Deped-MALAYBALAY CITY DIVISION
RELEASED
Date: 8|19|14   Time: 1:45
By: _____

DIVISION MEMORANDUM
No. 451 s. 2014

To : **EDUCATION PROGRAM SUPERVISORS / DISTRICT STEWARDS**
PUBLIC SCHOOLS DISTRICT SUPERVISORS
ELEMENTARY AND SECONDARY SCHOOL HEADS
This Division

From : **EDILBERTO L. OPLENARIA**
Schools Division Superintendent

Date : August 28, 2014

Re : **SUBMISSION OF THE REVISED EBEIS DATA GATHERING FORMS FOR SY 2014-2015**

1. Pursuant to the herein DepEd Order No. 36, s. 2014 dated August 14, 2014 from Br. Armin A. Luistro FSC, DepEd Secretary re: *"Revised Data Gathering Forms for SY 2014-2015 of the Enhanced Basic Education Information System (EBEIS)"*, this Office is hereby directed to require all schools to submit online the Government Elementary School Profile (GESP) / Government Secondary School Profile (GSSP) for SY 2014-2015 in the EBEIS through this website address using the same user name and password used in the Learner Information System (LIS):

   http://ebeis.deped.gov.ph/beis/

2. Further, all schools shall also submit the accomplished and duly signed hardcopy of GESP/GSSP **on or before September 1, 2014** to the Office of the Schools Division Superintendent Attn.: Planning & Research Section for online validation of the school data.

3. The following EBEIS timeline shall be observed per Item No. 4 of DepEd Order No. 36, s. 2014:

EBEIS Activities	Timeline
Start of Encoding and Submission	August 15-31, 2014
Validation	September 1-12, 2014
Closing of System	September 13, 2014

4. Enclosed are the templates of GESP & GSSP for SY 2014-2015 data gathering forms. The instructions stipulated in the GESP/GSSP form shall be strictly followed.

5. Immediate dissemination of and strict compliance with this Memorandum is desired.

Encl.:
    As stated

14 AUG 2014

DepEd O R D E R
No. **36**, s. 2014

REVISED DATA GATHERING FORMS FOR SCHOOL YEAR 2014-2015
OF THE ENHANCED BASIC EDUCATION INFORMATION
SYSTEM (EBEIS)

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

1.   The Department of Education (DepEd) continuously improves the Enhanced Basic Education Information System (EBEIS) in collecting data and information needed for planning and budgeting, allocation of resources and setting operational targets to provide all the learners access to complete quality basic education.

2.   For School Year (SY) 2014-2015, the data collection and reporting of the annual school profile will be done **once during the first quarter of every SY**. Enclosed to this Order are the following revised forms to be accomplished:

Enclosure No. 1	-	Government Elementary School Profile (GESP)
Enclosure No. 2	-	Government Secondary School Profile (GSSP)
Enclosure No. 3	-	Private School Profile (PSP)
Enclosure No. 4	-	State Universities and Colleges (SUCs) Laboratory School Profile

3.   The data collection, processing and validation of school statistics shall begin with the dissemination of the revised data gathering forms for SY 2014-2015.

4.   The timeline in the conduct of EBEIS activities shall be observed as follows:

EBEIS Activity	Timeline
Start of Encoding and Submission	August 15-31, 2014
Validation	September 1-12, 2014
Closing of System	September 13, 2014

5.   The cut-off date of data to be submitted is as of **first Friday of the opening week of the SY**. For public schools, this shall be as of **June 6, 2014**.

6.   **Enrolment figures** entered in the **Learner Information System** will automatically be derived and tallied on Tables 1 and 2.

7.   The following tables and boxes are either new, contain new data elements or revised:

Government Elementary School Profile (GESP)

Table 1	Learners Data
Box 1	Shifting Schedule
Box 2	Multigrade Classes
Table 5	Learners with Exceptionalities (non-graded)
Table 6	Learners with Exceptionalities from Special Education (SPED) Classes last SY 2013-2014 Mainstreamed in Regular Classes
Box 3	Learners with Exceptionalities who never attended any SPED Classes
Table 9	Teaching Personnel Data (Nationality-funded)
Table 10	Teacher Assignments (National-funded teachers working in the school)
Box 5	Availability of Electrical Supply
Table 13	Number of Functional Computers in the School by Funding Source
Table 14	Average Monthly Expense (in Pesos) of Internet Connection by Funding Source
Box 7	School Site Data
Box 8	Feeding Program

Government Secondary School Profile (GSSP)

Table 1	Learners Data
Box 1	Shifting Schedule
Table 3	Learners Data by Program
Table 4	Learners Data in Technology and Livelihood Education (TLE)
Table 5	Learners with Exceptionalities Data
Table 7	Teaching Related and Non-teaching Personnel Data (Nationally-funded)
Table 8	Teaching Personnel Data (Nationally-funded)
Table 9	Teacher Assignments (Nationally-funded teachers working in the school)
Table 10	Number of Teachers by Teaching Assignment
Box 3	Availability of Electrical Supply
Table 11	Number of Functional Computers in the School by Funding Source
Table 12	Average Monthly Expense (in Pesos) of Internet Connection by Funding Source
Box 5	School Site Data
Box 6	Feeding Program

Private School Profile (PSP) and SUCs Laboratory School Profile

Table 1	Learners Data in Elementary
Box 1	Multigrade Classes
Table 3	Learners Data in Secondary
Table 5 (PSSP only)	Data on GASTPE Program
Box 2	Senior High School Program

8.   The school heads/teachers-in-charge (SHs/TICs) of both public and private schools offering kindergarten, elementary and/or secondary education shall be responsible for ensuring prompt, complete and accurate accomplishment of the EBEIS data gathering forms.

9.   The regional directors (RDs) and schools division superintendents (SDSs) through the Regional Planning Units (RPUs) and Division Planning Units (DPUs) shall jointly undertake online collection, processing and validation of the accomplished forms and collection of printed and signed forms to ensure the accuracy, consistency, and completeness of data submitted by the schools.

10.   The regional and division education program supervisor in-charge of private schools and SUCs laboratory schools shall facilitate the online collection of forms and assist the Planning Unit in checking the accuracy, consistency, completeness and timely submission of all private schools.

11.   The personnel from the schools division offices (SDOs) shall oversee the encoding of data for schools with no access to Internet facilities.

12.   Funds shall be downloaded directly to the SDOs to aid in activities that allow for the timely and accurate accomplishment of the EBEIS. The downloading of funds to all the SDOs shall be announced through a separate memorandum.

13.   For **changes** and **adjustments** to derived data in Tables 1 and 2, school heads have to write their respective SDSs providing sufficient justification. The SDSs must review and support the request with a firm recommendation to the Office of the Secretary, Attention: Office of Planning Service-Research and Statistics Division (OPS-RSD).

14.   All personnel involved in the EBEIS at the school, district, division, regional and central levels are allowed to render overtime services during weekdays, weekends and holidays as provided in DepEd Order No. 58, s. 2008 entitled *Authorizing the Grant of Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System* and DepEd Order No. 10, s. 2009 entitled *Addendum to DepEd Order No. 58, s. 2008 (Authorizing the Grant of Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System (BEIS)* whenever necessary in order to meet the EBEIS target schedules.

15.   This Department would like to thank all personnel involved in the encoding, collection, processing and validation of data in the EBEIS. The support of all concerned has aided in DepEd's efforts to institutionalize the use of accurate and timely data for planning, budgeting and implementation.

16.   Provisions in this Order supersede the provisions in Item Nos. 2-7 of DepEd Order No. 30, s. 2013 entitled *Revised Data Gathering Forms for the Beginning of School Year (BOSY) 2013-2014 of the Enhanced Basic Education Information System (EBEIS)* and Item Nos. 2-5 of DepEd Order No. 23, s. 2014 entitled *Data Gathering Forms of the Enhanced Basic Education Information System (EBEIS) for the End of School Year 2014-2015.*

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

BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated
References: DepEd Order Nos.: 23, s. 2014; 30, s. 2013; 50 and 58, s. 2008
To be indicated in the Perpetual Index
         under the following subjects:

         CHANGE
         FORMS
         SCHOOLS
         STATISTICS, Data

District ID   School ID

Republic of the Philippines
DEPARTMENT OF EDUCATION
OFFICE OF PLANNING SERVICE
Research and Statistics 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 Division Office on or before *September 1, 2014* .

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

SCHOOL INFORMATION
SY 2014-2015

Name of School   : _____
                          (Official name)

                       _____
                       (If renamed, please indicate old name.)

Address   : _____
               #   Street/Sitio/Purok   Barangay

                  _____
                  Municipality   *Province/City*

Region   : _____
Division   : _____
School District   : _____
Legislative District : _____
Tel. No.   : _____
Mobile No.   : _____
Fax No.   : _____
E-Mail Address   : _____
Date of Establishment : _____

Integrated School
(Please check appropriate box if the school is offering both elementary and secondary levels.)
[ ] Yes (Please indicate School ID of Secondary level)
        Secondary School ID: [ ][ ][ ][ ][ ][ ]
[ ] No

Annex/Extension School
(Please check appropriate box if the school is an annex/extension school.)
[ ] Yes (Please indicate School ID of the Mother School)
        Mother School ID: [ ][ ][ ][ ][ ][ ]
[ ] No

Certified True and Correct by :

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

Checked by District Office :

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

Verified by the Division Office :

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

Table 1. LEARNERS DATA, SY 2014-2015 (As of June 6, 2014)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
* Monograde															█	█		
* Multigrade																		
* Balik-Aral	█	█													█	█		
* CCT/4Ps Recipient															█	█		
* Indigenous Peoples Learner																		
Learner in Alternative Delivery Modes	█	█																
a. Distance Education (DistEd) for SPED	█	█																
b. Enhanced-Instructional Management by Parents, Community and Teachers (e-IMPACT)																		
c. Modified In-School Off-School Approach (MISOSA)																		
d. Other School-Initiated Intervention																		
* Muslim Learner																		
* Repeater															█	█		
Transferee from Other Public Schools																		
Transferee from Private Schools																		
* Total Number of Monograde Classes															█	█		

Note: * - Data is *FINAL* based on Learners Information System for Beginning of the School Year 2014-2015.

1. *Learner* - refers to an individual who may or may not be enrolled in one or multiple programs.
2. *Total Enrolment* - refers to the total number of learners enrolled in the school regardless of program.
3. *Kindergarten Enrolment* - refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old (as of October 31) as pre-requisite for Grade 1.
4. *Elementary (Grades 1 to 6) Enrolment* - refers to the total number of learners enrolled in the second stage of compulsory basic education which is composed of six (6) years. The entrant age to this level is six (6) years old as of October 31.
5. *Learners with Exceptionalities (non-graded) Enrolment* - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
6. *Monograde Enrolment* - refers to learners being taught in classes consisting of a single grade only.
7. *Multigrade Enrolment* - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
8. *Balik-Aral* - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
9. *CCT/4Ps Recipient* - refers to a learner whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD).
   These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
10. *Indigenous Peoples Learner* - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
11. *Learner in Alternative Delivery Modes (ADM)* - refers to a learner who is enrolled in Alternative Delivery Modes (i.e., alternative modalities of education delivery within the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out by helping them overcome personal, social, and economic constraints in schooling).
    These include programs such as:
    a. *Distance Education (DistEd) for SPED* - refers to an ADM which addresses the accessibility problem of learners with disabilities ages 6-19. Due to the distance between the school and their homes the families of these learners cannot access to the special education program in the regular school. Likewise, these learners belong to the families with low socio-economic status and their parents cannot afford the expenses that go with their education.
    b. *Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT)* - refers to an intervention infused with technology and aligned with the Revised Basic Education Curriculum (RBEC) of the Department of Education. This approach utilizes the services of parents, community members including the learners themselves in managing teaching and learning.
    c. *Modified In-School Off-School Approach (MISOSA)* - refers to an ADM which serves children under difficult circumstances through community partnership.
    d. *Other School-Initiated Interventions* - refer to innovative and homegrown interventions developed by schools to prevent the Student-At-Risk-of-Dropping-Out (SARDOs) from dropping out and to increase their achievement rate.
12. *Muslim Learner* - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
13. *Repeater* - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
14. *Transferee from Other Public Schools* - refers to a learner who was enrolled in another public school the previous school year.
15. *Transferee from Private Schools* - refers to a learner who was enrolled in a private school the previous school year.
16. *Total Number of Monograde Classes* - refers to the number of classes by grade level from Kindergarten to Grade 6.

Reminder: *Totals in this table will tally with the totals in Tables 2 & 5.*

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

Table 2. ELEMENTARY AGE PROFILE, SY 2014-2015 (As of June 6, 2014)

Age	Kindergarten		Grade 1				Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
			With ECD Experience		Without ECD Experience															
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
4 1/2																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19 & above																				
TOTAL																				

Note: Age Profile data is *FINAL* based on Learners Information System for Beginning of the School Year 2014-2015.

1. The total enrolment of the school as of June 6, 2014 will be distributed across grade levels, by single age or age group and by sex
2. *Computation of the age of learners* will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of June 6, the age of the learner is counted as 6 years.
3. *ECD (Early Childhood Development) Experience* includes all ECD programs for young children in registered kindergarten and those in similar organized educational institutions and day care centers.

Reminder: Totals in this table will tally with the totals in Tables 1 & 5.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____   Date : _____

Checked by District Office :

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

Position Title : _____   Date : _____

Verified by the Division Office :

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

Position Title : _____   Date : _____

Box 1. SHIFTING SCHEDULE, SY 2014-2015 (As of June 6, 2014)

Does the school implement shifting due to resource constraints? ☐ Yes , ☐ No

   a. If Yes, what kind of shifting schedule does the school implement?

      ☐ End-on Shift (e.g. 6am-11am shift 1, 12pm-6pm shift 2, 6pm-9pm shift 3)

      ☐ Overlapping Shift (e.g. 6am-12pm shift 1, 9am-3pm shift 2, 12pm-6pm shift 3, 3pm-9pm shift 4)

      ☐ Daily Rotation (e.g. MWF shift 1, TThS shift 2)

      ☐ Others, pls. specify _____

   b. How many learners are there in:

     Double Shift _____ Triple Shift _____ Quadruple Shift _____

Shifting - refers to adoption of time schedules for different sets of learners **due to resource constraints**.

Reminder: For Kindergarten, Grade 1 and Grade 2 shiftings, consider only those classes with more than two (2) sessions.

Box 2. MULTIGRADE CLASSES, SY 2014-2015 (As of June 6, 2014)

For Multigrade classes, please indicate the grade levels combined:
(Check as appropriate).

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	☐	☐	☐	☐	☐	☐	☐
MG Class 2	☐	☐	☐	☐	☐	☐	☐
MG Class 3	☐	☐	☐	☐	☐	☐	☐

Multigrade classes - refers to classes consisting of two or more grade levels combined.

Table 3. LEARNERS DATA BY PROGRAM, SY 2014-2015 (As of June 6, 2014)

Enrolment by Program	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Arabic Language and Islamic Values Education (ALIVE)																
Special Science Elementary School (SSES)																

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

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

Table 4. GIFTED & TALENTED LEARNERS DATA, SY 2014-2015 (As of June 6, 2014)

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

1. *Gifted and talented learner* - refers to a learner who demonstrates high performance capability in intellectual, creative, leadership, arts or in specific academic areas and who by reason thereof, requires services or activities not ordinarily provided by the school.
2. *Kindergarten/Headstart* - refers to a SPED kindergarten program for 5 years old who manifests superior intelligence beyond their chronological age.
3. *SPED class* - refers to a class of learners with only one or two exceptionalities in a regular school.
4. *SPED center* - refers to a class of learners with three or more exceptionalities in a regular school.

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

Certified True and Correct by:

School Head : _____
      (Signature over Printed Name)

Position Title : _____ Date : _____

Checked by District Office:

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

Position Title : _____ Date : _____

Verified by the Division Office:

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

Position Title : _____ Date : _____

Table 5. LEARNERS WITH EXCEPTIONALITIES (non-graded) DATA, SY 2014-2015 (As of June 6, 2014)

Area of Exceptionalities	Kindergarten		Primary Level		Transition		TOTAL (Kindergarten to Transition)	
	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:								
Visual Impairment								
Hearing Impairment								
Learning Disability								
Intellectual Disability								
Autism Spectrum Disorder								
Emotional-Behavioral Disorder								
Orthopedic/Physical Handicap								
Speech/Language Disorder								
Cerebral Palsy								
Special Health Problem/Chronic Illness								
Multiple Disabilities								
Based on Manifestation:								
Difficulty Seeing								
Difficulty Hearing								
Difficulty Walking, Climbing and Grasping								
Difficulty Remembering, Concentrating, Paying Attention and Understanding								
Difficulty Communicating								
TOTAL								

1. *Kindergarten* - refers to the Early Intervention Program for learners with exceptionalities.
2. *Primary Level* - refers to the level after kindergarten where learners with exceptionalities are still being prepared for mainstreaming in regular classes. Learners with exceptionalities are allowed to stay in the program for a maximum of three (3) years in each of the three (3) levels. However, learners with exceptionalities can be mainstreamed in regular classes if found to be ready based on performance.
3. *Transition* - refers to level/program for learners with exceptionalities who have completed the primary level and/or over-aged for the elementary level.

Areas of Exceptionalities:
1. *Visual Impairment* - an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
2. *Hearing Impairment* - an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
3. *Learning Disability* - a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. *Intellectual Disability* - formerly labeled as "mental retardation." it is defined as significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. *Autism Spectrum Disorder* - characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. *Emotional-Behavioral Disorder* - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (iii) inappropriate types of behavior or feelings under normal circumstances, (iv) a general pervasive mood of unhappiness or depression, (v) a tendency to develop physical symptoms or fears associated with personal or school factors.
7. *Orthopedic /Physical Handicap* - any condition that interferes with a child's ability to use his or her body.
8. *Speech/Language Disorder* - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. *Cerebral Palsy* - is caused by damage to developing brain either before or during birth, or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. *Special Health Problem/Chronic Illness* - chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; that adversely affect a child's educational performance.
11. *Multiple Disabilities* - a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.

Reminders: 1. *Table 5 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.*
2. *Totals in this table will tally in columns for Learners with Exceptionalities (non-graded) in Tables 1 & 2.*

Certified True and Correct by :   Checked by District Office :   Verified by the Division Office :
School Head : _____   Head of the Office: _____   Head of the Office: _____

_____(Signature Over Printed Name)_____   _____(Signature Over Printed Name)_____   _____(Signature Over Printed Name)_____
Position Title   : _____ Date : _____   Position Title   : _____ Date : _____   Position Title   : _____ Date : _____

Table 6. LEARNERS WITH EXCEPTIONALITIES FROM SPED CLASSES OR SPED CENTERS LAST SCHOOL YEAR 2013-2014 MAINSTREAMED IN REGULAR CLASSES, SY 2014-2015 (As of June 6, 2014)

Area of Exceptionalities	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
With Diagnosis from Specialist:																
Visual Impairment																
Hearing Impairment																
Learning Disability																
Intellectual Disability																
Autism Spectrum Disorder																
Emotional-Behavioral Disorder																
Orthopedic/Physical Handicap																
Speech/Language Disorder																
Cerebral Palsy																
Special Health Problem/Chronic Illness																
Multiple Disabilities																
Based on Manifestation:																
Difficulty Seeing																
Difficulty Hearing																
Difficulty Walking, Climbing and Grasping																
Difficulty Remembering, Concentrating, Paying Attention and Understanding																
Difficulty Communicating																
TOTAL																

These are learners with exceptionalities previously enrolled in SPED classes/SPED centers but currently mainstreamed in regular classes.

Mainstreaming - the placement of a learner with exceptionality in regular educational programs and given special instruction in specific learning areas.

Box 3. LEARNERS WITH EXCEPTIONALITIES WHO NEVER ATTENDED ANY SPED CLASSES

Do you have Learners with Exceptionalities who never attended any SPED classes?
❑ Yes   ❑ No

Certified True and Correct by :

School Head : _____
                (Signature Over Printed Name)

Position Title   : _____ Date : _____

Checked by District Office :

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

Position Title   : _____ Date : _____

Verified by the Division Office :

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

Position Title   : _____ Date : _____

Table 7. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2014-2015 (As of June 6, 2014)

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

1. *Locally-funded teachers working in the school* - teachers not having plantilla positions and whose compensation is chargeable against the local budget.
   These are classified according to the following:
   a. *Special Education Fund (SEF) Teachers* - teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
   b. *Local Government Unit (LGU) funded Teachers* – teachers paid out of the general fund (not the SEF) of the LGU.
   c. *PTA-funded Teachers* – teachers who receive their salaries through the Parents-Teachers Association (PTA).
   d. *Others* – teachers who are being funded by neither one of the above.
2. *DepEd Subsidized Teachers* – teachers not having plantilla positions but paid by DepEd through honorarium.
3. *ALIVE Teachers* – teachers assigned to teach ALIVE classes.

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

Table 8. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2014-2015 (As of June 6, 2014)

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

Note: For the definitions, please refer to Teaching Personnel Data (Table 9).

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

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

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

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

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

Table 9. TEACHING PERSONNEL DATA (Nationally-funded). SY 2014-2015 (As of June 6, 2014)

Position Title	Number of positions assigned in the school per latest PSI-POP	NATIONALLY-FUNDED PERSONNEL																
		POSITIONS ASSIGNED IN THE SCHOOL										Personnel detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number actually working in the school			On leave	Position(s) vacant	Personnel detailed to					TOTAL (Col.5+Col.6 + Col.7+Col.11)						
							DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL		Male	Female	TOTAL	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
		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
a. Teaching Positions																	
Master Teacher IV																	
Master Teacher III																	
Master Teacher II																	
Master Teacher I																	
Teacher III																	
Teacher II																	
Teacher I																	
SPED Teacher V																	
SPED Teacher IV																	
SPED Teacher III																	
SPED Teacher II																	
SPED Teacher I																	
TOTAL																	
b. Assignment (Number of teachers actually working in the school):																	
Handling Kindergarten classes																	
Handling Grades 1-6																	
Handling SPED classes																	
Handling ALS classes (Mobile Teacher)																	
District ALS Coordinator																	
School ALS Coordinator																	
Handling Full Time Ancilliary Services																	
TOTAL																	

1. *Nationally-funded personnel* - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. *Number of positions assigned in the school per latest PSI-POP* - number of plantilla items assigned to the school.
3. *Number of teachers actually working in the school* - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. *On leave personnel* - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. *Position(s) vacant* - plantilla positions that are unfilled.
6. *Personnel detailed to DepEd office(s) within the division* - personnel assigned/designated to the district office or to the division office.
7. *Personnel detailed to Secondary school(s) within the division* - personnel assigned/designated to secondary schools within the division.
8. *Personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies* - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. *Personnel detailed from other school(s)/ DepEd office(s)* - personnel who are actually working in the school but whose items belong from secondary school(s) or from other DepEd office(s) like the district, division, regional, central office or from other school division(s).

Note: Includes Teacher Items Created for SY 2014-2015 whether filled or unfilled.

Reminders: *1. In Table 9 $_a$, totals in column 12 must tally with entries in column 2.*
      2. In Table 9 $_b$, if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.
      3. In Table 9 $_a$, totals in column 18 must tally with entries in Table 10 column 7.
      4. Totals in Tables 9 $_a$ & 9 $_b$ must tally.

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

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

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

Table 10. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2014-2015 (As of June 6, 2014)

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

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

Reminder: Totals in column 7 of this table must be equal to the totals in Tables 9 $_a$ & 9 $_b$ (column 18 - Total Nationally-funded personnel working in the school).

Table 11. NUMBER OF TEACHERS BY GRADE LEVEL
(Nationally-funded teachers actually working in the school),
SY 2014-2015 (As of June 6, 2014)

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

Reminders:
1. If a teacher is teaching more than one grade levels, he/she can be counted more than once.
2. Grade 5 and 6 of this table must be less than or equal to Grade 5 and 6 in Table 12.

Table 12. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT IN GRADE 5 AND 6
(Nationally-funded teachers actually working in the school), SY 2014-2015 (As of June 6, 2014)

Teaching Assignment	Grade 5			Grade 6		
	Male	Female	Total	Male	Female	Total
English						
Mathematics						
Filipino						
Science						
Makabayan						
SIBIKA/HEKASI						
H.E./E.P.P.						
E.K.A.W.P.						
M.S.E.P.						

Reminders:
1. If a teacher who is teaching more than one learning area or grade levels, he/she can be counted more than once.
2. Grade 5 and 6 of this table can be greater than or equal to Grade 5 and 6 in Table 11

Certified True and Correct by :

School Head   : _____

(Signature Over Printed Name)

Position Title   : _____ Date : _____

Checked by District Office :

Head of the Office   : _____

(Signature Over Printed Name)

Position Title   : _____ Date : _____

Verified by the Division Office :

Head of the Office   : _____

(Signature Over Printed Name)

Position Title   : _____ Date : _____

Box 4. AVAILABILITY OF WATER SUPPLY, SY 2014-2015 (As of June 6, 2014)

Water Supply Sources: (Check as appropriate)	❑ Local Piped Water	❑ Natural Source
	❑ Water Well/Deep Well	❑ Without Available Water Supply
	❑ Rainwater Catchments	

If *Local Piped Water*, check the appropriate water supply provider:

❑ Maynilad   ❑ Local water district   ❑ Others, please specify _____

❑ Manila Water   ❑ Local water cooperative

Average Cost of Monthly Bills/Maintenance: (Please indicate the amount) _____

What is the funding source? (Check as appropriate):

❑ School MOOE   ❑ School Canteen Fund

❑ LGU   ❑ Private Individual/Sector

❑ PTA   ❑ Others, please specify _____

1. *Local piped water* - water source coming from local water service providers.
2. *Water well* - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. *Rainwater catchment* - water sourced from rainwater and collected through a rainwater collector.
4. *Natural source* - water sourced from a spring or stream.
5. *Without available water supply* - without existing water supply at all.

Box 5. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2014-2015 (As of June 6, 2014)

Electrical Supply Sources: (Check as appropriate)	❑ Grid Supply
	❑ Off Grid Supply
	❑ Solar Power
	❑ Generator
	❑ Others, please specify _____
	❑ No source of electricity

Average Cost of Monthly Bills/Maintenance: (Please indicate the amount) _____

What is the funding source? (Check as appropriate):

❑ School MOOE   ❑ School Canteen Fund

❑ LGU   ❑ Private Individual/Sector

❑ PTA   ❑ Others, please specify _____

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

Certified True and Correct by :

School Head   : _____
        (Signature Over Printed Name)

Position Title   : _____   *Date* : _____

Checked by District Office :

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

Position Title   : _____   *Date* : _____

Verified by the Division Office :

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

Position Title   : _____   *Date* : _____

Table 13. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2014-2015 (As of June 6, 2014)

Types of Computer	NUMBER OF COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

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

    a. DepEd DCP - computers procured through the DepEd Computerization Program.

    b. DepEd non-DCP - computers procured through other DepEd downloaded funds.

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

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

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

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

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

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

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

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

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

    d. Desktop Virtual Terminal - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host. (Reminder: do not count the computer host).

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

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

Certified True and Correct by:

School Head : _____

            (Signature over Printed Name)

Position Title : _____ *Date* : _____

Checked by District Office:

Head of the Office : _____

            (Signature over Printed Name)

Position Title   : _____ *Date* : _____

Verified by the Division Office:

Head of the Office : _____

            (Signature over Printed Name)

Position Title   : _____ *Date* : _____

Box 6. DATA ON INTERNET CONNECTIVITY, SY 2014-2015 (As of June 6, 2014)

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

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

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

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

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

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

Table 14. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE

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

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

1. Types of Internet Connection:

a. *Wired* - internet connection using the phone lines from the service provider to a client.

b. *Fixed wireless* - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

c. *Satellite* - internet connection using satellite dish supplied by an internet provider.

d. *USB Modem* - internet connection using USB dongle (e.g. SMART Bro, Globe Tattoo).

2. Average Monthly Expense - average cost spent for the internet connection.

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ Date : _____

Checked by District Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ Date : _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ Date : _____

Box 7. SCHOOL SITE DATA

a. Mode of Acquisition of School Site:

Mode	Year Acquired
Donation	
Purchase	
Usufruct Agreement	
Expropriation	
Exchange (Land Swapping)	
Presidential Proclamation/Special Patent	
Others, pls.specify _____	

b. Proof of Ownership and Occupancy:
(Check as appropriate)

- ❑ Original Transfer Certificate of Title
- ❑ Tax Declaration
- ❑ Deed of Absolute Sale
- ❑ Deed of Donation
- ❑ Presidential Proclamation/Special Patent
- ❑ Contract of Usufruct
- ❑ Memorandum of Agreement/Lease Agreement
- ❑ Others, pls.specify _____

c. Legal Ownership Issues:
(Check as appropriate)

- ❑ Adverse Claim
- ❑ Encroachment
- ❑ Others, pls.specify _____

d. Total Land Area: _____ (in square meters)

1. *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* - is one whereby a person, through an act of liberality disposes a piece of land in favor of the government
      a.2. *Conditional Donation* - is one 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* - is one that is in effect during the lifetime of the donor.
      a.4. *Mortis Causa* - is one 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* - a school site was acquired 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* - a school site was acquired by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
   d. *Exchange (Land Swapping)* - a school site was acquired by exchanging an existing school site for a new site for justifiable reasons as identified by law.
   e. *Presidential Proclamation* - a school site was acquired by virtue of a declaration by the President under the procedures established by law.
2. *Proof of Ownership and Occupancy* - this refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
   a. *Original Transfer Certificate of Title* - a document evidencing the ownership of real property as issued by the Register of Deeds.
   b. *Tax Declaration* - 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.
   c. *Deed of Absolute Sale* - a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   d. *Deed of Donation* - a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   e. *Presidential Proclamation/ Special Patent* - a proclamation issued by the President reserving an untitled land for public use.
   f. *Contract of Usufruct* - 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.
   g. *Memorandum of Agreement/Lease Agreement* - a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
   h. *Others* - other documents that are competent proof of ownership and occupancy.
3. *Legal Ownership Issues:*
   a. *Adverse Claim* - a claim to the property against that of one who has either title and/or possession of the property.
   b. *Encroachment* - presence of illegal occupants/informal settlers.
4. *Total Land Area* - is the size in square meters of all areas designated as land used for some particular purpose such as school building.

Note: In case, the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

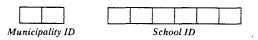*Position Title* : _____ *Date* : _____

Box 8. FEEDING PROGRAM, SY 2014-2015

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

    If Yes, what is the funding source of school feeding program? (Check as appropriate).

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

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

b. Availability of agriculture and fishery resources in the school : (Check as appropriate).

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

       ❑ Fish Pond ❑ Livestock ❑ None

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

    If Yes, what is the funding source? (Check as appropriate).

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

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

Table 16. DISASTERS/CALAMITIES

For the months of April and May 2014, which incidents occurred in your school and immediate surroundings?
(If applicable, check under the months that these occurred.)

Disasters/Calamities	April	May	Disasters/Calamities	April	May
Natural Hazards			*Human-Induced Hazards*		
Drought	❑	❑	Armed conflict as a result of organized crime *(terrorism, siege, etc.)*	❑	❑
Earthquake	❑	❑	Crime against school head/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	Crime against school property *(theft, robbery, arson)*	❑	❑
Flood	❑	❑	Crime against student/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑
Landslide	❑	❑	Crime against teacher/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❑	❑
Storm Surge	❑	❑	Fire *(Electrical wiring failure, etc.)*	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	Health Threat *(i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)*	❑	❑
Tsunami	❑	❑	Oil Spill	❑	❑
Volcanic Eruption	❑	❑	Security threat as a result of civilian violence *(bomb threats, kidnapping threats, hostage taking, shooting, etc.)*	❑	❑
Result of Disaster Incidences			Structural collapse *(as a result of engineering failures)*	❑	❑
School Used as an Evacuation Center	❑	❑	Others. Please specify _____	❑	❑

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

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

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

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

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

Municipality ID   School ID

Republic of the Philippines
DEPARTMENT OF EDUCATION
OFFICE OF PLANNING SERVICE
Research and Statistics Division

GOVERNMENT SECONDARY SCHOOL PROFILE

INSTRUCTIONS

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

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before **September 1, 2014**.

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

SCHOOL INFORMATION
SY 2014-2015

Name of School :
(Official name)

(If renamed, please indicate old name.)

Address :
\#   Street/Sitio/Purok   Barangay

Municipality   Province/City

Region :
Division :
Legislative District :
Tel. No. :
Mobile No. :
Fax No. :
E-Mail Address :
Date of Establishment :

Integrated School
(Please check appropriate box if the school is offering both elementary and secondary levels.)
☐ Yes (Please indicate School ID of Elementary level)
Elementary School ID:
☐ No

Annex/Extension School
(Please check appropriate box if the school is an annex/extension school.)
☐ Yes (Please indicate School ID of the Mother School)
Mother School ID:
☐ No

Implementing Unit
(Please check appropriate box if the school has book of accounts or has fiscal autonomy.)
☐ Yes   ☐ No

Night Classes
(Please check appropriate box if the school is offering night classes.)
☐ Yes   ☐ No

Certified True and Correct by :

School Head :
(Signature Over Printed Name)

Position Title :   Date :

Verified by the Division Office :

Head of the Office :
(Signature Over Printed Name)

Position Title :   Date :

Table 1. LEARNERS DATA, SY 2014-2015 (As of June 6, 2014)

Particulars	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		TOTAL (Grades 7-12)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT														
* Balik-Aral														
* CCT/4Ps Recipient														
* Indigenous Peoples Learner														
Learner in Alternative Delivery Modes														
a. Open High School Program (OHSP)														
b. Other School-Initiated Intervention														
* Muslim Learner														
* Repeater														
Transferee From Other Public Schools														
Transferee From Private Schools														
* Total Number of Classes														

*Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2014-2015.*

1. *Learner* - refers to an individual who may or may not be enrolled in one or multiple programs.
2. *Total Enrolment* - refers to the total number of learners enrolled in the school regardless of program.
3. *Secondary (Grades 7 to 12) Enrolment* - refers to the the third stage of compulsory basic education. It consist of four (4) years of junior high school education (grade 7 to 10) and two (2) years of senior high school education (grade 11 to 12). The entrant age to the junior and senior high school levels are twelve (12) and sixteen (16) years old respectively.
4. *Balik-Aral* - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
5. *CCT/4Ps Recipient* - refers to a learner whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD).
   These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14).
   (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
6. *Indigenous Peoples Learner* - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
7. *Learner in Alternative Delivery Modes (ADM)* - refers to a learner who is enrolled in Alternative Delivery Modes (i.e., alternative modalities of education delivery within the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out by helping them overcome personal, social, and economic constraints in schooling).
   This includes programs such as:
       a. *Open High School Program (OHSP)* - refers to the alternative mode of secondary education that addresses learning problems of Student-At Risk-of-Dropping-Out (SARDOs) who cannot join the regular class program due to justifiable reasons. These reasons may include physical impairment, employment, distance of home to school, education design, family problems and the like.
       b. *Other School-Initiated Interventions* - refer to innovative and homegrown interventions developed by schools to prevent the SARDO from dropping out and to increase their achievement rate.
8. *Muslim Learner* - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
9. *Repeater* - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
10. *Transferee from Other Public Schools* - refers to a learner who was enrolled in another public school the previous school year.
11. *Transferees from Private Schools* - refers to a learner who was enrolled in a private school the previous school year.
12. *Total Number of Classes* - refers to the number of classes by grade level from Grade 7 to Grade 12.

Reminder: Totals in this table will tally with the totals in Table 2.

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

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

Table 2. SECONDARY AGE PROFILE, SY 2014-2015 (As of June 6, 2014)

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

Note: Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2014-2015.

1. The total enrolment of the school as of June 6, 2014 will be distributed across grade levels, by single age or age group and by sex.

2. Computation of the age of learners will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of June 6, the age of the learner is counted as 12 years.

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

Certified True and Correct by :

School Head   : _____
(Signature Over Printed Name)

Position Title   : _____   *Date* : _____

Verified by the Division Office :

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

Position Title   : _____   *Date* : _____

Box 1. SHIFTING SCHEDULE, SY 2014-2015 (As of June 6, 2014)

Does the school implement shifting due to resource constraints? ☐ Yes   ☐ No

a. **If Yes, what kind of shifting schedule does the school implement?**

       ☐ **End-on Shift** (e.g. 6am-11am shift 1, 12pm-6pm shift 2, 6pm-9pm shift 3)

       ☐ **Overlapping Shift** (e.g. 6am-12pm shift 1, 9am-3pm shift 2, 12pm-6pm shift 3, 3pm-9pm shift 4)

       ☐ **Daily Rotation** (e.g. MWF shift 1, TThS shift 2)

       ☐ **Others, pls. specify** _____

b. **How many learners are there in:**

       Double Shift _____   Triple Shift _____   Quadruple Shift _____

Shifting - refers to adoption of time schedules for different sets of learners **due to resource constraints**.

Reminder: Night classes are not considered a shifting schedule.

Table 3. LEARNERS DATA BY PROGRAM, SY 2014-2015 (As of June 6, 2014)

Enrolment by Program	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		TOTAL (Grades 7-12)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Arabic Language and Islamic Values Education (ALIVE)														
Regional Science High School														
Special Program in the Arts														
Special Program in Foreign Language														
Special Program in Journalism														
Special Program in Science, Technology and Engineering														
Special Program in Sports														
Special Program in Technical Vocational Education														

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

Types of Special Programs:

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

Certified True and Correct by :

School Head   : _____

             (Signature Over Printed Name)

Position Title   : _____ *Date* : _____

Verified by the Division Office :

Head of the Division   : _____

             (Signature Over Printed Name)

Position Title   : _____ *Date* : _____

Table 4. LEARNERS DATA IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2013-2014 (As of June 6, 2014)

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

Certified True and Correct by :

School Head   : _____

(Signature Over Printed Name)

Position Title   : _____ Date : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title   : _____ Date : _____

Table 5. LEARNERS WITH EXCEPTIONALITIES DATA, SY 2013-2014 (As of June 6, 2014)

Area of Exceptionalities	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		TOTAL (Grades 7-12)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:														
Visual Impairment														
Hearing Impairment														
Learning Disability														
Intellectual Disability														
Autism Spectrum Disorder														
Emotional-Behavioral Disorder														
Orthopedic/Physical Handicap														
Speech/Language Disorder														
Cerebral Palsy														
Special Health Problem/Chronic Illness														
Multiple Disabilities														
Based on Manifestation:														
Difficulty Seeing														
Difficulty Hearing														
Difficulty Walking, Climbing and Grasping														
Difficulty Remembering, Concentrating, Paying Attention and Understanding														
Difficulty Communicating														
TOTAL														

The data in this table shall include all enrolled learners with exceptionalites.

Mainstreaming - the placement of a learner with exceptionality in regular educational programs and given special instruction in specific learning areas.

Areas of Exceptionalities:

1. *Visual Impairment* - an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
2. *Hearing Impairment* - an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
3. *Learning Disability* - a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. *Intellectual Disability* - formerly labeled as "mental retardation," it is defined as significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. *Autism Spectrum Disorder* - characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. *Emotional-Behavioral Disorder* - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (iii) inappropriate types of behavior or feelings under normal circumstances, (iv) a general pervasive mood of unhappiness or depression, (v) a tendency to develop physical symptoms or fears associated with personal or school factors.
7. *Orthopedic /Physical Handicap* - any condition that interferes with a child's ability to use his or her body.
8. *Speech/Language Disorder* - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. *Cerebral Palsy* - is caused by damage to developing brain either before or during birth, or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. *Special Health Problem/Chronic Illness* - chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; that adversely affect a child's educational performance.
11. *Multiple Disabilities* - a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.

Reminder: All learners with exceptionalities in secondary level are mainstreamed in the regular classes.

Certified True and Correct by :

School Head   : _____
                          (Signature Over Printed Name)

Position Title   : _____   *Date :* _____

Verified by the Division Office :

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

Position Title   : _____   *Date :* _____

Table 6. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2014-2015 (As of June 6, 2014)

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

1. *Locally-funded teachers working in the school* - teachers not having plantilla positions and whose compensation is chargeable against the local budget.
   These are classified according to the following:
   a. *Special Education Fund (SEF) Teachers* - teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
   b. *Local Government Unit (LGU) funded Teachers* – teachers paid out of the general fund (not the SEF) of the LGU
   c. *PTA-funded Teachers* – teachers who receive their salaries through the Parents-Teachers Association (PTA).
   d. *Others* – teachers who are being funded by neither one of the above
2. *DepEd Subsidized Teachers* – teachers not having plantilla positions but paid by DepEd through honorarium
3. *ALIVE Teachers* – teachers assigned to teach ALIVE classes.

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

Table 7. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2014-2015 (As of June 6, 2014)

		NATIONALLY-FUNDED PERSONNEL															
Position Title	Number of plantilla items in school per latest PSI-POP	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL (Col.5+Col.6+Col.7+ Col.11)				Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
		Male	Female	TOTAL			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL		Male	Female	Total			
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Vocational School Administrator III																	
Vocational School Administrator II																	
Vocational School Administrator I																	
Principal IV																	
Principal III																	
Principal II																	
Principal I																	
Head Teacher VI																	
Head Teacher V																	
Head Teacher IV																	
Head Teacher III																	
Head Teacher II																	
Head Teacher I																	
Guidance Coordinator																	
Guidance Counselor																	
Senior Bookkeeper																	
Bookkeeper																	
Disbursing Officer II																	
Disbursing Officer I																	
TOTAL																	

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

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

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ *Date :* _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ *Date :* _____

Table 8. TEACHING PERSONNEL DATA (Nationally-funded), SY 2014-2015 (As of June 6, 2014)

Position Title	Number of plantilla items in school per latest PSI-POP	NATIONALLY-FUNDED PERSONNEL																
		SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL (Col.5+Col.6+ Col.7+ Col.11)						
							DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL		Male	Female	Total	Male	Female	Total
		Male	Female	TOTAL											(Col.3+Col.13)	(Col.4+Col.14)	(Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
a. Teaching Positions																	
Instructor III																	
Instructor II																	
Instructor I																	
Master Teacher IV																	
Master Teacher III																	
Master Teacher II																	
Master Teacher I																	
Teacher III																	
Teacher II																	
Teacher I																	
SPED Teacher V																	
SPED Teacher IV																	
SPED Teacher III																	
SPED Teacher II																	
SPED Teacher I																	
TOTAL																	
b. Assignment (Number of teachers actually working in the school):																	
Handling Grades 7-12																	
Handling SPED classes																	
Handling Full Time Ancilliary Services																	
TOTAL																	

1. *Nationally-funded personnel* - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. *Number of plantilla items in school per latest PSI-POP* - number of plantilla items allocated to the school.
3. *Number of teachers actually working in the school* - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. *On leave personnel* - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. *Plantilla item(s) vacant* - plantilla positions that are unfilled.
6. *Plantilla personnel detailed to DepEd office(s)/sec. school(s) within the division* - personnel assigned/designated to the division office or to other secondary schools within the division.
7. *Plantilla personnel detailed to Elementary school(s) within the division* - personnel assigned/designated to elementary schools within the division.
8. *Plantilla personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies* - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. *Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)* - personnel who are actually working in the school but whose items belong from elementary/secondary school(s) or from other DepEd office(s) like the division, regional, central office or from other school division(s).

Note: Includes Teacher Items Created for SY 2014-2015 whether filled or unfilled.

Reminder: 1. In Table 8_a, totals in column 12 must tally with entries in column 2.
2. In Table 8_b, if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.
3. In Tables 8_a, totals in column 18 must tally with entries in Table 9 column 7.
4. Totals in Tables 8_a & 8_b must tally.

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

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

Table 9. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2014-2015 (As of June 6, 2014)

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

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

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

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

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

Table 10. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND BY SEX
(Nationally-funded teachers only), SY 2014-2015 (As of June 6, 2014)

Teaching Assignment	Grade 7		Grade 8		Grade 9		Grade 10	
	Male	Female	Male	Female	Male	Female	Male	Female
English								
Mathematics								
Filipino								
Science								
General Science								
Biology								
Chemistry								
Physics								
Araling Panlipunan								
Edukasyon sa Pagpapakatao								
Technology and Livelihood Education								
Home Economics								
Agri-Fishery Arts								
Industrial Arts								
Information and Communication Technology								
Music								
Arts								
Physical Education								
Health								

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

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

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

Table 11. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2014-2015 (As of June 6, 2014)

Types of Computer	NUMBER OF COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

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

    a. DepEd DCP - computers procured through the DepEd Computerization Program.

    b. DepEd non-DCP - computers procured through other DepEd downloaded funds.

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

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

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

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

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

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

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

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

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

    d. Desktop Virtual Terminal - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host. (Reminder: do not count the computer host).

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

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

Certified True and Correct by:

School Head : _____

             (Signature over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Division Office:

Head of the Office : _____

             (Signature over Printed Name)

Position Title : _____ *Date* : _____

Box 2. AVAILABILITY OF WATER SUPPLY, SY 2014-2015 (As of June 6, 2014)

Water Supply Sources: (Check as appropriate)	❏ Local Piped Water	❏ Natural Source
	❏ Water Well/Deep Well	❏ Without Available Water Supply
	❏ Rainwater Catchments	

If *Local Piped Water*, check the appropriate water supply provider:

❏ Maynilad   ❏ Local water district   ❏ Others, please specify _____

❏ Manila Water   ❏ Local water cooperative

Average Cost of Monthly Bills/Maintenance: (Please indicate the amount) _____

What is the funding source? (Check as appropriate):

❏ School MOOE   ❏ School Canteen Fund

❏ LGU   ❏ Private Individual/Sector

❏ PTA   ❏ Others, please specify _____

1. *Local piped water* - water source coming from local water service providers.
2. *Water well* - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifers.
3. *Rainwater catchment* - water sourced from rainwater and collected through a rainwater collector.
4. *Natural source* - water sourced from a spring or stream.
5. *Without available water supply* - without existing water supply at all.

Box 3. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2014-2015 (As of June 6, 2014)

Electrical Supply Sources: (Check as appropriate)	❏ Grid Supply	
	❏ Off Grid Supply	
		❏ Solar Power
		❏ Generator
		❏ Others, please specify _____
	❏ No source of electricity	

Average Cost of Monthly Bills/Maintenance: (Please indicate the amount) _____

What is the funding source? (Check as appropriate):

❏ School MOOE   ❏ School Canteen Fund

❏ LGU   ❏ Private Individual/Sector

❏ PTA   ❏ Others, please specify _____

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

Certified True and Correct by :

School Head   :   _____

                        (Signature Over Printed Name)

Position Title   :   _____   *Date :* _____

Verified by the Division Office :

Head of the Office   :   _____

                        (Signature Over Printed Name)

Position Title   :   _____   *Date :* _____

Box 4. DATA ON INTERNET CONNECTIVITY, SY 2014-2015 (As of June 6, 2014)

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

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

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

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

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

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

Table 12. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE

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

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

1. Types of Internet Connection:

 a. Wired - internet connection using the phone lines from the service provider to a client.

 b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

 c. Satellite - internet connection using satellite dish supplied by an internet provider.

 d. USB Modem - internet connection using USB dongle (e.g. SMART Bro, Globe Tattoo).

2. Average Monthly Expense - average cost spent for the internet connection.

Certified True and Correct by:

School Head : _____

   (Signature over Printed Name)

Position Title : _____ *Date :* _____

Verified by the Division Office:

Head of the Office : _____

   (Signature over Printed Name)

Position Title : _____ *Date :* _____

Box 5. SCHOOL SITE DATA

a. Mode of Acquisition of School Site:

Mode	Year Acquired
Donation	
Purchase	
Usufruct Agreement	
Expropriation	
Exchange (Land Swapping)	
Presidential Proclamation/Special Patent	
Others, pls.specify _____	

b. Proof of Ownership and Occupancy:
(Check as appropriate)
- ❏ Original Transfer Certificate of Title
- ❏ Tax Declaration
- ❏ Deed of Absolute Sale
- ❏ Deed of Donation
- ❏ Presidential Proclamation/Special Patent
- ❏ Contract of Usufruct
- ❏ Memorandum of Agreement/Lease Agreement
- ❏ Others, pls.specify _____

c. Legal Ownership Issues:
(Check as appropriate)
- ❏ Adverse Claim
- ❏ Encroachment
- ❏ Others, pls.specify _____

d. Total Land Area: _____ (in square meters)

---

1. *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* - is one whereby a person, through an act of liberality disposes a piece of land in favor of the government
      a.2. *Conditional Donation* - is one 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* - is one that is in effect during the lifetime of the donor.
      a.4. *Mortis Causa* - is one 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* - a school site was acquired 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* - a school site was acquired by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
   d. *Exchange (Land Swapping)* - a school site was acquired by exchanging an existing school site for a new site for justifiable reasons as identified by law.
   e. *Presidential Proclamation* - a school site was acquired by virtue of a declaration by the President under the procedures established by law.
2. *Proof of Ownership and Occupancy* - this refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
   a. *Original Transfer Certificate of Title* - a document evidencing the ownership of real property as issued by the Register of Deeds.
   b. *Tax Declaration* - 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.
   c. *Deed of Absolute Sale* - a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   d. *Deed of Donation* - a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   e. *Presidential Proclamation/ Special Patent* - a proclamation issued by the President reserving an untitled land for public use.
   f. *Contract of Usufruct* - 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.
   g. *Memorandum of Agreement/Lease Agreement* - a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
   h. *Others* - other documents that are competent proof of ownership and occupancy.
3. *Legal Ownership Issues:*
   a. *Adverse Claim* - a claim to the property against that of one who has either title and/or possession of the property.
   b. *Encroachment* - presence of illegal occupants/informal settlers.
4. *Total Land Area* - is the size in square meters of all areas designated as land used for some particular purpose such as school building.

Note: In case, the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Division Office :

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

Position Title : _____ *Date* : _____

Box 6. FEEDING PROGRAM, SY 2014-2015

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

If Yes, what is the funding source of school feeding program? (Check as appropriate).

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

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

b. Availability of agriculture and fishery resources in the school : (Check as appropriate).

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

❏ Fish Pond   ❏ Livestock   ❏ None

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

If Yes, what is the funding source? (Check as appropriate).

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

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

Table 13. DISASTERS/CALAMITIES

For the months of April and May 2014, which incidents occurred in your school and immediate surroundings?
(If applicable, check under the months that these occurred.)

Disasters/Calamities	April	May	Disasters/Calamities	April	May
Natural Hazards			*Human-Induced Hazards*		
Drought	❏	❏	Armed conflict as a result of organized crime *(terrorism, siege, etc.)*	❏	❏
Earthquake	❏	❏	Crime against school head/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❏	❏	Crime against school property *(theft, robbery, arson)*	❏	❏
Flood	❏	❏	Crime against student/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏
Landslide	❏	❏	Crime against teacher/s *(murder/homicide, physical injury, rape, sexual harassment, etc.)*	❏	❏
Storm Surge	❏	❏	Fire *(Electrical wiring failure, etc.)*	❏	❏
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❏	❏	Health Threat *(i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)*	❏	❏
Tsunami	❏	❏	Oil Spill	❏	❏
Volcanic Eruption	❏	❏	Security threat as a result of civilian violence *(bomb threats, kidnapping threats, hostage taking, shooting, etc.)*	❏	❏
Result of Disaster Incidences			Structural collapse *(as a result of engineering failures)*	❏	❏
School Used as an Evacuation Center	❏	❏	Others. Please specify _____	❏	❏

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

Certified True and Correct by :

School Head : _____

       (Signature Over Printed Name)

Position Title : _____ *Date :* _____

Verified by the Division Office:

Head of the Office : _____

       (Signature Over Printed Name)

Position Title : _____ *Date :* _____