform tasks which are hazardous to their physical well-being.
2. **Sexual Abuse** - It refers to acts that are sexual in nature; includes but is not limited to: rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body; forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts or favors.
3. **Verbal Abuse** - It refers to the maltreatment of a child, whether habitual or not, which includes any acts or deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being.
4. **Psychological Violence** - It refers to acts of omissions causing or likely to cause mental or emotional suffering to the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.

(Continuation from previous page, Table 15 (1.1 - 1.2.))

1.3. Number of Children-At-Risk (CAR)													
TYPES OF CHILDREN-AT-RISK (CAR)	Elementary				Junior High School				Senior High School				
	TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Victims of neglect													
Coming from a dysfunctional family or without parent or guardian													
Being a member of a gang													
Living in a community with a higher level of criminality													
Living in a situation of armed conflict													
Living in a community with a high number/level of drug abuse/use													
Committed a status Offense under Section 57 of RA 9344, as amended													
Committed a status Offense in violating ordinances enacted by local governments (e.g., anti-smoking)													
Mendicant under PD 1563													
Solvent or Rugby User													
TOTAL													

1.4. Number of Children in Conflict with the Law (CICL)													
TYPES OF CHILDREN IN CONFLICT WITH THE LAW (CICL)	Elementary				Junior High School				Senior High School				
	TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		TOTAL (Learners with and without Disability)		Learners with Disability		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Theft													
Violation of RA 9165													
Rape													
Physical Injuries													
Robbery													
Homicide													
Murder													
TOTAL													

Definitions based on DepEd Order No. 18, s. 2015

1. **Child-at-risk (CAR)** - It refers to a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself, or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances.
2. **Child in conflict with the law (CICL)** - It refers to a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4. (e) RA No. 9344, as amended).

(See continuation on the next page)

(Continuation from previous page, Table 15 (1.3. - 1.4.))

Number of reported cases and the count of learners victims relative to Other Learner Protection Concerns														
1.5. Other Learner Protection Concerns														
TYPES OF CONCERN	Elementary					Junior High School					Senior High School			
	CASES	Number of Victims				CASES	Number of Victims				CASES	Number of Victims		
		TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability			TOTAL (Learners with and without Disability)		Learners with Disability
		Male	Female	Male	Female		Male	Female	Male	Female		Male	Female	Male
Child Labor														
Child Trafficking														
Online Sexual Abuse and Exploitation of Children (OSAEC)														
Sexual Exploitation of Children														
Corporal Punishment														
Other Acts of Abuse other than Bullying (Learner to Learner)														
Gender-based Sexual Harassment														
Child Marriage														
TOTAL														

- Reminders:**
1. Cases shall not be the total number of victims, as 1 case may involved mutple victims. Hence, change the validation to manual input but shall not be greater than the TOTAL (Learners with and without Disability).
 2. Number of Learners with Disability shall be less than or equal to the Total Learners with and without Disability.

Definitions:

1. **Child Labor** - It refers to any work or economic activity performed by a child that subjects him/her to any form of exploitation or is harmful to his/her health and safety or physical, mental or psychosocial development.
2. **Child Trafficking** - It refers to the "recruitment, transportation, transfer, harbouring or receipt of a child within or outside a country for exploitation", which includes child prostitution, pornography, labor, slavery-like practices, servitude, organ removal, illicit activities, armed conflict, adoption, or marriage for exploitation (refer to RA 9208).
3. **Online Sexual Abuse or Exploitation of Children (OSAEC)** - It refers to any act involving a child through information and communication technology (ICT) - used for sexual purposes or exploitation; this includes real-time activities such as grooming, livestreamed abuse, sexual extortion, online prostitution, or sharing images online (refer to RA 11930).
4. **Sexual Exploitation of Children** - It refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes; it includes, but is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim's vulnerability (refer to DO no. 40, s. 2012).
5. **Corporal Punishment** - It refers to the kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline; it includes physical, humiliating or degrading punishment by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline; it includes physical, humiliating or degrading punishment (refer to DO no. 40, s. 2012).
6. **Other Acts of Abuse by a pupil, student or learner (learner to learner) other than bullying** - It refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student, or learner of the same school, not falling under the definition of 'bullying'; including, but not limited to acts of a physical, sexual, or psychological nature (refer to DO no. 40, s. 2012).
7. **Gender-based Sexual Harassment** - It refers to unwanted, uninvited sexual remarks, gestures or actions targeted at a person that cause - or are likely to cause mental, emotional, or psychological distress or fear of personal safety; including catcalling, wolf-whistling, misogynistic/transphobic/homophobic/sexist slurs, unwanted sexual remarks, threats, sharing images without consent, cyberstalking, and online identity theft (refer to RA 11313).
8. **Child Marriage** - It refers to any marriage, cohabitation, or union, formal, customary, religious, or informal, where one or both parties are below 18, arranged by any adult (refer to RA 11596).

(See continuation on the next page)

(Continuation from previous page, Table 15 (1.5.))

2. Status of Learner Rights and Protection Concerns

LRP CONCERNS	NUMBER OF CASES BY TYPE OF ACTION TAKEN			
	Resolved Cases (at the School Level)	Cases for Monitoring (Not Yet Resolved)	Resolved Cases by Referral to Other Government Agencies (e.g., PNP, LSWDO, NGOs, etc.)	Resolved Cases by Referral to Other Non-Government Agencies (e.g., CPN, Batnay Bata, etc.)
Elementary				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL (ES)				
Junior High School				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL (JHS)				
Senior High School				
Bullying				
Child Abuse				
CAR				
CICL				
Other LRP Concerns				
TOTAL (SHS)				

3. Submission of Mode of Verification (MOV)

Create a Google Drive/OneDrive link where you can upload the cases' MOV's (incident reports, intervention plans, and other school-based policies).

Then, input the Google Drive/OneDrive link in the box below. ↓

Box 6 (Part A). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)

(Check/Provide appropriate answers)

A. SCHOOLS

1. Does the school have learners belonging to Indigenous Peoples communities? Yes

Note: If your answer in the question above is No, proceed with answering question number 8 below.

2. If school is implementing IPEd, please answer which level/s of education IPEd is being implemented *(check all applicable)*.

Level of Education		
<input type="checkbox"/> Elementary	<input type="checkbox"/> Junior High School	<input type="checkbox"/> Senior High School

3. Does the school have an IPEd Coordinator? Yes

4. Do the learners encounter occasional dangerous geographical challenges while going to school (e.g., river to be crossed during rains; area to school or of the school is prone to landslides)? Yes

5. Does the school have experience in working with the IP community for the development of contextualized lesson plans, development of learning resources, and/or other activities? Yes

6. Does the school use the IP community's cultural language as medium of teaching and learning in K to 3? Yes

6.1 What is the cultural language of the IP community? (several answers can be possible if learners are from several IP communities)

6.2 Which level of governance (National, Regional, Division, or School) decided on the language to be used as Medium of Instruction in your school?

7. Does the school celebrate the following? *(check if applicable)*

IP Day (August 9)

IP Month (October)

None

7.1 If celebrations are done, are they coordinated with Division Office? Yes

8. Is the school head an IP? Yes

If Yes, provide IP ethnicity 1

(Two answers allowed) 2

9. Did the school head attend the Orientation on IPEd provided by DepEd (within the past 5 years)? Yes

10. Is the school located in the ancestral domain AND affected by armed conflict? *(both conditions must hold)* Yes

(See continuation on the next page and the definitions on Box 6 (Part C))

Box 6 (Part B). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

B. TEACHERS

1. Number of teachers residing within the school municipality

Number of Teachers	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

2. Number of teachers speaking the cultural language of community

Number of Teachers	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

3. Number of teachers in the school who are IPs

Number of IP Teachers by Level of Education	Elementary																
	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
	Junior High School								Senior High School								
	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)		Grade 11		Grade 12		TOTAL (Grades 7 to 10)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	

4. Number of teachers who have attended the Orientation on IPEd provided by DepEd (within the past 5 years)

Level of Education	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			

5. Number of teachers who have attended trainings on IPEd outside of DepEd (within the past 5 years)

Level of Education	Male	Female	TOTAL
Elementary			
Junior High School			
Senior High School			

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

(See continuation on the next page)

Box 6 (Part C). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)

(Provide appropriate answers)

C. LEARNERS (for schools with IP Learners only)

Include number of IP learners who were vaccinated by the Department of Health (based on LGU health records of the current year)

TYPES OF VACCINE	Elementary						Junior High School			
	Grade 1				Grade 4		Grade 7			
	TOTAL Learners (IP & Non-IP)		IP Learners		TOTAL Learners (IP & Non-IP)	IP Learners	TOTAL Learners (IP & Non-IP)		IP Learners	
	Male	Female	Male	Female	Female	Female	Male	Female	Male	Female
Measles Rubella										
Tetanus Diphtheria										
Human Papilloma Virus										

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