



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



### GOVERNMENT ELEMENTARY SCHOOL PROFILE

#### INSTRUCTIONS

This form shall be accomplished by the head of all government elementary schools. In the case of schools with annexes, extensions, etc., a separate school profile shall be accomplished by every annex, extension, etc.  
The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Schools Division Office (SDO).  
**Important: Read the definitions/instructions found at the bottom of each table before filling out the form. No item shall be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. Shaded boxes shall not be filled.**

#### SCHOOL INFORMATION

SY 2022-2023

School Name	MARINIG SOUTH ELEMENTARY SCHOOL <small>(Official Name)</small>	Region	IVA
	N/A <small>(Previous Name (if any))</small>	Division	Cabuyao City
Address	No. PUROK 5 <small>Street Sign/Block</small> MARINIG <small>Barangay</small> CABUYAO <small>Municipality/City</small> LAGUNA <small>Province</small> 4025 <small>Zip Code</small>	School District	4A
		Legislative District	2nd District
		Telephone Number	N/A
		Mobile Number	0906 094 3984
		Fax Number	N/A
		Website (if any)	https://www.facebook.com/DepEdDivOffice108245
		E-Mail Address	108245@deped.gov.ph
		Date Established (Year)	1954

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

- Central School
- SPED Center
- with SPED Classes/Programs
- Annex/Extension School (Indicate Mother School ID: \_\_\_\_\_)

Check (✓) if the school has the following Curricular Offering Classification (CO):

- Kindergarten
- Grades 1 to 6

Certified True and Correct by  
 School Head: EMMANUEL B CERDA  
(Signature Over Printed Name) / Date  
 Position Title: Principal II

Validated by Planning Officer III (PPS-SGOD):  
TROY ALLAN H PEDRON  
(Signature Over Printed Name) / Date

Noted by the Schools Division Office:  
 Head of the Office: CHRISTOPHER R DIAZ, CESO VI  
(Signature Over Printed Name) / Date  
 Position Title: Schools Division Superintendent



Table 1. ENROLLMENT BY PROGRAM, SY 2022-2023 (As of October 31, 2022)

Enrollment by Program	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Madrasah Education Program (MEP) Arabic Language and Islamic Values Education (ALIVE)																
1 a. Muslim	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1 b. Non-Muslim	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Special Science Elementary School (SSES)			0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Types of Special Programs:

1. Madrasah Education Program (ALIVE) - a program which aims to preserve the Arabic language and Muslim culture through its inclusion in the regular basic education curriculum.
2. Special Science Elementary School (SSES) - a program which aims to enrich the science curriculum in public elementary school.

Table 2. LEARNERS WITH DISABILITIES (LWDs) UNDER THE HOMEBOUND AND HOSPITAL BOUND PROGRAM, SY 2022-2023 (As of October 31, 2022)

Classification/Types of Disabilities	HOMEBOUND														HOSPITAL BOUND																
	Age Profile					Grade Placement			Length of Time in the Program					Age Profile					Grade Placement			Length of Time in the Program									
	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	Kindergarten to Grade 6	Transition Program	TOTAL	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	Kindergarten to Grade 6	Transition Program	TOTAL	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL					
<b>With Diagnosis from Licensed Medical Specialist:</b>																															
1. Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Hearing Impairment	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Learning Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Intellectual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Autism Spectrum Disorder	2	0	0	0	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Emotional-Behavioral Disorder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Orthopedic/Physical Handicap	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Speech/Language Disorder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Cerebral Palsy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Special Health Problem/Chronic Disease	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10.a. Cancer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11. Multiple Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>With Manifestations:</b>																															
1. Difficulty in Seeing	2	1	0	0	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Difficulty in Hearing	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Difficulty in Applying Knowledge	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Difficulty in Remembering, Concentrating, Focusing Attention and Understanding	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Difficulty in Applying Adaptive Skills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Difficulty in Displaying Inter-Personal Behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Difficulty in Mobility (Walking, Climbing and Grasping)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Difficulty in Communicating	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

(Use definitions on the next page)

- Reminders:
1. For 10.a., out of the total number of learners with Special Health Problems - Chronic Disease, determine the number of learners who are cancer patients, living with cancer and cancer survivor.
  2. LWDs with two or more manifestations, shall be counted under dominant/prevalent manifestation difficulty.
  3. Table 2 shall be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes/programs.

Certified True and Correct by:

School Head: EMIL ANIEL P. CERDA  
(Signature Over Printed Name) / Date  
Position Title: Principal II

Validated by Division SPED Coordinator:

PHILIP CRUZ  
(Signature Over Printed Name) / Date  
Position Title: EPS-VALUES ED/SPED

Validated by Planning Officer III (PRS-SPED):

DRY M. H. PEDRON  
(Signature Over Printed Name) / Date



**Table 3. NUMBER OF FUNCTIONAL ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR LWDS, SY 2022-2023 (As of October 31, 2022)**

Types of Devices	Number of Devices
<b>A. ASSISTIVE TECHNOLOGY DEVICES</b>	
1 Accessible Graphing Talking Calculator	0
2 Amplified Answering Machines	0
3 Augmentative/Alternative Communication (AAC) Systems	0
4 Big Keys Keyboard	0
5 Bluetooth Hearing Aid	0
6 Braille Embosser-Double sided	0
7 Braille Embosser-Single sided	0
8 Braille Machine	0
9 Braille Printer/Embosser	0
10 Braille Translation Software	0
11 Chair with Writing Board	0
12 Clerical Chair	0
13 Computer Printer	0
14 Computer Set	0
15 Crutches	0
16 Ergonomic trackballs	0
17 Foot Mouse	0
18 Head Mouse & Eye Trackers	0
19 Hearing Aid	0
20 Job Access with Speech (JAWS)	0
21 LCD Projector	0
22 Microsoft Screen Magnifier	0
23 Musical Instruments	0
24 One Touch Magic Screen	0
25 Remote Control with enlarged Buttons	0
26 Screen Reader	0
27 Sewing Machine	0
28 Talking Calculator	0
29 Talking Desktop	0
30 Tape Recorder	0
31 Telephone Amplifiers	0
32 Telescope	0
33 Wheelchair	0
<b>TOTAL</b>	<b>0</b>
<b>B. ADAPTIVE DEVICES</b>	
1 Big Bubbles Kit	0
2 Buzzer	0
3 First Aid Kit	0
4 Rubber Mat	0
5 Safety Wall Mirror	0
6 Sleeping Bag	0
7 Speech Synthesizer	0
8 Stop Watch	0
9 Tent	0
10 Water Jug	0
11 Whistle	0
<b>TOTAL</b>	<b>0</b>

Notes:

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

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

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

Certified True and Correct by:  
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) - Date  
 Position Title: Principal II

Validated by Division SPED Coordinator:  
PHILIP D. CRUZ  
 (Signature Over Printed Name) - Date  
 Position Title: EPS-V ALUES ED/SPED

Validated by Planning Officer III (PRES-SGOD):  
TROY ANJAN H. PEDRON  
 (Signature Over Printed Name) - Date



**Table 4. NUMBER OF FUNCTIONAL EQUIPMENT AND TOOLS FOR LWDs  
SY 2022-2023 (As of October 31, 2022)**

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

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

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

Certified True and Correct by:

School Head : EMMANUEL B. CERDA  
*(Signature Over Printed Name) / Date*

Position Title : Principal II

Validated by Division SPED Coordinator:

PHILIP O. CRUZ  
*(Signature Over Printed Name) / Date*

Position Title : EPS-VALUES ED. SPED

Validated by Planning Officer III (PRS-SGOD):

TROY ALAN H. PEDRON  
*(Signature Over Printed Name) / Date*



**Table 5. LEARNING RESOURCES NEEDED FOR THE LEARNERS WITH DISABILITIES (LWDs)  
SY 2022-2023 (As of October 31, 2022)**

Classification/Types of Disabilities	Quantity Needed for DepEd Procured Learning Resources
<b>With Diagnosis from Licensed Medical Specialist:</b>	
1. Visual Impairment	0
2. Hearing Impairment	0
3. Learning Disability	0
4. Intellectual Disability	0
5. Autism Spectrum Disorder	0
6. Emotional-Behavioral Disorder	0
7. Orthopedic Physical Handicap	0
8. Speech /Language Disorder	0
9. Cerebral Palsy	0
10. Special Health Problem/Chronic Disease	0
10.a. Cancer	0
11. Multiple Disabilities	0
<b>Learning Resources for LWDs</b>	<b>Quantity Needed</b>
Braille LR	0
Digital Talking Book E-text	0
Large Print Font 16	0
Large Print Font 17	0
Large Print Font 18	0
Large Print Font 19	0
Large Print Font 20	0
Large Print Font 21	0
Large Print Font 22	0
Large Print Font 23	0
Large Print Font 24	0
Large Print Font 25	0
Large Print Font 26	0
Large Print Font 27	0
Large Print Font 28	0
Large Print Font 29	0
Large Print Font 30	0
Pencil (Claw) Grips Small	0
Pencil (Claw) Grips Medium	0
Pencil (Claw) Grips Large	0
Sign language dictionary	0
Sign language charts with Text and Braille	0
Sharpie pens	0
Stylus and Slates (Board slates)	0
Taylor Slate	0
Drawing Kit	0
Bocce Ball Sets	0
Goal Ball	0
Duralex glasses, mugs, bowls, plates	0

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

**LWDs Materials:**

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

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

**Large Print** - refers to formatting of book or other text document where the typeface (or font), and medium are considerably larger than usual to accommodate learners who have poor vision.

**Pencil (Claw), Grips (small, medium, and large)** - for all grade levels are pencil grips that place the fingers of the learners in the correct position.

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

**Sign language charts with text and braille** - with braille and text (numbers 0-9, alphabet, why, where, when, what, who, how, colors, and other basic sign language)

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

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

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

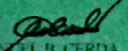
**Drawing kit** - is a set of brailled ruler, triangles, protractor, compass, and drawing board that are used to draw raised geometrical figures.

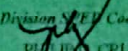
**Bocce Ball Sets** - are sport equipment use in paragamies.

**Goal Ball** - is a sport equipment use in paragamies.

**Duralex glasses, mugs, bowls, and plates** - are breakable but LWD friendly.

Reminder: Table 5 shall be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes/programs.

Certified True and Correct by:   
School Head: EMMA L. B. CERDA  
*(Signature Over Printed Name) / Date*  
Position Title: Principal II

Validated by Division SPED Coordinator:   
PILI B. CRUZ  
*(Signature Over Printed Name) / Date*  
Position Title: EPS-V ALLES ED/SPED

Validated by Planning Officer III (PRS-SGOD):   
TROY ALLAN H. PEDRON  
*(Signature Over Printed Name) / Date*



Table 6. TEACHERS HANDLING LEARNERS WITH DISABILITIES (LWDs) (Nationally-funded teachers only, SY 2022-2023 (As of October 31, 2022))

Position Title	Number of Teachers Handling Learners with Types of Disabilities										Years in Service					Years of Teaching LWDs							
	AV Difficulty in Sorting	BH Difficulty in Hearing	LD Difficulty in Applying Knowledge	HD Difficulty in Reasoning	AD Difficulty in Performing Adaptive Skills	FBD Difficulty in Displaying Interpersonal Behavior	OHI Difficulty in Mobility	Com/Dcs/ Difficulty in Communicating	Multiple Disabilities	Two (2) or More Types of LWDs (Mixed LWD)	0-3 years	4-6 years	7-9 years	10-12 years	13-15 years	16 years and above	0-3 years	4-6 years	7-9 years	10-12 years	13 years and above		
Master Teacher IV	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master Teacher III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master Teacher II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master Teacher I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teacher III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teacher I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teacher I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Certified True and Correct by  
 School Head  
 FEMAS, J. H. CLEDA  
 Signature Date Printed Name Title  
 \_\_\_\_\_  
 Principal II

Validated by Division HR Person  
 JOHANNAM MANAYAN  
 Signature Date Printed Name Title  
 \_\_\_\_\_  
 ADMINISTRATIVE OFFICER IV - HR

Validated by Division SPED Coordinator  
 FRED CRUZ  
 Signature Date Printed Name Title  
 \_\_\_\_\_  
 SPED VALUEREAD SPED

Validated by Planning Officer HR  
 TROY A. PETERSON  
 Signature Date Printed Name Title  
 \_\_\_\_\_



Table 7. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2022-2023 (As of October 31, 2022)

Class	Funding Source					TOTAL Locally-funded Teachers
	Special Education Fund (SEF)		Local Gov't Unit (LGU) funded	Others	TOTAL	
	Provincial	Municipal/City				
Kindergarten *	0	0	0	0	0	0
Elementary (excluding handling ALIVE classes)	0	4	0	0	0	4

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

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

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

Table 8. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL WHO ARE QUALIFIED AND TRAINED SY 2022-2023 (As of October 31, 2022)

Class	Qualified Teachers			Trained Teachers		
	Male	Female	TOTAL	Male	Female	TOTAL
Kindergarten *	0	0	0	0	0	0
Elementary (excluding handling ALIVE classes)	0	4	4	0	0	0

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

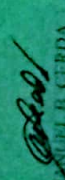
- Reminders: 1. \* - Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.
- 2. - Total of Qualified / Trained Teachers shall be less than or equal to the Total of Locally-funded Teachers in Table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


Table 9. DEPARTMENT OF EDUCATION (DepEd) SUBSIDIZED CONTRACT OF SERVICE (COS) TEACHERS/ASATIDZ HANDLING ALIVE CLASSES, SY 2022-2023 (As of October 31, 2022)

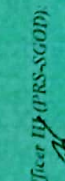
DepEd Subsidized Contract of Service (COS) Teachers/Asatidz		TOTAL
Male	Female	
0	0	0

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


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

Certified True and Correct by:   
 School Head: **EMM SHIEL B. CERDA**  
 (Signature Over Printed Name) / Date

Validated by Division HR Personnel:   
**JOANNY P. SANZAMER**  
 (Signature Over Printed Name) / Date

Validated by Planning Officer ID (FRS-SGOD):   
**TROY ANAN H. PEDRON**  
 (Signature Over Printed Name) / Date

Validated by Senior Education Program Specialist (HRTD):   
**MICARLO PANTALEON**  
 (Signature Over Printed Name) / Date

for Validated by Division HR Personnel:   
**ARVIN CELESTER M. RUBIO**  
 (Signature Over Printed Name) / Date


Position Title: **EPS II - ALS**




Table 10. TEACHING RELATED AND NON-TEACHING PERSONNEL (Nationally-funded), SY 2022-2023 (As of October 31, 2022)

Position Title	POSITIONS ASSIGNED IN THE SCHOOL																	
	Number of positions assigned in the school per Inter-PSD-FOP			Number of personnel actually working in the school			Positions vacant			Personnel detailed to				Personnel borrowed from other school(s)/ Dept. A office(s)		Nationally funded personnel working in the school		
	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
		Male	Female															
School Principal IV	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Principal III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Principal II	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
School Principal I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Teacher VI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Teacher V	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Teacher IV	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Teacher III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Teacher II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Teacher I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guidance Coordinator III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guidance Coordinator II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guidance Coordinator I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guidance Counselor III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guidance Counselor II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guidance Counselor I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Assistant III (Senior Bookkeeper)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Assistant II (Clerks/typing Officer II)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Security Guard	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utility Worker I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

Reminders: 1. Funds in column 12 shall tally with entries in column 2.  
2. For the definitions, refer to Teaching Personnel Data (Table 11).

Certified True and Correct:  
 School Head:   
 Jimmy L. B. CERINA  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Position Title: \_\_\_\_\_  
 Principal II

Validated by Division HR Personnel:   
 JUVANNAM A. NERI  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Position Title: \_\_\_\_\_  
 Administrative Officer IV - HR/IO


Validated by Planning Officer III (ESSN-2022):   
 JOVY ANTH FERGIUSON  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Position Title: \_\_\_\_\_





Table 10 - TEACHER PERSONNEL - Nationally-funded, SY 2022-2023 (As of October 31, 2022)

Position Title	NATIONALLY-FUNDED PERSONNEL																		
	POSITIONS ASSIGNED IN THE SCHOOL										Teachers detailed to			Teachers borrowed from other school(s)/			Nationally-funded teachers working		
	Number of positions assigned in the school per item PSI POP		Number of teachers actually working in the school		On leave	Position(s) vacant	DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s) outside the division or other government agencies	TOTAL (Cat. 10-Cat. 11)	DepEd office(s)		TOTAL		Male		Female		TOTAL
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18	
<b>a. Teaching Positions</b>																			
Master Teacher IV	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Master Teacher III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Master Teacher II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Master Teacher I	3	0	3	3	0	0	0	0	0	0	3	0	0	0	0	0	3	3	
Teacher III	6	2	4	6	0	0	0	0	0	0	6	0	0	0	2	4	6	6	
Teacher II	3	0	3	3	0	0	0	0	0	0	3	0	0	0	0	0	3	3	
Teacher I	30	2	27	29	1	0	0	0	0	0	30	0	0	0	2	27	29	29	
SPED Teacher V	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SPED Teacher IV	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SPED Teacher III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SPED Teacher II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SPED Teacher I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>TOTAL</b>	<b>42</b>	<b>4</b>	<b>37</b>	<b>41</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>37</b>	<b>41</b>	<b>41</b>	
<b>b. Assignment (Number of teachers working in the school):</b>																			
Handling kindergarten classes	0	5	5	5															5
Handling Grades 1-6	4	32	36	36											4	32	36	36	
Handling ALIVE classes	0	0	0	0											0	0	0	0	
Handling SPED classes	0	0	0	0											0	0	0	0	
Handling ALS classes (Mobile Teacher)	0	0	0	0											0	0	0	0	
Diverted ALS Coordinator	0	0	0	0											0	0	0	0	
School ALS Coordinator	0	0	0	0											0	0	0	0	
Handling Full Time Ancillary Services	0	0	0	0											0	0	0	0	
<b>TOTAL</b>	<b>4</b>	<b>37</b>	<b>41</b>	<b>41</b>											<b>4</b>	<b>37</b>	<b>41</b>	<b>41</b>	

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

Remarks: 1. In Table 11, male in column 12 shall tally with entries in column 2.  
 2. In Table 11, female in column 13 shall tally with entries in column 2.  
 3. Totals in Tables 11, 12, & 13, shall tally.  
 4. In Table 11, totals in column 18 shall tally with entries in Table 12 column 7.  
 5. In Table 11, columns 16, 17 & 18, totals of entries in Handling Kindergarten classes, Handling Grades 1-6 and Handling SPED classes shall tally with the entries in the Number of Teachers (counted only once) in Table 1b

Checked This and Correct by:   
 EMMA M. J. CERDA  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Position Title: Principal II

Validated by Division HR Personnel:   
 JUANNA M. B. ANERO  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Position Title: ADMINISTRATIVE OFFICER IV - HRMO


Validated by Planning Officer III (PES-SGDD):   
 TROY A. N. H. PETERSON  
 (Signature Over Printed Name) Date: \_\_\_\_\_



Table 12. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2022-2023 (As of October 31, 2022)

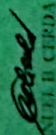
Position Title Col. 1	Carries full-time class teaching load (360 min. or more) Col. 2		Assigned part-time to class teaching, part-time to ancillary services Col. 3		Assigned part-time to class teaching, part-time to ancillary services Col. 4		Assigned full-time to ancillary services Col. 5		TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6) Col. 7
	Not assigned to ancillary services Col. 2	Assigned to ancillary services as additional load Col. 3	Class teaching 200 min. per day or more Col. 4	Class teaching less than 200 min. per day Col. 5	Assigned full-time to ancillary services Col. 6				
Master Teacher IV	0	0	0	0	0	0	0	0	0
Master Teacher III	0	0	0	0	0	0	0	0	0
Master Teacher II	0	0	0	0	0	0	0	0	0
Master Teacher I	0	0	3	0	0	0	0	0	3
Teacher III	0	0	6	0	0	0	0	0	6
Teacher II	0	0	3	0	0	0	0	0	3
Teacher I	0	0	29	0	0	0	0	0	29
SPED Teacher V	0	0	0	0	0	0	0	0	0
SPED Teacher IV	0	0	0	0	0	0	0	0	0
SPED Teacher III	0	0	0	0	0	0	0	0	0
SPED Teacher II	0	0	0	0	0	0	0	0	0
SPED Teacher I	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>


1. *Full-time Teachers* - refers to teachers who carry tender full-time class teaching load of 360 minutes or more per day with or without assigned ancillary services
  2. *Part-time Teachers* - refers to teachers who carry tender part-time class teaching load of less than 360 minutes per day and part-time to ancillary services
  3. *Ancillary services* - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (M.S, Boy/Girl Scout, etc.), teacher nurse, Class advisorship is not included
- Reminder: Totals in column 7 of this table shall be equal to the totals in Table 11 a (column 18 - Total Nationally-funded teachers working in the school).

Table 13. TEACHERS WHO RECEIVED TRAINING WHILE IN-SERVICE FROM JULY 2021 TO JUNE 2022  
(Nationally-funded teachers working in the school)

Position Title	Number of Teachers			TOTAL
	Male	Female	TOTAL	
Master Teacher IV	0	0	0	0
Master Teacher III	0	0	0	0
Master Teacher II	0	0	0	0
Master Teacher I	0	3	3	3
Teacher III	2	4	6	6
Teacher II	0	3	3	3
Teacher I	2	28	30	30
SPED Teacher V	0	0	0	0
SPED Teacher IV	0	0	0	0
SPED Teacher III	0	0	0	0
SPED Teacher II	0	0	0	0
SPED Teacher I	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>38</b>	<b>42</b>	<b>42</b>

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

Certified True and Correct by:   
 School Head: EDNA ESTEBAN CERDA  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Position Title: Principal II

Validated by Division HR Personnel:  
  
 JHOANNE MANZANERO  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Position Title: ADMINISTRATIVE OFFICER IV - HRMC

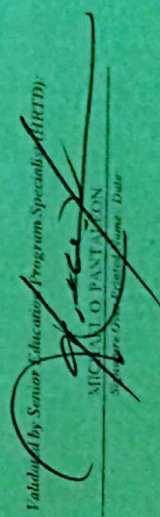
Validated by Senior Educating Program Specialist (HRTD):  
  
 MICHAEL O. PASTAON  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Validated by Planning Officer III (PERS-SGOD):  
 TROY ALFARO PEDRON  
 (Signature Over Printed Name) Date: \_\_\_\_\_



Table 14. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) (Nationally-funded teachers working in the school), SY 2022-2023 (As of October 31, 2022)

Training on ICT	Number of Teachers					
	Kindergarten			Grades 1 to 6		
	Male	Female	TOTAL	Male	Female	TOTAL
ICT Integration	0	5	5	4	33	37
ICT Literacy Content	0	5	5	4	33	37
Software	0	0	0	0	0	0
Hardware	0	0	0	0	0	0
Others	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>8</b>	<b>66</b>	<b>74</b>
				<b>8</b>	<b>76</b>	<b>84</b>

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

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

Table 15. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY (Nationally-funded teachers working in the school), SY 2022-2023 (As of October 31, 2022)

Training on Pedagogy	Number of Teachers					
	Kindergarten			Grades 1 to 6		
	Male	Female	TOTAL	Male	Female	TOTAL
Constructivist	0	5	5	4	33	37
Inquiry-based	0	5	5	4	33	37
Reflective	0	5	5	4	33	37
Collaborative	0	5	5	4	33	37
Integrative	0	5	5	4	33	37
Inclusive Education	0	5	5	4	33	37
Others	0	5	5	4	33	37
<b>TOTAL</b>	<b>0</b>	<b>35</b>	<b>35</b>	<b>28</b>	<b>231</b>	<b>259</b>
				<b>28</b>	<b>266</b>	<b>294</b>

1. **Pedagogy** - strategies approaches to teaching and learning. Based on RA 10533, Rule 2, Section 19.2.
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 verifying 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 learners (Pisdon and Wolby, 1992).
7. **Inclusive Education** - endorses the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, learners, parents, and the community (DepED Order No. 72, s. 2009).
8. **Others** - refers to the other training on Pedagogy.

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


Certified True and Correct by:   
 School Head: EVELYN B. CIRADA  
 (Signature Over Printed Name) Date: \_\_\_\_\_  
 Position Title: \_\_\_\_\_  
 Validated by: Senior Education Program Specialist (HURD): \_\_\_\_\_  
 Validated by: Planning Officer III (PPS-SGOD): \_\_\_\_\_  
 TERRY ANN H. PEDRON  
 (Signature Over Printed Name) Date: \_\_\_\_\_



Table 16. NUMBER OF TEACHERS BY GRADE LEVEL

(Nationally-funded teachers working in the school, SY 2022-2023 (As of October 31, 2022))

Grade Level	Number of Teachers			Number of Teachers		
	Contracted only once **		TOTAL	Contracted more than once ***		TOTAL
	Male	Female		Male	Female	
Kindergarten	0	5	5	0	0	0
Grade 1	0	6	6	0	0	0
Grade 2	0	6	6	0	0	0
Grade 3	0	5	5	0	0	0
Grade 4	0	6	6	0	0	0
Grade 5	2	4	6	0	0	0
Grade 6	2	5	7	0	0	0
SUB-TOTAL	0	0	0	0	0	0
TOTAL	4	37	41	0	0	0

\* \*\* Number of teachers that can be contracted more than once.

If a teacher is teaching more than one grade, he/she shall be counted in 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 in the highest grade level assignment.

\*\* Number of teachers that can be contracted more than once.

If a teacher is teaching more than one grade level, he/she can be counted in all the grade levels that he/she is handling. In case of a teacher teaching one grade level only, he/she shall also be counted in the grade level that he/she is handling in table. \* Contracted more than once.

Reminders

1. Entries in the Number of teachers contracted only once shall tally with the results of entries in Handling Independent classes, Handling Grades 1-6 and Handling SPED classes in Table 11B columns 16, 17 & 18.
2. Entries of Grades 4, 5 and 6 is counted only once of this table shall be less than or equal to the results of Grades 4, 5 and 6 in Table 12.

Completed, Prepared and Covered by:  
 LINDA MARIE BAUTISTA  
 Signature of the Principal  
 Principal II

Validated by Division HR Personnel Officer  
 BRANNA MARIE CASERO  
 Signature of the Division HR Personnel Officer

Table 17. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT IN GRADES 4 TO 6

(Nationally-funded teachers working in the school, SY 2022-2023 (As of October 31, 2022))

Learning Areas	Grade 4		Grade 5		Grade 6	
	Male	Female	Male	Female	Male	Female
	TOTAL		TOTAL		TOTAL	
English	0	1	0	1	0	2
Mathematics	0	1	1	0	1	0
Filipino	0	1	0	1	0	1
Science	0	1	1	0	0	2
Araling Panlipunan (AP)	0	1	0	1	0	2
Technology and Livelihood Education (TLE)	0	1	0	1	1	0
Mus., Art, Physical Education, Health (MAPEH)	0	6	2	4	0	2
Edukasyon sa Pagpapakatao (EdA)	0	6	2	4	1	5
TOTAL	0	18	6	12	3	17

Reminders

1. If a teacher is teaching more than one learning area or grade level, he/she can be counted more than once.
2. Totals of Grades 4, 5 and 6 of this table shall be greater than or equal to the entries of Grades 4, 5 and 6 in Table 16.

Validated by Division HR Personnel Officer  
 BRANNA MARIE CASERO  
 Signature of the Division HR Personnel Officer

Validated by Planning Officer III  
 JENNY ALVARADO PEREZON  
 Signature of the Planning Officer III



**Table 18. NUMBER OF TEACHERS BY HIGHEST EDUCATIONAL ATTAINMENT**  
(Nationally-funded teachers only), SY 2022-2023 (As of October 31, 2022)

Highest Educational Attainment	Number of Teachers		TOTAL
	Male	Female	
Bachelor Degree	2	22	24
Master Degree Units	0	13	13
Master Degree	1	1	2
Doctorate Degree Units	1	1	2
Doctorate Degree	0	1	1
<b>TOTAL</b>	<b>4</b>	<b>38</b>	<b>42</b>

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

**Box 1. LEARNING ACTION CELL (LAC) SESSIONS, SY 2022-2023 (As of October 31, 2022)**  
(Check/Provide appropriate answers)

1 Do you conduct LAC Session/s in your school?  Yes  No

If Yes, indicate the number of LAC Session/s conducted.

1.a. Conducted last SY 2021-2022

4

1.b. Planned to be conducted this SY 2022-2023

11

**Box 2. ACTION RESEARCH, SY 2022-2023 (As of October 31, 2022)**  
(Check/Provide appropriate answers)

1 Do you conduct Action Research in your school?  Yes  No

If Yes, indicate the number of Action Research conducted

1.a. Completed last SY 2021-2022

1


1.b. On-going

0

1.c. To be conducted

0

Validated by Division HR Personnel:

  
JHOANNA M. MANZANERO

(Signature Over Printed Name) / Date

Position Title : ADMINISTRATIVE OFFICER IV - HRMO

Validated by Curriculum Implementation Division (CID) Personnel:

  
DR. BFELYN G. GIMUTAO

(Signature Over Printed Name) / Date


Position Title : PSDS

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

  
DR. JEFFREY A. ASTILLERO

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

  
TROY ALON H. PEDRON

(Signature Over Printed Name) / Date

Certified True and Correct by:

  
EMANUEL B. CERDA

(Signature Over Printed Name) / Date

School Head :

Position Title :  
GESO-2022-12-02-MARRI6-SOCH11-ES-168244-Principal II



**Box 3. SCHOOL GOVERNMENT PROGRAM (SGP), SY 2022-2023 (As of October 31, 2022)**

*(Check appropriate answers)*

1. Do you have a Supreme Pupils Government (SPG) Council?  Yes  No
2. Do you have a SPG Adviser?  Yes  No  
2.a. If Yes, for how many years as adviser? 1
3. What is/are the subject/s handled by the adviser?  
 Science  Mathematics  Others (specify) \_\_\_\_\_  
 Filipino  Araling Panlipunan (AP)
4. What is the highest academic degree of the adviser?  
 Bachelor Degree  Master Degree  Doctorate Degree  
 Master Degree Units  Doctorate Degree Units
5. Are the SPG Adviser deloaded of some of their subjects handled?  Yes  No
6. Does the school collect fees for the SPG activities?  Yes  No
7. Did the school incorporate a budget for SPG as part of SIP/APP?  Yes  No
8. Does the school have a room dedicated for the SPG Council?  Yes  No
9. Have the school SPG joined a division search for best SPG Council?  Yes  No
10. Have your division won any National Award?  Yes  No
11. How many times have the Youth Formation Coordinator (YFC)/Project Development Officer I (PDO I) visited the school? 0
12. Do you provide Compensatory Time Off (CTO) for activities conducted by SPG advisers during Saturday?  Yes  No

**Box 4. SUPREME PUPILS GOVERNMENT (SPG) ACTIVITIES, SY 2022-2023 (As of October 31, 2022)**

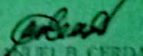
*(Check appropriate answers)*

1. Have the SPG organized the participation of learners in Brigada Eskwela?  Yes  No
2. Have the school lead in National Greening Program?  Yes  No
3. Have the school conduct activities and awareness campaigns to encourage parents to enlist their five (5) year old children for kindergarten?  Yes  No
4. Have the school conducted book and toy drive and other school supplies for donation to schools with kindergarten?  Yes  No
5. Have the school SPG conducted activities to prevent learners from dropping-out of schools?  Yes  No
6. Have the school SPG conducted English Speaking Campaigns and Reading and Tutorial Services?  Yes  No
7. Have the school SPG conducted activities to support Anti-Drug Abuse Education and Campaign?  Yes  No
8. Have the school SPG assisted in ensuring that the school is a smoke/tobacco free place?  Yes  No
9. Have the school SPG lead learners in organizing activities which start during the Teachers' Month Campaign every September and which culminate during the World Teachers' Day celebration on October 5?  Yes  No
10. Have the school SPG encourage and support the participation of learners in recognized co-curricular clubs/organizations and activities?  Yes  No

**Box 5. CAREER GUIDANCE PROGRAM, SY 2022-2023 (As of October 31, 2022)**

*(Check appropriate answers)*

1. Do you have a school guidance counselor?  Yes  No  
If Yes, shall provide data on Guidance Counselor in Table 18
2. How many years he/she is assigned as guidance counselor? 0
3. Do you have a guidance advocate?  Yes  No
4. How many years he/she is as guidance advocate? 4
5. Have you conducted a career guidance activity?  Yes  No
6. Has the school funded a career guidance activity?  Yes  No
7. Do you have a guidance office?  Yes  No

Certified True and Correct by:   
School Head

EMMANUEL B. CERDA

*(Signature Over Printed Name) Date*

Position Title: Principal II

Validated by Division Project Development Coordinator

JOSIEL J. L. RUIZ-ANGBAYAN

*(Signature Over Printed Name) Date*

Position Title: EPS II - SOCMONET

Validated by Planning Officer III (PRS-SGOD)

TROY ALAN H. PEDRON

*(Signature Over Printed Name) Date*



Table 19. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2022-2023 (As of October 31, 2022)  
(Provide appropriate answers)

Types of Computer	NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE							TOTAL
	DepEd DCP	DepEd non-DCP	LGU/SELF	PTA	Private Donations	Other Government Agencies	Others	
<b>Academic Use</b>								
Desktop	13	0	0	0	0	0	0	13
Notebook	2	4	5	0	0	0	0	11
Android Tablet	0	0	0	0	0	0	0	0
Tablet PC	0	0	0	0	0	0	0	0
Desktop Virtual Terminal	6	0	0	0	0	0	0	6
<b>Administrative Use</b>								
Desktop	0	0	0	0	0	0	0	0
Notebook	0	2	2	0	0	0	0	4
Android Tablet	0	0	0	0	0	0	0	0
Tablet PC	0	0	0	0	0	0	0	0
Desktop Virtual Terminal	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>21</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>

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

- a. *DepEd DCP* - computers procured through the DepEd Computerization Program
- b. *DepEd non-DCP* - computers procured through other DepEd downloaded funds.

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

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

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

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

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

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

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

b. *Notebook* - refers to a device that is lighter than laptops. Usually have screens ranging from 12 to 17 inches (30.5 to 43.2 centimeters) and weigh around 5 to 6 pounds (2.3 to 2.7 kilograms).

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

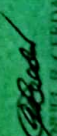
d. *Tablet PC* - refers to a touchscreen tablet when you want to browse or interact, a laptop when you need a tablet with keyboard to be productive.


e. *Desktop Virtual Terminal* - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host.

(Reminder: Do not count the computer host.)

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

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

Certified True and Correct by   
 School Head: EMMARIE B. CERDA  
 (Signature Over Printed Name) / Date \_\_\_\_\_  
 Position Title: Principal II

Validated by *Planning Technology Officer*  
  
 GLENN DAVID M. CALUNGCAL  
 (Signature Over Printed Name) / Date \_\_\_\_\_


Validated by *Planning Officer III (PRIS-SGOD)*  
  
 TROY ATAN H. PEDRON  
 (Signature Over Printed Name) / Date \_\_\_\_\_




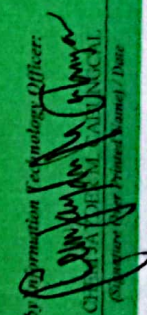
Table 20. NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE, SY 2022-2023 (As of October 31, 2022)  
(Provide appropriate answers)

Types of ICT Equipment	NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE								TOTAL
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	TOTAL	
<b>Academic Use</b>									
LED TV	2	31	2	0	0	0	0	0	35
Network Switch	0	0	0	0	0	0	0	0	0
Printer	1	27	0	0	1	0	0	0	29
Projector	1	0	3	0	0	0	0	0	4
UPS	12	0	0	0	0	0	0	0	12
Wireless Router	1	0	0	0	0	0	0	0	1
Lapel	0	0	0	0	0	0	0	0	0
<b>Administrative Use</b>									
LED TV	0	1	0	0	0	0	0	0	1
Network Switch	0	0	0	0	0	0	0	0	0
Printer	0	3	0	0	0	0	0	0	3
Projector	0	0	0	0	0	0	0	0	0
UPS	0	0	0	0	0	0	0	0	0
Wireless Router	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>17</b>	<b>62</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>85</b>

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

1. LED TV - refers to a type of television that uses light-emitting diodes (LED).
2. Network Switch - refers to a device used to network multiple computers together.
3. Printer - refers to a machine for printing text or illustrations on paper.
4. Projector - refers to a machine that projects images onto a screen or a wall.
5. Uninterruptible Power Source (UPS) - refers to an electronic equipment that provides battery backup when the electrical power source fails.
6. Wireless Router - refers to electronic device that works as router and as a wireless access point, to provide access to the internet or a private computer network.
7. Lapel - refers to an electronic device used to amplify voice.

Certified True and Correct by:   
 School Head : EMMAANIEL B. CERDA  
 (Signature Over Printed Name) / Date \_\_\_\_\_  
 Position Title : Principal II

Validated by Information Technology Officer:  
  
 TROY ALAN H. PEDRON  
 (Signature Over Printed Name) / Date \_\_\_\_\_

Validated by Planning Officer III (PRR-SGDD):

TROY ALAN H. PEDRON  
 (Signature Over Printed Name) / Date \_\_\_\_\_



**Box 6. INTERNET CONNECTIVITY, SY 2022-2023 (As of October 31, 2022)**

(Check/Provide appropriate answers)

1. Are there internet service providers in the area?  Yes  No  
 If Yes, check the appropriate internet service provider/s servicing the area.  
 BAYANTEL  GLOBE  SMART  WTT Global (Satellite)  
 DIGITEL  PLDT  SUN  Others, (specify) ROYAL CABLE

2. Does the school subscribe to any of the internet service provider/s listed above?  
 If Yes, check the purpose:  
 For administrative use  Yes  No  
 For classroom instruction use

3. How fast is your internet connection when not in use? Use www.speedtest.net to test the speed.  
 Date Tested: 31/10/2022 Upload (Mbps): 18.42  
 Ping (ms): 10  
 Time Tested: 13:58:00 Download (Mbps): 29.35  
 (HH:MM:SS 24 hrs. format)  
 e.g. 1:20 AM = 1:20:00  
 1:20 PM = 13:20:00

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

**Table 21. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2022-2023 (As of October 31, 2022)**  
 (Provide appropriate answers)

Types of Internet Connection (Wired, Fixed wireless, Satellite, USB Modem)	Internet Service Provider (Select from available ISPs above)	Average Monthly Expense (in PHP)	Funding Source (DepEd DICT, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)
Wired	Others	3,200.00	MOOE

**1. Types of Internet Connection:**

- a. *Wired* - internet connection using the phone lines from the service provider to a client.
- b. *Fixed wireless* - internet connection through radio frequency bands with directional radio antenna on each end of the signal.
- c. *Satellite* - internet connection using satellite dish supplied by an internet provider.
- d. *USB Modem* - internet connection using USB dongle (e.g., SMART Bro, Globe Tanso).

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

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

**Reminder: This table shall be filled out if the school subscribe to any internet service provider or if the answer is "YES" in Box 6 item number 2.**

Certified True and Correct by:

School Head: EMMANUEL B. CERDA

(Signature Over Printed Name) / Date

Principal II

Validated by Information Technology Officer:

Perpetua M. Torres  
 CIT M. PERPETUA M. TORRES

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRSS-SGOD):

TROY ANTHONY PEDRON

(Signature Over Printed Name) / Date



Table 22. CELLULAR COMMUNICATION, SY 2022-2023 (As of October 31, 2022)  
(Check/Provide appropriate answers)

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

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

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

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

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

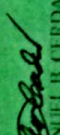
3. Types of Cellular Wireless Technology - refers to the type level of wireless mobile telecommunications technology available.

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

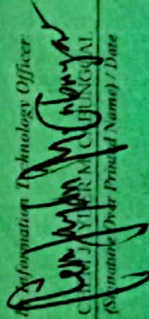
4. Average Monthly Expense - refers to the average cost spent in Philippine Peso for the cellular communication by type of cellular wireless technology, cellular service provider and funding source.

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

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

Certified True and Correct by:   
 School Head: EMANUEL B. CERDA  
 (Signature Over Printed Name) / Date

Position Title: Principal II

Validated by Information Technology Officer:  
  
 TROY ANAN H. PEDRON  
 (Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

TROY ANAN H. PEDRON  
 (Signature Over Printed Name) / Date









Table 24. BROADCASTING STATION, SY 2022-2023 (As of October 31, 2022)  
(Provide appropriate answers)

Types of Broadcasting Station (Local TV, CATV, DTT, AM/FM Radio Station)	Name of Station	Frequency (e.g. 594 kHz/ 97.1 MHz)	NTC License Number (e.g. ESD-RC-2126881)	Owner	Status of Partnership (or signed MOA, Ongoing for MOA signing)	Date of Broadcasting Started (month/day/year)	Contact Details of Partner/s			
							Telephone / Cellphone Number	Address	E-mail Address	

1. Types of Broadcasting Station - refers to the transmission of audio (sound) video intended to reach a wide audience.
  - a. Local TV - refers to the local content or local television.
  - b. Community Antenna Television (CATV) - refers to the use a "community antenna" to receive broadcast signals to retransmit via cables to homes and establishments in the local area subscribing to the service.
  - c. Digital Terrestrial Television (DTT) - refers to the television stations broadcast in digital format.
  - d. AM Radio Station - refers to the radio broadcasting using Amplitude Modulation (AM)
  - e. FM Radio Station - refers to the radio broadcasting using Frequency Modulation (FM).
2. Name of Station - refers to the name of the broadcasting station.
3. Frequency - refers to the band at which wireless telecommunications signals are being transmitted and broadcast. This ranges from 3 kHz to 300 GHz.
4. NTC License Number - refers to the license number of the issued National Telecommunications Commission (NTC) permit.
5. Owner - refers to the full name of the owner.
6. Status of Partnership - refers to the MOA status of the partnership.
7. Date of Broadcasting Started - refers to the date when a contract begins.
8. Contact Details of Partner/s - refers to the telephone/cellphone number, address, and e-mail address to reach out the said partner.

Note: This table shall be filled out if the school implements broadcasting station and partnered to any broadcasting service provider.

Certified True and Correct by:   
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date: \_\_\_\_\_  
 Position Title: Principal II

Validated by Information Technology Officer:   
 CHRISTOPHER M. ANGLICAL  
 (Signature Over Printed Name) / Date: \_\_\_\_\_

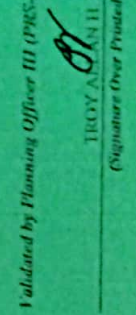
Validated by Planning Officer III (PRG-SGOD):   
 TROY ANAN H. PEDRON  
 (Signature Over Printed Name) / Date: \_\_\_\_\_




Table 25. SCHOOL RADIO, SY 2022-2023 (As of October 31, 2022)  
 (Provide appropriate answers)

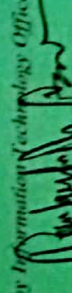
Types of Radio (UHF Two-Way Radio, VHF Two-Way Radio)	Purpose (For administrative use, For classroom instruction use, For both administrative & classroom instruction use)	Frequency (3 kHz to 300 GHz)	NTC License Number	Number of Units

1. Types of Radio:
  - a. UHF - refers to the Two-Way Radio that uses Ultra High Frequency (UHF).
  - b. VHF - refers to the Two-Way Radio that uses Very High Frequency (VHF).
2. Purpose - refers to the purpose of the school radio if for administrative use, for classroom instruction use or for both administrative & classroom instruction use.
3. Frequency - refers to the band at which wireless telecommunications signals are being transmitted and broadcast. This ranges from 3 kHz to 300 GHz.
4. NTC License Number - refers to the license number of the issued National Telecommunications Commission (NTC) permit.
5. Number of Units - refers to the number of possessed units.

Note: This table shall be filled out if the school implements radio-based instruction.

Certified True and Correct by:   
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date

Position Title: Principal II

Validated by Information Technology Officers:  
  
 CARLOS M. DELA CRUZ / CABUNGGAL  
 (Signature Over Printed Name) / Date

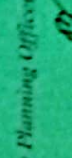
Validated by Planning Officer III (PRS-SGOD):  
  
 TROY ALAN H. PEDRON  
 (Signature Over Printed Name) / Date



Table 26. NUMBER OF OPEN EDUCATIONAL RESOURCES (OERs) USED AS DISTANCE LEARNING MODALITY DEVELOPED BY TEACHERS, PREVIOUS SY 2021-2022  
(Provide appropriate answers)

Grade Level	Number of OERs Developed Locally as an Original Work				Number of OERs Developed Locally as an Edited/Remix/Rewrite Work					
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
Kindergarten	0	0	0	0	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

- Open Educational Resources (OERs)** - refers to teaching, learning, and research materials in any medium - digital or otherwise - that reside in the public domain or have been released under an open license that permits non-cost access, use, adaptation and redistribution by others with no or limited restrictions. (Source: UNESCO)
- Distance Learning Modality** - refers to the print or non-print based resources/medium used to augment instruction if face-to-face instruction is not possible.
- Original Work** - refers to the resources which is based on the creative design, self-concept, and contents of the respective teacher/author.
- Edited Work** - refers to the rewording and changing of basic concepts in the contents of the original material without violating the Creative Commons rule.
- Remix Work** - refers to the editing of a content as well as putting an original concept and idea to the material to enhance the resources without violating the Creative Commons rule.
- Rewrite Work** - refers to the use of old or existing resources without any modification or alteration in the contents.
- Creative Commons Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)** - refers to the rule that gives license issued by the copyright owner to allow anyone in the world to use his or her copyright work in any manner consistent with that license. This license allows remixer to distribute, remix, adapt, and build upon the material in any medium or format for commercial and non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms, and this license allows others to copy and distribute the material in any medium or format in unaltered form only, and only so long as attribution is given to the creator.
- 1st Quarter in 4th Quarter** - refers to the quarter or period of instruction.

Box 7. NATIONALLY FUNDED TEACHERS WHO USED DEPED TV AS PART OF INSTRUCTIONAL STRATEGY IN DELIVERING DISTANCE LEARNING, SY 2022-2023 (As of October 31, 2022)  
(Check/Provide appropriate answers)

Amount of Time Spent Using DepEd TV	Number of Teachers		TOTAL
	Male	Female	
Frequent	0	4	4
Seldom	4	27	31
Never	0	5	5

1. **DepEd TV** - refers to the blended learning modality of DepEd that is focused on video-based lessons to direct instruction using instructional contents based in the Most Essential Learning Competencies (MELC) and self-learning modules of the department.

2. **Instructional Strategy** - refers to approach that helps and associates content-based material to real life situations to make teaching and learning effective, compelling, and engaging.

3. **Frequent** - refers to the all weeks use of DepEd TV.

4. **Seldom** - refers to at least three (3) times in a week use of DepEd TV.

5. **Never** - refers to not using the DepEd TV as part of instructional plan.

**A. Number of Teachers Using DepEd TV as part of Delivering Instruction and Include in the Daily Learning Plan**

Broadcast TV (Live)  DepEd YouTube Channel

Facebook (Live)  Downloaded Version

*Downloaded Version* - refers to the video-based lessons that are stored in a USB flashdrive to watch it readily as/when and play.

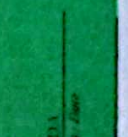
**B. Preferred Method of Teachers Using DepEd TV as a Medium**

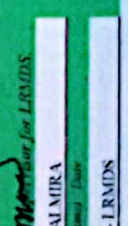
English  Mathematics  Filipino  Science  Araling Panlipunan (AP)

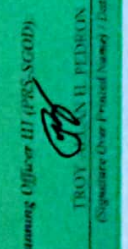
Edukasyon sa Pagpapalathala (EduP)  Technology and Livelihood Education  Music, Art, Physical Education, Health (MAPEH)  Others (specify) \_\_\_\_\_

**C. Subjects Identified by Teachers that needs more resources as supplemental guide in DepEd TV**

English  Mathematics  Filipino  Science  Araling Panlipunan (AP)

Certified True and Correct by:   
 School Head: E. M. S. L. R. C. B. D. A.  
 Signature Over Printed Name / Date: \_\_\_\_\_

Validated by Division Education Supervisor for LRMS:   
 DR. JACQUELINE A. MIRA  
 Signature Over Printed Name / Date: \_\_\_\_\_

Validated by Planning Officer III (PES-NGDD):   
 TROY S. L. PEDRIN  
 Signature Over Printed Name / Date: \_\_\_\_\_



**Table 27. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2021 TO DECEMBER 2021**

MOOE	Amount in Php
Allocation	1,214,000.00
Utilization	1,214,000.00
Liquidation	1,214,000.00

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

Validated by Division Accountant:

NATHALIE JOY U ULEP

(Signature Over Printed Name) / Date

Position Title :

ACCOUNTANT

Certified True and Correct by:

School Head :

EMMANUEL B. CERDA

(Signature Over Printed Name) / Date

Position Title :

Principal II

**Box 8. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2022-2023 (As of October 31, 2022)**  
(Check/Provide appropriate answers)

1. Electrical Supply Sources:

Grid Supply

Off Grid Supply

Solar Power

Generator

Others, (specify) \_\_\_\_\_

No source of electricity

2. Average Cost of Monthly Bills/Maintenance: (Indicate the amount in Php) \_\_\_\_\_ 34,000.00

3. What is the funding source?

School MOOE

LGU

PTA

School Canteen Fund

Private Individual/Sector

Others, (specify) \_\_\_\_\_

4. Number of hours that the electricity is usually available in a day: \_\_\_\_\_ 24

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

2. **Off Grid Supply** - electricity coming from alternative source of power (e.g. solar power, generator, hydro electric, micro hydro, wind turbine, windmill, etc.)

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

Validated by Phy. Facilities \_\_\_\_\_

SARAH B. CASTILLO-LAGRADA

(Signature Over Printed Name) / Date

Position Title :

ENGINEER III

Validated by Planning Officer III (PRS-SGOD):

TROY ALONSO H. PEDRON

(Signature Over Printed Name) / Date

Position Title :

Principal II



1. School Site Ownership and / or Proof of Occupancy

2. Total Land Area (in square meters): 3,136.00

3. Mode of Acquisition of School Site:

Mode	Year Acquired
<input checked="" type="checkbox"/> Donation	1954
<input type="checkbox"/> Purchase	
<input type="checkbox"/> Leasehold Agreement	
<input type="checkbox"/> Eminent Domain	
<input type="checkbox"/> Deed of Exchange (Land Swapping)	
<input type="checkbox"/> Presidential Proclamation	
<input type="checkbox"/> Special Patent	
<input type="checkbox"/> Certificate of Land Ownership Award (CLOA)	
<input type="checkbox"/> Special Land Use Permit (SLUP)	
<input type="checkbox"/> Others (specify) _____	

*Below specify year acquired.*

4. Within Ancestral Domain:  
 With Unlawful Agreement?  Yes  No  
 With Certificate of Ancestral Domain Title (CADT)?  Yes  No

5. Within Ancestral Land:  
 With Unlawful Agreement?  Yes  No  
 With Certificate of Ancestral Land Title (CALT)?  Yes  No

6. Legal Ownership Issues:  
 With Adverse Claim  
 Tax encroachment  
 With Illegal Settlers  
 Others (specify) \_\_\_\_\_

7. School Site within:  
 Protected Areas  
 Areas classified as Tangleland and Forestland

1. School Site Ownership and / or Proof of Occupancy - refers to any legal and official document that acts as a competent proof of one's ownership and / or occupancy of the subject property.
- Document Type: \_\_\_\_\_
- Certificate of Title - refers to the transcript of the decree or registration made by the Registrar of Deeds.
- a. Original Certificate of Title (OCT) - refers to a document when the land has been adjudicated and decreed in the name of its owner in registration proceeding and the title issued for the first time in pursuant of such decree.
  - b. Transfer Certificate of Title (TCT) - refers to a document when the land title is cancelled and replaced by another title by reason of sale or transfer.
  - c. Certificate of Land Ownership Award (CLOA) - refers to a proof of ownership of the agrarian reform beneficiary with respect to private and agricultural land conveyed under RA 6637.
  - d. Special Patent - refers to a public instrument issued by the government confirming the grant by the State of the ownership over a parcel of agricultural land (alienable and disposable) in favor of a grantee.
  - e. Presidential Proclamation - refers to a proclamation issued by the President reserving an unutilized land for public use.
  - f. Tax Declaration - refers to a document issued by the Assessor's Office of the jurisdiction (e.g., city or municipality) evidencing the payment of taxes on the use of the real property.
  - g. Deed of Absolute Sale - refers to a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
  - h. Deed of Donation - refers to a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
  - i. Certificate of Stewardship - refers to a document awarded to individuals or families actually occupying or filing portions of forest lands pursuant to LCI 1260 for a period of 25 years' reasonable for another 25 years.
  - j. Special Land Use Permit (SLUP) - refers to a privilege granted by the State to a person to occupy, possess and manage in consideration of specified return, any public forest lands for a specific use or purpose.
  - k. Contract of Leasehold - refers to a document which stipulates that DepEd school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
  - l. Memorandum of Agreement or Understanding/ Lease Agreement - refers to a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
  - m. Special Forest Land Use Agreement (SFLUA) - refers to contract between the government as first party represented by the Secretary or the Regional Director concerned, and a second party or a person, authorizing the latter to temporarily occupy, manage and develop in consideration of a government share, any forestland of the public domain for specific use for a period of 25 years.
  - n. Others - refers to the other documents that are competent proof of ownership and occupancy.
- Five examination of definitions on the next page.
- Note: In case the school board does not have adequate information on the items listed above, the assistance of the Industrial - Arts Teacher Division Physical Facilities Coordinator/ Division Project Engineer can be asked.
- Certified True and Correct by: [Signature]  
 Richard Head, ENGINEER III  
 (Signature Over Printed Name) Date \_\_\_\_\_
- Position Title: \_\_\_\_\_  
 ENGINEER III
- Validated by: [Signature]  
 Sarah B. Agrada, ENGINEER III  
 (Signature Over Printed Name) Date \_\_\_\_\_
- Validated by: [Signature]  
 Troy M. Pedron, ENGINEER III  
 (Signature Over Printed Name) Date \_\_\_\_\_



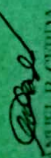
(Continuation of definitions from previous page, Box 9)

2. **Total Land Area** - refers to the size in square meters of all areas designated as land used for some particular purpose such as school building;
3. **Mode of Acquisition of School Site** - refers to the means of acquiring the school site.
  - a. **Donation** - includes the four (4) types of donation:
    - a.1. **Simple Donation** - refers to a type of donation whereby a person, through an act of liberality, disposes a piece of land in favor of the government to act just;
    - a.2. **Conditional Donation** - refers to a type of donation which imposes a condition (e.g. "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met;
    - a.3. **Inter-Vivos Donation** - refers to a type of donation that is in effect during the lifetime of the donor;
    - a.4. **Mortis Causa** - refers to a type of donation that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will;
  - b. **Purchase** - refers to a mode of acquisition of school sites by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds;
  - c. **Expropriation** - refers to a mode of acquisition of school sites by the government through the exercise of its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation);
  - d. **Exchange (Land Swapping)** - refers to a mode of acquisition of school sites by exchanging an existing school site for a new site for justifiable reasons as identified by law;
  - e. **Presidential Proclamation** - refers to a mode of acquisition of school sites by virtue of a declaration by the President under the procedures established by law;
4. **Within Ancestral Domain** - refers to all areas generally belonging to Indigenous Cultural Communities / Indigenous People (ICCs/IPs) comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, communally or individually since time immemorial. It covers the total environment, including the spiritual and cultural bonds to the areas which the ICCs/IPs possess, occupy and use and to which they have claims of ownership;
  - a. **Certificate of Ancestral Domain Titles (CADT)** - refers to a title formally recognizing the rights of possession and ownership of ICCs/IPs over their ancestral domains identified and delineated in accordance with RA No. 837 otherwise known as the Indigenous People's Rights Act of 1993;
5. **Within Ancestral Land** - refers to occupied land, possessed and utilized by individuals, families and clans who are members of the ICCs/IPs since time immemorial. Ancestral lands include residential lots, rice terraces or paddies, private forests, swidden farms and tree lots. These may be found within ancestral domains;
  - a. **Certificate of Ancestral Land Title (CALT)** - refers to a title formally recognizing the rights of ICCs/IPs over their ancestral lands;
  - b. **Adverse Claim** - refers to a written statement setting forth claim to the title or right to possession over a registered property, alleging how and under whom such alleged right was acquired;
  - c. **Encroachment** - refers to unlawful interference or gaining upon the land, property, other possessions, or the rights of another;
  - d. **With Illegal Settlers** - refers to groups of housing units illegally constructed on a land that the occupants have no legal claim;
7. **School Site status**
  - a. **Protected Areas** - refers to identified portions of land and water set aside by reason of their unique physical and biological significance, managed to enhance biological diversity and protected against destructive human exploitation, such as National Parks, Natural Parks, Natural Monuments, Protected Landscape, Protected Seascapes, Game Refuge and Bird Sanctuaries, Resource Reserves, Managed Resource Protected Areas, Marine Reserves, Watershed Forest Reserves, National Public Areas, Wildlife Sanctuaries, and Wilderness Areas;
  - b. **Timberland and Forestland** - refers to lands of the public domain which have been the subject of the present system of land classification and determined to be needed for forest purposes. Eventually, these lands will be proclaimed as forest reserves by the President;

Box 10. SCHOOL LOCATION, SY 2022-2023 (As of October 31, 2022)  
(Check/Provide appropriate answer)

- Location descriptions for your school: (Check all applicable)
- |                                     |                          |                          |  |
|-------------------------------------|--------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | Along the highway *      | <input type="checkbox"/> | Near a faultline *****                 |
| <input type="checkbox"/>            | By the hillside **       | <input type="checkbox"/> | Others, (specify) <input type="text"/> |
| <input type="checkbox"/>            | On top of a mountain *** | <input type="checkbox"/> | Near a river or waterway *****         |

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

Certified True and Correct by:   
School Head: EMMA ISABEL B. CURDA  
(Signature Over Printed Name) / Date

Position Title: Principal II

Validated by Phy. Faculty Officiator/Div. Engineer:

SARAIB FASILLO-LAGRADA  
(Signature Over Printed Name) / Date

Position Title: ENGINEER III

Validated by Planning Officer III (PRR-SGOD):

TROY ALFAR H. FEDRON  
(Signature Over Printed Name) / Date







Information from previous page Table 28 (BERT) AND (C) (BERT)

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

Number of Learners Dewormed	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Disabilities (Not Sighted)		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
31	45	22	9	29	31	52	58	63	28	25	30	38	0	0	0	0	301	307

Box 11, SCHOON CLINIC, NY 2022-2023 (As of December 31, 2022)

1. Does the school have a designated school clinic?  Yes  No
2. Does the school have a designated clinic teacher?  Yes  No
3. Have any teaching staffs done the school work?  Yes  No

Type of Reporting Tools	Number of Units Available in the School
Questionnaire	0
Survey Interview	2
Others (specify)	

4. Which of the following tools does the school use for testing height?  Stadiometer  Measurement

5. How many staff and teachers do the school have?  Others (specify) \_\_\_\_\_
6. How many students (enrollment) does the school have? \_\_\_\_\_
7. How many parent/guardian does the school have? \_\_\_\_\_
8. How many school personnel has a training on health inspection within last year?  Yes  No

Compiled Data and Contact by \_\_\_\_\_

School Head: \_\_\_\_\_

Signature of School Head: \_\_\_\_\_

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

Validated by Division School Health & Environment/Monitoring Officer/Name: \_\_\_\_\_

Signature of Monitoring Officer: \_\_\_\_\_

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

Validated by Planning Officer (if applicable): \_\_\_\_\_

Signature of Planning Officer: \_\_\_\_\_

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



**Box 12. AVAILABILITY OF WATER SUPPLY, SY 2022-2023 (As of December 31, 2022)**

(Check/Provide appropriate answers)

1. Is there a water source inside the school ground?  
If Yes,  Yes  No

1.1. Main Water Supply Source:  
 Piped water from local service provider  
 Water Well / Deep Well  
 Natural source  
 Rainwater Catchments  
 Others, (specify) \_\_\_\_\_

1.2. Average Cost of Monthly Bills Maintenance: (Indicate the amount in Php) 180.00

1.3. Who pays for the Cost of Monthly Bills Maintenance?  
 School MOOE  
 LGU  
 PTA  
 School Canteen Fund  
 Private Individual Sector  
 Others, (specify) \_\_\_\_\_

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

1.5. Has the water source inside the school been tested to determine safety of the water?  
 1.5 a. If Yes, did the test results show that the water source inside the school is safe to drink?  Yes  No  
 1.5 b. How frequent is the water source tested for safety?  
 Monthly  Annually  
 Quarterly  Others, (specify) \_\_\_\_\_

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

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

2. Does the school have mechanism to ensure that the learners have safe drinking water?  
 2.1. If Yes, what mechanism is used?  
 Teachers ask the learners to bring their own drinking water to school  
 Safe water in refillable containers are provided in designated areas within the school  
 Water from an accessible water source is treated (i.e., boiled, etc.)  
 Others, (specify) \_\_\_\_\_

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

**Table 29. NUMBER OF EXISTING WASH FACILITIES, SY 2022-2023 (As of December 31, 2022)**

Usage	Functional		Non-Functional	TOTAL Number of Wash Facilities	Number of Water Outlets
	with soap	without soap			
Facilities for group handwashing	6	0	0	6	52
Facilities for individual handwashing	48	0	0	48	48

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

Certified True and Correct by:   
 School Head: PMMA FELICIA B. CERDA  
 (Signature Over Printed Name) / Date: \_\_\_\_\_  
 Position Title: Principal II

Validated by: Division School Health Coordinator/Medical Officer/Nurse  
 DR. DONNA JEAN B. ANISON  
 (Signature Over Printed Name) / Date: \_\_\_\_\_  
 Position Title: MEDICAL OFFICER

Validated by: Planning Officer II (PRS-SGDD)  
 TROY K. F. PUDRON  
 (Signature Over Printed Name) / Date: \_\_\_\_\_



**Table 29. ORAL HEALTH, PREVIOUS SY 2021-2022**  
(Provide appropriate answers)

Details	Number of Cases from December 2021 to November 2022										TOTAL (Kindergarten to Grade 6)													
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Among School Personnel																
	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.
Number of learners examined	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Decayed, Missing, and Filled Teeth (DMFT) - Permanent Teeth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No. of learners with DMFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Decayed, Missing, and Filled Teeth (dmtf) - Temporary Teeth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No. of learners with dmtf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No. of dmtf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of learners found to have gum disease	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of learners with other significant dental anomalies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of learners who underwent fluoridization	22	10	15	16																				63

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

**Table 31. MEDICAL AND NURSING SERVICES, PREVIOUS SY 2021-2022**  
(Provide appropriate answers)

Details	Number of Cases from December 2021 to November 2022										TOTAL (Kindergarten to Grade 6)													
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Among Learners																
	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.
Number of learners examined	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of learners with findings	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of learners given interventions by clinic teachers and Dental health personnel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of learners referred to city rural health units or other private health professionals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Table 32. MENTAL HEALTH, For the months of December 2021 to November 2022**  
(Provide the number of cases of suicide and attempted suicide among learners and school personnel that were recorded by the school)

Cases	Number of Cases from December 2021 to November 2022										TOTAL	
	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.		Oct.
Suicide	0	0	0	0	0	0	0	0	0	0	0	0
Attempted Suicide	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Certified True and Correct by:  
SCHOOL HEAD

Signature Over Printed Name / Date  
Principal II

Validated by Division School Health Coordinator/Medical Officer/Nurse:  
DR. DONNA P. A. B. ANISON

Signature Over Printed Name / Date  
Planning Officer III (PIS-SGDD)

Position Title:  
MEDICAL OFFICER

Signature Over Printed Name / Date  
PROY. OFF. (S.H. PEDRON)



**Box 13. SCHOOL MENTAL HEALTH, PREVIOUS SY 2021-2022**

(Check/Provide appropriate answers)

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

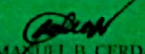
Grade Level	Number of Learners
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
<b>TOTAL</b>	<b>0</b>

4. Does the school currently use a "screening tool" for identification of learners at risk of mental health conditions?  Yes  No
5. Did the school celebrate the National Mental Health Week in October 2021?  Yes  No
6. Did the school conduct trainings or extra-curricular activities for *learners* related to any of the topics below?  Yes  No
- If Yes, indicate the number of learners who participated in the activities that covered each of the following topics.

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


7. Did the school conduct trainings or extra-curricular activities for *teachers* related to any of the topics below?  Yes  No
- If Yes, indicate the number of teachers who participated in the activities that covered each of the following topics.

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

Certified True and Correct by:   
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title: Principal II

Validated by Division School Health Coordinator-Medical Officer-Nurse  
 DR. DONNA JEAN H. ANISON   
 (Signature Over Printed Name) / Date  
 Position Title: MEDICAL OFFICER

Validated by Planning Officer III (PRS-SGOD)

  
 TROY ALAN H. PEDRON  
 (Signature Over Printed Name) / Date



**Box 14. CANCER CASES, PREVIOUS SY 2021-2022**  
 (Provide appropriate answers)


1. Cancer Cases among Learners

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


2. Cancer Cases among School Personnel

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

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

Certified True and Correct by:   
 School Head : EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title : Principal II

Validated by Division School Health Coordinator/Medical Officer/Nurse:  
 DR. DONNA JEAN B. ANIÑON  
 (Signature Over Printed Name) / Date  
 Position Title : MEDICAL OFFICER

Validated by Planning Officer III (PRS-SGOD):  
  
 TROY ALLAN H. PEDRON  
 (Signature Over Printed Name) / Date



**Box 15. ADOLESCENT REPRODUCTIVE HEALTH, PREVIOUS SY 2021-2022**  
 (Check/Provide appropriate answers)

1. Number of Prepubertal Learners

Grade Level	In School	On Alternative Delivery Mode (ADM)	Transferred		Dropped
			In	Out	
Grade 4	0	0	0	0	0
Grade 5	0	0	0	0	0
Grade 6	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

2. Number of Inpubertal Learners

Grade Level	In School	On Alternative Delivery Mode (ADM)	Transferred		Dropped
			In	Out	
Grade 4	0	0	0	0	0
Grade 5	0	0	0	0	0
Grade 6	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

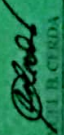
3. Does the school have an operational teen center?  Yes  No

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


Grade Level	Participated in HIV/AIDS Training	Trained as Peer Educators for Adolescent Sexual and Reproductive Health (ASRBH)	Screened for ARH Concerns	Cared for by Teen Centers	Red Cross Youth
Grade 5	0	0	0	0	0
Grade 6	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

Grade Level	Trained on Adolescent Health Education and Practical Training (ADEPT)	HIV/AIDS Training
Grade 5	0	0
Grade 6	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>

Certified True and Correct by:   
 School Head: EMMA L. B. CERDA  
 (Signature Over Printed Name) / Date: \_\_\_\_\_  
 Position Title: Principal II

Validated by: Division School Health Coordinator/Medical Officer Name: DR. DONNA JEAN B. ANISON  
 (Signature Over Printed Name) / Date: \_\_\_\_\_  
 Position Title: MEDICAL OFFICER

Validated by: Planning Officer III (PMS-SGDD):   
 (Signature Over Printed Name) / Date: \_\_\_\_\_  
 Position Title: \_\_\_\_\_



**Box 16. COMPREHENSIVE TOBACCO CONTROL, SY 2022-2023 (As of December 31, 2022)**

*(Check/Provide appropriate answers)*

1. Does the school display the following ITC materials?
  - 1 a. "No Smoking" Signages (EO 26, s 2017, DO 48, s 2016)  Yes  No
  - 1 b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s 2017)  Yes  No
2. Is there at least one store or shop within 100 meters from any point of the perimeter of the school that sells:
  - 2 a. Tobacco products (e.g., cigarettes)  Yes  No
  - 2 b. Vape or e-cigarettes?  Yes  No
3. Measures Against Tobacco Industry Interference:
  - 3 a. How many partnerships did the school have from January to December 2021? 129
  - 3 b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD), deed of acceptance, memorandum of understanding, etc.)? 0
  - 3 c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes? 0

4. Prevalence of the Use of Cigarettes and E-cigarettes/Vapes Among Learners and School Personnel

4 a. Is the **school head** \_\_\_\_\_ *(Check only one)*

- a tobacco (cigarette) smoker but not an ENDS/ENDS (vape/e-cigarette) user?
- an ENDS/ENDS (vape/e-cigarette) user but not a tobacco (cigarette) smoker?
- both a tobacco (cigarette) smoker and an ENDS/ENDS (vape/e-cigarette) user?
- neither a tobacco (cigarette) smoker nor an ENDS/ENDS (vape/e-cigarette) user?

4 b. How many **teachers** are tobacco (cigarette) smokers and/or ENDS/ENDS (vape/e-cigarette) users?

Grade Level	Number of Teachers		
	Tobacco (Cigarette) Smokers but are not ENDS/ENDS (Vape/E-cigarette) Users	ENDS/ENDS (Vape/E-cigarette) Users but are not Tobacco (Cigarette) Smokers	Tobacco (Cigarette) Smokers and also Used ENDS/ENDS (Vape/E-cigarette) Users
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	1	0	0
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>0</b>

4 c. In the **previous school year**, how many **learners** were recorded by the school to have smoked tobacco and/or used ENDS/ENDS?

Grade Level	Number of Learners		
	Smoked Tobacco (Cigarette) but not used ENDS/ENDS (Vape/E-cigarette)	Used ENDS/ENDS (Vape/E-cigarette) but Smoked Tobacco (Cigarette)	Smoked Tobacco (Cigarette) and also Used ENDS/ENDS (Vape/E-cigarette)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

Certified True and Correct by: EMM PAUL R. CERDA  
 School Head: \_\_\_\_\_  
 Position Title: Principal II

Validated by Division School Health Coordinator-Medical Officer/Nurse: DR. DONNA JEAN B. AMENOR  
 Position Title: NURSE OFFICER

Validated by Planning Officer III (PRG-SGOD): TROY AN H. PETERON  
 Position Title: \_\_\_\_\_



**Box 17. NATIONAL PREVENTIVE DRUG EDUCATION, SY 2022-2023 (As of December 31, 2022)**

(Check/Provide appropriate answers)

1. Does the school implement a preventive drug education program?  Yes  No

2. Which of the following components are part of the school's preventive drug education program?

Curriculum integration  Partnership with the Barangay Anti-Drug Abuse Council

Extra-curricular activities  Others, (specify) \_\_\_\_\_

3. Does the school have a National Drug Education Program (NDEP) Coordinator?  Yes  No

4. How many classrooms have NDEP Corners?

**Box 18. OK sa DepEd PROGRAM, SY 2022-2023 (As of December 31, 2022)**

(Check/Provide appropriate answers)

1. Does the school have a designated OK sa DepEd local person (DO 28, s. 2018)?  Yes  No

2. In the previous school year, did the school observe "One Health Week" as part of OK sa DepEd?  Yes  No

3. Does the school officially manage a Facebook page?  Yes  No

3.a. If Yes, what is the Facebook page address? (facebook.com/\_\_\_\_\_)

facebook.com/DepEdTayoMSES

**Box 19. FEEDING PROGRAM, SY 2022-2023 (As of December 31, 2022)**

(Check/Provide appropriate answers)

1. Does the school have a feeding program?  Yes  No

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

School MOOE  Barangay Fund

School Canteen Fund  Private Individual Sector Fund

LGU Fund  School-Based Feeding Program (SBFP)

PTA Fund  Others, (specify) \_\_\_\_\_

2. Availability of agriculture and fishery resources in the school.

Gulayan sa Paaralan. If check, which of the following types of vegetables are present in the school garden?

Legumes  Leafy vegetables  Fruit-bearing  Rootcrops

Fish Pond

Agricultural Crops

Livestock

Others, (specify) \_\_\_\_\_

None

3. Does agricultural and fishery in the school used for feeding program?  Yes  No

If Yes, what is the funding source?

School MOOE  Barangay Fund

School Canteen Fund  Private Individual Sector Fund

LGU Fund  Others, (specify) \_\_\_\_\_

PTA Fund

**Box 20. FOOD HANDLING, SY 2022-2023 (As of December 31, 2022)**

(Check/Provide appropriate answers)

1. Does the school have a canteen?  Yes  No

If Yes,

I.a. Managed by:	I.b. Sanitary Permit	I.c. Validity Date	I.d. Do canteen personnel/food handlers have health certificates?
<input checked="" type="checkbox"/> School	Health Office Sanitary Per	31/12/2022	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Teacher-Coop			<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Others, (specify) _____			<input type="checkbox"/> Yes <input type="checkbox"/> No

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

Certified True and Correct by:

School Head: EMMANUEL B. CERDA

Position Title: Principal III

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

DR. DONNA JEAN B. ANIXON

Position Title: MEDICAL OFFICER

Validated by Planning Officer III (PR-SG/OD):

TROY A. DELA CRUZ

Position Title: PLANNING OFFICER III



**Box 21. SOLID WASTE MANAGEMENT, SY 2022-2023 (As of December 31, 2022)**  
(Check as appropriate)

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

2. How is the school implementing Solid Waste Management?

Composting  Posting of signage

Designation of trash collection point  Recycling Projects

Poster making and/or slogan making contest  School representative at the Barangay Solid Waste Management Committee

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

Barangay  Local business partners

Community leaders  Municipal/City government

Parents  Use of paper plates/cups instead of plastic

Use of recycled materials are teaching tool

Waste segregation

**Box 22. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2022-2023 (As of December 31, 2022)**  
(Check/Provide appropriate answers)

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

Daily  Once a week

At least twice a week  Less than once a week

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

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

School MOOE  School Canteen Fund

LGU  Private Individual/Sector

PTA  Others. (specify)


**Box 23. MENSTRUAL HYGIENE, SY 2022-2023 (As of December 31, 2022)**  
(Check/Provide appropriate answers)

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

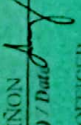
If Yes, where can the learners avail the sanitary pads?


School Canteen  Guidance Office

School Clinic  Others. (specify)

Certified True and Correct by:   
 School Head: EMMA MARIE B. CERDA  
 (Signature Over Printed Name) / Date

Principal II

Validated by Division School Health Coordinator/Medical Officer/Nurse:  
 DR. DONNA JEAN B. ANIÑON  
 (Signature Over Printed Name) / Date   
 MEDICAL OFFICER

Validated by Planning Officer III (PRS-SGDD):  
  
 TROY ALLAN H. PEDRON  
 (Signature Over Printed Name) / Date



**Box 24. CHILD PROTECTION, PREVIOUS SY 2021-2022**

*(Check/Provide appropriate answers)*

1. Does the school have a Child Protection Committee (CPC)?

1.a. If Yes, how often does the CPC meet?  Yes  No  
 Others, (specify) \_\_\_\_\_ as needed

1.b. How many cases were referred to appropriate authority (e.g. PSP, LSW/DK, NGOs, etc)?  Yes  No

2. Does the school have a Student Code of Conduct?  Yes  No

**Box 25. CHILD PROTECTION: VIOLENCE AGAINST CHILDREN, PREVIOUS SY 2021-2022**

*(Provide appropriate answers)*


1. Number of reported incidents of violence against children committed in schools by type of violence

Types of Violence	Incidents recorded			TOTAL	Perpetrator	
	Against Male Learners	Against Female Learners	Against Non-Learners		School Personnel	Outsider
Physical Violence	0	0	0	0	0	0
Sexual Violence	0	0	0	0	0	0
Psychological Violence	0	0	0	0	0	0
Other Acts of Violence	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

2. Number of reported incidents of violence against children by grade level and sex.

Grade Level	Male	Female	TOTAL
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>

- 1. *Violence Against Children* - refers to a single act or series of acts committed by school administrators, academics, and non-academic personnel against a child (DO 46 s.2012).
- 2. *Incidents recorded* - refers to incidence of violence reported to the school regardless of criminal or adult case filed.
- 3. *Perpetrator* - refers to an adult, including any school personnel, teaching or non-teaching.
- 4. *Other Acts of Violence* - refers to physical, sexual, or psychological nature that are prohibited to the child (DO 46 s.2012).

Certified True and Correct by:  
 School Head:   
 EUDORA B. CERDA  
 Signature (Over Printed Name) / Date  
 Position Title: Principal II

Validated by Division Office - Schools Division Office - Marikina City  
 Atty. JENICA CLARA S. MACHADO  
 Signature (Over Printed Name) / Date  
 Position Title: ATTORNEY III

Validated by Planning Officer III (PMS-SGD/IB)  
 TROY A. U. PEDRON  
 Signature (Over Printed Name) / Date



**Box 26. CHILD PROTECTION: BULLYING, PREVIOUS SY 2021-2022**  
*(Provide appropriate answers)*

1. Number of reported incidents of bullying or peer abuse by type of violence.

Types of Bullying	Incidents recorded		TOTAL
	Against Male Learners	Against Female Learners	
Physical Bullying	0	0	0
Cyber Bullying	0	0	0
Gender-based Bullying	0	0	0
Social Bullying	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>


2. Number of reported incidents of bullying or peer abuse by grade level and sex

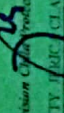
Grade Level	Male		Female		TOTAL
	Male	Female	Male	Female	
Kindergarten	0	0	0	0	0
Grade 1	0	0	0	0	0
Grade 2	0	0	0	0	0
Grade 3	0	0	0	0	0
Grade 4	0	0	0	0	0
Grade 5	0	0	0	0	0
Grade 6	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

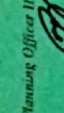
3. Usual reasons for bullying that were recorded by the school

Reasons	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (Kindergarten to Grade 6)
Physical appearance	0	0	0	0	0	0	0	0
Status in life (e.g. poor)	0	0	0	0	0	0	0	0
Skin colour	0	0	0	0	0	0	0	0
Age (young or old)	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0
Race or ethnicity	0	0	0	0	0	0	0	0
Religion	0	0	0	0	0	0	0	0
Disability	0	0	0	0	0	0	0	0
Others	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

- 1. *Bullying or peer abuse* - refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student (133-55 s.2015).
- 2. *Incidents recorded* - refers to incidence of bullying reported to the school regardless of criminal or admin case filed.
- 3. *Physical Bullying* - refers to any intentional physical contact between the bully and the victim.
- 4. *Cyber Bullying* - refers to any bullying done through using technology or any electronic means (e.g. instant messaging, social media, etc.)
- 5. *Gender-based Bullying* - refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity.
- 6. *Social Bullying* - refers to any social behaviour intended hurt others or to belittle another individual (e.g. verbal, social exclusion)

*Certified True and Correct by:*   
 School Head: LINDA M. B. CHIDA  
*(Signature Over Printed Name) / Date*

*Validated by Division Office:*   
 Division Office: ATTY. J. C. A. S. MANCHADO  
*(Signature Over Printed Name) / Date*

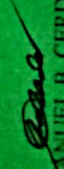
*Validated by Planning Office III:*   
 Planning Office III: TROY A. VILLALOBON  
*(Signature Over Printed Name) / Date*




**Box 27. SCHOOL SPORTS PROGRAM: AVAILABLE SPORTS EVENTS, CLUBS, AND FACILITIES, SY 2022-2023 (As of October 31, 2022)**  
 (Check multiple sports events, clubs, and facilities being offered in the school)

Sports Program	Sports Event/s	Sports Club/s	Sports Facilities	Sports Program	Sports Event/s	Sports Club/s	Sports Facilities
1. Archery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Women Artistic Gymnastics (WAG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Rhythmic Gymnastics (RG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Athletics (throwing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Pencak Silat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Athletics (running)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Sepak Takraw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Badminton	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	20. Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Table Tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Billiards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Taekwondo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Chess	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	25. Volleyball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Dance Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Wushu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Futsal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Bocce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Aerobic Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Goal Ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Men Artistic Gymnastics (MAG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

1. Sports events - current sports events being offered by the school.
2. Sports clubs - current sports clubs being offered by the school.
3. Sports facilities - current venues being used for sports events.

Certified True and Correct by:   
 School Head : EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title : Principal II

Validated by Division Sports Coordinator:   
 MARIA ANNA VELASCO  
 (Signature Over Printed Name) / Date  
 Position Title : EPS - MAPEH


Validated by Planning Officer III (PRR-SGOD):   
 TROY ALAN H. PEDRON  
 (Signature Over Printed Name) / Date



Table 33. SCHOOL SPORTS PROGRAM: SPORTS PERSONNEL (DepEd Funded), SY 2022-2023 (As of October 31, 2022)  
(Provide appropriate answers)

Sporting Events	Number of Coach/es	Number of Officiating Official/s	Number of PE teacher/s with sports specialization	Number of Non PE teacher/s with sports specialization	Number of Non-teaching personnel with sports specialization
1. Archery	0	0	0	0	0
2. Arnis	0	0	0	0	0
3. Athletics (throwing)	0	0	0	0	0
4. Athletics (running)	0	0	0	0	0
5. Badminton	1	0	0	0	0
6. Basketball	0	0	0	0	0
7. Baseball	0	0	0	0	0
8. Billards	0	0	0	0	0
9. Boxing	0	0	0	0	0
10. Chess	1	0	0	0	0
11. Dance Sports	0	0	0	0	0
12. Football	0	0	0	0	0
13. Futsal	0	0	0	0	0
14. Aerobic Gymnastics	0	0	0	0	0
15. Men Artistic Gymnastics (MAG)	0	0	0	0	0
16. Women Artistic Gymnastics (WAG)	0	0	0	0	0
17. Rhythmic Gymnastics (RG)	0	0	0	0	0
18. Pencak Silat	0	0	0	0	0
19. Sepak Takraw	0	0	0	0	0
20. Softball	0	0	0	0	0
21. Swimming	0	0	0	0	0
22. Table Tennis	1	0	0	0	0
23. Taekwondo	0	0	0	0	0
24. Tennis	0	0	0	0	0
25. Volleyball	1	0	0	0	0
26. Wrestling	0	0	0	0	0
27. Wushu	0	0	0	0	0
28. Bocce	0	0	0	0	0
29. Goal Ball	0	0	0	0	0

1. *Coaches* - identified personnel (DepEd funded) who is qualified currently handling the identified sporting event.
2. *Officiating Officials* - identified personnel (DepEd funded) who is qualified can handle officiating the identified sporting event
3. *PE teachers* - identified BSPPE personnel (DepEd funded) and their sports specialization.
4. *Non PE teachers* - identified personnel teaching academics (DepEd funded) and their sports specialization.
5. *Non-teaching personnel* - identified non academic personnel (DepEd funded) and their sports specialization.

Reminder: PE teacher/s, Non PE teacher/s and Non-teaching personnel may identify multiple sporting events.

Certified True and Correct by:  
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title: Principal II

Validated by Division Superintendent:  
MARLYN A. LASCO  
 (Signature Over Printed Name) / Date  
 Position Title: EPS - MAPEH

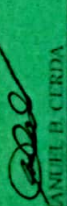
Validated by Planning Officer III (PRS-SGOD):  
TROY AN H. PEDRON  
 (Signature Over Printed Name) / Date




Table 34. DISASTERS/CALAMITIES, For the months of June 2021 to May 2022  
 (Provide the number of times the following hazards occurred in your school and its immediate surroundings)

Disasters	2021												2022				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May					
<b>Natural Hazards</b>																	
Drought	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Earthquake	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0		
Fire *	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Flood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Landslide	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Storm Surge	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Tropical Cyclones	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0		
Tsunami	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Volcanic Eruption	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
<b>Human-Induced Hazards</b>																	
Bomb Threat in School Premises	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Bombing in School Premises	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Crime against learner/s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Crime against non-teaching personnel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Crime against school head/s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Crime against school property	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Crime against teaching personnel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Fire **	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Hazardous Materials Incident (e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Hostage-taking within school premises	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Shooting incident within school vicinity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Structural collapse (as a result of engineering failures)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Others, (specify)																	

(See definitions on the next page)

Certified True and Correct by:   
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date

Position Title: Principal II

Validated by DRRM Coordinator:   
 JONARD FLORES  
 (Signature Over Printed Name) / Date

Position Title: PDO II

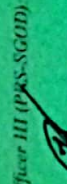

Validated by Planning Officer III (PKS-SGOD):   
 TROY ALONSO H. PEDRON  
 (Signature Over Printed Name) / Date




Table 35. DISASTERS-CALAMITIES (Human-Induced Hazards - Armed Conflict and Grave Child Rights Violations), For the months of June 2021 to May 2022  
(Provide appropriate answers)

Human-Induced Hazards	2021					2022						
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
<b>1. Armed Conflict</b>												
<b>1a. Number of times armed conflict occurred in your school and its immediate surroundings</b>												
Armed conflict incident experienced in the past months	0	0	0	0	0	0	0	0	0	0	0	0
<b>1b. Number of times the following state/non-state actors were involved in the armed conflict incidents</b>												
<b>1b1. State Actors:</b>												
Armed Forces of the Philippines (AFP)	0	0	0	0	0	0	0	0	0	0	0	0
Philippine National Police (PNP)	0	0	0	0	0	0	0	0	0	0	0	0
Others, (specify)												
<b>1b2. Non-State Actors:</b>												
Abu Sayyaf Group (ASG)	0	0	0	0	0	0	0	0	0	0	0	0
Bangsamoro Islamic Freedom Fighters (BIFF)	0	0	0	0	0	0	0	0	0	0	0	0
Communist Party of the Philippines/ New People's Army/ National Democratic Front (CPP-NPA-NDF)	0	0	0	0	0	0	0	0	0	0	0	0
Mautie Group	0	0	0	0	0	0	0	0	0	0	0	0
Moro National Liberation Front (MNLF)	0	0	0	0	0	0	0	0	0	0	0	0
Others, (specify)												
<b>2. Grave Child Rights Violations (GCRVs)</b>												
<b>2a. Number of reports of GCRVs within the school and immediate surroundings that were filed through government channels</b>												
Killing and maiming of children	0	0	0	0	0	0	0	0	0	0	0	0
Abduction of children	0	0	0	0	0	0	0	0	0	0	0	0
Attacks against schools or hospitals	0	0	0	0	0	0	0	0	0	0	0	0
Denial of humanitarian access for children	0	0	0	0	0	0	0	0	0	0	0	0
Recruitment or use of children as soldiers	0	0	0	0	0	0	0	0	0	0	0	0
Sexual violence against children	0	0	0	0	0	0	0	0	0	0	0	0

(See definitions on the next page)

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

Validated by DRRM Coordinator:  
 ENGR. AMAR D. FLORIS  
 (Signature Over Printed Name) / Date  
 Position Title: ( )

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



(Continuation from previous page, Table 35)

**Definition of Terms:**

1. **Armed conflict** - refers to armed confrontations occurring between government forces and one or more armed groups, or between such groups arising in the Philippine territory. These shall include activities which may lead to, or are undertaken in preparation of armed confrontation or armed violence that put children's lives at risk and their rights violated (R.A. 11188) - Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others.  
*Source of Definition: R.A. 11188, or the Special Protection of Children in Situations of Armed Conflict (2017)*
2. **Grave Child Rights Violations** - refers to the offenses committed against children that constitute flagrant violations of their human rights and have severe consequences in their lives.  
*Source of Definition: DO No. 57, s. 2017 Policy on the Protection of Children in Armed Conflict, based on UN Security Council Resolution Nos. 1539, 1612, 1882, 1998*  
[http://www.deped.gov.ph/wp-content/uploads/2017/11/DO\\_s2017\\_057.pdf](http://www.deped.gov.ph/wp-content/uploads/2017/11/DO_s2017_057.pdf)
3. **State and/or Non-State Actors** - refers to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.  
*Source of Definition: D. Schindler, The Different Types of Armed Conflicts According to the Geneva Conventions and Protocols, RCADI, Vol. 163, 1979-II, p. 147, as cited in International Committee of the Red Cross (ICRC): "How is the Term "Armed Conflict" Defined in International Humanitarian Law?"*  
<https://www.icrc.org/en/doc/assets/files/other/opinion-paper-armed-conflict.pdf>

**Table 36. RESULT OF DISASTER INCIDENTS, For the months of June 2021 to May 2022**  
(Provide appropriate answers)

	2021						2022					
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
<b>Result of Disaster Incidences / Emergencies</b>												
Number of Classrooms used as Evacuation Center	0	0	0	0	0	5	5	5	0	0	0	0
Number of Days the Classrooms were used as Evacuation Center	0	0	0	0	0	0	0	0	0	0	0	0
Number of School Days lost due to class suspensions resulting from natural hazards	1	0	0	1	0	2	0	0	0	0	0	0
Number of School Days lost due to class suspensions resulting from human-induced hazards, except armed conflict	0	0	0	0	0	0	0	0	0	0	0	0
Number of School Days lost due to class suspensions resulting from armed conflict	0	0	0	0	0	0	0	0	0	0	0	0

Certified True and Correct by:

School Head :  EMMAUEL B. CERDA

(Signature Over Printed Name) / Date

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

Principal II

Validated by DRRM Coordinator:

 JOHN R. D. FLORES

(Signature Over Printed Name) / Date

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

PDO II

Validated by Planning Officer III (PRS-SGGD):

 TROY ALAN H. PEDRON

(Signature Over Printed Name) / Date



**Box 28. ENABLING ENVIRONMENT, For the months of June 2021 to May 2022**  
 (Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding Policies)

**Part 1. DRRM, CCAM, and Peacebuilding Policies**

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

Policy Number	Title
<b>A. DRRM-CCAM Policies</b>	
<input checked="" type="checkbox"/> DO 82 s.2010	Reiteration of CCA-DRR at the School Level
<input checked="" type="checkbox"/> DO 83 s.2011	Disaster Preparedness in Schools
<input checked="" type="checkbox"/> DO 43 s.2012	Guidelines on the Implementation of EO 66 (Suspension of Classes)
<input checked="" type="checkbox"/> DO 21 s.2015	DepEd DRRM Information Management and Coordination Protocol
<input checked="" type="checkbox"/> DO 23 s.2015	School Watching and Hazard Mapping
<input checked="" type="checkbox"/> DO 27 s.2015	Family Earthquake Preparedness
<input checked="" type="checkbox"/> DO 37 s.2015	Comprehensive DRRM in Basic Education Framework
<input checked="" type="checkbox"/> DO 28 s.2016	Strengthening Fire Safety and Awareness Program
<input checked="" type="checkbox"/> DO 24 s.2021	Guidelines on the Coordination for Establishment of Schools in Resettlement Sites Due to Disasters and/or Emergencies
<input checked="" 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 checked="" type="checkbox"/> DM 084 s.2019	Observance of the National Disaster Consciousness Month 2019
<b>B. Peacebuilding Policies</b>	
<input checked="" type="checkbox"/> DO 44 s.2005	Declaration of Schools as Zones of Peace
<input checked="" type="checkbox"/> DO 40 s.2012	Child Protection Policy
<input checked="" type="checkbox"/> DO 57 s.2017	Policy on the Protection of Children in Armed Conflict
<input checked="" type="checkbox"/> DO 32 s.2019	National Policy Framework on Learners and Schools as Zones of Peace
<input checked="" type="checkbox"/> DM 221 s.2013	Guidelines on the Protection of Children during Armed Conflict

2. Number of learners consulted in the development or enhancement of DRRM, CCAM, and Peacebuilding school-level policies

Learners <u>EXCLUDING</u> IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		Learners with Disability	
Male	Female	Male	Female	Male	Female	Male	Female
0	0	0	0	0	0	0	0

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

3. Number of school-level policies on DRRM, CCAM, and Peacebuilding developed and enhanced in consultation with the following:

Learners	School Personnel	Parents	LGU or Barangay Officials	NGOs
0	46	0	0	0

*Note: For the definitions, refer to Box 28 - Part 5. Monitoring and Evaluation.*

Certified True and Correct by:

School Head : EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date

Position Title : Principal II

Validated by DRRM Coordinator:

ENGR. JOMAR D. FLORES  
 (Signature Over Printed Name) / Date

Position Title : 0

Validated by Planning Officer III (PRS-SGOD):

TROY ALAN H. PEDRON  
 (Signature Over Printed Name) / Date



**Part 2. DRRM, CCAM, and Peacebuilding Plans**

- School has a comprehensive School DRRM, CCAM, and Peacebuilding Plan
- School DRRM, CCAM, and Peacebuilding Plans are developed together with the following: *(check all applicable)*
  - School Personnel
  - Parents
  - LGU
  - External Partners
- School DRRM, CCAM, and Peacebuilding Plans considered the needs of learners with disabilities
- School DRRM, CCAM, and Peacebuilding Plans considered Indigenous Knowledge Systems and Practices (IKSP)
- School DRRM, CCAM, and Peacebuilding Plans are gender-sensitive
- School has integrated DRRM, CCAM, and Peacebuilding into the School Improvement Plan (SIP)
- Number of learners who participated in the development of the School DRRM, CCAM, and Peacebuilding Plans

Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		Learners with Disability	
Male	Female	Male	Female	Male	Female	Male	Female
0	0	0	0	0	0	0	0

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

**Part 3. DRRM, CCAM, and Peacebuilding Organizational and Budget Support**

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

DRRM			CCAM - Climate Change Expenditure Tagging			Peacebuilding		
Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)	Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)	Number of PPAs	Cost of PPAs	% in the School's Budget (e.g. 99.54%)
0	0.00	0.00%	0	0.00	0.00%	0	0.00	0.00%

**Part 4. Data and Information Management**

- Number of personnel trained on data management

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female
0	0	0	0

- Number of trainings conducted for teaching and non-teaching personnel on data management 0
- Number of evidence-based DRRM-, CCAM-, and Peacebuilding-related research that the school has undertaken 0
- Number of programs developed or enhanced by the school based on research 0
- School has used DRRM-developed DRRM-, CCAM-, and Peacebuilding-related software for data collection and reporting

*(See definitions on the next page)*

Certified True and Correct by:  
 School Head : EMMANUEL B. CERDA  
*(Signature Over Printed Name) / Date*  
 Position Title : Principal II

Validated by DRRM Coordinator:  
ENGR. MAR D. FLORES  
*(Signature Over Printed Name) / Date*  
 Position Title : 0

Validated by Planning Officer III (PRY-SGOD):  
TROY ALVIN H. PEDRON  
*(Signature Over Printed Name) / Date*



## Part 5. Monitoring and Evaluation

1.  School carries out monitoring and evaluation to assess sustainable implementation of DRRM, CCAM, and Peacebuilding initiatives
2.  School has used the Comprehensive School Safety (CSS) monitoring tool to keep track of their DRRM, CCAM and Peacebuilding initiatives
3. Number of DRRM-, CCAM-, and Peacebuilding-related good practices documented by the school

Documented Good Practices	DRRM and CCAM	Peacebuilding
	0	0

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

0

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

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

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

*Source of Information:* Joint Memorandum Circular No. 2015-01 (July 23, 2015). Revised Guidelines for Tagging / Tracking Climate Change Expenditures in the Local Budget. <https://niccdies.climate.gov.ph/files/documents/Local%20CCET%20-DBM-DILG-CCC-.pdf>

2. **DRRM (Disaster Risk Reduction and Management)** - is the systemic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of a disaster.

*Source of Definition:* DO No. 37, s. 2015 The Comprehensive Disaster Risk Reduction and Management in Education Framework. [http://www.deped.gov.ph/wp-content/uploads/2015/08/DO\\_s2015\\_37.pdf](http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf)

3. **EiE (Education in Emergencies)** - refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.

*Source of Definition:* International Network for Education in Emergencies Term Bank. [https://toolkit.ineesite.org/termbank/en/terms/education\\_in\\_emergencies](https://toolkit.ineesite.org/termbank/en/terms/education_in_emergencies)

4. **Peacebuilding** - refers to a process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building, and political as well as economic transformation. This consists of a set of physical, social, and structural initiatives that are often an integral part of post-conflict reconstruction and rehabilitation.

*Source of Definition:* UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding.

<http://www.unicef.in/emergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>

5. **NGOs (Non-Government Organizations) and External Partners** - refers to organizations both public and private, for-profit and non-profit, and other funding sources (private foundations and federal, state, and local monies) that the schools have partnered with and were funded for research and conceptual development activities; includes organizations such as Save the Children and UNICEF, among others.

6. **Teaching Personnel** - refers to school personnel that includes Teacher I-III, Master Teacher I-IV, SPED Teacher I-V, Special Science Teacher, and Instructor I-III.

7. **Non-Teaching Personnel** - refers to school personnel that includes School Principal I-IV, Head Teacher I-VI, Guidance Coordinator I-III, Guidance Counselor I-III, Administrative Assistant II-III (Disbursing Officer and Senior Bookkeeper), Security Guard, and Utility Worker I.

Certified True and Correct by:

School Head : EMMANUEL B. CERDA  
(Signature Over Printed Name) / Date

Position Title : Principal II

Validated by DRRM Coordinator:

JONARD FLORES  
(Signature Over Printed Name) / Date

Position Title : PDO II

Validated by Planning Officer III (PRS-SGOD):

TROY AN H. PEDRON  
(Signature Over Printed Name) / Date



**Box 29. PILLAR 1. SAFE LEARNING FACILITIES.** For the months of June 2021 to May 2022  
 (Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding initiatives conducted)

**Part 1. School Safety, and Disaster Prevention and Mitigation**

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

Learning Facilities	Safe	Unsafe
Instructional Spaces	34	0
Non-instructional Spaces	0	0

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
- Fire Wall
- Sea Wall
- Slope Protection
- Others, (specify)

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

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

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

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

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

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

Maintenance of School Facilities in Year 2021	Jan.	Feb.	Mar.	Apr.	May	June
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	July	Aug.	Sept.	Oct.	Nov.	Dec.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(See definitions on the next page)

Certified True and Correct by:  
 School Head : EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title : Principal II

Validated by DRRM Coordinator:  
ENGR. TOMAR D. FLORES  
 (Signature Over Printed Name) / Date  
 Position Title : 0

Validated by Planning Officer III (PRS-SGOD):  
TROY ALVARO H. PEDRON  
 (Signature Over Printed Name) / Date



**Part 2. Rehabilitation and Recovery**

- School has placed safety precautions for all new and ongoing building construction (e.g. fencing, signages, access)
- Number of repaired and reconstructed instructional and non-instructional spaces per fund source

Learning Facilities	Basic Education Facilities Fund	Quick Response Fund	National Disaster Risk Reduction and Management Fund	External Partners
<b>Repaired</b>				
Instructional Spaces	0	0	0	0
Non-instructional Spaces	0	0	0	0
<b>Reconstructed</b>				
Instructional Spaces	0	0	0	0
Non-instructional Spaces	0	0	0	0

1. **Basic Educational Facilities Fund** - is an annual budget of the Department for its School Building Program, which covers the improvement and maintenance of school facilities.

*Source of Definition: DO No. 35, s. 2017 Revised Guidelines on the Implementation of the Basic Educational Facilities Fund*

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

*Source of Definition: DepEd Educational Facilities Manual*

3. **National Disaster Risk Reduction and Management Fund** - refers to the appropriation in the annual GAA which shall be used for disaster risk reduction or mitigation, prevention and preparedness activities such as but not limited to training of personnel, procurement of equipment, and capital expenditures as well as for relief, recovery, reconstruction and other work or services in connection with natural or human induced calamities which may occur during the budget year or those that occurred in the past two (2) years from the budget year.

*Source of Definition: National Disaster Risk Reduction and Management Council Memorandum Circular No. 45, s. 2017*

*Guidelines on the Administration of the National Disaster Risk Reduction and Management (NDRRM) Fund*

[https://ndrrmc.gov.ph/attachments/article/3103/Memo\\_No-45\\_s-2017.pdf](https://ndrrmc.gov.ph/attachments/article/3103/Memo_No-45_s-2017.pdf)

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

- The administrative and services spaces are those which serve to facilitate administrative and administration-related functions and services such as administrative offices, canteens, or lunch counters, medical-dental clinics, guidance room, dormitories, etc.

- Non-programmed spaces are those which are not directly related to the implementation of the educational program and administrative functions or services such as lobbies, corridors, stairs, etc.

- Ancillary facilities are one of a group of buildings having a secondary or dependent use, such as an annex.

*Source of Definition: DepEd Educational Facilities Manual*

5. **Quick Response Fund** - is a lump sum amount included in DepEd's budget fully allocated for repair, reconstruction, or replacement of school building and facilities affected by calamities.

*Source of Definition: <https://www.officialgazette.gov.ph/2011/05/09/deped-issues-strict-guidelines-on-use-of-quick-response-fund/quick>*

6. **Rehabilitation** - measures that ensure the ability of affected communities/areas to restore their normal level of functioning by rebuilding livelihood and damaged infrastructures and increasing the communities' organizational capacity.

*Source of Definition: DO No. 65, s. 2017 Guidelines on the Conduct of Post Disaster Needs Assessment in the Education Sector*

7. **Rehabilitation (of building)** - the general overhauling or the comprehensive repair of the whole building or a major section of it to restore its original or previous condition.

*Source of Definition: DepEd Educational Facilities Manual*

8. **Retrofit** - the process of modifying an existing structure to render it more resilient to the hazard effects.

*Source of Definition: DepEd Educational Facilities Manual*

9. **Risk Assessment** - this process includes identification of the hazards present in the location and an assessment of their potential impacts and effects on the built environment based on existing or anticipated vulnerabilities and potential losses.

*Source of Definition: DepEd Educational Facilities Manual*

10. **Unsafe Classroom** - refers to classrooms that have one or a combination of hazards listed in the School Watching Checklist.

*Source of Definition: DO No. 23, s. 2015 Student-led School Watching and Hazard Mapping*

Certified True and Correct by:

School Head : EMMANUEL B. CERDA  
(Signature Over Printed Name) / Date

Position Title : Principal II

Validated by DRRM Coordinator:

ENGR. JONARD FLORES  
(Signature Over Printed Name) / Date

Position Title : 0

Validated by Planning Officer III (PRS-SGOD):

TROY AN H. PEDRON  
(Signature Over Printed Name) / Date



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

1.  School has conducted Student-led School Watching and Hazard Mapping
2.  School has incorporated results of Student-led School Watching and Hazard Mapping in the School DRRM, CCAM, and Peacebuilding Plans and SIP
3.  School Watching Team made use of available hazard maps in coordination with concerned agencies such as of PHIVOLCS, MGB, PAGASA and LGUs for the Student-led School Watching and Hazard Mapping
4.  School Watching Team presented and submitted the results of Student-led School Watching and Hazard Mapping to the School Planning Team
5.  School Planning Team has linked the results of the School Watching and Hazard Mapping with the school's education data to better understand its risk

6. School has a Contingency Plan for each natural and human-induced hazard that it is affected with: *(check all applicable)*
- |  |  |  |
|--|--|--|
| <b>Natural Hazards:</b>                              |  | <b>Human-induced Hazards:</b>                    |
| <input checked="" type="checkbox"/> Tropical Cyclone | <input checked="" 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 checked="" 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) _____ |

7. School Contingency Plan has the following: *(check all applicable)*

**7a. Standard Contents:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Hazard and Vulnerability Assessment with baseline data                                   | <input checked="" type="checkbox"/> Identified instructional and non-instructional spaces to be used as temporary evacuation centers for disasters/ emergencies, if applicable |
| <input checked="" type="checkbox"/> Evacuation Plan  | <input checked="" type="checkbox"/> Class resumption strategies  |
| <input checked="" type="checkbox"/> Student-Family Reunification Plan that is disseminated to learners, teachers and parents | <input checked="" type="checkbox"/> List of available safety and emergency supplies and equipment  |
| <input checked="" type="checkbox"/> Established tracking system of learners and personnel in the event of a disaster         | <input checked="" type="checkbox"/> List of partners to be mobilized in the event of a disaster/ emergency   |
| <input checked="" type="checkbox"/> Response and early recovery measures   | <input checked="" type="checkbox"/> Established DRRM Team with defined roles and responsibilities  |
| <input checked="" type="checkbox"/> Pre-identified spaces for putting up of TLS and WASH facilities                          | <input checked="" type="checkbox"/> Lockdown Protocol in cases of armed conflict   |
| <input checked="" type="checkbox"/> Pre-identified spaces for evacuation center  |  |

**7b. COVID-19 Considerations:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Pre-identified spaces to be used as quarantine or isolation facilities and other COVID-19 related activities | <input checked="" type="checkbox"/> List of available Personal Protective Equipment (PPE)             |
| <input checked="" type="checkbox"/> Health and Safety Protocols  | <input checked="" type="checkbox"/> Management of COVID-19 cases, including coordination with the LGU |

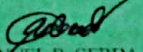
8. School Contingency Planning is conducted together with the following: *(check all applicable)*

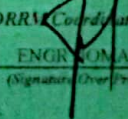
- Learners     Personnel     Parents     LGU     Partners

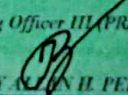
9.  School has documented a Memorandum of Understanding or Memorandum of Agreement with the LGU and DSWD for the use of its facilities as evacuation centers following the JMC No. 1, s. 2013 and RA 10821
10.  School has documented Terms and Conditions for the use its facilities as quarantine or isolation areas for COVID-19, following DepEd Office Memorandum OM-OSEC-2020-02
11.  School has presented the results of the Family Earthquake Preparedness Plan to the PTA and LGU
12.  School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan
13.  School has developed and implemented a DRRM Communication Plan
14.  School implemented DRRM, CCAM, and Peacebuilding PPAs with partners
15.  School has participated in the different DRRM, CCAM, and Peacebuilding activities of the LGUs and other partners

16. Number of partners mobilized to support the school's DRRM and CCAM PPAs, including those after a disaster/emergency 1
17. Number of partners mobilized to support the school's Peacebuilding programs and activities, including those after an armed conflict 1
18. Number of DRRM, CCAM, and Peacebuilding PPAs the school has implemented with partners 1
19. Number of DRRM, CCAM, and Peacebuilding trainings conducted by partners for teaching and non-teaching personnel 2

*Note: For the definitions, refer to Box 30 - Part 3b. Disaster Response.*

Certified True and Correct by:   
 School Head : EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title : Principal II

Validated by DRRM Coordinator:   
ENGR. ROMAR D. FLORES  
 (Signature Over Printed Name) / Date  
 Position Title : 0

Validated by Planning Officer III (PRS-SGOD):   
TROY ANILAN IL PEDRON  
 (Signature Over Printed Name) / Date



**Part 2. Disaster Preparedness**

- School has conducted Drigada 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, JEC)
- School is provided with safety and emergency supplies and equipment from DepEd and partners
- Number of safety and emergency, response, and rescue supplies and equipment in the schools provided by DepEd and partners.

A. Emergency Supplies and Equipment	DepEd	Partners
2-fold Aluminum Stretcher	0	0
Cadaver bag	0	0
C-Collar	0	0
Cot (Battlefield Bed)	0	0
CPR board	0	0
Emergency Head Lamp	0	0
Emergency Whistle	0	0
Fire Extinguisher	14	0
First Aid Kit for each learner	0	0
First Aid Kit for each personnel	0	0
Go bag with Multi-Tool for each learner	0	0
Go bag with Multi-Tool for each personnel	0	0
Handheld / Base Radios	0	0
LED flashlight rechargeable	0	0
LED search light, 850 lumens	0	0
Life Vest / Life Jacket	0	0
Medical cushion	0	0
Plastic Spine Board with Safety Belts	0	0
Portable P.A. system	0	0
Safety Coat	0	0
Safety Helmet	24	0
Safety Shoes	0	0
Splinter	0	0
Steel boxes	0	0
Steel cabinets	0	0
Traffic Vest	0	0
Transport bags, 45 L	0	0
Trauma Bag with contents for 20 - 25 persons	0	0
Universal head immobilizer	0	0

B. Response and Rescue Supplies and Equipment	DepEd	Partners
Bicicle	0	0
Fire Cabinet	0	0
Fire Extinguisher	24	0
Fire Hose	0	0
Life Vest (For coastal and island schools only)	0	0
Motor Banca (For coastal and island schools only)	0	0
Power Sprayer	0	0

- Number of conducted regular hazard-specific drills (at least 3 priority hazards based on risk assessment) with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others) from *January to December 2021*

Hazard-specific Drills	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Earthquake Drill	2	0	1	0	0	2	0	1	0	1	0	0
Fire Drill	0	0	1	0	0	0	0	0	0	0	0	0
Flood Evacuation Drill	0	0	0	0	0	0	0	0	0	0	0	0
Lockdown Drill	0	0	0	0	0	0	0	0	0	0	0	0
Storm Surge Drill	0	0	0	0	0	0	0	0	0	0	0	0
Tsunami Drill	0	0	0	0	0	0	0	0	0	0	0	0

- Number of school personnel that participated in the hazard-specific drills

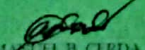
Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female
4	42	3	5

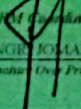
- Number of learners that participated in the hazard-specific drills


Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		Learners with Disability	
Male	Female	Male	Female	Male	Female	Male	Female
0	0	0	0	0	0	0	0

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

Note: For the definitions, refer to Box 30 - Part 3b. Disaster Response

Certified True and Correct by:   
 School Head: EMMUEL B. CLERDA  
 (Signature Over Printed Name) / Date  
 Position Title: Principal II

Validated by DRRM Coordinator:   
 ENGR. JOHAR D. FLORES  
 (Signature Over Printed Name) / Date  
 Position Title: 0

Validated by Planning Officer IA (PRS-SGDD):   
 TROY AN H. PEDRON  
 (Signature Over Printed Name) / Date



**Part 3a. Disaster Response**

- School conducted Brigada Eskwela in the aftermath of a disaster/ emergency to ensure learning continuity
- Number of partners mobilized to support the school's Peacebuilding programs and activities, including those after an armed conflict 0
- School submitted Rapid Assessment of Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of a hazard in the area, if affected by a disaster
- Number of response interventions received from the following:

**4a. From the DRRMS (through the Division Office)**

Types of Intervention	Number of response interventions received	Date/s Received (mm/dd/yyyy)
Fund Support for Clean-up and Minor Repairs	0	
Fund Support for Temporary Learning Spaces	0	
Fund Support for Temporary WASH	0	
Fund Support for Emergency School Feeding	0	
Hygiene Kits	0	
Learners' Kits	0	
Teachers' Kits	0	
Materials for Alternative Delivery Modes	0	

**4b. From Partners**

Types of Intervention	Number of response interventions received
Donations in cash or in-kind	0
Emergency School Feeding	0
Hygiene Kits	0
Learners' Kits	0
Teachers' Kits	0
Materials for Alternative Delivery Modes	0
Materials for MHPSS	0
Temporary Learning Spaces or Tents	0
Temporary WASH Facilities	0

- Number of personnel trained and mobilized for Alternative Delivery Mode

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

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

Resumption Strategies	Number of Days
<input checked="" type="checkbox"/> Class Shifting	5
<input checked="" type="checkbox"/> Make-up Classes	10
<input checked="" type="checkbox"/> Modular Learning	10
<input checked="" type="checkbox"/> Online Learning	10
<input type="checkbox"/> Peer Group Learning	0
<input type="checkbox"/> Programmed Teaching	0

Alternative Delivery Modes	Number of Days
<input type="checkbox"/> E-Impact	0
<input type="checkbox"/> Home School	0
<input type="checkbox"/> MISOSA	0
<input type="checkbox"/> Night High School	0
<input type="checkbox"/> Open High School Program	0

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

Details	Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		Learners with Disability	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Provided with learning sessions on disasters/ emergencies before returning to the regular lessons upon class resumption	0	0	0	0	0	0	0	0
2. Provided with Mental Health and Psychosocial Support (MHPSS)	0	0	0	0	0	0	0	0
3. Affected by disasters/ emergencies and needing specialized psychosocial support (PSS)	0	0	0	0	0	0	0	0
3a. Utilized the established referral mechanism	0	0	0	0	0	0	0	0

Reminders: 1. A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or Learner with Disability at the same time.  
 2. For 3a, out of the total number of learners affected by disasters/emergencies and needing specialized psychosocial support (PSS), determine the number of learners who utilized the established referral mechanism.

*(See definitions on the next page)*

Certified True and Correct by:  
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title: Principal II

Validated by DRRM Coordinator:  
ENGR. FOWARD D. FLORES  
 (Signature Over Printed Name) / Date  
 Position Title: 6

Validated by Planning Officer III (PRG-SGOD):  
TROY AN H. PEDRON  
 (Signature Over Printed Name) / Date



Part 3b. Disaster Response

1. 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)	1	1	0	0
2. Affected by disasters/ emergencies and needing specialized psychosocial support (PSS)	1	1	0	0
2a. Utilized the established referral mechanism	0	0	0	0

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

2. Number of MHPSS interventions for learners and personnel funded and conducted by partners

0

3. Number of local groups/ stakeholders that are mobilized by the school for response, rehabilitation and recovery

2

4.  School has received replacement of damaged school furniture due to disasters/emergencies

5.  School has received replacement of damaged DepEd Computerization Program (DCP) due to disasters/ emergencies

6.  School has received replacement of damaged learning resources due to disasters/emergencies

7.  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

1. **Bomb Threats / Bombing** - refers to a threat or actual detonation of an explosive or incendiary device to cause property damage, death, or injuries.

Indiana University: Emergency Planning

Source of Definition: <https://protect.iu.edu/emergency-planning/procedures/bomb-threats.html>

2. **Child-centred approach** - Placing the child at the notional centre of the learning process in which they are active participants. Involves giving children choices of learning activities, with the teacher acting as facilitator of learning.

Source of Definition: United Nations Educational, Scientific and Cultural Organization

3. **Civilian Violence** - refers to the use of physical force brought by a noncombatant person, so as to injure, abuse, damage, or destroy. This includes crimes against school heads, teachers, learners, and school property

Merriam-Webster Dictionary

Source of Definition: <https://www.merriam-webster.com/dictionary/violence>

4. **Contingency Plan** - a management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.

Source of Definition: UNISDR Terminologies.

[https://www.unisdr.org/files/7817\\_UNISDRTerminologyEnglish.pdf](https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf)

5. **Early Warning** - The provision of timely and effective information, through identified institutions, that allows individuals exposed to a hazard to take action to avoid or reduce their risk and prepare for effective response.

(International Strategy for Disaster Risk Reduction)

6. **E-Impact** - the Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) learning system is a technology-enhanced alternative delivery mode developed by the SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) to address issues in accessibility and quality of education in schools usually handled by a few teachers teaching multigrade classes.

Source of Definition: UNICEF Evaluation on Alternative Delivery Modes.

[https://www.unicef.org/evaldatabase/files/Philippines\\_ADM\\_Evaluation1\\_Philippines-2012-001.pdf](https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation1_Philippines-2012-001.pdf)

7. **Emergency** - A sudden and usually unforeseen event that calls for immediate measures to minimize its adverse consequences.

Source of Definition: United Nations Department of Humanitarian Affairs

8. **Evacuation Center** - refers to a safe site, building or center hosting internally displaced persons, which includes covered courts, barangay or community halls, camping areas, collective centers, multi-purpose centers, established "tent cities" or schools.

Source of Definition: DSWD-DILG-DOH-DepEd- Joint Memorandum No. 1, S. 2013 on the Guidelines on Evacuation Center Coordination and Management, Part III.

(See continuation of definitions on the next page)

Certified True and Correct by:

School Head : EMMANUEL B. CERDA  
(Signature Over Printed Name) / Date

Principal II

Validated by DRRM Coordinator:

ENGR. JOHANN D. FLORES  
(Signature Over Printed Name) / Date

Position Title :

0

Validated by Planning Officer III (PRS-SGOD):

TROY ALLAN H. PEDRON  
(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date



**Box 31. Pillar 3. Risk Reduction and Resilience Education, For the months of June 2021 to May 2022**  
*(Check the boxes or provide the correct numbers for all DRRM, CCAM, and Peacebuilding initiatives conducted)*

**Part 1. Curriculum Integration**

1. School teaches DRRM- and CCAM-related concepts

Subjects	DRRM-related concepts						CCAM-related concepts							
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Araling Panlipunan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Edukasyon sa Pagpapakitao (Esp)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>

2. School teaches Peacebuilding-related concepts

Subjects	Peacebuilding-related concepts						
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6
Science	<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"/>
Edukasyon sa Pagpapakitao (Esp)	<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"/>
Health	<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"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Topics/Competencies	Integrated to the following Program			Introduced by School/Teachers		Contextualized Learning Resources
	SpEd	IPEd	ALS	Learning Competencies	Contents	
DRRM	0	0	0	0	0	0
CCAM	0	0	0	0	0	0
Peacebuilding	0	0	0	0	0	0

4.  School has assessed DRRM-, CCAM-, and Peacebuilding-related competencies through measurable learning outcomes

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

1.  School used DRRM-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

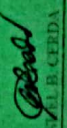
3. Number of school personnel who participated in the survey on the effectiveness of IEC materials developed by DRRM and/or contextualized by the region or division

Teaching Personnel	Non Teaching Personnel	
	Male	Female
Male	0	0
Female	0	0

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

Details	Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		Learners with Disability	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Participated in the survey on the effectiveness of IEC materials developed by DRRM and/or contextualized by region or division	0	0	0	0	0	0	0	0
2. Consulted in the development of IEC materials	0	0	0	0	0	0	0	0
3. Co-developed IEC materials	0	0	0	0	0	0	0	0
4. Initiated and developed IEC materials	0	0	0	0	0	0	0	0

Reminder: A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or Learner with Disability at the same time.  
 Note: For the definitions, refer to Box 31 - Part 3d. Resilience Education.

Certified True and Correct by:   
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date

Validated by:   
 ENRIQUE D. FLORES  
 (Signature Over Printed Name) / Date

Validated by Planning Officer III (DRRM-SCOD):   
 TRACY ANS H. PERDON  
 (Signature Over Printed Name) / Date

Principal I: \_\_\_\_\_  
 Position Title: \_\_\_\_\_

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

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



**Part 3a. Resilience Education**

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

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female
4	42	3	5

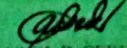
2. Number of stakeholders that participated in DRRM, CCAM, and Peacebuilding activities

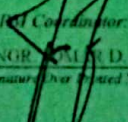
Learners	School Personnel	Parents	LGU or Barangay Officials	NGOs
2	44	8	1	1


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

Activities	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
<b>A. DRRM</b>				
Basic First Aid	4	39	2	3
Family Earthquake Preparedness	4	39	2	3
School Watching and Hazard Mapping	4	39	2	3
Celebration and commemoration of special events related to DRRM	0	0	0	0
DRRM Camp	0	0	0	0
DRRM Youth Council	0	0	0	0
DRRM Youth Action Campaigns	0	0	0	0
DRRM-related Campus Journalism Activities (Photojournalism, Editorial Cartoons, Comic Script Writing, Broadcasting and News Writing)	0	0	0	0
Other, (specify) _____				
<b>B. CCAM</b>				
Art, essay, slogan, etc. contests for climate change adaptation and mitigation	0	0	0	0
Change the Current: A Climate Action Online Training for Adolescents	0	0	0	0
Climate Change Adaptation and Mitigation Conferences or Camps	0	0	0	0
Climate Changemakers Online Training for Teaching Personnel	0	0	0	0
Environmental Journalism Training	0	0	0	0
Gulayan sa Paaralan	0	2	7	12
Installation of a Material Recovery Facility	0	0	0	0
KaLIKHAan Climate Action Advocacy Show	0	0	0	0
Solid Waste Management	0	0	0	0
Recycling	0	0	0	0
Tree Planting	0	0	0	0
Youth Strike for Climate	0	0	0	0
Celebration and commemoration of special events related to climate change	0	0	0	0
Other, (specify) _____				
<b>C. Peacebuilding</b>				
Peace Conferences or Camps	0	0	0	0
Creation of youth networks or organizations for peace	0	0	0	0
Art, essay, slogan, etc. contests for peace	0	0	0	0
Celebration and commemoration of special events related to peace and human rights	0	0	0	0
Other, (specify) _____				

Note: For the definitions, refer to Box 31 - Part 3d. Resilience Education.

Certified True and Correct by:   
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title: Principal II

Validated by DRRM Coordinator:   
ENGR. JAMES D. FLORES  
 (Signature Over Printed Name) / Date  
 Position Title: 0

Validated by Planning Officer (IPRS-SGOD):   
TROY ANTHONY H. PEDRON  
 (Signature Over Printed Name) / Date



**Part 3b. Resilience Education**

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

Activities	Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		Learners with Disability	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>A. DRRM</b>								
Basic First Aid	0	0	0	0	0	0	0	0
Family Earthquake Preparedness	0	0	0	0	0	0	0	0
School Watching and Hazard Mapping	0	0	0	0	0	0	0	0
Online MHPSS Activities	0	0	0	0	0	0	0	0
Celebration and commemoration of special events related to DRRM	0	0	0	0	0	0	0	0
DRRM Camp	0	0	0	0	0	0	0	0
DRRM Youth Council	0	0	0	0	0	0	0	0
DRRM Youth Action Campaigns	0	0	0	0	0	0	0	0
DRRM-related Campus Journalism Activities (Photojournalism, Editorial Cartoons, Comic Script Writing, Broadcasting and News Writing)	0	0	0	0	0	0	0	0
Other, (specify): _____								
<b>B. CCAM</b>								
Art, essay, slogan, etc. contests for climate change adaptation and mitigation	0	0	0	0	0	0	0	0
Change the Current: A Climate Action Online Training for Adolescents	0	0	0	0	0	0	0	0
Climate Change Adaptation and Mitigation Conferences or Camps	0	0	0	0	0	0	0	0
Environmental Journalism Training	0	0	0	0	0	0	0	0
Gulayan sa Paaralan	0	0	0	0	0	0	0	0
KaLIKHasan Climate Action Action Advocacy Show	0	0	0	0	0	0	0	0
Solid Waste Management	0	0	0	0	0	0	0	0
Recycling	0	0	0	0	0	0	0	0
Tree Planting	0	0	0	0	0	0	0	0
Youth Strike for Climate	0	0	0	0	0	0	0	0
Celebration and commemoration of special events related to climate change	0	0	0	0	0	0	0	0
Other, (specify): _____								
<b>C. Peacebuilding</b>								
Peace Conferences or Camps	0	0	0	0	0	0	0	0
Creation of youth networks or organizations for peace	0	0	0	0	0	0	0	0
Art, essay, slogan, etc. contests for peace	0	0	0	0	0	0	0	0
Celebration and commemoration of special events related to peace and human rights	0	0	0	0	0	0	0	0
Other, (specify): _____								

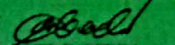
Reminder: A learner can be counted more than once if he/she is either an IP Learner, Muslim Learner or Learner with Disability at the same time.

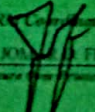
2.  School used DepEd developed learning resources on DRRM, CCAM, and Peacebuilding


3. Number of DRRM, CCAM, and Peacebuilding trainings conducted for learners

Topics	Trainings Conducted
DRRM	0
CCAM	0
Peacebuilding	0

Note: For the definitions, refer to Box 31 - Part 3a. Resilience Education.

Certified True and Correct by:   
 School Head: EMMANUEL B. CERDA  
 (Signature Over Printed Name) / Date  
 Position Title: Principal II

Validated by DRRM Coordinator:   
JONNIE FLORES  
 (Signature Over Printed Name) / Date  
 Position Title: PDJ II

Validated by Planning Officer III (PMS-8G03):   
TROY ALAN H. PEDRON  
 (Signature Over Printed Name) / Date



**Part 3c. Resilience Education**

1. Number of learners in the following DRRM, CCAM, and Peacebuilding activities

Activities	Learners EXCLUDING IP, Muslim and Learners with Disability		IP Learners		Muslim Learners		Learners with Disability	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Completed the training Courses	0	0	0	0	0	0	0	0
2. Trained	0	0	0	0	0	0	0	0
3. Co-led in PPAs	0	0	0	0	0	0	0	0
4. Led in PPAs	0	0	0	0	0	0	0	0

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

2. Number of DRRM, CCAM, Peacebuilding PPAs led by learners

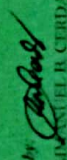
Topics	PPAs led by learners
DRRM	0
CCAM	0
Peacebuilding	0

3.  School used DepEd developed and DepEd approved standardized training manuals on DRRM, CCAM, and Peacebuilding

4. Number of teaching and non-teaching personnel trained on DRRMS Training Modules

DRRMS Training Modules	Teaching Personnel		Non-Teaching Personnel	
	Male	Female	Male	Female
DRRM and Climate Change Terminologies	0	0	0	0
International and National Foundations of DRRM in the Education Sector	0	0	0	0
The Comprehensive Disaster Risk Reduction and Management in Education Framework and Other DRRM-CCAM Related Policies	1	1	0	0
Inclusive and Child-centered DRRM	0	0	0	0
Education in Emergencies (EiE)	0	0	0	0
Alternative Delivery Modes	0	0	0	0
Information Management	0	0	0	0
School-Based DRRM	4	39	0	0
Camp Management Guidelines for DepEd	0	0	0	0
Temporary Learning Spaces (TLS)	0	0	0	0
Basic Education in Emergencies (EiE) Supplies and Logistics	4	39	0	0
Resource Mobilization and Partnership	4	39	0	0
Contingency Planning for Basic Education	4	39	0	0
Understanding Common Hazards	4	39	0	0
DRRM Mainstreaming in the Planning Cycle	4	39	0	0
Understanding Climate Change	4	39	0	0
Climate Change Global, National and Local Frameworks	4	39	0	0
Understanding Peace and Conflict	4	39	0	0
Conflict Sensitive Education	4	39	0	0
MIPSS / Psychological First Aid	1	1	0	0
Basic Life Support and Occupational First Aid	0	0	0	0
Staff Safety and Security in the Field	0	0	0	0
Other, (specify):				

(See definitions on the next page)

Certified True and Correct by:   
 Edmundo B. Curda  
 (Signature Over Printed Name) / Date \_\_\_\_\_

School Head \_\_\_\_\_  
 Principal III

Validated by DRRM Coordinator  
  
 Engr. Ardan Eldres  
 (Signature Over Printed Name) / Date \_\_\_\_\_

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

Validated by Planning Officer III (PPRS-NGOD):

  
 Engr. Aniel Pedron  
 (Signature Over Printed Name) / Date \_\_\_\_\_



**Part 3d. Resilience Education**

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

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female
0	0	0	0

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

Teaching Personnel	
Male	Female
0	0

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	0	0
CCAM	0	0
Peacebuilding	0	0

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

Teaching Personnel		Non-Teaching Personnel	
Male	Female	Male	Female
0	0	0	0

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

1. **Psychological First Aid** - An evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Individuals affected by a disaster or traumatic incident, whether survivors, witnesses, or responders to such events, may struggle with or face new challenges following the event. PFA was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response.

*Source of Definition: National Child Traumatic Stress Network: Psychological First Aid*

<https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa>

2. **Change the Current: Climate Action Online Training for Adolescents** aims to enhance adolescents' knowledge on the science of climate change and adaptation and mitigation strategies, and hone skills that they need to increase adaptation and mitigation awareness and practices in their communities. Project grants amounting to Php 15,000.00 will be awarded to selected adolescents.

3. **YSEALI Climate Changemakers** is an online training course that aims to increase the competence of teachers in teaching climate change concepts and encouraging learners to act on climate. It consists of one core training subject on introduction to climate change and a specialized training subject on teaching climate change. Additionally, learning facilitators will receive supplementary training on online learning delivery. YSEALI Climate Changemakers aims to train 50 region and division as learning facilitators who will train a total of 2,000 teachers from their respective regions and divisions.

4. **The Green Beat Initiative (TGBI)** An Environmental Journalism Training for Campus Journalists and School Paper Advisers is a 6-week pilot intensive online environmental journalism training. It aims to equip participants with the necessary skills and knowledge to pursue, develop, and report stories about the environment with a focus on climate change adaptation and mitigation.

5. **KaLiKHaSan Climate Action Advocacy Show** is a theater arts performance, ideation, and devising workshops based on the KaLiKHaSan! Likha at Lakas ng Kabataan para sa Kalikasan Creative Sourcebook.

6. **The KaLiKHaSan! Likha at Lakas ng Kabataan para sa Kalikasan:** A Creative Sourcebook on the Use of Theater for Climate Change Education and Action is a resource intended for teachers, theater and performance practitioners, and workshop facilitators. It explains how to design and facilitate a collaborative performance-making process with youth that includes climate action and the environment as central themes. Teachers are encouraged to use the sourcebook as a guide in replicating the process in making the Climate Action Advocacy Show and empowering the learners toward climate change education and action.

Certified True and Correct by:

School Head: EMMANUEL B. CERDA

(Signature Over Printed Name) / Date

Position Title: Principal II

Validated by DRRM Coordinator

ENGR. MAR D. FLORES

(Signature Over Printed Name) / Date

Position Title: 0

Validated by Planning Officer III (PRY-NGOD):

TROY ALLAN H. PEDRON

(Signature Over Printed Name) / Date



**Box 32. INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM, SY 2022-2023 (As of October 31, 2022)**  
 (Check/Provide appropriate answers)

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

2. If there is check in any of the above conditions, provide answers to the following:

2.a. Number of teachers teaching within and outside the school municipality

Teachers Residence	Number of Teachers															
	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (K to Gr 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Within the School Municipality	0	5	0	6	0	6	0	6	0	6	2	4	2	5	4	38
Outside the School Municipality	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>38</b>

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

3. Does the school use the IP learner's Mother Tongue (MT) as medium of instruction?  Yes  No

4. Does the school use the IP learner's Mother Tongue (MT) in the Mother Tongue-Based Multilingual Education (MTB-MLE) subjects?  Yes  No

5. Does the school celebrate IP Day?  Yes  No

6. Does the school celebrate IP Month?  Yes  No

7. Is the school head an IP?  Yes  No

8. Did the school head attended the Orientation on IPEd provided by DepEd?  Yes  No

9. Number of teachers in the school who are IPs

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

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

Male	Female	TOTAL
0	0	0

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

Male	Female	TOTAL
0	0	0

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

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

13. Is the school located in the ancestral domain and affected by armed conflict?  Yes  No

1. **Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs)** — refer to a group of people or homogenous societies identified by self-identification and ascription by others, who have continuously lived as an organized community on communally bonded 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 incursions 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 invasion of non-indigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains.

Source: IPRA of 1997

Link: <https://www.officialgazette.gov.ph/1997/10/29/republic-act-no-8171/>

2. **Ethnicity** is a primary sense of belonging to an ethnic group. Ethnic group is consanguine in nature, meaning, the ties are reckoned by blood and traced through the family tree. Thus, ethnicity refers to the household member's identity, by blood and not by choice nor by adoption/confirmation for any ethnic group, primarily the Indigenous Peoples (IPs). Generally, ethnic grouping denotes genealogical and paternal lineage to any of the Philippines' group of native population. However, for the purpose of census, ethnic grouping also includes maternal lineage. As such, anybody whose consanguinity with either both parents or any one of them who is a member of an IP group, is an Indigenous Person.

The updated categories of ethnicity are provided by the National Commission on Indigenous Peoples and the National Commission on Muslim Filipinos

Source: 2010 Census of Population and Housing (CPH) & 2015 Population Census (PPCEN)

Link: <https://psa.gov.ph/census/ethnicity-1>

3. **Ancestral Domain** — refers to all areas generally belonging to ICCs/IPs comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, by themselves or through their ancestors, communally or individually since time immemorial, continuously to the present except when interrupted by war, force majeure or displacement by force, deceit, stealth or as a consequence of government projects or any other voluntary dealings entered into by government and private individuals/corporations, and which are necessary to ensure their economic, social and cultural welfare.


Source: IPRA of 1997 (REPUBLIC ACT NO. 8171)

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

Certified True and Correct by: 

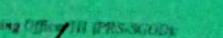
School Head: EMA JOSEF B. CERNA  
(Signature Over Printed Name) - Date

Position Title: Principal II

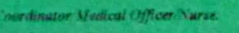
Validated by Division IPRA Part Person Coordinator: 

MS ARVIE CELESTEM RUBIO  
(Signature Over Printed Name) - Date

Position Title: EPS II - A/S


Validated by Planning Office: 

TROY H. MEDINA  
(Signature Over Printed Name) - Date

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

DR. DONNA JEAN B. ANISON  
(Signature Over Printed Name) - Date

Position Title: MEDICAL OFFICER

Validated by Division: 

RHODORA M. MANZANO  
(Signature Over Printed Name) - Date

Position Title: ADMINISTRATIVE OFFICER IV - HRD