



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
SCHOOLS DIVISION OF BATANGAS

08 May 2026

**DIVISION MEMORANDUM**

No. **227**, s. 2025

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

To: Assistant Schools Division Superintendents  
Chief- Curriculum Implementation Division (CID)  
Chief- School Governance and Operations Division (SGOD)  
Public Schools District Supervisors  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. Attached is DepEd Memorandum No. 028 s. 2026, regarding the conduct of Basic Education Information System (BEIS) Data Collection and Validation for School Year 2025-2026.
2. Relative to this, all public and private schools, including State Universities and Colleges in the division are instructed 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.
3. Please be guided with the following division BEIS activity timeline.

| Activity  | Timeline                     |
|---|------------------------------|
| Data collection and system uploading using BEIS downloaded template | May 7, 2026 – May 20, 2026   |
| Data validation (template and online submission)                    | May 21, 2026 – June 15, 2026 |

4. To avoid errors in data encoding and uploading, the prescribed data gathering forms shall be accessed and downloaded from the BEIS using School Head account.
5. Public schools shall fill out one complete Government School Profile, regardless of the levels of education offered.
6. The data to be reported in the BEIS shall be as of March 31, 2026



**Address:** Provincial Sports Complex, Bolbok, 4200 Batangas City  
**Telephone:**(043)722-1840 / 722-1796  
**Email Address:** deped.batangas@deped.gov.ph  
**Website:**www.depedbatangas.com



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7. The following personnel shall serve as data validators and signatories to the government and private school profile templates.

7.1 Government School Profile

| Categories of Data Elements                              | Signatories and Validators  |
|--|---|
| School Information                                       | Marites A. Ibañez, CESO V<br>Position Title: Schools Division Superintendent<br><br>Aris U. Dimaano<br>Planning Officer III (PRS-SGOD)        |
| Part I – Learners  | Education Program Supervisor In Charge of TLE/SPTVE/TVL:<br><br>Macaria Carina C. Carandang<br>Position Title: Education Program Supervisor I |
| Part II – Classes  | Aris U. Dimaano<br>Planning Officer III (PRS-SGOD)  |
| Part III – SNED Learning Resources                       | SNED Coordinator<br><br>Mercy R. Villanueva<br>Position Title: Education Program Supervisor I   |
| Part IV – School Personnel                               | Division HR Personnel:<br><br>Joemar B. Perez<br>Position Title: Administrative Officer IV  |
| Part V – Learner Organizations                           | Division Youth Formation Coordinator<br><br>Frances Aguilar<br>Project Development Officer I  |
| Part VI – Information and Communications Technology Data | Information Technology Officer:<br><br>Ernani A. Catapat<br>Information Technology Officer I  |
| Part VII – Electrical Data                               | Physical Facilities Coordinator/Division Engineer:<br><br>John Albert Tiquis<br>Engineer III  |
| Part VIII – School Site and Location                     | School Site Focal Person:<br><br>John Albert Tiquis<br>Engineer III   |
| Part IX – School Health and Nutrition                    | School Health Coordinator:<br><br>Khareen M. Cadano, MD<br>Medical Officer III  |



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**SCHOOLS DIVISION OF BATANGAS**

|  |  |
|--|--|
| Part X – Learner Rights and Protection                     | Division Learner Rights and Protection Focal Person:<br><br>Rosemarie J. Gonzales<br>Project Development Officer I |
| Part XI – School Sports Programs                           | Division Sports Coordinator:<br><br>Jimmy J. Morillo<br>Education Program Supervisor I                             |
| Part XII – Disaster Risk Reduction Management              | DRRM Coordinator:<br><br>James Angelo T. Año<br>Project Development Officer II                                     |
| Part XIII - IPED   | Division IPED Focal Person:<br><br>Alfred James Ellar<br>Education Program Supervisor I                            |
| Part XIV – School Maintenance and Other Operating Expenses | Division Accountant<br><br>Eduarda U. Alon<br>Accountant III   |

7.2 Private School Profile / State Local Universities and Colleges Profile

| Categories of Data Elements                | Signatories and Validators  |
|--|---|
| School Information and other Data elements | Cora V. Samson<br>Senior Education Program Specialist for Monitoring and Evaluation (SGOD)<br><br>Aris U. Dimaano<br>Planning Officer III (PRS-SGOD)<br><br>Program Focal Persons |

8. For queries and concerns, feel free to contact and send email to [sdobatangas.planning@deped.gov.ph](mailto:sdobatangas.planning@deped.gov.ph).

9. Immediate dissemination and compliance of this memorandum is earnestly desired.

*maibanez*  
**MARITES A. IBANEZ, CESO V**  
 Schools Division Superintendent

AUD/ BASIC EDUCATION INFORMATION SYSTEM (BEIS) DATA COLLECTION AND VALIDATION FOR SCHOOL YEAR 2025-2026/R2-151758/05-08-2026



**Address:** Provincial Sports Complex, Bolbok, 4200 Batangas City  
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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.

| <b>Categories of Data Elements</b>                | <b>Responsible Program Focal Person in Data Validation</b>  |
|---|---|
| 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](mailto: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.

| <b>Plantilla</b> | <b>Previous SY</b> | <b>Current SY</b> | <b>BEIS Reporting</b> |
|------------------|--------------------|-------------------|-----------------------|
| Teacher I        | School A           | School B          | <b>School B</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:

| <b>Personnel</b> | <b>Salary Source</b> | <b>Salary</b> |
|------------------|----------------------|---------------|
| 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       |

|                |     |               |
|----------------|-----|---------------|
| <b>Average</b> | --- | <b>₱9,500</b> |
|----------------|-----|---------------|

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 ₱9,500.

- 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](mailto: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](mailto: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.

**GOVERNMENT SCHOOL PROFILE, SY 2025–2026****TABLE OF CONTENTS**

| TABLE NUMBER  | BOX NUMBER | TITLE  | PAGE NUMBER |
|---|------------|--|-------------|
| <b>SCHOOL INFORMATION</b>                                     |            |  |             |
|   |            | GOVERNMENT SCHOOL PROFILE  | 1           |
|   |            | LIST OF LANGUAGES USED AS MEDIUM OF INSTRUCTION  |             |
| <b>I. LEARNERS</b>  |            |  |             |
| 1   |            | LEARNERS IN SPECIAL SCIENCE ELEMENTARY SCHOOL PROGRAM, SY 2025–2026, as of March 31, 2026  | 2           |
| 2   |            | LEARNERS BY SPECIAL CURRICULAR PROGRAM, SY 2025–2026, as of March 31, 2026   | 2           |
| 3   |            | LEARNERS IN ARTS AND DESIGN TRACK BY STRAND, SY 2025–2026, as of March 31, 2026  | 4           |
| 4   |            | LEARNERS BY SPECIAL PROGRAM IN TECHNICAL VOCATIONAL EDUCATION (SPTVE), SY 2025–2026, as of March 31, 2026  | 4           |
| 5   |            | LEARNERS IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2025–2026, as of March 31, 2026  | 5–6         |
| 6   |            | GRADE 12 LEARNERS IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2024–2025 | 8–9         |
| 7   |            | LEARNERS WHO PASSED THE PROFICIENCY EXAMINATION IN THE FOREIGN LANGUAGE, SY 2025–2026, as of March 31, 2026  | 10          |
| 8   |            | NUMBER OF LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2024–2025  | 10          |
| <b>II. CLASSES</b>  |            |  |             |
|   | 1          | NUMBER OF CLASSES, SY 2025–2026, as of March 31, 2026  | 11          |
| 1   |            | NUMBER OF CLASSES ASSIGNED TO TEACHERS BY SUBJECT, CLASS SIZE AND SPECIALIZATION (Nationally-funded only), SY 2025–2026, as of March 31, 2026          | 12          |
| <b>III. SPECIAL NEEDS EDUCATION (SNEd) LEARNING RESOURCES</b> |            |  |             |
| 1   |            | NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SNEd LEARNERS, SY 2025–2026, as of March 31, 2026                                   | 13          |
| <b>IV. SCHOOL PERSONNEL</b>                                   |            |  |             |
| 1   |            | TEACHING-RELATED AND NON-TEACHING PERSONNEL IN ELEMENTARY SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026                               | 14          |
| 2   |            | TEACHING-RELATED AND NON-TEACHING PERSONNEL IN JUNIOR HIGH SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026                              | 15          |
| 3   |            | TEACHING-RELATED AND NON-TEACHING PERSONNEL IN SENIOR HIGH SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026                              | 16          |
| 4   |            | TEACHING PERSONNEL IN ELEMENTARY SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026  | 17          |

|    |   |       |
|----|---|-------|
| 5  | TEACHING PERSONNEL IN JUNIOR HIGH SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026  | 18    |
| 6  | TEACHING PERSONNEL IN SENIOR HIGH SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026  | 19    |
| 7  | LOCALLY-FUNDED NON-TEACHING PERSONNEL WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2025–2026, as of March 31, 2026   | 20    |
| 8  | LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2025–2026, as of March 31, 2026   | 20    |
| 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 | 21    |
| 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   | 22    |
| 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              | 22–24 |
| 12 | SCIENCE TEACHERS BY AREA OF SPECIALIZATION (Nationally-funded teachers working in the school), SY 2025–2026, as of March 31, 2026   | 25    |
| 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                                   | 25    |
| 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                    | 26    |
| 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                               | 26    |
| 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                          | 27–28 |
| 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    | 29    |
| 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                     | 29    |
| 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                    | 30    |
| 20 | TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY (Nationally-funded teachers working in the school), SY 2025–2026, as of March 31, 2026   | 30    |
| 21 | LEARNING ACTION CELL (LAC) SESSION AND ACTION RESEARCH CONDUCTED, SY 2025–2026, as of March 31, 2026  | 30    |
| 22 | TEACHERS HANDLING SNEd LEARNERS, (Nationally-funded teachers working in the school), SY 2025–2026, as of March 31, 2026   | 31    |
| 23 | ASATIDZ/MUSLIM TEACHERS HANDLING ALIVE CLASSES (Nationally-funded teachers working in the school), SY 2025–2026, as of March 31, 2026   | 31    |

|  |   |  |       |
|--|---|--|-------|
| <b>V. LEARNER ORGANIZATIONS</b>                                |   |  |       |
|  | 1 | LEARNER GOVERNMENT PROGRAM (LGP), SY 2025–2026, as of March 31, 2026   | 32    |
|  | 2 | CAREER GUIDANCE PROGRAM, SY 2025–2026, as of March 31, 2026  | 33    |
|  | 3 | SCHOOL CLUBS AND ORGANIZATIONS, SY 2025–2026, as of March 31, 2026   | 34    |
|  | 4 | YOUTH FOR ENVIRONMENT IN SCHOOLS ORGANIZATION (YES-O) AND BARKADA KONTRA DROGA (BKD), SY 2025–2026, as of March 31, 2026           | 35    |
| <b>VI. INFORMATION AND COMMUNICATION TECHNOLOGY IN SCHOOLS</b> |   |  |       |
| 1  |   | NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE & LEVEL, SY 2025–2026, as of March 31, 2026                         | 36    |
| 2  |   | NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE, SY 2025–2026, as of March 31, 2026                             | 38    |
| 3  |   | NUMBER OF FUNCTIONAL E-CART COMPONENTS IN THE SCHOOL UNDER DEPED COMPUTERIZATION PROGRAM (DCP), SY 2025–2026, as of March 31, 2026 | 38    |
| 4  |   | NUMBER OF TEACHERS USING RADIO FOR INSTRUCTIONAL USE, SY 2025–2026, as of March 31, 2026   | 38    |
|  | 1 | INTERNET CONNECTIVITY, SY 2025–2026, as of March 31, 2026  | 39    |
| <b>VII. ELECTRICAL SUPPLY</b>                                  |   |  |       |
|  | 1 | AVAILABILITY OF ELECTRICAL SUPPLY, SY 2025–2026, as of March 31, 2026  | 42    |
| <b>VIII. SCHOOL SITE AND LOCATION</b>                          |   |  |       |
|  | 1 | SCHOOL SITES OWNERSHIP, SY 2025–2026, as of March 31, 2026   | 43–44 |
| <b>IX. SCHOOL HEALTH AND NUTRITION</b>                         |   |  |       |
|  | 1 | OPLAN KALUSUGAN SA DepEd (OKD) AND LEARNERS HEALTH ASSESSMENT AND SCREENING (LHAS), SY 2025–2026, as of March 31, 2026             | 47    |
| 1  |   | HEALTH AND NUTRITION, SY 2025–2026, as of March 31, 2026   | 49–50 |
|  | 2 | SCHOOL CLINIC, SY 2025–2026, as of March 31, 2026  | 51    |
|  | 3 | AVAILABILITY OF WATER SUPPLY, SY 2025–2026, as of March 31, 2026   | 51    |
| 2  |   | MENTAL HEALTH, SY 2025–2026, as of March 31, 2026  | 51    |
|  | 4 | SCHOOL MENTAL HEALTH, SY 2025–2026, as of March 31, 2026   | 52    |
|  | 5 | ADOLESCENT REPRODUCTIVE HEALTH, SY 2025–2026, as of March 31, 2026   | 53    |
|  | 6 | COMPREHENSIVE TOBACCO CONTROL, SY 2025–2026, as of March 31, 2026  | 53    |
|  | 7 | NATIONAL PREVENTIVE DRUG EDUCATION, SY 2025–2026, as of March 31, 2026   | 54    |

|   |    |  |       |
|---|----|--|-------|
|   | 8  | FOOD HANDLING, SY 2025–2026, as of March 31, 2026  | 54    |
|   | 9  | FEEDING PROGRAM, SY 2025–2026, as of March 31, 2026  | 54    |
|   | 10 | SOLID WASTE MANAGEMENT, SY 2025–2026, as of March 31, 2026   | 55    |
|   | 11 | MENSTRUAL HYGIENE, SY 2025–2026, as of March 31, 2026  | 55    |
| <b>X. LEARNER RIGHTS AND PROTECTION</b>               |    |  |       |
|   | 1  | LEARNER RIGHTS AND PROTECTION, SY 2025–2026, as of March 31, 2026  | 56    |
|   | 2  | LEARNER RIGHTS AND PROTECTION CONCERNS, SY 2025–2026, as of March 31, 2026   | 57–61 |
| <b>XI. SCHOOL SPORTS PROGRAMS</b>                     |    |  |       |
| 1   |    | SCHOOL SPORTS PROGRAM: SPORTS PERSONNEL (DepEd Funded) , SY 2025–2026, as of March 31, 2026                              | 62    |
| 2   |    | SCHOOL SPORTS PROGRAM: LEARNERS MEMBERSHIP TO SCHOOL SPORTS CLUB per DO 22 , s. 2025, SY 2025–2026, as of March 31, 2026 | 63–64 |
|   | 1  | SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS EVENTS, CLUBS, AND EQUIPMENT, SY 2025–2026, as of March 31, 2026                 | 65    |
|   | 2  | SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS FACILITIES IN THE SCHOOL, SY 2025–2026, as of March 31, 2026                     | 66    |
| <b>XII. DISASTER RISK REDUCTION MANAGEMENT (DRRM)</b> |    |  |       |
| 1   |    | DISASTERS/CALAMITIES, For the months of June 2024 to May 2025  | 67    |
| 2   |    | DISASTERS/CALAMITIES (Human-Induced Hazards), For the months of June 2024 to May 2025                                    | 68–69 |
|   | 1  | ENABLING ENVIRONMENT, For the months of June 2024 to May 2025  | 70    |
|   | 2  | PILLAR 1. SAFE LEARNING FACILITIES, For the months of June 2024 to May 2025  | 72    |
|   | 3  | PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY, For the months of June 2024 to May 2025                              | 73–74 |
|   | 4  | PILLAR 3. RISK REDUCTION AND RESILIENCE EDUCATION, For the months of June 2024 to May 2025                               | 77–81 |
| <b>XIII. INDIGENOUS PEOPLES EDUCATION (IPEd)</b>      |    |  |       |
|   | 1  | INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025–2026, as of March 31, 2026  | 82–84 |
| <b>XIV. SCHOOL MOOE</b>                               |    |  |       |
| 1   |    | MOOE ALLOCATION, UTILIZATION, AND LIQUIDATION, From January 2025 to December 2025  | 85    |

School ID:



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



**GOVERNMENT SCHOOL PROFILE**

**INSTRUCTIONS**

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

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

**Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item shall be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. 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 : _____<br/>         (Official Name)</p> <p>_____ <br/>         (Previous Name, if any)</p> <p>Address : _____<br/>         No. Street/Sitio/Purok Barangay</p> <p>_____ <br/>         Municipality/City Province Zip Code</p> <p>E-Mail Address : _____</p> | <p>Region : _____</p> <p>Division : _____</p> <p>School District : _____</p> <p>Legislative District : _____</p> <p>Telephone Number : _____</p> <p>Mobile Number : _____</p> <p>Fax Number : _____</p> <p>Date Established (Year) : _____</p> <p>Website (if any) : _____</p> |
|---|--|

Check all items that are applicable to the school, and provide supplementary information where necessary.

|   |   |  |   |            |  |            |  |   |  |
|---|---|--|---|------------|--|------------|--|---|--|
| <input type="checkbox"/> Annex/Extension School<br>(Indicate Mother School ID): _____<br><input type="checkbox"/> Home Schooling<br><input type="checkbox"/> SNEd (formerly SPED) Center<br><input type="checkbox"/> with SNEd Classes/Programs | <p>Curricular Offering Classification (COC):</p> <input type="checkbox"/> Kindergarten<br><input type="checkbox"/> Grades 1 to 6<br><input type="checkbox"/> Grades 7 to 10<br><input type="checkbox"/> Grades 11 to 12 | <p>Implementing Shifting (Indicate the highest number of shift)</p> <input type="checkbox"/> Elementary _____<br><input type="checkbox"/> JHS _____<br><input type="checkbox"/> SHS _____                              | <p><b>Note:</b><br/>         Shift - refers to time schedules corresponding to different sets of classes with different sets of learners (e.g., morning and afternoon shifts).<br/>         Night classes are NOT considered a shifting schedule.<br/>         For Kindergarten, consider ONLY those classes with more than two (2) sessions.</p> |            |  |            |  |   |  |
| <b>Elementary</b>   |   | <b>Junior and Senior HS</b>  |   |            |  |            |  |   |  |
| <input type="checkbox"/> Central School   |   | <input type="checkbox"/> Implementing Unit <input type="checkbox"/> Science High School <input type="checkbox"/> Farm School <input type="checkbox"/> Open High School <input type="checkbox"/> Offering night classes |   |            |  |            |  |   |  |
| <p>Medium of Instruction in School (See attachment for list of languages.)</p> <table border="1"> <tr><td>Language 1</td><td></td></tr> <tr><td>Language 2</td><td></td></tr> <tr><td>Language 3</td><td></td></tr> </table>                    |   | Language 1   |   | Language 2 |  | Language 3 |  | <p>Special Program Offerings</p> <input type="checkbox"/> Science and Technology, Engineering, and Mathematics<br><input type="checkbox"/> Foreign Language<br><input type="checkbox"/> Journalism<br><input type="checkbox"/> Technical Vocational Education<br><input type="checkbox"/> Arts<br><input type="checkbox"/> Sports |  |
| 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

Noted by the Schools Division Office:  
 Head of the Office : \_\_\_\_\_  
 (Signature Over Printed Name) / Date  
 Position Title : \_\_\_\_\_

(Continuation from previous page, School Information)

LIST OF LANGUAGES USED IN MEDIUM OF INSTRUCTION

|                              |  |  |  |   |
|------------------------------|--|--|--|---|
| 1 Abellén                    | 43 Central Bikol                         | 85 Itneg (Adásen)                            | 127 Mandayá (Mandayá Cateláno)         | 169 Sebwáno (Binisayang Mindanao)       |
| 2 Agtá (Quirino)             | 44 Chabacáno (Cavitéño Chabacáno)        | 86 Itneg (Bánaw)                             | 128 Mandayá (Mandayá Karagá)           | 170 Sebwáno (Binisayang Siquijor)       |
| 3 Agtá Dumágat Casigúran     | 45 Chabacáno (Cotabatéño Chabacáno)      | 87 Itneg (Binóngan)                          | 129 Manidé                             | 171 Sebwáno (Binul-ánong Binisayá)      |
| 4 Agtá Dumágat Umiray        | 46 Chabacáno (Davawéño Chabacano)        | 88 Itneg (Inláud)                            | 130 Manóbo Agúsan (Ráha Kabunusuwán)   | 172 Sebwáno (Katimúgang Leyte Binisayá) |
| 5 Agutaynén                  | 47 Chabacáno (Ternatéño Chabacáno/Báhra) | 89 Itneg (Máeng)                             | 131 Manóbo Áta                         | 173 Sebwáno (Masbatényong Binisayá)     |
| 6 Aklánon                    | 48 Chabacáno (Zamboangéño Chabacano)     | 90 Itneg (Masadiit)                          | 132 Manóbo Dibabawón                   | 174 Sebwáno (Negrenging Binisayá)       |
| 7 Aklanon/Akeanon            | 49 Cuateronhon-Hiligaynon                | 91 Itneg (Muyadán)                           | 133 Manóbo Dulángan                    | 175 Sigmahanon-Hiligaynon               |
| 8 Alangán Mangyán            | 50 English                               | 92 Ivatán (Itbayátén)                        | 134 Manóbo Ilyánen                     | 176 Sinadánga                           |
| 9 Álta                       | 51 Eruromanen ne Menuvu                  | 93 Jáma Mapún                                | 135 Manóbo Saranggáni                  | 177 Sorsogánon                          |
| 10 Áрта                      | 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 (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)          |
| 16 Áyta Magbukún             | 58 Hamtikánon                            | 100 Kalínga (Kalínga Bútbut)                 | 142 Minasbate                          | 184 Subánen (Sinubánen Túboy-Sálog)     |
| 17 Áyta Mag-indí             | 59 Hanunoó Mangyán                       | 101 Kalínga (Kalínga Gininaáng)              | 143 Molbóg                             | 185 Surigaonón                          |
| 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                            |
| 20 Bikol (Bikol Catanduanes) | 62 Hiligaynon-Cebuano Mix                | 104 Kalínga (Kalínga Mabáka)                 | 146 Northern Sorsoganon                | 188 Tagabulós                           |
| 21 Bikol (Bikol Mirayá)      | 63 Hinigaúnón/Hinigaúnón (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                               |
| 40 Caluyanun                 | 82 Isináy                                | 124 Malaynón                                 | 166 Sambál (Sambál Tina)               |   |
| 41 Capiznon                  | 83 Isnég                                 | 125 Mamanwá                                  | 167 Sangirê                            |   |
| 42 Cebuano                   | 84 Itáwit                                | 126 Mambusaonon                              | 168 Sapianon                           |   |

# GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

## TABLE OF CONTENTS

| TABLE NUMBER       | BOX NUMBER | TITLE  | PAGE NUMBER |
|--------------------|------------|--|-------------|
| <b>I. LEARNERS</b> |            |  |             |
| 1                  |            | LEARNERS IN SPECIAL SCIENCE ELEMENTARY SCHOOL PROGRAM, SY 2025–2026, as of March 31, 2026  | 2           |
| 2                  |            | LEARNERS BY SPECIAL CURRICULAR PROGRAM, SY 2025–2026, as of March 31, 2026   | 2           |
| 3                  |            | LEARNERS IN ARTS AND DESIGN TRACK BY STRAND, SY 2025–2026, as of March 31, 2026  | 4           |
| 4                  |            | LEARNERS BY SPECIAL PROGRAM IN TECHNICAL VOCATIONAL EDUCATION (SPTVE), SY 2025–2026, as of March 31, 2026  | 4           |
| 5                  |            | LEARNERS IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2025–2026, as of March 31, 2026  | 5–6         |
| 6                  |            | GRADE 12 LEARNERS IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2024–2025 | 8–9         |
| 7                  |            | LEARNERS WHO PASSED THE PROFICIENCY EXAMINATION IN THE FOREIGN LANGUAGE, SY 2025–2026, as of March 31, 2026  | 10          |
| 8                  |            | NUMBER OF LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2024–2025  | 10          |

*Certified True and Correct by School Head:*

\_\_\_\_\_  
Signature over Printed Name / Date

Position Title: \_\_\_\_\_

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

\_\_\_\_\_  
Signature over Printed Name / Date

Position Title: \_\_\_\_\_

*Validated by Education Program Supervisor In Charge of TVL:*

\_\_\_\_\_  
Signature over Printed Name / Date

Position Title: \_\_\_\_\_

*Validated by Planning Officer III (PRS-SGOD):*

\_\_\_\_\_  
Signature over Printed Name / Date

**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<br>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 |
| <b>Arts and Trades</b>                    |                    |        |                |        |         |        |          |        |       |        |
| 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              |                    |        |                |        |         |        |          |        |       |        |
| <b>Agriculture</b>                        |                    |        |                |        |         |        |          |        |       |        |
| Agricultural Crops Production             |                    |        |                |        |         |        |          |        |       |        |
| Animal Production                         |                    |        |                |        |         |        |          |        |       |        |
| Food Processing                           |                    |        |                |        |         |        |          |        |       |        |
| <b>Fishery</b>                            |                    |        |                |        |         |        |          |        |       |        |
| <b>SPTVE Applied Subjects</b>             |                    |        |                |        |         |        |          |        |       |        |
| 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 |        |         |        |             |        |          |        |      |        | TOTAL |  |  |
|--|--------------------|--------|---------|--------|-------------|--------|----------|--------|------|--------|-------|--|--|
|  | Exploratory Years  |        |         |        | Regular TLE |        |          |        |      |        |       |  |  |
|  | Grade 7            |        | Grade 8 |        | Grade 9     |        | Grade 10 |        | Male | Female |       |  |  |
|  | Male               | Female | Male    | Female | Male        | Female | Male     | Female |      |        |       |  |  |
| <b>Family and Consumer Science (FCS) (formerly Home Economics)</b> |                    |        |         |        |             |        |          |        |      |        |       |  |  |
| 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   |                    |        |         |        |             |        |          |        |      |        |       |  |  |
| <b>Agri-Fishery Arts (AFA)</b>                                     |                    |        |         |        |             |        |          |        |      |        |       |  |  |
| 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 |
| <b><i>Industrial Arts (IA)</i></b>                             |                    |        |         |        |             |        |          |        |       |        |
| 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   |                    |        |         |        |             |        |          |        |       |        |
| <b><i>Information and Communication Technology (ICT)</i></b>   |                    |        |         |        |             |        |          |        |       |        |
| 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.)*

### 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 |
| <b>Family and Consumer Science (FCS) (formerly Home Economics)</b> |                  |        |                   |        |
| 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)   |                  |        |                   |        |
| <b>Agri-Fishery Arts (AFA)</b>                                     |                  |        |                   |        |
| 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.)*

**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 |
| <b>Industrial Arts (IA)</b>   |                  |        |                   |        |
| 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)  |                  |        |                   |        |
| <b>Information and Communication Technology (ICT)</b>   |                  |        |                   |        |
| 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)  |                  |        |                   |        |
| <b>Technical-Vocational-Livelihood Maritime</b>   |                  |        |                   |        |
| 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.*

**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 |
| <b>Academic Track</b>                        |                    |        |          |        |       |        |
| ABM  |                    |        |          |        |       |        |
| STEM   |                    |        |          |        |       |        |
| HUMSS  |                    |        |          |        |       |        |
| GAS  |                    |        |          |        |       |        |
| <b>Technical-Vocational Livelihood Track</b> |                    |        |          |        |       |        |
| Home Economics                               |                    |        |          |        |       |        |
| Agri-Fishery Arts                            |                    |        |          |        |       |        |
| Industrial Arts                              |                    |        |          |        |       |        |
| ICT  |                    |        |          |        |       |        |
| <b>Arts and Design Track</b>                 |                    |        |          |        |       |        |
| <b>Sports Track</b>                          |                    |        |          |        |       |        |
| <b>TOTAL</b>                                 |                    |        |          |        |       |        |

**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

## TABLE OF CONTENTS

| TABLE NUMBER       | BOX NUMBER | TITLE   | PAGE NUMBER |
|--------------------|------------|---|-------------|
| <i>II. CLASSES</i> |            |   |             |
|                    | 1          | NUMBER OF CLASSES, SY 2025–2026, as of March 31, 2026   | 11          |
| 1                  |            | NUMBER OF CLASSES ASSIGNED TO TEACHERS BY SUBJECT, CLASS SIZE AND SPECIALIZATION (Nationally-funded only), SY 2025–2026, as of March 31, 2026 | 12          |

*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"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

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"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

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/<br>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 |       |
| <b>Junior High School</b>                       |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| English   |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| Mathematics                                     |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| Filipino  |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| Science   |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| Araling Panlipunan (AP)                         |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| Edukasyon sa Pagpapakatao (ESP)                 |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| Technology and Livelihood Education (TLE)       |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| Music, Arts, Physical Education, Health (MAPEH) |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| <b>Senior High School</b>                       |  |                         |                         |                       |                              |   |                         |                         |                       |                              |       |
| 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

## TABLE OF CONTENTS

| TABLE NUMBER  | BOX NUMBER | TITLE  | PAGE NUMBER |
|---|------------|--|-------------|
| <b>III. SPECIAL NEEDS EDUCATION (SNEd) LEARNING RESOURCES</b> |            |  |             |
| 1   |            | NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SNEd LEARNERS, SY 2025–2026, as of March 31, 2026 | 13          |

*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 |
| <b>A. ASSISTIVE TECHNOLOGY DEVICES</b>                                    |                   |                    |                    |       |
| <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  |                   |                    |                    |       |
| <b>TOTAL</b>  |                   |                    |                    |       |
| <b>B. ADAPTIVE DEVICES</b>  |                   |                    |                    |       |
| 1 Adapted kitchen tools   |                   |                    |                    |       |
| 2 Adaptive eating utensils  |                   |                    |                    |       |
| 3 Adapted pencil grips  |                   |                    |                    |       |
| 4 Universal turning handles   |                   |                    |                    |       |
| <b>TOTAL</b>  |                   |                    |                    |       |

**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.

- 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.
- 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

## TABLE OF CONTENTS

| TABLE NUMBER                | BOX NUMBER | TITLE   | PAGE NUMBER |
|-----------------------------|------------|---|-------------|
| <b>IV. SCHOOL PERSONNEL</b> |            |   |             |
| 1                           |            | TEACHING-RELATED AND NON-TEACHING PERSONNEL IN ELEMENTARY SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026  | 14          |
| 2                           |            | TEACHING-RELATED AND NON-TEACHING PERSONNEL IN JUNIOR HIGH SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026   | 15          |
| 3                           |            | TEACHING-RELATED AND NON-TEACHING PERSONNEL IN SENIOR HIGH SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026   | 16          |
| 4                           |            | TEACHING PERSONNEL IN ELEMENTARY SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026   | 17          |
| 5                           |            | TEACHING PERSONNEL IN JUNIOR HIGH SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026  | 18          |
| 6                           |            | TEACHING PERSONNEL IN SENIOR HIGH SCHOOL (Nationally-funded), SY 2025–2026, as of March 31, 2026  | 19          |
| 7                           |            | LOCALLY-FUNDED NON-TEACHING PERSONNEL WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2025–2026, as of March 31, 2026   | 20          |
| 8                           |            | LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2025–2026, as of March 31, 2026   | 20          |
| 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 | 21          |
| 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   | 22          |
| 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              | 22–24       |
| 12                          |            | SCIENCE TEACHERS BY AREA OF SPECIALIZATION (Nationally-funded teachers working in the school), SY 2025–2026, as of March 31, 2026   | 25          |
| 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                                   | 25          |
| 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                    | 26          |
| 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                               | 26          |
| 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                          | 27–28       |
| 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    | 29          |
| 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                     | 29          |
| 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                    | 30          |

|    |  |   |    |
|----|--|---|----|
| 20 |  | TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY (Nationally-funded teachers working in the school), SY 2025–2026, as of March 31, 2026     | 30 |
| 21 |  | LEARNING ACTION CELL (LAC) SESSION AND ACTION RESEARCH CONDUCTED, SY 2025–2026, as of March 31, 2026                                  | 30 |
| 22 |  | TEACHERS HANDLING SNEd LEARNERS, (Nationally-funded teachers working in the school), SY 2025–2026, as of March 31, 2026               | 31 |
| 23 |  | ASATIDZ/MUSLIM TEACHERS HANDLING ALIVE CLASSES (Nationally-funded teachers working in the school), SY 2025–2026, as of March 31, 2026 | 31 |

*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                                    |  |        |                         |          |                         |                             |  |
| <b>TOTAL</b>  |  |        |                         |          |                         |                             |  |

**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<br>Nationally-<br>funded<br>personnel<br>actually<br>working in<br>the school<br>(Col. 4<br>+ Col. 16) |
|---|---|--------|-------------------------------|----------|-----------------------------|--|---|--|---|--|--|---------|---------|------------------------|---|--|
|   | SCHOOL PLANTILLA ITEMS                                |        |                               |          |                             |  |   |  |   |  | Plantilla personnel borrowed/detailed from other school(s)/DepEd offices |         |         |                        |   |  |
|   | Number of personnel actually<br>working in the school |        |                               | On Leave | Plantilla<br>item(s) vacant | Plantilla personnel detailed to                              |   |  |   | TOTAL<br>(Col. 4<br>+ Col. 5<br>+ Col. 6<br>+ Col. 10) | ES   | JHS     | SHS     | Other DepEd<br>Offices | TOTAL<br>(Col. 12<br>+ Col. 13<br>+ Col. 14<br>+ Col. 15) |  |
|   | Male  | Female | TOTAL<br>(Col. 2<br>+ Col. 3) |          |                             | DepEd office(s)/<br>sec. school(s)<br>within the<br>division | Elem. school(s)<br>within the<br>division | DepEd office(s)/<br>sec. school(s)<br>outside the division<br>or other govt.<br>agencies | TOTAL<br>(Col. 7<br>+ Col. 8<br>+ 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                                    |   |        |                               |          |                             |  |   |  |   |  |  |         |         |                        |   |  |
| <b>TOTAL</b>  |   |        |                               |          |                             |  |   |  |   |  |  |         |         |                        |   |  |

**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.

*mit*

**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                                    |  |        |                         |          |                         |                             |  |
| <b>TOTAL</b>  |  |        |                         |          |                         |                             |  |

**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   |
| <b>A. Teaching Positions</b>                                    |  |        |                         |          |                         |                             |  |
| 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  |  |        |                         |          |                         |                             |  |
| <b>TOTAL</b>  |  |        |                         |          |                         |                             |  |
| <b>B. Assignment (Number of teachers working in the school)</b> |  |        |                         |          |                         |                             |  |
| Handling ALS classes (Mobile Teacher)                           |  |        |                         |          |                         |                             |  |
| District ALS Coordinator  |  |        |                         |          |                         |                             |  |
| School ALS Coordinator  |  |        |                         |          |                         |                             |  |
| <b>TOTAL</b>  |  |        |                         |          |                         |                             |  |

**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.

*mt*

**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                           |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |
|---|---|--------|-------------------------------|----------|-----------------------------|--|---|--|---|---------|--|---------|---------|---------|------------------------|--|---|
|   | SCHOOL PLANTILLA ITEMS                                |        |                               |          |                             |  |   |  |   |         | Plantilla personnel borrowed/detailed from other school(s)/DepEd offices |         |         |         |                        | TOTAL<br>Nationally-<br>funded<br>personnel<br>actually<br>working in<br>the school<br>(Col. 4<br>+ Col. 16) |   |
|   | Number of personnel actually<br>working in the school |        |                               | On Leave | Plantilla<br>item(s) vacant | Plantilla personnel detailed to                              |   |  |   |         | TOTAL<br>(Col. 4<br>+ Col. 5<br>+ Col. 6<br>+ Col. 10)                   | ES      | JHS     | SHS     | Other DepEd<br>Offices |  | TOTAL<br>(Col. 12<br>+ Col. 13<br>+ Col. 14<br>+ Col. 15) |
|   | Male  | Female | TOTAL<br>(Col. 2<br>+ Col. 3) |          |                             | DepEd office(s)/<br>sec. school(s)<br>within the<br>division | Elem. school(s)<br>within the<br>division | DepEd office(s)/<br>sec. school(s)<br>outside the<br>division or other<br>govt. agencies | TOTAL<br>(Col. 7<br>+ Col. 8<br>+ 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   |
| <b>A. Teaching Positions</b>                                    |   |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |
| 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  |   |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |
| <b>TOTAL</b>  |   |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |
| <b>B. Assignment (Number of teachers working in the school)</b> |   |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |
| Handling Grades 11-12   |   |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |
| Handling ALIVE classes  |   |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |
| Handling SNEd classes   |   |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |
| <b>TOTAL</b>  |   |        |                               |          |                             |  |   |  |   |         |  |         |         |         |                        |  |   |

**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.

*Handwritten mark*

**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  |  |        |                         |          |                         |                             |  |
| <b>TOTAL</b>               |  |        |                         |          |                         |                             |  |

**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<br>(Regular, Itemized Position)        | Provisional<br>(Lacking eligibility requirements) | COS/JO Full-time<br>(≥ 360 minutes per week) | COS/JO Part-time<br>(< 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  |  |   |  |  |
| <b>TOTAL</b>               |  |   |  |  |

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 |
| <b>Elementary</b>         |                                      |        |       |
| Kindergarten              |                                      |        |       |
| Grade 1                   |                                      |        |       |
| Grade 2                   |                                      |        |       |
| Grade 3                   |                                      |        |       |
| Grade 4                   |                                      |        |       |
| Grade 5                   |                                      |        |       |
| Grade 6                   |                                      |        |       |
| SNEd (Non-graded)         |                                      |        |       |
| <b>TOTAL</b>              |                                      |        |       |
| <b>Junior High School</b> |                                      |        |       |
| Grade 7                   |                                      |        |       |
| Grade 8                   |                                      |        |       |
| Grade 9                   |                                      |        |       |
| Grade 10                  |                                      |        |       |
| SNEd (Non-graded)         |                                      |        |       |
| <b>TOTAL</b>              |                                      |        |       |
| <b>Senior High School</b> |                                      |        |       |
| Grade 11                  |                                      |        |       |
| Grade 12                  |                                      |        |       |
| <b>TOTAL</b>              |                                      |        |       |

**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 |
| <b>A. Elementary</b> |   |        |       |
| 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>B. Elementary</b>                           |   |        |       |         |        |       |         |        |       |
| 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 |
| <b>C. Junior High School</b>                   |   |        |       |         |        |       |         |        |       |          |        |       |
| 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 |
| <b>D. Senior High School (Regular K-12 Curriculum)</b>                              |   |        |       |          |        |       |
| <b>Language</b>   |   |        |       |          |        |       |
| Oral Communication in Context   |   |        |       |          |        |       |
| Reading & Writing   |   |        |       |          |        |       |
| Komunikasyon at Pananaliksik sa Akademikong Filipino                                |   |        |       |          |        |       |
| Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik                    |   |        |       |          |        |       |
| <b>Mathematics</b>  |   |        |       |          |        |       |
| General Mathematics   |   |        |       |          |        |       |
| Statistics and Probability  |   |        |       |          |        |       |
| <b>Science</b>  |   |        |       |          |        |       |
| Earth and Life Science (Lecture and Laboratory)                                     |   |        |       |          |        |       |
| Physical Science (Lecture and Laboratory)   |   |        |       |          |        |       |
| <b>Communication</b>  |   |        |       |          |        |       |
| Media & Information Literacy  |   |        |       |          |        |       |
| <b>Humanities</b>   |   |        |       |          |        |       |
| 21st Century Literature from the Philippines and the World                          |   |        |       |          |        |       |
| Contemporary Philippine Arts from the Regions                                       |   |        |       |          |        |       |
| <b>Social Science</b>   |   |        |       |          |        |       |
| Personal Development / Pansariling Kaunlaran  |   |        |       |          |        |       |
| Understanding Culture, Society, and Politics  |   |        |       |          |        |       |
| <b>Philosophy</b>   |   |        |       |          |        |       |
| Introduction to the Philosophy of the Human Person / Pambungad sa Pilosopiya ng Tao |   |        |       |          |        |       |
| <b>Physical Education and Health</b>  |   |        |       |          |        |       |
| Disaster Readiness and Risk Reduction   |   |        |       |          |        |       |
| <b>Technical-Vocational Livelihood</b>  |   |        |       |          |        |       |

**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<br>COUNTED MORE THAN ONCE |        |       |
|---|---|--------|-------|
|   | Male  | Female | TOTAL |
| <b>E. Senior High School (Strengthened Senior High School Curriculum)</b> |   |        |       |
| <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            |        |
|  | Grade 7            |        | Grade 8 |        | Grade 9     |        | Grade 10 |        | (Grades 7 to 10) |        |
|  | Male               | Female | Male    | Female | Male        | Female | Male     | Female | Male             | Female |
| <b>Family and Consumer Science (FCS) (formerly Home Economics)</b> |                    |        |         |        |             |        |          |        |                  |        |
| Food Preparation   |                    |        |         |        |             |        |          |        |                  |        |
| Garments   |                    |        |         |        |             |        |          |        |                  |        |
| Handicrafts  |                    |        |         |        |             |        |          |        |                  |        |
| Food Services  |                    |        |         |        |             |        |          |        |                  |        |
| Beauty Care  |                    |        |         |        |             |        |          |        |                  |        |
| Health and Wellness  |                    |        |         |        |             |        |          |        |                  |        |
| Tourism Services   |                    |        |         |        |             |        |          |        |                  |        |
| Hotel Services   |                    |        |         |        |             |        |          |        |                  |        |
| <b>Agri-Fishery Arts (AFA)</b>                                     |                    |        |         |        |             |        |          |        |                  |        |
| Crop Production  |                    |        |         |        |             |        |          |        |                  |        |
| Animal Production  |                    |        |         |        |             |        |          |        |                  |        |
| Aquaculture  |                    |        |         |        |             |        |          |        |                  |        |
| Fish Capture   |                    |        |         |        |             |        |          |        |                  |        |
| Food and Beverage Processing                                       |                    |        |         |        |             |        |          |        |                  |        |
| <b>Industrial Arts (IA)</b>  |                    |        |         |        |             |        |          |        |                  |        |
| Residential Plumbing   |                    |        |         |        |             |        |          |        |                  |        |
| Residential Construction   |                    |        |         |        |             |        |          |        |                  |        |
| Carpentry  |                    |        |         |        |             |        |          |        |                  |        |
| Automotive and Small Machine                                       |                    |        |         |        |             |        |          |        |                  |        |
| Metals and Engineering   |                    |        |         |        |             |        |          |        |                  |        |
| Electronics and Electrical Engineering                             |                    |        |         |        |             |        |          |        |                  |        |
| <b>Information and Communication Technology (ICT)</b>              |                    |        |         |        |             |        |          |        |                  |        |
| 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 |
|--|-------------------------------|---------------------------------|-----------------------------------|---------------------------------|---------|--------------------------------|----------------------------------|-------|
| <b>Family and Consumer Science (FCS) (formerly Home Economics)</b> |                               |                                 |                                   |                                 |         |                                |                                  |       |
| 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   |                               |                                 |                                   |                                 |         |                                |                                  |       |
| <b>Agri-Fishery Arts (AFA)</b>                                     |                               |                                 |                                   |                                 |         |                                |                                  |       |
| 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 |
|---|-------------------------------|---------------------------------|-----------------------------------|---------------------------------|---------|--------------------------------|----------------------------------|-------|
| <b>Industrial Arts (IA)</b>   |                               |                                 |                                   |                                 |         |                                |                                  |       |
| 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  |                               |                                 |                                   |                                 |         |                                |                                  |       |
| <b>Information and Communication Technology (ICT)</b>   |                               |                                 |                                   |                                 |         |                                |                                  |       |
| 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   |                               |                                 |                                   |                                 |         |                                |                                  |       |
| <b>Technical-Vocational-Livelihood Maritime</b>   |                               |                                 |                                   |                                 |         |                                |                                  |       |
| 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/<br>Difficulty in Seeing   | Hearing Impairment/<br>Difficulty in Hearing | Learning Disability/<br>Difficulty in Basic Learning and Applying Knowledge | Intellectual Disability/<br>Difficulty in Remembering, Concentrating, Paying Attention, and Understanding | Autism Spectrum Disorder/<br>Difficulty in Applying Adaptive Skills | Emotional-Behavioral Disorder/<br>Difficulty in Displaying Interpersonal Behavior | Orthopedic/<br>Physical Handicap/<br>Difficulty in Mobility | Speech/<br>Language Disorder/<br>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.

*mt*

# GOVERNMENT SCHOOL PROFILE, SY 2025–2026

School Name - School ID

## TABLE OF CONTENTS

| TABLE NUMBER                    | BOX NUMBER | TITLE  | PAGE NUMBER |
|---------------------------------|------------|--|-------------|
| <i>V. LEARNER ORGANIZATIONS</i> |            |  |             |
|                                 | 1          | LEARNER GOVERNMENT PROGRAM (LGP), SY 2025–2026, as of March 31, 2026   | 32          |
|                                 | 2          | CAREER GUIDANCE PROGRAM, SY 2025–2026, as of March 31, 2026  | 33          |
|                                 | 3          | SCHOOL CLUBS AND ORGANIZATIONS, SY 2025–2026, as of March 31, 2026   | 34          |
|                                 | 4          | YOUTH FOR ENVIRONMENT IN SCHOOLS ORGANIZATION (YES-O) AND BARKADA KONTRA DROGA (BKD), SY 2025–2026, as of March 31, 2026 | 35          |

*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               |                    |        |       |
| <b>TOTAL</b>       |                    |        |       |

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          |      |        |       |      |        |       |
| <b>TOTAL</b>             |      |        |       |      |        |       |

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

**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  |                 |        |       |
| <b>TOTAL</b> |                 |        |       |

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 |                    |        |       |
| <b>TOTAL</b>       |                    |        |       |

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          |      |        |       |
| <b>TOTAL</b>             |      |        |       |

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          |      |        |       |
| <b>TOTAL</b>             |      |        |       |

**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      |       |        |       |               |        |       |
| <b>TOTAL</b>          |       |        |       |               |        |       |
| 3. Junior High School |       |        |       |               |        |       |
| 4. Senior High School |       |        |       |               |        |       |
| <b>TOTAL</b>          |       |        |       |               |        |       |

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          |      |        |       |
| <b>TOTAL</b>             |      |        |       |

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     |           |        |       |                   |        |       |                       |        |       |
| <b>TOTAL</b>     |           |        |       |                   |        |       |                       |        |       |

*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.

**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 |                    |        |       |      |        |       |
| <b>TOTAL</b>       |                    |        |       |      |        |       |

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<br><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<br><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<br><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<br><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<br><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 |  |
| <b>A. YES-O Related Programs, Projects, and Activities</b>  |                                |                       |                                    |          |                         |                           |  |
| 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>B. BKD Related Programs, Projects, and Activities</b>  |                                |                       |                                    |          |                         |                           |  |
| 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

## TABLE OF CONTENTS

| TABLE NUMBER   | BOX NUMBER | TITLE  | PAGE NUMBER |
|--|------------|--|-------------|
| <i>VI. INFORMATION AND COMMUNICATION TECHNOLOGY IN SCHOOLS</i> |            |  |             |
| 1  |            | NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE & LEVEL, SY 2025–2026, as of March 31, 2026                         | 36          |
| 2  |            | NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE, SY 2025–2026, as of March 31, 2026                             | 38          |
| 3  |            | NUMBER OF FUNCTIONAL E-CART COMPONENTS IN THE SCHOOL UNDER DEPED COMPUTERIZATION PROGRAM (DCP), SY 2025–2026, as of March 31, 2026 | 38          |
| 4  |            | NUMBER OF TEACHERS USING RADIO FOR INSTRUCTIONAL USE, SY 2025–2026, as of March 31, 2026   | 38          |
|  | 1          | INTERNET CONNECTIVITY, SY 2025–2026, as of March 31, 2026  | 39          |

*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

net

**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 |       |
| <b>Number of Functional Computers Used by Learners</b> |                |               |         |                       |                           |        |       |
| <i>Elementary</i>                                      |                |               |         |                       |                           |        |       |
| Desktop/All-in-one                                     |                |               |         |                       |                           |        |       |
| Laptop   |                |               |         |                       |                           |        |       |
| Tablet   |                |               |         |                       |                           |        |       |
| Tablet PC  |                |               |         |                       |                           |        |       |
| <b>TOTAL</b>   |                |               |         |                       |                           |        |       |
| <i>Junior High School</i>                              |                |               |         |                       |                           |        |       |
| Desktop/All-in-one                                     |                |               |         |                       |                           |        |       |
| Laptop   |                |               |         |                       |                           |        |       |
| Tablet   |                |               |         |                       |                           |        |       |
| Tablet PC  |                |               |         |                       |                           |        |       |
| <b>TOTAL</b>   |                |               |         |                       |                           |        |       |
| <i>Senior High School</i>                              |                |               |         |                       |                           |        |       |
| Desktop/All-in-one                                     |                |               |         |                       |                           |        |       |
| Laptop   |                |               |         |                       |                           |        |       |
| Tablet   |                |               |         |                       |                           |        |       |
| Tablet PC  |                |               |         |                       |                           |        |       |
| <b>TOTAL</b>   |                |               |         |                       |                           |        |       |

**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 |       |
| <b>Number of Functional Computers Used by Teachers</b> |                |               |         |                       |                           |        |       |
| <i>Elementary</i>                                      |                |               |         |                       |                           |        |       |
| Desktop/All-in-one                                     |                |               |         |                       |                           |        |       |
| Laptop   |                |               |         |                       |                           |        |       |
| Tablet   |                |               |         |                       |                           |        |       |
| Tablet PC  |                |               |         |                       |                           |        |       |
| <b>TOTAL</b>   |                |               |         |                       |                           |        |       |
| <i>Junior High School</i>                              |                |               |         |                       |                           |        |       |
| Desktop/All-in-one                                     |                |               |         |                       |                           |        |       |
| Laptop   |                |               |         |                       |                           |        |       |
| Tablet   |                |               |         |                       |                           |        |       |
| Tablet PC  |                |               |         |                       |                           |        |       |
| <b>TOTAL</b>   |                |               |         |                       |                           |        |       |
| <i>Senior High School</i>                              |                |               |         |                       |                           |        |       |
| Desktop/All-in-one                                     |                |               |         |                       |                           |        |       |
| Laptop   |                |               |         |                       |                           |        |       |
| Tablet   |                |               |         |                       |                           |        |       |
| Tablet PC  |                |               |         |                       |                           |        |       |
| <b>TOTAL</b>   |                |               |         |                       |                           |        |       |

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

(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      |                    |          |          |
| <b>TOTAL</b> |                    |          |          |

**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  $\leq 20$  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

## TABLE OF CONTENTS

| TABLE NUMBER                  | BOX NUMBER | TITLE   | PAGE NUMBER |
|-------------------------------|------------|---|-------------|
| <i>VII. ELECTRICAL SUPPLY</i> |            |   |             |
|                               | 1          | AVAILABILITY OF ELECTRICAL SUPPLY, SY 2025–2026, as of March 31, 2026 | 42          |

*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 <b>Grid Supply</b> :                                |                          |                          |                          |
| <b>With own electric meter</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Please select the electricity provider.  | <input type="text"/>     | <input type="text"/>     | <input type="text"/>     |
| <b>Connected to sub-meter or meter not owned by the school</b>                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If the school is utilizing an <b>Off-Grid Supply</b> , 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

## TABLE OF CONTENTS

| TABLE NUMBER                          | BOX NUMBER | TITLE  | PAGE NUMBER |
|---------------------------------------|------------|--|-------------|
| <i>VIII. SCHOOL SITE AND LOCATION</i> |            |  |             |
|                                       | 1          | SCHOOL SITES OWNERSHIP, SY 2025–2026, as of March 31, 2026 | 43–44       |

*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](mailto: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

## TABLE OF CONTENTS

| TABLE NUMBER                           | BOX NUMBER | TITLE  | PAGE NUMBER |
|--|------------|--|-------------|
| <b>IX. SCHOOL HEALTH AND NUTRITION</b> |            |  |             |
|  | 1          | OPLAN KALUSUGAN SA DepEd (OKD) AND LEARNERS HEALTH ASSESSMENT AND SCREENING (LHAS), SY 2025–2026, as of March 31, 2026 | 47          |
| 1                                      |            | HEALTH AND NUTRITION, SY 2025–2026, as of March 31, 2026   | 49–50       |
|  | 2          | SCHOOL CLINIC, SY 2025–2026, as of March 31, 2026  | 51          |
|  | 3          | AVAILABILITY OF WATER SUPPLY, SY 2025–2026, as of March 31, 2026   | 51          |
| 2                                      |            | MENTAL HEALTH, SY 2025–2026, as of March 31, 2026  | 51          |
|  | 4          | SCHOOL MENTAL HEALTH, SY 2025–2026, as of March 31, 2026   | 52          |
|  | 5          | ADOLESCENT REPRODUCTIVE HEALTH, SY 2025–2026, as of March 31, 2026   | 53          |
|  | 6          | COMPREHENSIVE TOBACCO CONTROL, SY 2025–2026, as of March 31, 2026  | 53          |
|  | 7          | NATIONAL PREVENTIVE DRUG EDUCATION, SY 2025–2026, as of March 31, 2026   | 54          |
|  | 8          | FOOD HANDLING, SY 2025–2026, as of March 31, 2026  | 54          |
|  | 9          | FEEDING PROGRAM, SY 2025–2026, as of March 31, 2026  | 54          |
|  | 10         | SOLID WASTE MANAGEMENT, SY 2025–2026, as of March 31, 2026   | 55          |
|  | 11         | MENSTRUAL HYGIENE, SY 2025–2026, as of March 31, 2026  | 55          |

*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

**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) |
| <b>2.a ELEMENTARY</b>   |                                 |  |   |  |                        |                        |            |                           |
| 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) |                                 |  |   |  |                        |                        |            |                           |
| <b>TOTAL</b>  |                                 |  |   |  |                        |                        |            |                           |
| <b>2.b JUNIOR HIGH SCHOOL</b>   |                                 |  |   |  |                        |                        |            |                           |
| 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) |                                 |  |   |  |                        |                        |            |                           |
| <b>TOTAL</b>  |                                 |  |   |  |                        |                        |            |                           |
| <b>2.c SENIOR HIGH SCHOOL</b>   |                                 |  |   |  |                        |                        |            |                           |
| 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) |                                 |  |   |  |                        |                        |            |                           |
| <b>TOTAL</b>  |                                 |  |   |  |                        |                        |            |                           |

**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<br>(IP & Non-IP) |        | IP<br>Learners |        | TOTAL<br>Learners | IP<br>Learners | TOTAL Learners<br>(IP & Non-IP) |        | IP<br>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<br>(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             |              |        |         |        |         |        |         |        |         |        |         |        |         |        |                      |        |       |        |
| <b>TOTAL</b>       |              |        |         |        |         |        |         |        |         |        |         |        |         |        |                      |        |       |        |

| 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             |                    |        |         |        |         |        |          |        |       |        |                    |        |          |        |       |        |
| <b>TOTAL</b>       |                    |        |         |        |         |        |          |        |       |        |                    |        |          |        |       |        |

*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).

*net*

**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 |
| <b><i>ELEMENTARY</i></b>         |                                      |        |       |                     |        |       |
| Kindergarten                     |                                      |        |       |                     |        |       |
| Grade 1                          |                                      |        |       |                     |        |       |
| Grade 2                          |                                      |        |       |                     |        |       |
| Grade 3                          |                                      |        |       |                     |        |       |
| Grade 4                          |                                      |        |       |                     |        |       |
| Grade 5                          |                                      |        |       |                     |        |       |
| Grade 6                          |                                      |        |       |                     |        |       |
| SNEd (Non-graded)                |                                      |        |       |                     |        |       |
| <b>TOTAL</b>                     |                                      |        |       |                     |        |       |
| <b><i>JUNIOR HIGH SCHOOL</i></b> |                                      |        |       |                     |        |       |
| Grade 7                          |                                      |        |       |                     |        |       |
| Grade 8                          |                                      |        |       |                     |        |       |
| Grade 9                          |                                      |        |       |                     |        |       |
| Grade 10                         |                                      |        |       |                     |        |       |
| <b>TOTAL</b>                     |                                      |        |       |                     |        |       |
| <b><i>SENIOR HIGH SCHOOL</i></b> |                                      |        |       |                     |        |       |
| Grade 11                         |                                      |        |       |                     |        |       |
| Grade 12                         |                                      |        |       |                     |        |       |
| <b>TOTAL</b>                     |                                      |        |       |                     |        |       |

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  |                    |         |         |          |       |                    |          |       |

**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? | <b>Functional</b>            | <b>Non-functional</b>    |
| 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.

*mt*

**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 |                    |        |       |
| <b>TOTAL</b>       |                    |        |       |

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 |                    |    |                            |
| <b>TOTAL</b>       |                    |    |                            |

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 |                                    |  |                    |           |                         |  |
| <b>TOTAL</b>       |                                    |  |                    |           |                         |  |

**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.

*mt*

**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

## TABLE OF CONTENTS

| TABLE NUMBER                            | BOX NUMBER | TITLE  | PAGE NUMBER |
|---|------------|--|-------------|
| <i>X. LEARNER RIGHTS AND PROTECTION</i> |            |  |             |
|   | 1          | LEARNER RIGHTS AND PROTECTION, SY 2025–2026, as of March 31, 2026          | 56          |
|   | 2          | LEARNER RIGHTS AND PROTECTION CONCERNS, SY 2025–2026, as of March 31, 2026 | 57–61       |

*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     |                      |                            |       |
| <b>TOTAL</b>     |                      |                            |       |

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 |                      |                            |       |
| <b>TOTAL</b>       |                      |                            |       |

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<br>(Learners with and without Disability) |        | Learners with Disability |        |                    | TOTAL<br>(Learners with and without Disability) |        | Learners with Disability |        |                    | TOTAL<br>(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               |            |   |        |                          |        |                    |   |        |                          |        |                    |   |        |                          |        |  |  |  |  |
| <b>TOTAL</b>                        |            |   |        |                          |        |                    |   |        |                          |        |                    |   |        |                          |        |  |  |  |  |

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<br>(Learners with and without Disability) |        | Learners with Disability |        |                    | TOTAL<br>(Learners with and without Disability) |        | Learners with Disability |        |                    | TOTAL<br>(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 |            |   |        |                          |        |                    |   |        |                          |        |                    |   |        |                          |        |  |  |  |  |
| <b>TOTAL</b>           |            |   |        |                          |        |                    |   |        |                          |        |                    |   |        |                          |        |  |  |  |  |

**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.)

*net*

**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  |  |        |                          |        |  |        |                          |        |  |        |                          |        |
| <b>TOTAL</b>   |  |        |                          |        |  |        |                          |        |  |        |                          |        |

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                                     |  |        |                          |        |  |        |                          |        |  |        |                          |        |
| <b>TOTAL</b>                               |  |        |                          |        |  |        |                          |        |  |        |                          |        |

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<br>(Learners with and without Disability) |        | Learners with Disability |        |                    | TOTAL<br>(Learners with and without Disability) |        | Learners with Disability |        |                    | TOTAL<br>(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   |            |   |        |                          |        |                    |   |        |                          |        |                    |   |        |                          |        |  |  |
| <b>TOTAL</b>   |            |   |        |                          |        |                    |   |        |                          |        |                    |   |        |                          |        |  |  |

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

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

## TABLE OF CONTENTS

| TABLE NUMBER                      | BOX NUMBER | TITLE   | PAGE NUMBER |
|-----------------------------------|------------|---|-------------|
| <b>XI. SCHOOL SPORTS PROGRAMS</b> |            |   |             |
| 1                                 |            | SCHOOL SPORTS PROGRAM: SPORTS PERSONNEL (DepEd Funded) , SY 2025–2026, as of March 31, 2026                             | 62          |
| 2                                 |            | SCHOOL SPORTS PROGRAM: LEARNERS MEMBERSHIP TO SCHOOL SPORTS CLUB per DO 22, s. 2025, SY 2025–2026, as of March 31, 2026 | 63–64       |
|                                   | 1          | SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS EVENTS, CLUBS, AND EQUIPMENT, SY 2025–2026, as of March 31, 2026                | 65          |
|                                   | 2          | SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS FACILITIES IN THE SCHOOL, SY 2025–2026, as of March 31, 2026                    | 66          |

*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<br>per DO 22,<br>s. 2025 | Coordinators<br>per DO 22,<br>s. 2025 | Coaches | Officiating<br>Officials | Facilitators<br>per DO 22,<br>s. 2025 | Coordinators<br>per DO 22,<br>s. 2025 | Coaches | Officiating<br>Officials | Facilitators<br>per DO 22,<br>s. 2025 | Coordinators<br>per DO 22,<br>s. 2025 | Coaches | Officiating<br>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,<br>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.)

**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 Billiards   | <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

## TABLE OF CONTENTS

| TABLE NUMBER  | BOX NUMBER | TITLE  | PAGE NUMBER |
|---|------------|--|-------------|
| <b>XII. DISASTER RISK REDUCTION MANAGEMENT (DRRM)</b> |            |  |             |
| 1   |            | DISASTERS/CALAMITIES (Natural Hazards), For the months of June 2024 to May 2025                | 67          |
| 2   |            | DISASTERS/CALAMITIES (Human-Induced Hazards), For the months of June 2024 to May 2025          | 68–69       |
|   | 1          | ENABLING ENVIRONMENT, For the months of June 2024 to May 2025                                  | 70          |
|   | 2          | PILLAR 1. SAFE LEARNING FACILITIES, For the months of June 2024 to May 2025                    | 72          |
|   | 3          | PILLAR 2. SCHOOL SAFETY AND EDUCATIONAL CONTINUITY,<br>For the months of June 2024 to May 2025 | 73–74       |
|   | 4          | PILLAR 3. RISK REDUCTION AND RESILIENCE EDUCATION,<br>For the months of June 2024 to May 2025  | 77–81       |

*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

pit

**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](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](http://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>  |      |     |     |      |     |     |     |      |     |     |     |     |
| <b>I. Armed Conflict</b>  |      |     |     |      |     |     |     |      |     |     |     |     |
| <b>I.a Number of times armed conflict occurred in your school and its immediate surroundings</b>                  |      |     |     |      |     |     |     |      |     |     |     |     |
| Armed conflict incident experienced in the past months  |      |     |     |      |     |     |     |      |     |     |     |     |
| <b>I.b Number of times the following state and non-state actors were involved in the armed conflict incidents</b> |      |     |     |      |     |     |     |      |     |     |     |     |
| <i>1.b.1 State Actors</i>   |      |     |     |      |     |     |     |      |     |     |     |     |
| Armed Forces of the Philippines (AFP)   |      |     |     |      |     |     |     |      |     |     |     |     |
| Philippine National Police (PNP)  |      |     |     |      |     |     |     |      |     |     |     |     |
| Others (specify):<br>_____  |      |     |     |      |     |     |     |      |     |     |     |     |
| <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):<br>_____  |      |     |     |      |     |     |     |      |     |     |     |     |

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>   |      |     |     |      |     |     |     |      |     |     |     |     |
| <b>2. Grave Child Rights Violations (GCRV)</b>   |      |     |     |      |     |     |     |      |     |     |     |     |
| <b>2.a Number of reports of GCRVs within the school and immediate surroundings that were filed through government channels</b> |      |     |     |      |     |     |     |      |     |     |     |     |
| 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   |      |     |     |      |     |     |     |      |     |     |     |     |
| <b>2.b Others</b>  |      |     |     |      |     |     |     |      |     |     |     |     |
| 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):<br>_____   |      |     |     |      |     |     |     |      |     |     |     |     |

**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<br><u>EXCLUDING</u><br>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<br>(e.g., 99.54%) | Number of PPAs                            | Cost of PPAs | % in the School Budget<br>(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](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  Slope Protection  
 Firewall  Lothers (specify): \_\_\_\_\_  
 Sea Wall

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

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

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**

- School has conducted Risk Assessment.
- School has incorporated results of Student-led School Watching, Hazard Mapping, and Risk Assessment in the SIP.
- 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): _____ |

- School Contingency Planning is conducted together with the following: *(check all applicable)*  
 Learners       Personnel       Parents       LGU       Partners
- 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.
- School has presented the results of the Family Earthquake Preparedness Plan to the PTA and LGU.
- School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan.
- School has participated in the different DRRM and CCAM activities of the LGUs and other partners.
- Number of partners mobilized to support the school's DRRM and CCAM PPAs, including those after a disaster/emergency
- Number of DRRM and CCAM PPAs the school has implemented with partners

**Part 2. Disaster Preparedness**

- School has conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place.
- 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).
- 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                               |       |          |

- 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](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](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](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](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](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](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](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/<br>Competencies | Integrated to the following Programs |      |     | Introduced by School/Teachers |          | Contextualized<br>Learning<br>Resources |
|-------------------------|--------------------------------------|------|-----|-------------------------------|----------|---|
|                         | SNEd                                 | IPEd | ALS | Learning<br>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 |
| <b>A. DRRM</b>   |                    |        |                            |        |                        |        |
| 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>B. CCAM</b>   |                    |        |                            |        |                        |        |
| 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<br><u>EXCLUDING</u><br>IP, Muslim, and<br>SNEd |        | IP Learners |        | Muslim Learners |        | SNEd Learners |        |
|--|---|--------|-------------|--------|-----------------|--------|---------------|--------|
|  | Male  | Female | Male        | Female | Male            | Female | Male          | Female |
|  | <b>A. DRRM</b>  |        |             |        |                 |        |               |        |
| 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>B. CCAM</b>   |   |        |             |        |                 |        |               |        |
| 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<br>Conducted |
|--------|------------------------|
| DRRM   |                        |
| CCAM   |                        |

*(See continuation on the next page.)*

*nt*

**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

## TABLE OF CONTENTS

| TABLE NUMBER                                     | BOX NUMBER | TITLE   | PAGE NUMBER |
|--|------------|---|-------------|
| <i>XIII. INDIGENOUS PEOPLES EDUCATION (IPEd)</i> |            |   |             |
|  | 1          | INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025–2026, as of March 31, 2026 | 82–84       |

*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.)

1

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<br>(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<br>(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<br>(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<br>(Grades 7 to 10) |        | Grade 11 |        | Grade 12 |        | TOTAL<br>(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.)*

*mit*

## **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-asciption 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

## TABLE OF CONTENTS

| TABLE NUMBER            | BOX NUMBER | TITLE   | PAGE NUMBER |
|-------------------------|------------|---|-------------|
| <i>XIV. SCHOOL MOOE</i> |            |   |             |
| 1                       |            | MOOE ALLOCATION, UTILIZATION, AND LIQUIDATION, From January 2025 to December 2025 | 85          |

*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

## TABLE OF CONTENTS

| TABLE Number   | BOX Number          | TITLE  | PAGE Number |
|--|---------------------|--|-------------|
| <b>SCHOOL INFORMATION</b>                                |                     |  |             |
|  |                     | PRIVATE SCHOOL PROFILE   | 1           |
|  |                     | <i>(Continuation from previous page, School Information)</i><br>LIST OF LANGUAGES USED AS MEDIUM OF INSTRUCTION  | 2           |
| <b>LEARNERS DATA</b>                                     |                     |  |             |
| 1  |                     | SENIOR HIGH SCHOOL (SHS) LEARNERS BY ARTS AND DESIGN TRACK AND STRAND, SY 2025-2026 (As of March 31, 2026)   | 3           |
| 2  |                     | SENIOR HIGH SCHOOL (SHS) LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2024-2025   | 4           |
| <b>SPECIAL NEEDS EDUCATION (SNEd) LEARNING RESOURCES</b> |                     |  |             |
| 3  |                     | NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNEd) LEARNERS, SY 2025-2026 (As of March 31, 2026)                    | 4           |
| <b>FINANCIAL ASSISTANCE</b>                              |                     |  |             |
| 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)                         | 5           |
| 5  |                     | DATA ON SENIOR HIGH SCHOOL-VOUCHER PROGRAM FOR GRADE 11, SY 2025-2026 (As of March 31, 2026)   | 6           |
| 6  |                     | DATA ON SENIOR HIGH SCHOOL-VOUCHER PROGRAM FOR GRADE 12, SY 2025-2026 (As of March 31, 2026)   | 6           |
| <b>SCHOOL FEES</b>                                       |                     |  |             |
|  | 1                   | TUITION AND OTHER SCHOOL FEES , SY 2025-2026 (As of March 31, 2026)  | 7           |
| <b>SCHOOL PERSONNEL</b>                                  |                     |  |             |
| 7  |                     | PERSONNEL DATA, SY 2025-2026 (As of March 31, 2026)  | 8           |
|  |                     | <i>(Continuation from previous page, Table 7. Personnel Data)</i>  | 9           |
| 8  |                     | TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT), SY 2025-2026 (As of March 31, 2026)   | 10          |
| 9  |                     | TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY, SY 2025-2026 (As of March 31, 2026)  | 10          |
| <b>INFORMATION AND COMMUNICATION TECHNOLOGY DATA</b>     |                     |  |             |
| 10   |                     | NUMBER OF FUNCTIONAL COMPUTERS USED BY LEARNERS, SY 2025-2026 (As of March 31, 2026)   | 11          |
|  | 2                   | INTERNET CONNECTIVITY BY SERVICE PROVIDER/S, SY 2025-2026 (As of March 31, 2026)   | 11          |
| <b>SCHOOL FACILITIES</b>                                 |                     |  |             |
| 11   |                     | NUMBER OF EXISTING INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)  | 12          |
| 12   |                     | NUMBER OF EXISTING NON-INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)  | 12          |
| 13   |                     | NUMBER OF EXISTING CLASSROOM SEATS AVAILABLE BY GRADE LEVEL SY 2025-2026 (As of March 31, 2026)  | 12          |
|  | 3                   | AVAILABILITY OF ELECTRICAL SUPPLY, SY 2025-2026 (As of March 31, 2026)   | 12          |
| <b>SCHOOL HEALTH AND NUTRITION</b>                       |                     |  |             |
|  | 4                   | AVAILABILITY OF WATER SUPPLY, SY 2025-2026 (As of March 31, 2026)  | 13          |
| 14   |                     | NUMBER OF EXISTING WASH FACILITIES, SY 2025-2026 (As of March 31, 2026)  | 13          |
| 15   |                     | NUMBER OF SANITATION FACILITIES, SY 2025-2026 (As of March 31, 2026)   | 14          |
|  | 5                   | SCHOOL MENTAL HEALTH, SY 2025-2026 (As of March 31, 2026)  | 14          |
| 16   |                     | MENTAL HEALTH, SY 2025-2026 (As of March 31, 2026)   | 15          |
|  | 6                   | COMPREHENSIVE TOBACCO CONTROL, SY 2025-2026 (As of March 31, 2026)   | 15          |
| <b>LEARNER RIGHTS AND PROTECTION</b>                     |                     |  |             |
| 17   |                     | LEARNER RIGHTS AND PROTECTION, SY 2025-2026 (As of March 31, 2026)   | 16          |
| 18   |                     | LEARNER RIGHTS AND PROTECTION CONCERNS, SY 2025-2026 (As of March 31, 2026)  | 17-21       |
| 18<br>#1 (1.1.-1.2.)                                     |                     | LEARNER RIGHTS AND PROTECTION CONCERNS, SY 2025-2026 (As of March 31, 2026)<br>No.1 (1.1. Bullying & 1.2. Child Abuse)   | 17          |
|  |                     | Definitions for 18 (1.1 - 1.2)   | 18          |
| 18<br>(1.3. - 1.4.)                                      |                     | <i>(Continuation from previous page, 18 (1.1 - 1.2.))</i><br>(1.3. Children-at-Risk (CAR) & 1.4. Children in Conflict with the Law (CICL))                         | 19          |
| 18<br>(1.5)  |                     | <i>(Continuation from previous page, 18 (1.3. - 1.4.))</i><br>(1.5. Other Learner Protection Concerns)   | 20          |
| 18<br>(Nos. 2-3)   |                     | <i>(Continuation from previous page, 18 (1.5.))</i><br>(No. 2. Status of Learner Rights and Protection Concerns & No. 3. Submission of Mode of Verification (MOV)) | 21          |
| <b>INDIGENOUS PEOPLES EDUCATION (IPEd)</b>               |                     |  |             |
|  | 7                   | INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)   | 22-24       |
|  | 7 (Part A Schools)  | Part A). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)  | 22          |
|  | 7 (Part B Teachers) | Part B ). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)   | 23          |
|  | 7 (Part C Learners) | Part C ). INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2025-2026 (As of March 31, 2026)   | 24          |



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><b>School Name</b> :</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><b>Address</b> :</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">No.</td> <td style="width: 35%; text-align: center;">Street/Sitio/Purok</td> <td style="width: 50%; text-align: center;">Barangay</td> </tr> <tr> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> <tr> <td style="text-align: center;"><i>Municipality/City</i></td> <td style="text-align: center;"><i>Province</i></td> <td style="text-align: center;"><i>Zip Code</i></td> </tr> </table> | No.                | Street/Sitio/Purok | Barangay |  |  |  | <i>Municipality/City</i> | <i>Province</i> | <i>Zip Code</i> | <p><b>Region</b> (if PSO, write DepEd CO) :</p> <p><b>Division</b> (if PSO, write Name of Host Country) :</p> <p><b>Legislative District</b> :</p> <p><b>Telephone Number</b> :</p> <p><b>Mobile Number</b> :</p> <p><b>Fax Number</b> :</p> <p><b>Website</b> (if any) :</p> <p><b>E-mail Address</b> :</p> <p><b>First School Year of Operation</b> :</p> <p><b>Date of Opening of Classes</b> (mm/dd/yyyy) :</p> |
| No.   | Street/Sitio/Purok | Barangay           |          |  |  |  |                          |                 |                 |   |
|   |                    |                    |          |  |  |  |                          |                 |                 |   |
| <i>Municipality/City</i>  | <i>Province</i>    | <i>Zip Code</i>    |          |  |  |  |                          |                 |                 |   |

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<br><i>(See list of languages on the next page)</i> |  |
|---|--|
| 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)

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 Kabunsuwán)    | 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 (Negresing 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 Áta                        | 51 Erumanen ne Menuvu                    | 93 Jáma Mapún                                 | 135 Manóbo Saranggáni                  | 177 Sorsogánon                          |
| 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 Mēranáw                            | 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 Nabsanon                           | 186 Tadyáwan Mangyán                    |
| 19 Bángon Mangyán            | 61 Hiligaynón                            | 103 Kalinga (Kalinga Lubuágan)                | 145 Northern Catanduanes               | 187 Tagabáwa                            |
| 20 Bikol (Bikol Catanduánes) | 62 Hiligaynon-Cebuano Mix                | 104 Kalinga (Kalinga Mabáka)                  | 146 Northern Sorsoganon                | 188 Tagabulós                           |
| 21 Bikol (Bikol Mirayá)      | 63 Hinigaúnon/Hinigaónon (Tagoloanon)    | 105 Kalinga (Kalinga Madyukayóng)             | 147 Ohán                               | 189 Tagakawló                           |
| 22 Bikol (Bikol Sorsogón)    | 64 Ibalóy                                | 106 Kalinga (Kalinga Tanúdan)                 | 148 Pahánan Agtá                       | 190 Tagálog/Filipino                    |
| 23 Bikol Libon               | 65 Ibanág                                | 107 Kalinga (Katimúgang Kalinga o Kinalíngan) | 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 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 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<br>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                                 |          |        |          |        |       |        |
| <b>TOTAL</b>                                     |          |        |          |        |       |        |

*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               |                    |        |       |          |        |       |       |        |       |
| <b>TOTAL</b>                          |                   |                    |        |       |          |        |       |       |        |       |

*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             |                   |                    |                    |
| <b>TOTAL</b>                 |                   |                    |                    |

- 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<br>(Regular to<br>Strengthened<br>SHS) |        |
|  | ACADEMIC           |        |      |        |       |        |      |        | ARTS &<br>DESIGN |        | SPORTS |        | Technical-<br>Vocational-<br>Livelihood<br>(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 &<br>DESIGN |        | SPORTS |        | Technical-<br>Vocational-<br>Livelihood<br>(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<br>(Kindergarten to Grade 6) |         |         |         |         |         | Junior High School<br>(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<br>(in pesos) |          | Miscellaneous Fees<br>(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<br>School Curriculum | Tuition Fee<br>(in pesos) |          | Miscellaneous Fees<br>(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<br>(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.*

**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               |                    |        |               |        |                                 |        |                    |      |        |                    |      |        |       |
| <b>TOTAL</b>         |                    |        |               |        |                                 |        |                    |      |        |                    |      |        |       |

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               |                    |        |               |        |                                 |        |                    |      |        |                    |      |        |       |
| <b>TOTAL</b>         |                    |        |               |        |                                 |        |                    |      |        |                    |      |        |       |

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 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 <b>Yes</b> , 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 <a href="http://www.speedtest.net">www.speedtest.net</a> 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 |                    |        |       |
| <b>TOTAL</b>       |                    |        |       |

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 |                    |    |                            |
| <b>TOTAL</b>       |                    |    |                            |

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 |                                    |   |                    |           |                         |  |
| <b>TOTAL</b>       |                                    |   |                    |           |                         |  |

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)*

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

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               |            |  |        |                          |        |                    |  |        |                          |        |                    |  |        |                          |        |  |  |
| <b>TOTAL</b>                        |            |  |        |                          |        |                    |  |        |                          |        |                    |  |        |                          |        |  |  |

**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 |            |  |        |                          |        |                    |  |        |                          |        |                    |  |        |                          |        |  |  |
| <b>TOTAL</b>           |            |  |        |                          |        |                    |  |        |                          |        |                    |  |        |                          |        |  |  |

- 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.)

*mt*

**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)  | 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  |  |        |                          |        |  |        |                          |        |  |        |                          |        |
| <b>TOTAL</b>   |  |        |                          |        |  |        |                          |        |  |        |                          |        |

| 1.4. Number 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  |  |        |                          |        |  |        |                          |        |  |        |                          |        |
| <b>TOTAL</b>  |  |        |                          |        |  |        |                          |        |  |        |                          |        |

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 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   |            |  |        |                          |        |                    |  |        |                          |        |                    |  |        |                          |        |
| <b>TOTAL</b>   |            |  |        |                          |        |                    |  |        |                          |        |                    |  |        |                          |        |

- 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.) |
| <b>Elementary</b>         |   |   |  |   |
| Bullying                  |   |   |  |   |
| Child Abuse               |   |   |  |   |
| CAR                       |   |   |  |   |
| CICL                      |   |   |  |   |
| Other LRP Concerns        |   |   |  |   |
| <b>TOTAL (ES)</b>         |   |   |  |   |
| <b>Junior High School</b> |   |   |  |   |
| Bullying                  |   |   |  |   |
| Child Abuse               |   |   |  |   |
| CAR                       |   |   |  |   |
| CICL                      |   |   |  |   |
| Other LRP Concerns        |   |   |  |   |
| <b>TOTAL (JHS)</b>        |   |   |  |   |
| <b>Senior High School</b> |   |   |  |   |
| Bullying                  |   |   |  |   |
| Child Abuse               |   |   |  |   |
| CAR                       |   |   |  |   |
| CICL                      |   |   |  |   |
| Other LRP Concerns        |   |   |  |   |
| <b>TOTAL (SHS)</b>        |   |   |  |   |

**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. ↓

**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   
(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<br>(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<br>(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<br>by Level of Education | Elementary         |        |         |        |         |        |          |        |                           |        |          |        |          |        |                                    |        |
|--|--------------------|--------|---------|--------|---------|--------|----------|--------|---------------------------|--------|----------|--------|----------|--------|------------------------------------|--------|
|  | Kindergarten       |        | Grade 1 |        | Grade 2 |        | Grade 3  |        | Grade 4                   |        | Grade 5  |        | Grade 6  |        | TOTAL<br>(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<br>(Grades 7 to 10) |        | Grade 11 |        | Grade 12 |        | TOTAL<br>(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 2025-20

## TABLE OF CONTENTS

| TABLE Number   | BOX Number          | TITLE   |
|--|---------------------|---|
| <b>SCHOOL INFORMATION</b>                                |                     |   |
|  |                     | STATE and LOCAL UNIVERSITIES and COLLEGES PROFILE   |
|  |                     | <i>(Continuation from previous page, School Information)</i>  |
|  |                     | LIST OF LANGUAGES USED AS MEDIUM OF INSTRUCTION   |
| <b>LEARNERS DATA</b>                                     |                     |   |
| 1  |                     | SENIOR HIGH SCHOOL (SHS) LEARNERS IN ARTS AND DESIGN TRACK BY STRAND, SY 2025-2026 (As of March 31, 2026)                                     |
| 2  |                     | NUMBER OF SHS LEARNERS UNDERGOING WORK IMMERSION, PREVIOUS SY 2024-2025   |
| <b>SPECIAL NEEDS EDUCATION (SNEd) LEARNING RESOURCES</b> |                     |   |
| 3  |                     | NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR SPECIAL NEEDS EDUCATION (SNEd) LEARNER SY 2025-2026 (As of March 31, 2026) |
| <b>SCHOOL PERSONNEL</b>                                  |                     |   |
| 4  |                     | PERSONNEL DATA, SY 2025-2026 (As of March 31, 2026)   |
| 5  |                     | TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT), SY 2025-2026 (As of March 31, 2026)                        |
| 6  |                     | TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY, SY 2025-2026 (As of March 31, 2026)   |
| <b>INFORMATION AND COMMUNICATION TECHNOLOGY DATA</b>     |                     |   |
| 7  |                     | NUMBER OF FUNCTIONAL COMPUTERS USED BY LEARNERS, SY 2025-2026 (As of March 31, 2026)  |
|  | 1                   | INTERNET CONNECTIVITY BY SERVICE PROVIDER/S, SY 2025-2026 (As of March 31, 2026)  |
| <b>SCHOOL FACILITIES</b>                                 |                     |   |
| 8  |                     | NUMBER OF EXISTING INSTRUCTIONAL ROOMS IN THE SCHOOL BY LEVEL OF EDUCATION, SY 2025-2026 (As of March 31, 2026)                               |
| 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)  |
| <b>SCHOOL HEALTH AND NUTRITION</b>                       |                     |   |
|  | 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)  |
| <b>LEARNER RIGHTS AND PROTECTION</b>                     |                     |   |
| 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))                                   |
| <b>INDIGENOUS PEOPLES EDUCATION (IPEd)</b>               |                     |   |
|  | 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><b>School Name</b> : _____<br/> <small>(Official Name)</small></p> <p>_____</p> <p style="text-align: center;"><small>(Previous Name, if any)</small></p> <p><b>Address</b> : _____</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><b>Region</b> : _____</p> <p><b>Division</b> : _____</p> <p><b>Legislative District</b> : _____</p> <p><b>Telephone Number</b> : _____</p> <p><b>Mobile Number</b> : _____</p> <p><b>Fax Number</b> : _____</p> <p><b>Website (if any)</b> : _____</p> <p><b>E-Mail Address</b> : _____</p> <p><b>Date Established (Year)</b> : _____</p> <p><b>Date of Opening of Classes (mm/dd/yyyy)</b> : _____</p> |
|---|--|

**Level of Education Offered:**  
 (Check as appropriate)

- Kindergarten
  Grades 1 to 6
  Junior High School
  Senior High School

| Medium of Instruction for Elementary                    |  |
|---|--|
| <small>(See list of languages on the next page)</small> |  |
| 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 Agutaynéñ                  | 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 Subánén (Ginsélugén Subánén)        |
| 13 Ayángan (Ayángan Henangá) | 55 Finontók                              | 97 Kagayánén                                 | 139 Mènuvú Úbo                         | 181 Subánén (Sinubánén Lapúyan)         |
| 14 Áyta Ambalá               | 56 Gáddang                               | 98 Kalagán                                   | 140 Menuvú/Manóbo                      | 182 Subánén (Sinubánén Sindángan)       |
| 15 Áyta Mag-ántsi            | 57 Gubatnón Mangyán                      | 99 Kalangúya (Kalangúya Ikalahán)            | 141 Mèranaw                            | 183 Subánén (Sinubánén Siócon)          |
| 16 Áyta Magbukún             | 58 Hamtikánon                            | 100 Kalínga (Kalínga Bútbut)                 | 142 Minasbate                          | 184 Subánén (Sinubánén 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 Hinigaúnón/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 Kaluyánén                                | 150 Paláw-an (Paláw-an Sentrá)         | 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 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-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 (Batuwánén)              |
| 31 Boínén                    | 73 Inagtá Bikol (Agtá Tabangnón)         | 115 Kinamayú                                 | 157 Ratagnón Mangyán                   | 199 Tinagbanwá (Puluwánén)              |
| 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 Bangingí)               | 201 Tinalaandig                         |
| 34 Búhid Mangyán             | 76 Inatá                                 | 118 Kláta                                    | 160 Sáma (Sáma Pangutáran)             | 202 Tuwáli                              |
| 35 Buhí-non                  | 77 Inéte                                 | 119 Kolibúgan                                | 161 Sáma (Sáma Sentrá/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<br>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                                 |          |        |          |        |       |        |
| <b>TOTAL</b>                                     |          |        |          |        |       |        |

**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               |                    |        |          |        |       |        |       |
| <b>TOTAL</b>                          |                   |                    |        |          |        |       |        |       |

*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             |                   |                    |                    |
| <b>TOTAL</b>                 |                   |                    |                    |

- 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<br>(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                     |              |        |               |        |                                    |        |       |                    |        |       |                    |        |       |

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. **Number of Teachers Teaching TVL (SHS)** - teachers shall be counted only once.
7. **Newly Recruited Teachers** - teachers entering the teaching profession at a given level of education for the first time during the school year.

- Reminders:**
1. A teacher handling 2 or more levels shall be counted once and counted where he/she has the most number of teaching load.
  2. Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.
  3. The total number of 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.

**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<br>(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               |                    |        |               |        |                                    |        |                    |                  |        |                    |                   |        |       |
| <b>TOTAL</b>         |                    |        |               |        |                                    |        |                    |                  |        |                    |                   |        |       |

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<br>(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               |                    |        |               |        |                                    |        |                    |                  |        |                    |                   |        |       |
| <b>TOTAL</b>         |                    |        |               |        |                                    |        |                    |                  |        |                    |                   |        |       |

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

- 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 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 <b>Yes</b> , 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 <b>www.speedtest.net</b> 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"/> <b>Yes</b> |

*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 |                    |        |       |
| <b>TOTAL</b>       |                    |        |       |

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 |                    |    |                            |
| <b>TOTAL</b>       |                    |    |                            |

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 |                                    |   |                    |           |                         |  |
| <b>TOTAL</b>       |                                    |   |                    |           |                         |  |

**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)*

| <b>CAPACITY BUILDING ATTENDED</b>   |                      |                            |       |
|---|----------------------|----------------------------|-------|
| 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  |                      |                            |       |
| <b>TOTAL</b>  |                      |                            |       |
| 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  |                      |                            |       |
| <b>TOTAL</b>  |                      |                            |       |

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   |       |  |        |                          |        |  |        |                          |        |  |        |                          |        |  |
| <b>TOTAL</b>  |       |  |        |                          |        |  |        |                          |        |  |        |                          |        |  |

| 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 |       |  |        |                          |        |  |        |                          |        |  |        |                          |        |  |
| <b>TOTAL</b>           |       |  |        |                          |        |  |        |                          |        |  |        |                          |        |  |

- 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  |  |        |                          |        |  |        |                          |        |  |        |                          |        |  |
| <b>TOTAL</b>   |  |        |                          |        |  |        |                          |        |  |        |                          |        |  |

| 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  |  |        |                          |        |  |        |                          |        |  |        |                          |        |  |
| <b>TOTAL</b>  |  |        |                          |        |  |        |                          |        |  |        |                          |        |  |

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   |            |  |        |                          |        |                    |  |        |                          |        |                    |  |        |                          |
| <b>TOTAL</b>   |            |  |        |                          |        |                    |  |        |                          |        |                    |  |        |                          |

- 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<br>(at the School<br>Level) | Cases for Monitoring<br>(Not Yet Resolved) | Resolved Cases by Referral<br>to Other Government Agencies<br>(e.g., PNP, LSWDO, NGOs, etc.) | Resolved Cases by Referral<br>to Other Non-Government<br>Agencies (e.g., CPN, Batnay<br>Bata, etc.) |
| <b>Elementary</b>         |  |  |  |   |
| Bullying                  |  |  |  |   |
| Child Abuse               |  |  |  |   |
| CAR                       |  |  |  |   |
| CICL                      |  |  |  |   |
| Other LRP Concerns        |  |  |  |   |
| <b>TOTAL (ES)</b>         |  |  |  |   |
| <b>Junior High School</b> |  |  |  |   |
| Bullying                  |  |  |  |   |
| Child Abuse               |  |  |  |   |
| CAR                       |  |  |  |   |
| CICL                      |  |  |  |   |
| Other LRP Concerns        |  |  |  |   |
| <b>TOTAL (JHS)</b>        |  |  |  |   |
| <b>Senior High School</b> |  |  |  |   |
| Bullying                  |  |  |  |   |
| Child Abuse               |  |  |  |   |
| CAR                       |  |  |  |   |
| CICL                      |  |  |  |   |
| Other LRP Concerns        |  |  |  |   |
| <b>TOTAL (SHS)</b>        |  |  |  |   |

**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<br>(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<br>(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<br>by Level of Education | Elementary         |        |         |        |         |        |          |        |                           |                    |          |        |          |        |                                    |        |
|--|--------------------|--------|---------|--------|---------|--------|----------|--------|---------------------------|--------------------|----------|--------|----------|--------|------------------------------------|--------|
|  | Kindergarten       |        | Grade 1 |        | Grade 2 |        | Grade 3  |        | Grade 4                   |                    | Grade 5  |        | Grade 6  |        | TOTAL<br>(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<br>(Grades 7 to 10) |                    | Grade 11 |        | Grade 12 |        | TOTAL<br>(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)

*mit*

**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<br>(IP & Non-IP) |        | IP<br>Learners |        | TOTAL<br>Learners<br>(IP & Non-IP) | IP<br>Learners | TOTAL Learners<br>(IP & Non-IP) |        | IP<br>Learners |        |
|                       | Male                            | Female | Male           | Female | Female                             | Female         | Male                            | Female | Male           | Female |
| Measles Rubella       |                                 |        |                |        |                                    |                |                                 |        |                |        |
| Tetanus Diphtheria    |                                 |        |                |        |                                    |                |                                 |        |                |        |
| Human Papilloma Virus |                                 |        |                |        |                                    |                |                                 |        |                |        |

- 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/>
- 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>
- 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)
- 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.
- Cultural Language** - In the context of this form, it is the language of the IP community.