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Republika ng Pilipinas

Kagawaran ng Edukasyon

Tanggapan ng Pangalawang Kalihim

OUA MEMO 00-1121-0256

MEMORANDUM

17 November 2021

For: **Regional Directors
Schools Division Superintendents**

Attention: **Chiefs**
(Education Support Services Division [ESSD] and
School Governance and Operations Division [SGOD])
Regional and Division Engineers
All Others Concerned

Subject: **ORIENTATION AND TRAINING ON THE
DEVOLUTION TRANSITION PLAN AND SERVICE DELIVERY
STANDARDS FOR THE SCHOOL BUILDING PROGRAM**

As mandated by Executive Order No. 138 s. 2021, the implementation of the Devolution Transition Plan (DTP) of the Department of Education (DepEd) should be made effective in January 2022. In line with the narrative and approved DTP of the DepEd (see **Annexes A and B**), the Education Facilities Division (EFD), with the assistance of the Bureau of Human Resource and Organizational Development (BHROD), will facilitate the **Orientation and Training on the DTP and Service Delivery Standards (SDS) for the School Building Program (SBP)**. See **Annex C** for details.

Specifically, this activity aims to orient DepEd Engineers, and ESSD and SGOD Chiefs on the DepEd DTP; and train DepEd Engineers on the SDS for SBP. Upon completion of this activity, the Schools Division Offices (SDOs) through their respective SGOD Chiefs and DepEd Engineers are expected to cascade the same orientation and capacity building to LGUs, particularly those in the 1st to 4th class municipalities. This is for them to start planning, programming and implementing the SBP in their locality.

Area Managers will coordinate with the regional focal persons on the mode of orientation and program flow. Participants are required to accomplish the registration form at bit.ly/devplanefdreg prior to the orientation. This is to gauge the number of attendees. On the day of the orientation, only registered participants will be admitted in the meeting room.

Office of the Undersecretary for Administration (OUA)

[Administrative Service (AS), Information and Communications Technology Service (ICTS), Disaster Risk Reduction and Management Service (DRRMS), Bureau of Learner Support Services (BLSS), Baguio Teachers Camp (BTC), Central Security & Safety Office (CSSO)]

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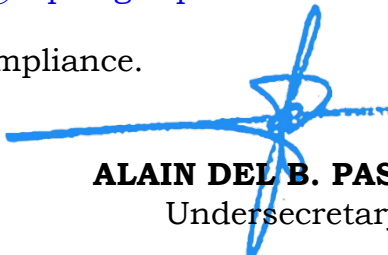



Kindly refer to the following details:

Date	Region	Remarks	Meeting Room Link (Zoom)
24 November 2021	I	To be managed by the Regional Office (RO) face to face	
02 December 2021	CAR	To be managed by the RO face to face	
06 December 2021	II and NCR	To be managed by EFD online	bit.ly/3qRsYX2 Passcode: R5bFKn
07 December 2021	III and IV-B	To be managed by EFD online	bit.ly/3FyguYv Passcode: 1Mmmh4
09 December 2021	IV-A	To be managed by the RO face to face	
14 December 2021 (AM)	V and XII	To be managed by EFD online	bit.ly/3coVmqY Passcode: 5LJeRL
14 December 2021 (PM)	VII and VIII	To be managed by EFD online	bit.ly/3CsBJc5 Passcode: Fcan5g
15 December 2021 (AM)	VI and IX	To be managed by EFD online	bit.ly/3oEDs9y Passcode: vgg1b3
15 December 2021 (PM)	X and XI	To be managed by EFD online	bit.ly/3FsG00Z Passcode: 2cFyhD
16 December 2021 (AM)	CARAGA	To be managed by EFD online	bit.ly/3x0P9uQ Passcode: f9b6ac

For more information, questions and concerns on this subject, please contact Ms. Kianna Areeje Gonzales, Administrative Assistant II of the EFD, through (+63) 956 253 2227 or email at kianna.gonzales@deped.gov.ph.

For immediate dissemination and compliance.



ALAIN DEL B. PASCUA
 Undersecretary



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THE DEVOLUTION TRANSITION PLAN OF THE DEPARTMENT OF EDUCATION



Executive Summary:

The devolution transition plan of the Department of Education rooted from the Local Government Code of the Philippines and is crafted to improve the delivery of the school building program. From DepEd handling the school building program for the public elementary and secondary schools across the country, LGUs will now take part in ensuring that all learners have access to quality physical school facilities which was an instruction from the Department of Budget and Management pursuant to the Executive Order no. 138. The 1st to 4th class municipalities and cities shall fund and implement the school building program in their locality in partnership with DepEd while the 5th to 6th class municipalities and cities will be under the responsibility of the department. Capacity building and close technical assistance to LGUs and other relevant internal and external stakeholders will be implemented by the Department to fully equip municipalities and cities in the devolution of the school building program. Furthermore, DepEd will conduct thorough monitoring and evaluation to maintain the minimum performance standards and specifications and to ensure that LGUs are assisted all throughout the process of constructing and repairing of education facilities.

I. Rationale

The 1991 Local Government Code (LGC) mandated the devolution of basic services to Local Government Units (LGUs), as the LGUs are deemed to be in a superior position to address the needs of their constituents and can deliver basic services better. To implement the LGC, Executive Order No. 138, s. 2021 titled "Full Devolution of Certain Functions of the Executive Branch to Local Governments, Creation of a Committee on Devolution, and for other purposes" was issued. Under EO No. 138, s. 2021, the functions, services, and facilities which shall be fully devolved from the national government to the LGUs no later than the end of FY 2024, shall include those indicated under Section 17 of RA No. 7160 and other existing laws which subsequently devolved functions of the national government (NG) to LGUs. Pursuant to EO no. 138, DBM and DILG issued the Joint Memorandum Circular no. 2021-2 otherwise known as the guidelines on the preparation of the devolution transition plans of National Government Agencies concerned in support of full devolution under EO 138, s. 2021. To expound more on the next steps in the devolution, DBM issued the National Budget Memorandum 138 and 140 capturing the expectations for LGUs to fund the delivery of activities devolved under R.A. No. 7160 and the framework on budget priorities in preparation of the FY 2022 agency proposals under Tier 2. Also, on the 5th of April 2021, DBM through a letter requested DepEd to submit the accomplished Devolution Transition Plans (DTPs) in order to guide the formulation of DepEd's budget proposal for FY 2022.

DBM identifying the school building program of DepEd as the program to be devolved proposed that the department shall address the school building needs of the 5th to 6th class municipalities and cities. This then served as the main basis for the crafting of DepEd's DTP. From the recent data basing on the planning standards of DepEd and its inventory, there are a total of 43,055 (91%) public elementary and secondary schools coming from the 1st to 4th class municipalities and cities while 4,344 (9%) are from 5th to 6th class municipalities and cities. With the number of schools existing, there remains a 120,320 (95%) classroom shortage from the 1st to 4th class municipalities and cities and 5,885 (5%) for the remain municipalities and cities. Aside from the classroom shortage discussed above, it is worth emphasizing that the Last Mile Schools (LMS) should be considered as top of the priority list of the LGUs for the School Building Program. Some of the LMS may not have shortage of classrooms but the state of the facilities of all LMS necessitates the construction of standard facilities to enable them to be at par with the schools in the town areas. Of the 9,225 identified Last Mile Schools, there still remains 9,055 schools that need intervention in terms of physical facilities and other resources. 7,927 or 88% of these LMS are located in 1st-4th class municipalities while 1,128 or 12% are located in 5th-6th class municipalities.

II. Definition of Terms

In DepEd's DTP, the following terms are defined/understood as follows:

- a. **Basic Education Facilities Fund (BEFF).** Fund appropriated from the General Appropriations Acts to the school building program which consist of the construction of

school buildings, repair/rehabilitation of school buildings, electrification of schools and school furniture program.

- b. **Education Facilities.** It refers to all physical school facilities of a school, instructional and non-instructional, consisting of the grounds, buildings, and the various facilities within the school grounds and inside the school buildings where teaching and learning takes place.
- c. **Last Mile Schools (LMS) Program.** This program addresses schools located in Geographically Isolated and Disadvantaged Areas (GIDAs), with less than four classrooms, usually makeshift and nonstandard ones; no electricity; no funds for repairs or new construction projects in the last four years; and a travel distance of more than one hour away from the center, accessible only through difficult terrain.
- d. **Minimum Performance Standards and Specifications (MPSS).** Provides the minimum standards for the design of school buildings which should be followed in the implementation of the program regardless of fund source.
- e. **Municipality and City Class.** Municipalities and cities in the Philippines are classified into various categories based on their average annual income during the last four calendar years as specified below:

Class	Municipalities	Cities
First	Obtained an average annual income of P15 million or higher	Obtained an average annual income of P30 million or higher
Second	Obtained an average annual income of P10 million or higher	Obtained an average annual income of P20 million or higher
Third	Obtained an average annual income of P5 million or higher	Obtained an average annual income of P15 million or higher
Fourth	Obtained an average annual income of P3 million or higher	Obtained an average annual income of P10 million or higher
Fifth	Obtained an average annual income of P1 million or higher	Obtained an average annual income of P5 million or higher
Sixth	Obtained an average annual income of less than P1 million pesos	Obtained an average annual income of less than P5 million pesos

Source: Executive Order No. 249, s. 1987

- f. **School Building Program (SBP).** The School Building Program of DepEd is one of its key initiatives, with the goal of addressing the shortage of classrooms in schools by the construction of new school buildings, water sanitation facilities, electrical connection upgrades, replacement of old and outdated structures and other education facilities, and the repair or rehabilitation of existing ones in order to provide a safe, secure, and conducive learning environment for our learners.
- g. **School-Based Management (SBM).** Refers to the policy decentralizing the decision-making authority from central, regional, and division levels to the individual schools, with the intent of bringing together school heads, teachers, students, as well as parents, the local government units, and the community at large to improve learning outcomes through effective schools (DO 44, s. 2015).

III. CONCEPTUAL FRAMEWORK

Shown below is the conceptual framework for the DTP. This is a visualization of the DTP of the Department that is used as a guide in seeing how the LGUs and the Department will work together in ensuring that the implementation of the DTP is successful and how they are interconnected in the implementation.



R.A. 7160, otherwise known as the Local Government Code of the Philippines together with the R.A. 9155 also known as Governance of Basic Education Act of 2001 serves as the center or the anchor of the entire DTP. Through the devolution, LGUs and DepEd will forge a stronger collaboration with the goal of achieving the devolved program's goals. Under the LGU, the school building program is tasked or assigned together with DepEd. The list of projects to be conducted and schools to be constructed or repaired will emanate from DepEd through its comprehensive educational facilities plan, regardless of fund source. On the other hand, DepEd will also empower the schools through the SBM and serve as the springboard when the devolution goes beyond the school building program. The four components of SBM which are school improvement, health and nutrition, sports development, and youth development reiterates the direction of DTP which starts on improving education facilities. Furthermore, this is to envision that improving the access and quality of education is not limited to building classrooms but to also tap on the other components of the education especially those that will sprout out of development and changes in the educational landscape. To enable the devolution, government resources will be utilized and appropriated to its projects and activities.

IV. IMPLEMENTATION STRATEGY

As a response of the Department of Education (DepEd), a technical working group was created wherein Undersecretary for finance was assigned as chairperson which is an extension of her roles and functions as the designated DepEd’s Communication Focal. The technical working group was tasked to collaboratively work with DBM, NGAs, and other stakeholders to create the devolution transition plan (DTP) of DepEd. Upon the collaboration and consultation, DepEd’s DTP was finalized and focused on devolving the School Building Program.

At the forefront of the DTP is the term “shared responsibility” and between LGU and DepEd, each have their own identified roles and responsibilities. As per agreement with DBM, 1st to 4th class municipalities and cities shall take charge of the programs under the BEFF for their own locality while for the 5th to 6th class municipalities, DepEd will be responsible. LGUs taking charge of the School Building Program equates to full responsibility on the following: first, discussion with the School Governing Council (SGC) on the planning and programming for SBP; second, allotment of budget for the SBP from the IRA; third, coordination with DepEd on the priority school building projects; fourth, implementation of the SBP; fifth, regular monitoring and actual implementation of the project to ensure compliance of the contractor on the set plans and specifications of the building; sixth, turning over of the completed school building to DepEd; and seventh, conduct regular repair and maintenance of the completed structure.

On the other hand, the following are roles and responsibilities of DepEd: first, as chairman of the local school board, the schools division superintendent laying down the total resource requirements of the schools under its jurisdiction and the proposed plans and programs; second, with the assistance of the LGU, fast-tracking of the acquisition and titling of school sites not only for the 5th and 6th class municipalities, but also for 1st to 4th class; third, through the DepEd engineers, preparation of the comprehensive school facilities development plan for all the schools under its jurisdiction; fourth, coordination with the office of the provincial, municipal, or city engineer on the status of implementation of the SBP program; and fifth, regular monitoring and inspections of projects being implemented by the LGU and assistance in the resolution of issues and concerns that may arise during the implementation of the project. In addition, DepEd should also monitor school building maintained by LGUs and recommend those schools which have substandard structures or those found to be unsafe needing repair, and/or transfer or relocation of sites due to its condition that is hazardous to the school populace. Lastly, DepEd shall update the inventory of school building to include those provided by the LGUs and tagged as LGU-owned-and-maintained structure.

In summary, the roles of DepEd and LGUs are as follows.

	LGU	DepEd
1st and 4th class municipalities	<ul style="list-style-type: none"> • Fund the construction of School Buildings • Site Validation/ Assessment • Procurement 	<ul style="list-style-type: none"> • Prepare the priority list of schools to be recipient of the School Building Program in accordance with its existing criteria and planning parameters

	<ul style="list-style-type: none"> • Implementation of the Actual Construction • Completion and Turn-Over of the School Building • Provide assistance in securing site ownership documents of schools • Issue necessary permits for construction 	<ul style="list-style-type: none"> • Training and Capacity Building • Provision of the service delivery standards
5th and 6th class municipalities	<ul style="list-style-type: none"> • Provide assistance in securing site ownership documents of schools • Issue necessary permits for construction 	<ul style="list-style-type: none"> • Fund the construction of School Buildings from its Basic Education Facilities Funds and Last Mile Schools Program <p>Through DPWH, conducts:</p> <ul style="list-style-type: none"> • Site Validation/ Assessment • Procurement • Implementation of the Actual Construction • Completion and Turn-Over of the School Building

To enact the devolution transition plan of DepEd the following are set as next steps: orientation of DepEd Central, Regional, and Schools Division Offices' engineers shall be conducted followed by the capacity building of LGUs on the SBP; orientation of the DepEd Central Regional, and Schools Division officials on the DTP of SBP; capacity building of LGUs on the implementation and monitoring of the SBP; dissemination of information to all concerned stakeholders regarding the DTP of DepEd through a communication plan; and the conduct of regular monitoring and performance assessment of the school building program. On the case of offices to be abolished, merged, transferred or created, it shall not be applicable to the Department of Education as well as positions to be transferred, reclassified, converted, retitled, abolished, and/or created. Furthermore, a monitoring and evaluation system will be established by DepEd in partnership with the LGU. These activities are planned from the end quarter of 2021 to 2024. a

With the wide scope of SBP since it involved projects and activities beyond construction of new school building facilities, strong collaboration between DepEd, LGUs, and all concerned stakeholders shall be the main key for its success. Thus, "bayanihan" will play a major role in achieving not only access, but also quality education under the devolution transition plan.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX A

Matrix on the Unbundling of Programs, Projects, and Activities (PPAs) of the National Government Agencies (NGAs)
to Different Levels of Government[Department of Education]

Function/Service/Facility/ Program/Project/Activity [1]			Assignment per Level of Government (NG – National Government; P – Province; C – City; M – Municipality; B – Barangay) Please tick off/mark appropriate column(s) [2]					Appropriation in FY 2021 GAA (in PhP M) [3]	Legal Basis [4]	Decentralization Principle and Other Remarks [5]
			NG	P	C	M	B			
1.	1.	Construction/Replacement/Repair/Rehabilitation of School Buildings/Electrification Program/School Health Facilities/School Furniture Program under the Basic Education Facilities Funds	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	2,935,000,000.00	GAA 2021 R.A. 9184 DepED Order No. 35, s. 2017; R.A. No. 10533 EO 138 s. 2021	(n/a)
2.	0.	Construction of School Buildings under the Last Mile Program	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	1,500,000,000.00	R.A. 9184 DepED Order No. 59, s. 2019	(n/a)
		1. Identification of list of public elementary and secondary schools with classroom requirements	/	/	/	/	(n/a)	(n/a)	(n/a)	DepEd Central Office (CO) through the Planning Service and the Education Facilities Division (EFD) provides policies in the manner of prioritization and identification of schools that

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]			Assignment per Level of Government (NG – National Government; P – Province; C – City; M – Municipality; B – Barangay) Please tick off/mark appropriate column(s) [2]					Appropriation in FY 2021 GAA (in PhP M) [3]	Legal Basis [4]	Decentralization Principle and Other Remarks [5]
			NG	P	C	M	B			
										will be the beneficiaries of the program. This is aligned with the directions of the department to address classroom shortages in every school. Standard parameters and guidelines on how to address classroom deficits must be established and this should be the basis of the Regional Office (ROs) and Division Offices (DOs) in the finalization of their Comprehensive School Facilities Development Plan (CSFDP) which will also aide the Local Government Units (LGUs) in their planning and budgeting for the School Building Program (SBP).
		2. Establishment of a Comprehensive School Facilities Development Plan	/ (Including DepEd Regional Offices and Division Offices)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	Based on the analysis of the Physical Facilities Requirements of Schools following the parameters and guidelines set by DepEd CO, the Regional and Division Offices through the Division Engineer (DE), will prepare a Comprehensive School

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Assignment per Level of Government (NG – National Government; P – Province; C – City; M – Municipality; B – Barangay) Please tick off/mark appropriate column(s) [2]					Appropriation in FY 2021 GAA (in PhP M) [3]	Legal Basis [4]	Decentralization Principle and Other Remarks [5]		
	NG	P	C	M	B					
								Facilities Development Plan which may be a short or medium-term plan. This plan shall encompass all the requirements of the schools as laid down by the engineers based on the initial assessment they have conducted. Schools are also listed according to priority following this plan. The document shall serve as the reference of the LGUs in their planning and budgeting for the School Building Program.		
		3. Validation (site assessment, buildable space and building type) of priority schools identified for the proposed construction of classrooms	/	/	/	/	/	(n/a)	(n/a)	The conduct of site assessment will be generally spearheaded by DepEd, with the presence of the technical representatives from the province/municipality or city, particularly the from the Office of the Provincial/Municipal or City Engineering Office for them to be aware of the site condition of the proposed project and the appropriate type of building to be

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Assignment per Level of Government (NG – National Government; P – Province; C – City; M – Municipality; B – Barangay) Please tick off/mark appropriate column(s) [2]					Appropriation in FY 2021 GAA (in PhP M) [3]	Legal Basis [4]	Decentralization Principle and Other Remarks [5]	
	NG	P	C	M	B				
								constructed. All the findings in the said assessment must be considered in the finalization of the Detailed Engineering Designs (DEDs) and the Detailed Estimates (DEs) and therefore must be implemented in the site. The presence of Barangay Officials will ensure the check and balance and ensure that all important aspects will be included in the final programming.	
	4. Preparation and Finalization of Detailed Engineering Designs (DED) and Detailed Estimates (DE)	/ (through DepEd Division Offices)	/	/	/	(n/a)	(n/a)	(n/a)	Similar to the validation process, the preparation and finalization of the DEDs and DEs shall be spearheaded by the Provincial/Municipal/City Engineering Office (PEO/MEO/CEO) in collaboration with the DepEd Division Office who shall provide the final approval and concurrence of the final plans and program of works for each particular project. During the implementation of the construction program,

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Assignment per Level of Government (NG – National Government; P – Province; C – City; M – Municipality; B – Barangay) Please tick off/mark appropriate column(s) [2]					Appropriation in FY 2021 GAA (in PhP M) [3]	Legal Basis [4]	Decentralization Principle and Other Remarks [5]
	NG	P	C	M	B			
								the LGU will use the standard designs and specifications set by DepEd, it is important for DepEd and the respective PEOs/MEOs to ensure that corresponding additional designs as a result of the conducted site validation are included in the plans and detailed estimates (e.g. special foundations, site embankment, slope protection, water system, etc.).
5. Procurement of Civil Works	/ (monitoring of procurement activities)	/	/	/	(n/a)	(n/a)	RA9184 (Government Procurement Reform Act)	While the respective provinces/municipalities/cities will conduct the procurement activities for each approved project, in accordance with the Implementing Rules and Regulations of RA 9184, the DepED CO through the Education Facilities Division (EFD) and its respective regional and division offices shall oversee and observe the conduct of this activity. The LGU shall invite DepEd representatives as an

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Assignment per Level of Government (NG – National Government; P – Province; C – City; M – Municipality; B – Barangay) Please tick off/mark appropriate column(s) [2]					Appropriation in FY 2021 GAA (in PhP M) [3]	Legal Basis [4]	Decentralization Principle and Other Remarks [5]
	NG	P	C	M	B			
								observer in the whole procurement process.
6. Contract Implementation and Completion	/	/	/	/	(n/a)	(n/a)	RA9184 (Government Procurement Reform Act Annex E – Contract Implementation Guidelines for the Procurement of Infrastructure Projects)	While the whole contract implementation process will be generally delivered by the concerned LGU, the DepEd CO through the EFD and its respective field offices shall be part of the inspection team which should conduct the necessary inspections particularly in critical activities of the construction and during final inspection and prior to the turn-over and acceptance of the buildings by DepEd. The completed projects shall be turned over to DepEd to include it in the book of accounts.
7. Monitoring	/	/	/	/	/	(n/a)	(n/a)	Monitoring shall be made at all levels of governance to ensure adherence to the standard quality, agreed cost, and timely delivery of the project.

Annexes for the Devolution Transition Plans of National Government Agencies

Prepared by: 
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Approved by: 
SEC. LEONOR MAGTOLIS BRIONES
Department/Agency Head

Legend:

- [1] Specifies the department/agency devolved function, service, facility, program, project, and/or activity (PPA) to be disaggregated or unbundled per level of government, including all devolved services which are already being performed by the LGUs (Note: The PPA may not necessarily correspond to a line item in the agency budget.)
- [2] Identifies which level of government the function/service/facility/PPA shall be appropriately assigned to
- [3] Indicates the corresponding budget tagged on each function/service/facility/PPA and the budget assigned per level of government, if feasible
- [4] Identifies the pertinent legal bases directing or mandating the assignment and devolution of the function/service/PPA to local governments, indicating the year the function/service/facility/PPA was devolved, e.g., Republic Act No. 7160 [Local Government Code (LGC) of 1991] and pertinent laws/executive issuances
- [5] Discusses briefly the principle/s governing the devolution/decentralization of the function/service/PPA, rationale/justifications and other important considerations, specifically identifying and disaggregating the PPAs assigned to the central office (CO), regional offices (ROs), down to each level of LGU

Notes and Guide Questions:

1. The purpose of this template is to help the national government agencies (NGAs) think through and provide greater clarity in the assignment of functions across the different levels of government. When government functions are broadly articulated, many of them would appear to be the shared responsibility of both the national and local governments. This may result in the duplication of efforts on the part of both the national and local governments and/or in an overall failure to meet the demand for much needed services. At the same, it tends to blur the lines of accountability and responsibility of the national government vis-à-vis the local government units (LGUs). Hence, the detailed specifications of the duties and responsibilities that will be retained by the departments and agencies versus those that can be devolved to the LGUs are important. Thus, the NGAs are strongly advised to consult their respective operations units, including regional offices, to seek the lessons they have learned, and consult with the LGUs to seek their inputs, as emphasized during the consultation meetings.
2. In more specific terms, this template is designed to assist the NGAs to unbundle or deconstruct their PPAs in such a way that each component part of an NGA's PPA may exclusively be assigned to different levels of government, and in a manner that is aligned with the list of functions assigned to the different levels of LGUs under the 1991 LGC, as well as other relevant laws (Refer to column [4]).

PPAs are a detailed disaggregation of activities and projects under a function. They should not be construed to be the same as a program, activity and project (PAP) or line item under the agency budget. PPAs may, but not necessarily, be the same as an agency budget line item.

3. Relatedly, identifying and disaggregating the PPAs from those to be assigned to the CO, ROs, down to each level of LGU, will avoid redundancies and/or unnecessary overlaps. The agency should provide sufficient/strong justification/explanation for the proposed retention of a PPA under the NG. These shall be discussed in column [5].
4. The decomposition of broadly articulated government functions by level of government may be done in a number of ways.

Annexes for the Devolution Transition Plans of National Government Agencies

One, broadly defined sectors/functions may be decomposed in terms of their national-local dimension on the basis of whether the benefits of the services provided are national or local in scope, e.g., national highways versus provincial/city/municipal roads.

Two, broadly defined sectors/functions may also be unbundled along management functions, i.e., (i) policy formulation and standards setting, (ii) regulation and/or enforcement of standards, (iii) planning, (iv) financing, (v) implementation or actual service delivery, and (vi) monitoring and reporting. Typically, policy formulation and standards setting are assigned to the national government, while implementation (or at least some aspects of it) may be assigned to the local governments. At the same time, different aspects of enforcement of standards may be assigned exclusively to different levels of governments.

Three, broadly defined sectors/functions may also be decomposed in terms of their sub-competencies, e.g., education may be broken down into elementary, secondary, technical and vocational education and training, and tertiary sub-sectors.

5. Here are some questions that may help the NGAs in this unbundling exercise:

- For each one of the NGA's PPA,
 - a) Does the LGC or other pertinent pieces of legislation give the LGUs the sole responsibility for the administration, provision, and/ or delivery of goods and services that are associated with the specified PPA in its entirety?
 - b) Is it possible to decompose the specified PPA into its component parts, such that any one of these component parts are assigned exclusively to the LGUs either on the basis of the LGC or other pertinent laws?
- For each one of the component parts of any given PPA,
 - a) Are the benefits resulting from the implementation/performance of the specified component part of the PPA enjoyed exclusively by the constituents of a specific level of LGU?
 - b) Does the specified component part of the PPA have benefits that spill over outside the territorial jurisdiction of a specific level of LGU?
 - c) Are there economies of scale involved in the delivery of the specified component part of the PPA? Is the average size province large enough to implement the specified component part of the PPA? How about the average size city or municipality?
 - d) How big a role does the specified component part of the PPA have in the attainment of the government's overall redistributive goal?

Additional details on the differentiation of the PPAs that can be assigned to the agency CO, ROs, provinces, cities, municipalities and barangays can further be explained in column [5]. The more exclusive the PPAs (and the more specific their description) to be assigned to the CO, ROs and the different LGU levels, the better for assignment and accountability purposes.

6. The accomplished template is intended to be shared with the different levels of LGUs for their reference and guidance. Hence, this should also cover all services and facilities which have already been devolved to the LGUs in the previous years. Such devolved functions and services may be indicated at the end of the matrix and briefly discussed in column [5].
7. This template is also intended to assist the fiscal oversight agencies to have baseline information for the budgetary resources that are allocated for each one of the component parts of an NGA's PPAs. In order to do this, the total budget of an NGA's PAP as provided under the FY 2021 GAA shall be indicated. Based on the unbundling of functions/services, the NGA should be able to specifically identify which components of the PPAs are for assignment to the LGUs. The corresponding budget tagged on said components of the PPA shall also be disaggregated per level of government. The total amount indicated in all levels of government per component should correspond to the total budget of the pertinent PAP under the FY 2021 GAA (Refer to column [3]).

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX B

Implementation Strategy and Phasing of Devolution Transition Activities

[Department of Education]

Part I: General Implementation Strategy and Timeline (or Roadmap) of Devolution Transition Activities

Function/Service/Facility/ Program/Project/Activity [1]	Strategy [2]	Timeline/Schedule [3]	Level of Local Government Unit (LGU) [4]	Expected Output/Outcome [5]	Responsible Organization / Unit [6]	Success Indicator for Target LGUs [7]
Construction/Replacement/Repair/Rehabilitation of School Buildings/Electrification Program/School Health Facilities/School Furniture Program under the Basic Education Facilities Funds and Last Mile Schools Program	The strategy of DepEd for the devolution of this function to the LGUs will be on composed of consultation meetings, orientation, and capacity building activities to ensure that necessary preparations and implementation mechanisms are properly put in place to ensure the smooth transition and implementation of the programs.					
1. Consultation with the DILG, DPWH and other relevant NGAs	Conduct a Consultative Meeting with various National Government Agencies to consult DepEd's draft DTP	September 2021	NGAs – DILG, DPWH, ULAP, LMP, DBM, NEDA	Discussed the proposed DepEd DTP and gathered recommendations and other inputs that will help in the finalization of the said plan	DepEd Technical Working Group (TWG) for the Devolution Transition Plan (DTP)	All agreed inputs for the Devolution Transition of the Department of Education are incorporated
2. Orientation of the Regional Development Councils (RDCs) on the Devolution Transition Plan of the Department of Education	Consultation with the various RDCs on the Final DTP of DepEd	October 2021	NEDA – RDCs (with Provincial Governors)	DepEd's Devolution Transition Plan (DTP) is concurred by the NEDA-RDCs through a motion of	DepEd Technical Working Group (TWG) for the Devolution	All RDCs provide concurrence to the Devolution Transition Plan of the Department of Education

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Strategy [2]	Timeline/Schedule [3]	Level of Local Government Unit (LGU) [4]	Expected Output/Outcome [5]	Responsible Organization / Unit [6]	Success Indicator for Target LGUs [7]
				acceptance or support to the DTP of the DepEd.	Transition Plan (DTP)	
3. Orientation of DepEd Engineers on the DepEd Devolution Transition Plan and Training for the capacity building of LGUs on the School Building Program	Conduct of Virtual Orientation	November 2021	DepEd Regional and Division Engineers Regional ESSD Chiefs Division SGOD Chiefs	DepEd Engineers are aware of the details of the service delivery standards of DepEd's Devolution Transition Plan and are capacitated to orient and train their LGU counterparts on the various aspects of the implementation of the School Building Program.	DepEd Office of the Undersecretary for Administration (OUA) and DepEd Education Facilities Division (EFD) DepEd Bureau of Human Resource and Organizational Development (BHRD)	All DepEd Officials and Engineers are capable in training the LGUs on the DepEd's Service Delivery Standards (SDS) Manual for the School Building Program
4. Orientation of DepEd Central, Regional, and Schools Division Officials	Conduct of Virtual Orientation	December 2021	DepEd Central, Regional, and Division Officials	DepEd Central, Regional, and Division Officials, are oriented on the Devolution Transition Plan	Office of the Undersecretary for Finance (OUF) DepEd Bureau of Human Resource and Organizational Development (BHRD)	All DepEd Officials are oriented on the Devolution Transition Plan All the School Heads are oriented by the Schools Division Offices on the Devolution Transition Plan

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Strategy [2]	Timeline/Schedule [3]	Level of Local Government Unit (LGU) [4]	Expected Output/Outcome [5]	Responsible Organization / Unit [6]	Success Indicator for Target LGUs [7]
5. Capacity Building for LGUs on the implementation and monitoring of the School Building Program	Regional conduct of capacity building of LGUs on the standard designs of school buildings which is targeted to be commenced by November 2021	December 2021 to Jan 2023 (To consider change management after the election period)	Office of the Provincial/Municipal/City Engineering Office and Finance Department	Capacity building on DepEd Service Delivery Standards for the School Building Program are conducted for various LGU personnel who will be involved in the implementation of the program which will also ensure the smooth implementation of the quality completion and timely delivery of the school building construction project.	DepEd Office of the Undersecretary for Administration (OUA) and DepEd Education Facilities Division (EFD) DepEd BHRD	All LGUs (except those in the 5 th and 6 th class municipalities and cities) through the Office of the Provincial/Municipal/City Engineering Office properly implement and monitor the School Building Program following the DepEd's Service Delivery Standards for the School Building Program
6. Communications Plan for the DepEd Devolution Transition Plan for the School Building Program	Development and implementation of Angat Lokal brand-aligned FAQs and communication content plan explaining the Devolution Plan for the School Building Program	November 2021 to January 2023	Information Officer of the LGUs at the Provincial, Municipal, City level	DepEd Information Officers and LGU Information Officers are aligned in their communication efforts on the Devolution Transition Plan for the School Building Program	DepEd Public Affairs Service (PAS)	All DepEd Field Offices and LGUs have their contextualized and localized version of the communications plan on the Devolution Transition Plan for the School Building Program DepEd and LGU information officers can provide accurate

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Strategy [2]	Timeline/Schedule [3]	Level of Local Government Unit (LGU) [4]	Expected Output/Outcome [5]	Responsible Organization / Unit [6]	Success Indicator for Target LGUs [7]
						information regarding the DepEd's Devolution Transition Plan
7. Conduct of regular monitoring and performance assessment of the LGUs	Conduct regular assessment and monitoring of the performance of the LGUs to determine gaps and needed interventions to improve DepEd's technical assistance to the LGUs. Feedback mechanisms will also be applied.	January 2022 – December 2024	Provincial/Municipal/City Engineering Office	<ul style="list-style-type: none"> • Improved capabilities of LGUs to implement the School Building Program; • Update SDS manual if necessary 	DepEd Planning Service (PS) and EFD	All of the LGUs identified for implementation of the School Building Program will already have the full capacity and capabilities to implement the School Building Program by the end of 2024.

Annexes for the Devolution Transition Plans of National Government Agencies

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Department/Agency Head

Legend:

- [1] Specifies the department/agency devolved function, service, facility, or PPA
- [2] Describes the strategies and activities to be undertaken by the NGA starting 2021, 2022 and in the medium term, e.g., consultations with offices involved, the Regional Development Councils and target LGUs to plan the strategy; rolling out of delivery standards to capacitate the LGUs; development of and entering into memoranda of agreement (MOAs) with the LGUs for capacity building; implementation of the devolution and monitoring of devolved functions; participation in training programs to be set up and coordinated by the DILG-Local Government Academy; conduct of demonstration projects with the LGUs, etc., to successfully help the LGUs to implement and manage the devolved services relevant to the PPAs to be scaled down/phased out, so as not to create a vacuum in the delivery of the pertinent basic services, including the rationale for the proposed strategies
- [3] Provides the approximate timeline/schedule of the activities to be done per strategy and activity, specifying the date/month/quarter, as feasible
- [4] Identifies which level of LGU will be involved in the activities, i.e., P/C/M/B, including the specific unit/personnel in the LGU that needs to be capacitated, if applicable
- [5] Indicates the expected results per strategy (outcomes), and per activity (outputs)
- [6] Identifies the organization/unit responsible in the department/agency for each devolution transition activity
- [7] Provides a set of quantitative/measurable values to evaluate the success or achievement of a particular devolution transition strategy or activity

Notes:

- This matrix shall present the details of the phasing of the devolution transition activities to the LGUs, taking into consideration their capacity and resources, and as well as the impact of the devolution on their delivery of services/programs and growth.
- In phasing the devolution transition, the agency may first delimit the scope of work by considering the set of LGUs most important in meeting their sector outputs and outcomes. Secondly, the agency should consider their resources and capacity by initially devolving activities to the richer and more capable 1st to 4th class LGUs, and providing technical assistance to help them take over the function and implement them well. In this manner, focus can be given to the LGUs or areas which exhibit the most deficiencies/shortfalls in meeting sector outputs and outcomes but which have the least resources and capacities. Another suggestion is to try to phase the assistance (e.g., cost-sharing, implementation and management assistance) in a manner that will enable the different sets of LGUs to finally take over the funding and management of the function after a specific number of year/s before going to the next ones, which may be a win-win situation for both the NGA and the LGUs.
- The specific list of priority or pilot LGUs which shall be assuming the devolved PPAs that will be scaled down/phased out by the NGA per devolution phase may be included as an attachment to this Annex, if already identified.
- The checklist of criteria and conditions necessary to determine the readiness of the LGUs to take on and manage the delivery of the devolved services shall also be included as an attachment to this Annex.
- The strategies and activities indicated under column [2] shall be further detailed and supported by the modes of technical assistance to be provided by the NGA to the LGUs under Annex E.
- Roadmaps, Gantt Charts, among other tools, may be presented to show the implementation schedule and phasing of the NGA devolution transition activities.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX C-1

Registry of Service Standards for the Delivery of Devolved Functions, Services and Facilities

[Department of Education]

Function/ Program/ Project/ Activity and Corresponding Service* [1]	Local Government Unit (LGU) Level and Office/Unit to Use the Standard [2]	Beneficiar y/ User [3]	Service Delivery Standards [4]								Title of References [5]	Updating Status [6]	
			OUTPUT		PROCESS	INPUT			Fee to Avail Service (if any) [4.8]	Other Standards [4.9]			
			Specifications of Service [4.1]	Quality of Service [4.2]	Procedural Standards [4.3]	Resource Inputs [4.4]	Standard Cost to Deliver the Service [4.5]	Technical Specifica- tions of Input [4.6]					Qualification / Competency of Service Provider [4.7]
Provision of support to education services: Construction/Replacement/Repair/Rehabilitation of School Buildings													
Construction/R eplacement/Re pair/Rehabilitat ion of School Buildings/Elect rification Program/Scho ol Health Facilities/Scho ol Furniture Program under the Basic Education Facilities Funds	Provincial/City/ Municipal Engineering Office	Learners from all Public Elementary and Secondary Schools Nationwide	<ul style="list-style-type: none"> Constructed school buildings in accordance with the Minimum Performance and Standard Specifications (MPSS) of the DepEd; Sufficient number of School Buildings are constructed by the LGU to accommodate learners with a ratio of 1 	<ul style="list-style-type: none"> Completed School Building in accordance with the MPSS of the Department; Timely delivery of the completed structure. School Buildings are available before the start of the school year. Completed School 	<ul style="list-style-type: none"> Conduct of site validation and assessment to determine site conditions and appropriate building types to be constructed; Finalization of the Detailed Engineering Plans and Detailed Estimates 	<ul style="list-style-type: none"> LGU technical personnel to handle the preparation of the Detailed Engineering Designs and Detailed Estimates, procurement and construction monitoring of the projects; Valid Site Ownership documents of the recipient schools of the programs; 	<ul style="list-style-type: none"> Unit cost per classroom is Php 1.5 Million for single storey buildings Php 2.5 Million for multi-storey buildings Php 650 Thousand per classroom for repair/rehabilitation 	<ul style="list-style-type: none"> DepEd Minimum Performance and Standard Specifications (MPSS) for School Buildings DepEd Repair Parameters 	Compliant with the legal, technical and financial requirements set under RA 9184	N/A	<ul style="list-style-type: none"> DepEd Minimum Performance Standard Specifications for School Buildings (DO 64 s. 2017) DepEd Minimum Performance Standard Specifications for School Buildings (Alternative Constructio 	<ul style="list-style-type: none"> DepEd Educational Facilities Manual Construction Monitoring Manual for Schools Buildings (For Engineer) Guidelines in the booking up of completed school building projects 	<p>Updated 2010, ongoing updating</p> <p>Ongoing Updating</p> <p>Ongoing updating of the DepEd Order</p>

Annexes for the Devolution Transition Plans of National Government Agencies

Function/ Program/ Project/ Activity and Corresponding Service* [1]	Local Government Unit (LGU) Level and Office/Unit to Use the Standard [2]	Beneficiar y/ User [3]	Service Delivery Standards [4]								Title of References [5]	Updating Status [6]
			OUTPUT		PROCESS	INPUT			Fee to Avail Service (if any) [4.8]	Other Standards [4.9]		
			Specifications of Service [4.1]	Quality of Service [4.2]	Procedural Standards [4.3]	Resource Inputs [4.4]	Standard Cost to Deliver the Service [4.5]	Technical Specifica- tions of Input [4.6]				
			classroom per 30 learners or maximum of 40 learners • Percentage of schools meeting the classroom standard ratio which are: (1) Kindergarten of 1:30; (2) Grade 1-3 of 1:35; (3) Multigrade of 1:25; (4) Grade 4 – Junior High School of 1:45; and (5) Senior High School of 1:40	Buildings are regularly maintained	based on the result of site assessment; • Conduct of Procurement in accordance with RA 9184; • Construction and Completion of the School Building; • Turn-over and booking up of completed school buildings; and • Operations and Maintenance of the School Buildings	• Construction equipment and materials					n Materials) (DO 006 s. 2021) • DepEd Standard School Building Designs (Updated 2020) • DepEd Repair Parameters • National Building Code	

* Service pertains to the tangible or non-tangible byproduct of the performance of government functions delivered to the people, which involves transaction between the user/beneficiary and the service provider.

Annexes for the Devolution Transition Plans of National Government Agencies

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Legend:

- [1] Identifies the devolved functions/PPAs as presented in Annex A and the corresponding services to be delivered by the LGUs under each function/PPA, including all devolved services which are already being performed by the LGUs [Examples: (1) DOT's accreditation of tourism enterprises relative to its function on the enforcement of tourism standards for tourism enterprises; and (2) NHA's provision of low-cost housing relative to its function to develop and implement a comprehensive and integrated housing program]
- [2] Identifies which level of LGU (i.e., P/C/M/B) and the office/unit in the LGU which will deliver the service and use the service standards
- [3] Indicates the recipients of the devolved services, or people/entities which should be regulated/monitored in case of devolved services involving enforcement of laws
- [4] Lists down all pertinent standards the department/agency/GOCC has developed and needing to be developed for the delivery of devolved functions/services/facilities, which covers minimum cost, scope, and quality of the services to be delivered by the LGUs, among others
- [4.1] Describes the specific outputs/products the beneficiary can expect to receive from the service
- [4.2] Identifies and defines the attributes that can measure the degree to which the expected specifications of the service were met, which may be defined in terms of performance criteria such as timeliness, quantity, quality, effectiveness, among others.
- [4.3] Specifies the necessary steps to execute/carry out/deliver the service
- [4.4] Enumerates the resources needed to deliver the services, i.e. materials, facilities, and equipment
- [4.5] States the recommended standard cost to deliver the devolved services, and construct, operate and maintain devolved facilities, among others
- [4.6] Describes the qualities of resource inputs (e.g., material, facility, and equipment) essential to the delivery of the service to achieve the intended result/s
- [4.7] Identifies the minimum required qualifications and skills of the personnel who will directly deliver the service to the public
- [4.8] Indicates the recommended standard amount of fee the beneficiary/user should pay to avail of the service, if any
- [4.9] Determines other pertinent service delivery standards not covered in items 4.1 to 4.8, if any (e.g., international standards)
- [5] Identifies the titles and reference numbers of pertinent department/agency issuances and manuals governing the service delivery standards, as well as the objective/purpose of the delivery standards
- [6] Indicates the date when the standards were last updated

Notes:

- This matrix shall contain the registry/inventory of existing and new (to be developed) standards for the delivery of devolved services to be disseminated to the LGUs, covering the minimum cost, scope, and quality of the services to be delivered by each level of LGU. This Annex is intended to be shared to the different levels of LGUs for their reference and guidance, and will be used by the Local Government Academy as inputs to the LGU Capacity Development Program.
- Hard and digital copies of existing pertinent NGA issuances, guidelines, and manuals shall be attached or provided.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX C-2

Summary of Recommended Organizational Structure and Staffing Complement for the LGUs

[Department of Education]Province/City/Municipality/Barangay/^a

Organizational Unit [1]	Position Title [2]	Salary Grade [3]	Minimum Qualifications and Competencies [4]	No. of Positions [5]	Description [6]
Provincial/Municipal/City Engineering Office					
(Design Team) Note: The Design Team shall be in charge of the finalization of the Detailed Engineering Designs and Costs Estimates to be used for the procurement and implementation of the project.	Structural Engineer (Engineer IV)	SG 22	<ul style="list-style-type: none"> Bachelor's degree in Engineering relevant to the job Licensed Civil/Structural Engineer with at least 2 years of relevant experience such as in the design of building and other vertical structures using STAAD or other structural design software 16 hours of relevant training Member of the Association of Structural Engineers of the Philippines (ASEP) 	1	The Structural Engineer shall be in charge of the preparation of the structural designs of the school buildings particularly if there will be a modification of the standard designs to suit the requirements of the project site. He/She shall also sign and seal the structural design calculations and the final structural designs of the proposed structure. He/She shall also conduct the monitoring of the project particularly during the critical stages of the construction such as concrete pouring to ensure that the structural designs are strictly implemented in the actual construction.
	Architect (Architect III)	SG 19	<ul style="list-style-type: none"> Bachelor's degree in Engineering relevant to the job Licensed Architect with at Least five 2 years of relevant experience such as in the design of buildings and other vertical structures using AutoCAD or other design software 8 hours of relevant training 	1	He/She shall prepare and finalize the architectural designs of the structure that will be used for the implementation of the project, particularly if special designs of the school buildings are made to conform with the requirements of the site.
	Professional Electrical Engineer (Engineer IV)	SG 22	<ul style="list-style-type: none"> Bachelor's degree in Engineering relevant to the job 	1	He/She shall prepare and finalize the electrical design calculations, the electrical design itself, and the appropriate

Annexes for the Devolution Transition Plans of National Government Agencies

Organizational Unit [1]	Position Title [2]	Salary Grade [3]	Minimum Qualifications and Competencies [4]	No. of Positions [5]	Description [6]
			<ul style="list-style-type: none"> Licensed Professional Electrical Engineer with at least 3 years of relevant experience such as in the design electrical plans of simple to complex structures 16 hours of relevant training 		specifications of materials. He/She shall also sign and seal all the electrical plans of the proposed structure.
	Plumbing/Sanitary Engineer (Engineer III)	SG 19	<ul style="list-style-type: none"> Bachelor's degree in Engineering relevant to the job Licensed Plumbing/Sanitary Engineer with at least 2 years of relevant experience such as in the plumbing and sanitary design of vertical structures 8 hours of relevant training 	1	He/She shall prepare and finalize the electrical design calculations, the electrical design itself and the appropriate specifications of materials. He/She shall also sign and seal all the electrical plans of the proposed structure.
	Civil Engineer (Engineer III)	SG 19	<ul style="list-style-type: none"> Bachelor's degree in Engineering relevant to the job Licensed Civil Engineer with at least 2 years of relevant experience as materials engineers and quantity take-off and estimates 8 hours of relevant training 	1	As materials engineer and quantity take-off engineer, he/she shall ensure the quality of materials to be used in the construction site following the set specifications and likewise prepare the necessary detailed cost estimates for the proposed project which will be the basis for determining the appropriate funds to be allocated for the project and the Approved Budget for the Contract that will be used for the procurement of the project.
(Construction Team) Note: The Construction Team may compose of several teams depending on the volume of the school building projects to be monitored or supervised. Ideal is 1 team per 5 project sites.	Civil Engineer (Engineer IV)	SG 22	<ul style="list-style-type: none"> Bachelor's degree in Engineering relevant to the job With at least 3 years of relevant experience such as in construction project management 16 hours of relevant training 	1	He/she will be the Project Manager that will be in charge of the overall management and implementation of the project. He/she shall implement necessary controls and risk mitigation on the project to ensure the timely completion of the school building in accordance with the standard quality set.
	Junior Civil Engineer (Engineer II)	SG 16	<ul style="list-style-type: none"> Bachelor's degree in Engineering relevant to the job With at least 1 year of relevant experience such as in construction monitoring and supervision 	1	Conducts regular monitoring of the project and reports to the Project Manager on a regular basis, the status of implementation of the projects and the outstanding issues and concerns needing immediate resolution.

Annexes for the Devolution Transition Plans of National Government Agencies

Organizational Unit [1]	Position Title [2]	Salary Grade [3]	Minimum Qualifications and Competencies [4]	No. of Positions [5]	Description [6]
	Administrative Assistant (ADAS II)	SG 8	<ul style="list-style-type: none"> • 4 hours of relevant training • Completion of 2 years studies in college • With at least 1 year relevant experience such as in providing clerical works and well versed in MS Office • 4 hours of relevant training 	1	Provide clerical and administrative support to the Construction Team.
Total				8	

/a Each level of LGU shall have its own organizational structure, unless deemed unnecessary, and may be further disaggregated per LGU class


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Department/Agency Head

Legend:

- [1] Refers to an appropriate office, committee or work group in the LGU, whether existing or proposed, with defined authority and accountability that will assume or perform the devolved function/service, which may include mandated organizational structures or offices, as well as local special bodies and other support groups in which the LGU stakeholders participate (e.g., disaster management teams)
- [2] and [3] Indicates the position and corresponding salary grade, consistent with the latest *Index of Occupational Services, Occupational Groups, Classes and Salary Grades* issued or to be issued by the DBM
- [4] States the eligibilities (e.g., years of work experience, educational attainment, certification/licensure) required to qualify for the position, as well as the relevant knowledge and skills or technical/functional competencies of the incumbent in order to perform the assigned functions
- [5] Indicates the number of positions needed to perform the job
- [6] Indicates the functions and/or importance of the organizational unit, and whether there is already an existing unit or position in the LGU, as well as the functions and/or importance of the position and the corresponding period wherein the services of said position is considered necessary, i.e., short term (FYs 2021-2022) and medium term (FYs 2023-2025)

Notes:

- This shall contain information on the organizational structures and critical/minimum staffing complement which the NGA concerned deems appropriate for the LGUs to enable them to undertake the devolved functions effectively and efficiently in a phased manner, e.g., in the short term (FYs 2021-2022) and the medium term (FYs 2023-2024).
- The NGA may start by identifying the most important set of LGUs to their sector and begin with the activities which need to be implemented and assumed by the LGUs with a skeletal workforce and with minimum capacities before going into the more complex activities. Inputs from operations units and regional offices which have been assisting the LGUs in these devolved activities will be very useful for this exercise.
- Activities which are deemed important to be done by the LGU and can be done by the existing mandatory positions in the LGU should be brought up to said LGUs.
- Organizational structure and best practices of model LGUs may be presented to replicate their effectiveness to other LGUs.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX D

Matrix on the Capacity Development Strategy for the National Government Agencies (NGAs)

[Department of Education]

Office/Unit [1]	Capacities Required [2]	Current Practices, Systems or Structures [3]	Capacity Gaps [4]	Capacity Development Actions/Activities [5]	Target Period of Implementation for Capacity Development Actions/Activities [6]	Progress Indicators and Measurement Tools [7]	Responsible Organization [8]
Office of the Education Support Services Division of the DepEd Regional Offices and the Office of the School Governance and Operations Division of the DepEd Division Offices	1. Training of Engineers on the Service Delivery Standards for the School Building Program	DepEd Engineers complies with the various policies and guidelines released by the Central Office for the implementation of various Infrastructure projects of the Department	Lack of capacity of the Engineers to conduct trainings for the LGUs and other stakeholders	Training of Trainers (Engineers) on the Service Delivery Standards for the School Building Program	November 2021	Number of LGU personnel trained/oriented by the Regional/Division Engineer on the Service Delivery Standards for the School Building Program	DepEd BHROD and EFD
Central Office Officials, Office of the Education Support Services Division of the DepEd Regional Offices and the Office of the School Governance and Operations Division of the DepEd Division Offices including DepEd Information Officers at the Regional and Division Offices	2. Training of Central Office Officials, Regional Information Officers, Division Information Officers, and School Information Coordinators on the DTP communication plan	The Central Office Information Officers, Regional and Division Information Officers conduct quarterly meetings and communications relative to the various programs, plans, and activities of the department	Lack of knowledge on the DTP of DepEd	Orientation of the Central Office, Regional and Division Information Officers on the DTP of DepEd and national communication plan and branding guide of Angat Lokal	November 2021	Number of Central office, Regional and Division Information Officers trained on the communication plan on DepEd's DTP	Public Affairs Service and EFD

Annexes for the Devolution Transition Plans of National Government Agencies

Office/Unit [1]	Capacities Required [2]	Current Practices, Systems or Structures [3]	Capacity Gaps [4]	Capacity Development Actions/Activities [5]	Target Period of Implementation for Capacity Development Actions/Activities [6]	Progress Indicators and Measurement Tools [7]	Responsible Organization [8]
Office of the Education Support Services Division of the DepEd Regional Offices and the Office of the School Governance and Operations Division of the DepEd Division Offices	3. Training on Basic Project Management for Engineers	DepEd engineers were oriented on the basic project management of school building projects and exercises basic project management skills in the monitoring and implementation of the projects	Upgrading or updating of skills on project management	Training of DepEd Engineers on Project Management	January 2022	DepEd Engineers successfully managed and maintained its partnership with the LGUs in the implementation of the School Building Program	DepEd BHRD and EFD
Office of the Education Support Services Division of the DepEd Regional Offices and the Office of the School Governance and Operations Division of the DepEd Division Offices	4. Training of Engineers on M&E and Performance Assessment	Engineers perform the monitoring of the school building projects while the school heads do the evaluation of the final output – constructed or repaired school buildings	Lack of capacity of Engineers on the measurement of performance of post evaluation of projects	Training of Engineers (SGOD) on the Monitoring and Evaluation and Performance Assessment	February 2022	Number of projects that are completed by the LGUs that were evaluated by the Division Engineers to comply with the required or set output standards	DepEd BHRD and Planning Service

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Department/Agency Head

Legend:

- [1] Identifies the corresponding office/unit in the NGA that should be strengthened to undertake the policy and standards development, provision of technical assistance to the LGUs, monitoring and evaluation, and performance assessment of the LGUs in view of the devolution, per the Personnel Services Itemization and Plantilla of Personnel
- [2] Specifies the essential or standard capacities that the department/agency/GOCC requires to implement its steering functions/renewed roles, e.g., policy research and evaluation, development of service delivery standards, development of a monitoring and evaluation system, provision of capacity building to the LGUs, assessment of LGU performance, change management, etc., for the effective decentralization/devolution of functions
- [3] Indicates the existing practices, systems and/or structures, as well as current level of performance, in the office/unit in relation to the capacities required
- [4] Identifies areas which need to be addressed or strengthened
- [5] Lays out the specific actions to be undertaken in order to address the gaps or areas for improvement, e.g., attendance to trainings, implementation of coaching programs, development of manuals and systems
- [6] Indicates the target period of implementation of column [5], specifying the date/month, if feasible
- [7] Identifies outputs and indicators to measure the progress of activities, and the tools which will be used to measure the achievement of milestones
- [8] Identifies the organization, unit or person that will provide the capacity development interventions

Notes:

- This shall contain the description of strategies to strengthen the units and personnel of the NGA concerned to assume the organization's renewed role on *i)* policy formulation and standards setting, *ii)* monitoring and evaluation, and performance assessment, and *iii)* capacity building of the LGUs for the effective decentralization/devolution of functions.
- It shall also include the proposed timelines for the purpose.
- The units involved here will mainly be the existing and/or new units identified in the Organizational Effectiveness Proposal of the NGA.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX E

Matrix on the Capacity Development Strategy for the Local Government Units (LGUs)

[Department of Education]

Technical Assistance Plan for the Devolution of Functions/Services

Function/Service/Facility/ Program/Project/Activity [1]	Level and Office of Target Local Government Unit (LGU) [2]	Mode of Technical Assistance [3]	Schedule/Timeline [4]	Responsible Agency/Office/Unit [5]	Success Indicator for Target LGUs [6]
Construction/Repair/Rehabilitation of School Buildings under the Basic Education Facilities Fund (BEFF) and Last Mile Schools Program					
1. Orientation on the DepEd Service Delivery Standards for the School Building Program	Technical Key Personnel and Staff of the Office of the Provincial/ Municipal/City Engineering Office	Orientation	December 2021 – December 2022	DepEd CO – Office of the Undersecretary for Administration and DepEd Education Facilities Division (EFD)	All LGUs properly follow and implement the DepEd Standards for School Buildings
2. Orientation of LGUs on RA9184, Contracts Management and Financial Management of Projects	Technical Key Personnel and Staff of the Office of the Provincial/ Municipal/City Engineering Office	Orientation	December 2021 – December 2022	DepEd CO – Office of the Undersecretary for Administration and DepEd Education Facilities Division (EFD)	All LGUs implement the projects in accordance with the standard procedures set in RA9184, thus, no adverse findings in the COA Audit report.

Annexes for the Devolution Transition Plans of National Government Agencies

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Approved by:


SEC. LEONOR MAGTOLIS BRIONES
Department/Agency Head

Legend:

- [1] Specifies the department/agency devolved function, service, facility/PPA as presented in Annex A
- [2] Indicates the different target levels of LGUs to whom each kind of technical assistance/capacity building intervention shall be given to, including the specific unit/personnel in the LGU that needs to be capacitated, if applicable
- [3] Lists the different specific capacity development interventions or modes of technical assistance the NGA intends to provide to the LGUs to build their capacities and handhold them to manage and implement the devolved function/service/facility
- [4] Indicates the schedule/timeline or the implementation period for the identified modes of technical assistance/capacity building interventions
- [5] Identifies the office or unit in the NGA responsible for the provision of the specified mode of technical assistance/capacity building intervention
- [6] Provides a set of quantitative/measurable values to evaluate the success or achievement of a particular capacity building intervention/mode of technical assistance

Notes:

- This shall detail the strategies proposed to be implemented by the NGAs concerned to capacitate and enable the LGUs to absorb and manage the functions and services to be devolved starting FY 2022 as part of their devolution strategy and activities identified in Annex B. This Annex will likewise be used by the Local Government Academy to input in the LGU Capacity Development Program.
- The technical assistance plan can be based on the different target sets of LGUs grouped according to capacity, resources, and need to determine the kind of intervention to be given.
- Modes of technical assistance may include participation in training programs to be set up and coordinated by the Local Government Academy, conduct of demonstration projects with the LGUs, and entering into memoranda of agreement with the LGUs which need specific types of capacity building interventions.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX F

Matrix on Monitoring and Performance Assessment of the LGUs in Undertaking the Devolved Functions

[Department of Education]

Function/Service/Facility/ Program/Project/Activity [1]	Performance Indicator [2]	Baseline [3]	Frequency of Monitoring [4]	Local Government Unit (LGU) Level and Office/Unit Concerned [5]	Existing Performance Evaluation System/Mechanism and Updating Status [6]	Responsible Organization/ Unit in the NGA [7]	NGA Monitoring and Performance Evaluation Strategy [8]
Construction/Repair/Rehabilitation of School Buildings under the Basic Education Facilities Fund (BEFF) and Last Mile Schools Program							
a. Conduct of Assessment and Evaluation of Site Condition	Accomplished Site Assessment Form	All important details of the specific requirements of the proposed project site were considered and incorporated in the finalization of the Detailed Engineering Designs and Detailed Estimates by the DPWH	Every completion of validation activity and detailed engineering designs of the school buildings	Office of the Provincial/Municipal/City Engineering Office	Actual assessment of the proposed site within the school premises, for the construction of the school buildings using the Standard Site Assessment Form which contains the details of the proposed sites including important aspects to consider in the finalization of the plans. This will include the preparation of the proposed Site Development Plan showing the proposed location of the building.	DepEd Regional and Division Engineers	Provide Checklist on the review of the final Detailed Engineering Designs prepared by the LGU which will be compliant to DepEd MPSS, and Site Assessment Report
b. Conduct of Preliminary Detailed Engineering Studies and Finalization of Detailed Engineering Plans	Final DED incorporates the results of preliminary studies and	All important details of the specific requirements of	Every completion of validation activity and	Office of the Provincial/Municipal/City Engineering Office	Necessary studies were conducted by the LGU/s and results were incorporated in the final	DepEd Regional and Division Engineers	Provide checklist on the Preparation and Finalization of the Detailed Engineering

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Performance Indicator [2]	Baseline [3]	Frequency of Monitoring [4]	Local Government Unit (LGU) Level and Office/Unit Concerned [5]	Existing Performance Evaluation System/Mechanism and Updating Status [6]	Responsible Organization/ Unit in the NGA [7]	NGA Monitoring and Performance Evaluation Strategy [8]
	assessments conducted	the proposed project site were considered and incorporated in the finalization of the Detailed Engineering Designs and Detailed Estimates by the DPWH	detailed engineering designs of the school buildings		Detailed Engineering Plans and Cost Estimates. This includes changes in the design of the foundation, embankment, backfilling, slope protection, elevation of the school building due to flood history in the locality, etc.		Designs to determine its completion and compliance on the requirements of the sites and of the MPSS
c. Conduct of Procurement	<ul style="list-style-type: none"> • Annual Procurement Plan (APP) approved by the Governor/Mayor • Proof of Posting of Advertisement in the Philippine Government Electronic Procurement System (PhilGEPs) • Projects were successfully bidded in accordance with the standard timelines of 	History of LGU procurement of Infrastructure Projects	Annual, every end of the year	Provincial/Municipal/City	<ul style="list-style-type: none"> • Projects for Procurement are incorporated in the Annual Procurement Plan (APP) of the LGU • Posting of the Invitation to Bid in the PhilGEPs System • Compliance to the standard timelines for the procurement under RA 9184 	DepEd Regional and Division Engineers	Number of procurement opportunities posted in the PhilGEPs, successfully opened and closed transactions.

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Performance Indicator [2]	Baseline [3]	Frequency of Monitoring [4]	Local Government Unit (LGU) Level and Office/Unit Concerned [5]	Existing Performance Evaluation System/Mechanism and Updating Status [6]	Responsible Organization/ Unit in the NGA [7]	NGA Monitoring and Performance Evaluation Strategy [8]
	procurement under RA9184						
d. Actual Construction of the School Buildings	<ul style="list-style-type: none"> No. of Time extensions approved for the project and reasons for extensions No. of punch list of corrective works listed as a result of joint inspection of the DepEd and LGU reps 	Quality of School Buildings constructed by the LGUs	Weekly Progress Monitoring	Provincial/Municipal/ City	<ul style="list-style-type: none"> Timely completion of the project (following the approved contract duration) Availability of the structure on the School Opening Compliance with the Minimum Performance and Standard Specifications of the School Buildings. 	DepEd Regional and Division Engineers	Completion rate/ Timely completion of the project based on the approved contract time period
e. Turn-over and booking-up of completed school buildings	No. of completed and accepted school buildings booked up under the name of DepEd	National Assets Registry System(NARS) of the DepEd and the National School Building Inventory System (DepEd NSBI)	Annual, every end of the year	Provincial/Municipal/ City	Completed and accepted school buildings are booked-up as property of the DepEd or the schools	DepEd Regional and Division Engineers and Supply Officers	Rate of turned over and booking up of completed school building in the name of DepEd
f. Operation and Maintenance of the Completed School Buildings	<ul style="list-style-type: none"> Report on Quarterly Repair and Maintenance conducted for each specific school building 	School Based Repair and Maintenance System Manual	Annual, every start of the School Year	Provincial/Municipal/ City	<ul style="list-style-type: none"> Completed School Buildings undergoes regular quarterly repair and maintenance Completed School Building and its 	DepEd Regional and Division Engineers	Evaluation of the Number of School Building repaired/maintained by the LGUs prior to the start of the School Year.

Annexes for the Devolution Transition Plans of National Government Agencies

Function/Service/Facility/ Program/Project/Activity [1]	Performance Indicator [2]	Baseline [3]	Frequency of Monitoring [4]	Local Government Unit (LGU) Level and Office/Unit Concerned [5]	Existing Performance Evaluation System/Mechanism and Updating Status [6]	Responsible Organization/ Unit in the NGA [7]	NGA Monitoring and Performance Evaluation Strategy [8]
	<ul style="list-style-type: none"> Readiness of the school building by the start of the school year 				components are functional at the Start of the School Year		

Annexes for the Devolution Transition Plans of National Government Agencies

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Department/Agency Head

Legend:

- [1] Specifies the department/agency devolved function/service/facility/PPA as presented in Annex A, including all devolved services which are already being performed by the LGUs
- [2] Identifies the quantified and/or qualified parameters or measures which will be used to assess the presence, extent, and quality, among others, of the devolved function/service
- [3] Identifies the baseline information on the indicator before the implementation of the DTP in order for the NGA to objectively assess the devolution process, results, or effectiveness
- [4] Indicates the frequency of monitoring the LGUs, be it annual, quarterly, etc., to assess the devolution results or effectiveness
- [5] Specifies the level of LGU, and the existing office/unit in the LGU which will need to be monitored by the NGA with regard to the performance indicator, which may also be the source of data with regard to the performance indicators
- [6] Indicates the existing performance evaluation system/mechanism of the NGA and the date/year when the system/mechanism was last updated, as applicable
- [7] Identifies the organization, unit or person in the NGA responsible for the implementation of the performance evaluation system and mechanism
- [8] Identifies the strategy/ies which the NGA needs to undertake to either improve or set up its LGU monitoring and performance evaluation system in the central and regional offices, in terms of organizational unit, staffing and competencies

Notes:

- This matrix shall indicate the plan and systems which will need to be set up or improved in the NGA for monitoring and assessing the performance of the LGUs in undertaking the devolved programs and functions. Specifically, it shall not only identify which systems are existing and are still to be developed, but will also lay down the agency plan to set up its monitoring system to be able to assess the effectivity of its devolution transition plan strategies.
- The monitoring system may include the imposition of sanctions provided by pertinent laws [use column (8)].

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX G-1

Organizational Effectiveness Proposal
[Department of Education]

Summary of Offices/Units to be Abolished, Merged/Consolidated, Transferred, and/or Created

A. For Abolition

Name of Office/Unit ^a	Organizational Code ^b	Remarks
1. (n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)

^a Nomenclature of existing organizational unit per the Personnel Services Itemization and Plantilla of Personnel (PSIPOP)

^b Organizational code per the PSIPOP

B. For Merger and/or Consolidation

FROM				TO		Remarks
Name of Office/Unit ^a	Organizational Code ^b	Name of Office/Unit ^a	Organizational Code ^b	Name of Office/Unit and Organizational Location ^c		
I. MERGER						
1. (n/a)	(n/a)	1. (n/a)	(n/a)	(n/a)		(n/a)
2. (n/a)	(n/a)	2. (n/a)	(n/a)	(n/a)		(n/a)
II. CONSOLIDATION						
1. (n/a)	(n/a)	1. (n/a)	(n/a)	(n/a)		(n/a)
2. (n/a)	(n/a)	2. (n/a)	(n/a)	(n/a)		(n/a)

^a Nomenclature of existing organizational unit per the PSIPOP

^b Organizational code per the PSIPOP

^c Name of the proposed office/organizational unit and where the new office/unit will be located/placed (e.g., under the Office of the Secretary)

Annexes for the Devolution Transition Plans of National Government Agencies

C. For Transfer

Name of Organizational Unit ^a	FROM		TO		Remarks
	Name of Office/Unit ^b	Organizational Code ^c	Name of Office/Unit ^d	Organizational Code ^c	
1. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)

/a Specific organizational unit proposed for transfer per the PSIPOP

/b Office/organizational unit where subject office/unit is currently located or subsumed per the PSIPOP (e.g., under the Office of the Secretary)

/c Organizational code of per the PSIPOP

/d Office/organizational unit where subject office/unit is being proposed to be located/placed

D. For Creation

Name of Office/Unit ^a	Organizational Location ^b	Proposed Functions and Justifications for Creation
1. (n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)

/a Nomenclature of the proposed office/organizational unit

/b Organizational unit where the new office/unit will be located/placed (e.g., under the Office of the Secretary)

Annexes for the Devolution Transition Plans of National Government Agencies

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SEC. LEONOR MAGTOLIS BRIONES
Department/Agency Head

Notes:

- This shall identify the offices/units for: **1)** abolition or deactivation, if the functions of the office/unit are already redundant or no longer relevant or necessary, or could be better undertaken by another entity given the devolution of functions to the LGUs; **2)** merger or consolidation, if functions are unnecessarily overlapping or duplicating, or could be undertaken by a single entity; **3)** transfer to other offices/units within the department/agency/GOCC or to other government agencies where they are appropriately attached or where their functions are more aligned; and **4)** creation, if no other existing offices/units are performing their intended functions given the strengthening of the "steering" role of the NGAs, and the corresponding justifications.
- Two (2) objectives for organizational change can be presented in these annexes. First, the changes resulting from the devolution of functions to the LGUs. Second, the changes resulting from the new thrusts, direction, and programs which the NGA is adopting to address the emerging challenges and issues which the country is facing, if any.
- Please indicate the rationale for the proposed organizational action under the Remarks portion, as well as the functional description of offices/units as a result of the downscaling and/or strengthening of their functions in view of the changes in the organizational structure of the department/agency/GOCC.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX G-2

Organizational Effectiveness Proposal

[Department of Education]

Summary of Positions to be Transferred, Reclassified, Converted, Retitled, Abolished, and/or Created

A. Personnel and Their Positions for Transfer to Other Units Within the Department/Agency/GOCC

Name of Personnel	Unique Item No./ ^a	Position Title and Salary Grade/ ^b	FROM	TO	Remarks/Justifications
			Organizational Unit (Organizational Code)/ ^c	Organizational Unit (Organizational Code)/ ^d	
1. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
Total No. of Personnel: (n/a)					

^a Unique item number of the position per the Personnel Services Itemization and Plantilla of Personnel (PSIPOP)

^b Position title and corresponding salary grade of the incumbent

^c Organizational unit where the position is currently deployed and the corresponding organizational code per the PSIPOP

^d Organizational unit in the department/agency/GOCC where the position is proposed to be deployed and the corresponding organizational code per the PSIPOP

B. Positions for Reclassification

FROM			TO		Remarks/Justifications/ ^f
Unique Item No. / ^a	Position Title and Salary Grade/ ^b	Annual Personnel Services Cost/ ^c (PhP)	Position Title and Salary Grade/ ^d	Annual Personnel Services Cost/ ^c (PhP)	
Organizational Unit/^e					
1. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
Total No. of Positions: (n/a)		Total PS Cost: (n/a)	Total No. of Positions: (n/a)	Total PS Cost: (n/a)	(n/a)

^a Unique item number of the position per the PSIPOP

^b Existing position title and corresponding salary grade per the PSIPOP proposed to be reclassified

^c Annual salary and other compensation

^d Proposed new position title and corresponding salary grade

^e Organizational unit where the position is currently subsumed/deployed per the PSIPOP

^f Should include/indicate the duties and responsibilities of the position, as reclassified

Annexes for the Devolution Transition Plans of National Government Agencies

E. Positions for Abolition

Unique Item No. / ^a	Position Title and Salary Grade/ ^b	Annual Personnel Services Cost/ ^c (PhP)	Remarks/ Justifications
Organizational Unit/^d			
1. (n/a)	(n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)	(n/a)
Total No. of Positions: (n/a)		Total PS Cost:	(n/a)

/a Unique item number of the position per the PSIPOP

/b Existing position title and corresponding salary grade per the PSIPOP proposed to be abolished

/c Annual salary and other compensation

/d Organizational unit where the position is currently subsumed/deployed per the PSIPOP

F. Positions for Creation

Position Title and Salary Grade/ ^a	Annual Personnel Services Cost/ ^b (PhP)	Remarks/ Justifications
Organizational Unit/^c		
1. (n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)
Total No. of Positions: (n/a)		Total PS Cost: (n/a)

/a Position title and corresponding salary grade of position proposed to be created

/b Annual salary and other compensation

/c Organizational unit where the position is proposed to be subsumed/deployed

Annexes for the Devolution Transition Plans of National Government Agencies

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Department/Agency Head

Notes:

- This shall identify the names of personnel and their positions to be transferred to other units within the department/agency/GOCC, reclassified, converted, retitled, abolished, and/or created, and the corresponding justifications for said actions.
- The department/agency/GOCC may propose other staffing actions, e.g., transfer and reclass/retitle/conversion, as necessary.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX G-3

Organizational Effectiveness Proposal

[Department of Education]**Summary of Affected Personnel for Deployment to Other Departments/Agencies/GOCCs, Who Opted to Retire/Separate from the Service, and Apply to Vacant Positions in the LGUs****A. List of Affected Personnel for Redeployment to Other Departments/Agencies/GOCCs**

Name of Personnel (Surname, First Name, Middle Name)	Position Title and Salary Grade-Step ^{/a}	Unique Item No. ^{/b}	Organizational Unit and Code where Position is Located ^{/c}	Annual Personnel Services Cost ^{/d} (PhP)	Department/Agency/GOCC for Redeployment and Specific Office/Unit Therein ^{/e}
1. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
3. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
Total No. of Personnel:	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)

/a Position title currently being occupied by the incumbent and corresponding salary grade and step

/b Unique item number of the position per the Personnel Services Itemization and Plantilla of Personnel (PSIPOP)

/c Organizational unit where the position occupied by the incumbent is currently subsumed/deployed per the PSIPOP

/d Annual salary and other compensation

/e Department/agency/GOCC and specific office/unit therein where the personnel will be redeployed

B. List of Affected Personnel Who Opted to Retire/Separate from the Service and Options Availed of by Said Personnel

Name of Personnel (Surname, First Name, Middle Name)	Position Title and Salary Grade-Step ^{/a}	Unique Item No. ^{/b}	Annual Personnel Services Cost ^{/c} (PhP)	Organizational Unit and Code where Position is Located ^{/d}	Option to be Availed of Under the Executive Order on Devolution ^{/e}	Would Apply to the LGU? (Yes/No)	Name of LGU and Specific Office/Unit Therein ^{/f}
1. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
2. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
3. (n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)
Total No. of Personnel:	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)	(n/a)

Annexes for the Devolution Transition Plans of National Government Agencies

Name of Personnel (Surname, First Name, Middle Name)	Position Title and Salary Grade-Step ^{/a}	Unique Item No. ^{/b}	Annual Personnel Services Cost ^{/c} (PhP)	Organizational Unit and Code where Position is Located ^{/d}	Option to be Availed of Under the Executive Order on Devolution ^{/e}	Would Apply to the LGU? (Yes/No)	Name of LGU and Specific Office/Unit Therein ^{/f}
---	--	-------------------------------	--	--	---	----------------------------------	--

- /a Position title currently being occupied by the incumbent and corresponding salary grade and step
- /b Unique item number of the position per the PSIPOP
- /c Annual salary and other compensation
- /d Organizational unit where the position occupied by the incumbent is currently subsumed/deployed per the PSIPOP
- /e Retirement/separation benefit under existing laws, i.e., RA No. 1616, RA No. 660, or RA No. 8291
- /f Name of LGU and specific office/unit therein where the affected personnel intends to apply

Annexes for the Devolution Transition Plans of National Government Agencies


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Department/Agency Head

Notes:

- This shall indicate the names of personnel who are affected by the devolution efforts of the NGA and opted to (1) be deployed to other departments/agencies/GOCCs, or (2) retire/separate from the service and the retirement/separation benefit to be availed of by said personnel, and if said personnel under (2) wishes to apply to vacant positions in the LGUs.
- The list should be presented/grouped/categorized per the retirement/separation benefit to be availed of, and in alphabetical order based on surname, for easy use/reference.
- The list of affected non-permanent personnel (contractual, casual, or contract of service/job order) who are involved in the implementation of the devolved services may be included as an attachment to this annex, for ready reference.

Annexes for the Devolution Transition Plans of National Government Agencies

ANNEX G-4

Organizational Effectiveness Proposal
[Department of Education]

Summary of Modifications in Resource Allocation

Program/Project/Activity	Allotment Class	FY 2021 GAA Budget (in thousand Php)	FY 2022 NEP/GAA (Amount or Percentage Increase/Decrease)	Remarks
PPA # 1	Personnel Services	(n/a)	(n/a)	(n/a)
	Maintenance and Other Operating Expenses	(n/a)	(n/a)	(n/a)
	Capital Outlay	(n/a)	(n/a)	(n/a)
PPA # 2	Personnel Services	(n/a)	(n/a)	(n/a)
	Maintenance and Other Operating Expenses	(n/a)	(n/a)	(n/a)
	Capital Outlay	(n/a)	(n/a)	(n/a)

Annexes for the Devolution Transition Plans of National Government Agencies

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Notes:

- This shall indicate the estimated changes in the budget allocation (Personnel Services, Maintenance and Other Operating Expenses, and Capital Outlays) of the NGA, as can be gleaned prior to the scaling down/phasing out of PPAs (FY 2021 GAA) vis-à-vis upon scaling down/phasing out of the PPAs [FY 2022 National Expenditure Program (NEP) or GAA].
- The effects of the revised set-up on the budgetary allocations of the department/agency/GOCC concerned could further be highlighted under the Remarks column.

Department of Education Education Facilities Division



SERVICE DELIVERY STANDARDS MANUAL FOR THE SCHOOL BUILDING PROGRAM



November 2021

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- B. Department Order No. 35, s. 2017 – Revised Guidelines on the Implementation of the Basic Education Facilities Fund
- C. DepEd Order No. 27, s. 2019 - Guidelines on the Yearly Collection of Data/ Information Requirements and Validation Processes
- D. DepEd Order No. 59, s. 2019 – Prioritizing the Development of the Last Mile Schools in 2020-2021: Reaching Out and Closing the Gap
- E. OUA Memo 00-0221-0173 dated 08 February 2021 – Revised Repair Parameters for School Building Repair/Rehabilitation
- F. Site Appraisal Form
- G. DepEd Order No. 64, s. 2017 – Establishing the Minimum Performance Standards And Specifications For DepEd School Buildings
- H. DepEd Order No. 06, s. 2021 - Re- Establishment of the Minimum Performance Standards and Specifications for DepEd School Buildings using Alternative Construction Materials
- I. DepEd Order 009, s.2020 – Construction Safety Guidelines for the Implementation of DepEd Infrastructure Projects During the COVID-19 Public Health Crisis
- J. DPWH DO. No. 177, s. 2015 – Criteria on the Change of Foundation for School Buildings
- K. School Facilities Maintenance Procedure
- L. Permit To Enter School Premises
- M. Certificate Of Post-Technical Inspection
- N. Punchlist Of Corrective Works / Inspection Report

I. INTRODUCTION

Executive Order No. 138, s. 2021 (Annex A) aligned with the Local Government Code of 1991 prescribes the full devolution of certain functions of the Executive Department. Among the programs identified in the policy is the School Building Program (SBP) under the Basic Education Facilities Fund which is currently lodged in the Department of Education.

The devolution of the School Building Program to the Local Government Units (LGUs) entails the establishment of service delivery standards to maintain the quality of output of the program aligned with the requirements and the goals and objectives of the national government and provide a clear set of instructions which the LGUs can rely on as they implement the SBP.

The provision of appropriate education facilities which will cater to the needs of the learners is covered by policy frameworks, design specifications and standards, operations protocol, and various guidelines to adhere to the quality set by the Department of Education. It is also vital to provide guidance and capacity on effective monitoring in the construction of school facilities to ensure the effective evaluation during the implementation phase. Instructions on effective management and utilization of the education facilities shall also be provided as a guarantee that proper maintenance will be practiced, and education facilities will serve its purpose in accordance with the Department's core value of providing quality education to the learners.

Given the requirements for effective implementation, monitoring, and maintenance of the education facilities, this manual shall serve as a compact but sufficient material to serve as a guide for the implementation of the School Building Program.

The scope of this material sufficiently touches all stages of the implementation of the SBP with instructions on the proper conduct of corresponding procedures. Policy issuances which comprehensively discuss the established minimum standards and specifications are also provided. Other concepts, items, and materials related to the education facilities which will aid the implementing units are also covered in this material.

This manual is being presented in a descriptive language supported with illustrations, matrices, diagrams, and charts to better communicate the material. Let this manual serve as a guide in the consistent and quality delivery of services to the Filipino schoolchildren.

II. DEFINITION OF TERMS

Basic Educational Facilities Fund (BEFF). Fund appropriated from the General Appropriations Acts under the BEFF shall be allocated for construction, replacement, and completion of kindergarten, elementary and secondary school buildings and technical vocational laboratories, and the construction of water and sanitation facilities to include the provision of water supply system by tapping any source to all available distribution points of the school or suitable water storage, and the provision of electrical supply system, which may include upgrading of the existing connections and installation of transformers appropriate for the needs of the schools.

Education Facilities. It refers to all physical school facilities of a school, consisting of the grounds, buildings, and the various facilities within the school grounds and inside the school buildings where teaching and learning takes place.

Last Mile Schools (LMS) Program. This program addresses schools with less than four classrooms, usually makeshift and nonstandard ones; no electricity; no funds for repairs or new construction projects in the last four years; and a travel distance of more than one hour away from the center, accessible only through difficult terrain.

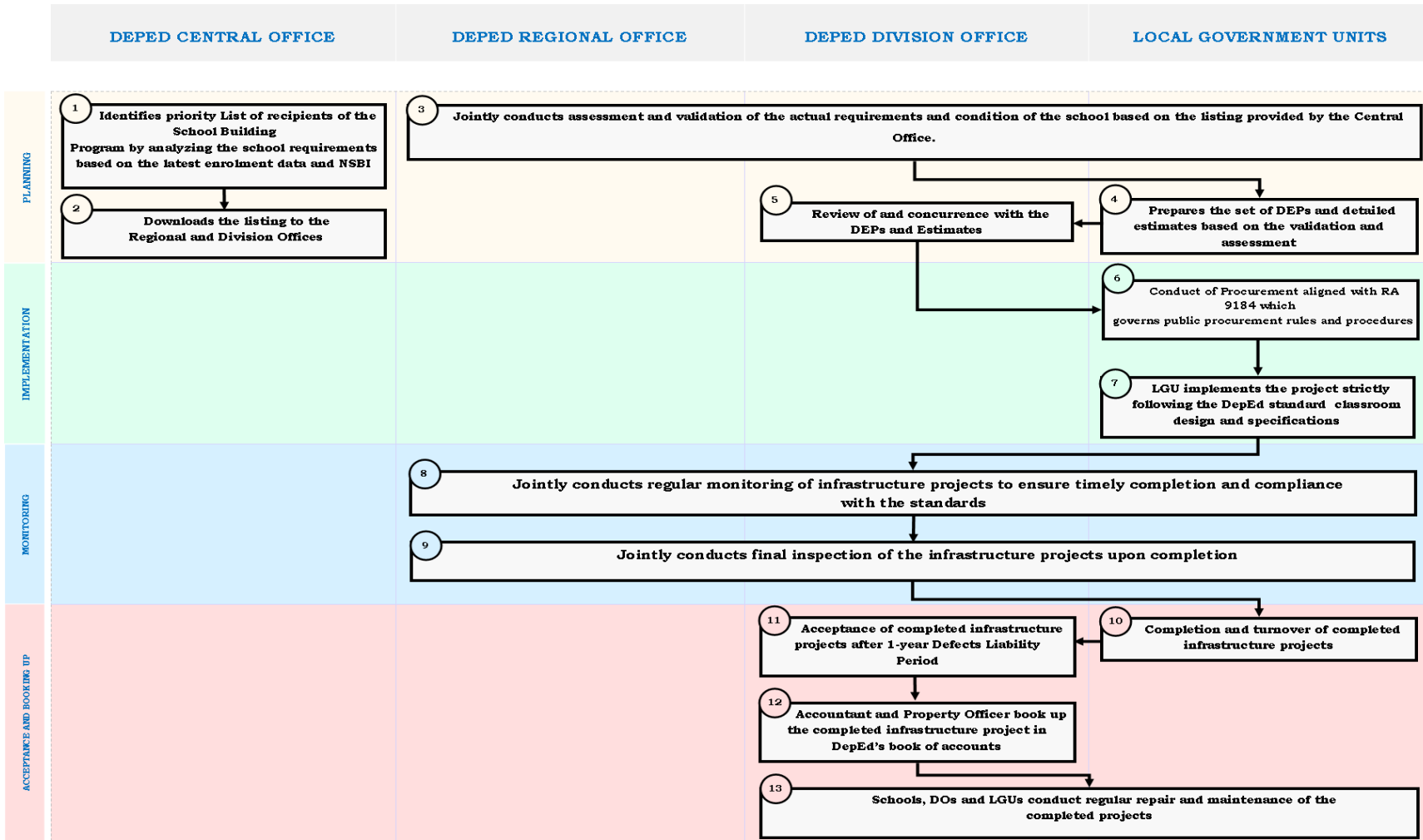
Municipality and City Class. Municipalities and cities in the Philippines are classified into various categories based on their average annual income during the last four calendar years as specified below:

Comprehensive School Facilities Development Plan. The Comprehensive School Facilities Development Plan (CSFDP) is a blueprint of the school facilities improvement program for each specific school based on the analysis or requirements and validation of the DepEd Division Engineer. The CSFDP composed of both the instructional and non-instructional facilities requirements of the school as well as other facilities such as fence, gate, pathways, drainage system and others. Further, this is subject for regular updating of the Division Engineer.

School Site Development Plan – Blueprint of a school site showing the position and dimensions of the existing structures and the proposed structures to be built and the dimensions and contour of the lot.

III. SCHOOL BUILDING PROGRAM PROCESS FLOW

The flowchart below shows the implementation of the School Building Program by the Local Government Units.



IV. MANNER OF PRIORITIZATION

The construction of school buildings would be programmed under the **Comprehensive School Facilities Development Plan** and would be prioritized based on the validation to be conducted by the Provincial/Municipal/City Engineer along with DepEd Engineer.

New Construction

The classroom requirement is computed based on an ideal situation of single shift with the following parameter per grade level based on the data from the enhanced Basic Education Information System (EBEIS) and latest National School Building Inventory System (NSBI)

Level	No. of Students per classroom
Kinder	25-30
Grade 1-3	30-35
Multigrade	25
Grade 4- JHS	40-45
SHS	40

Multigrade: 25 per class of 2 consecutive class

SHS include Academic, Tech-Voc Class, Core+ Curriculum

Other criteria for prioritization as per Department Order No. 35 s. 2017 titled Guidelines on the Implementation of the Basic Education Facilities Funds (Annex B), includes the following:

1. Replacement of school buildings totally damaged by typhoons and other calamities and those that are already structurally unsafe or declared condemned by building officials and poses hazards to the school populace.
2. Provision of science, computer and technical and vocational laboratory workshop buildings.

While there is a long way to go in addressing school congestion nationwide, the LGU must adapt to the existing national policy, and prioritize school building as a part of the devolved program and to use their financial resources to expand existing schools or build new schools, committed to providing safe, secure, and conducive learning environment for learners.

National School Building Inventory (NSBI)

In accordance with the data validation processes stipulated in DepEd Order No. 27, s. 2019, titled Guidelines on the Yearly Collection of Data/ Information Requirements and Validation Processes (Annex C), the Department of Education (DepEd) yearly conducts the National School Building Inventory (NSBI).

The NSBI aims to gather and ensure the accuracy and comprehensive baseline data of school facilities in all DepEd schools which shall be used as reference and basis for planning, budgeting and decision making. The NSBI provides data on the inventory of school facilities such as buildings, classrooms, furniture and fixtures, and other facilities, as well as their current conditions.

Last Mile Schools Program

Schools that are located on Geographically Isolated and Disadvantaged Areas (GIDA) are being prioritized in the Last Mile Schools (LMS) Program of DepEd. (*Annex D - DepEd Memo No. 59, s. 2019*)

Indicators to identify schools under LMS Program:

- Having less than four classrooms
- With makeshift or nonstandard rooms
- Absence of electricity
- Have not be allocated funds for repair or new construction projects in the last four years
- With travel distance of more than one hour from town center, or with difficulty of terrain
- Having multigrade classes/rooms
- With less than five teachers
- Having a population of less than 100 learners
- With more than 75% Indigenous People (IP) learners



Figure 1



Figure 2

Repair / Rehabilitation of Classrooms

The annual lump sum allocation for the repair/rehabilitation of classroom, water and sanitation facilities and Gabaldon and/or other heritage school buildings is based on the data on classroom needing repair based on NSBI and calamity damaged classrooms based on Rapid Disaster Assessment Report (RADAR) and Post Disaster Needs Assessment (PDNA) from the DepEd Disaster Risk Reduction and Management Service (DRRMS) or Schools Division Offices (SDOs); rehabilitation/restoration of Gabaldon and other heritage school buildings and other priority schools reported needing immediate repair/rehabilitation. (*DepEd Order 35, s. 2017*)

Parameters for repair/rehabilitation of classrooms as per OUA Memo 00-0221-0173 dated 08 February 2021 (Annex E)

- **Minor Repair** – replacement of school building components which are not subjected to critical structural loads and stresses and which are estimated to cost less than Php50,000.00 per classroom, such as repair of window, doors partitions and the like.

Minor repair keeps a building in fit condition for use without increasing its capacity or otherwise adding to its normal value as an asset.

- **Major Repair** – replacement of school building components which are subjected to critical structural loads and stresses and are estimated to cost Php50,000.00 per classroom and above such as repair of roof, frames, posts, exterior walls, etc. Major repair materially increases the value or extend the useful life of the building.
- **Rehabilitation** – is intended to bring back the school building to its original or previous condition which usually involves a general overhauling or a comprehensive repair of the whole building or a major section.

A school building which has been blown down by a typhoon or destroyed by an earthquake or a flood may be rehabilitated if the estimated cost is considered economically practical by the Appraisal team.

- **Renovation/Restoration** – involves any physical change made on a building to ensure its value, utility and/or to improve its aesthetic quality. Renovation is applied to old buildings aging 25 years or more which have weathered the years and remained sturdy but need some face lifting to restore their original conditions.

V. VALIDATION AND ASSESSMENT

Preliminary site appraisal is undertaken to determine the most suitable land-use in terms of development and planning as well as for construction purposes of school buildings programmed by the Department. It is a good practice to include a section of environmental impact assessment of the proposed project when carrying out this activity.

Scales of Assessment

Investigations in relation to land use can take place at various scales ranging from regional to project specific assessments. In most instances, regional investigations are undertaken on behalf of regional authorities to determine location and use of natural resources and establish the extent of **environmental pollution** caused by a certain event or activity. On the other hand, local site investigations are more specific and dwell on a particular project, for instance construction of a new school in a rural area.

Environmental Aspect of Site Investigation

A preliminary site appraisal is an important procedure for obtaining information about a site and its surroundings. From an environmental perspective, the assessments are designed to evaluate natural and human-induced hazards in the school site and its surrounding environment. The assessment relies on engineering surveying techniques to establish site boundaries and identify available utilities lines around the proposed construction site. Other salient factors considered are the land-use pattern in the area and whether there are *local land use restrictions* that may have an impact on the proposed project.

Nature of Site Appraisal

Just as with any other investigation, preliminary site appraisal commence with outlining the scope of the study and identifying what type of information is needed or relevant. The level of detail required largely depends on the nature of the investigation. For instance, lesser site details are required during project feasibility exercises than when collecting data for engineering design purposes. Regarding this, various methodologies are employed depending on the purpose of the investigation. (They include aerial photographs, remote sensing imagery, sample collection, subsurface exploration and geographical surveying, and in-situ testing.) Once relevant data is obtained it is then processed to obtain information that is incorporated into project decision making.

Key Takeaways

The importance of **preliminary site appraisal** includes:

- Determine land boundaries and land-use patterns.
- Provide crucial information of the **environmental impact** of the proposed project especially for identified areas of concern by the MGB, PhiVolcs, DENR, etc.
- Provide a body of knowledge on the site that can be adopted during project planning and execution e.g., alternative method to site cut and fill, etc.

i. THE SITE APPRAISAL FORM (See Annex F)

The purpose of Site Appraisal is to establish short and medium-term targets, resource requirements and implementation strategies. To determine the options in ground utilization, a careful study of the school site and its immediate surrounding should be conducted. The aim is to gather sufficient information for identifying probable areas appropriate to the various elements necessary in the school site. The possibilities offered by the school site like a spring which could be a reliable source of water, level portions ideal for school buildings, a section of land for vegetable gardening should also be noted. However, the physical features of the area surrounding the school site also influence ground utilization.

During the conduct of Site Appraisal, it is important to initially take into consideration the basic ownership documents of the school and its site. As a rule, no new buildings may be constructed, improvements and/or repair of the existing buildings and installation of utility facilities unless the school has documents on hand of the ownership of the land where it is established.

Site Information:

A. Site Ownership Documents

1. **Transfer Certificate of Title** - refers to a legal document pertaining to the ownership of a school site under the name of the Department of Education.
2. **Contract of Usufruct** - Article 562 of the New Civil Code clearly provides that “usufruct gives a right to enjoy the property of another with the obligation of preserving its form and substance, unless the title constituting it or the law otherwise provides.”

A usufruct is a legal right accorded to a person or party that confers the temporary right to use and derive income or benefit from someone else's property. It is a limited real right that can be found in many mixed and civil law jurisdictions. A usufructuary is the person holding the property by usufruct. Usufruct is usually conferred for a limited time period. It can be granted to the usufructuary, or person holding usufruct, as a way to look after property until the death of a property owner and the estate can be settled if the property owner is in ill health. While the usufructuary has the right to use the property, they cannot damage or destroy it or dispose of the property. A usufructuary does not have full ownership of the property, because they do not enjoy the third property right, which refers to the right to consume, destroy, or transfer ownership of the property to someone else.

School sites owned by Local Government Units should be covered by Usufruct Agreements in favor of the Department of Education, to be used for educational purposes.

3. **Deed of Donation** - A Deed of Donation transfers property from the owner (the “donor”) to another person (the “donee”) by way of donation. The Deed of Donation is usually executed for the love, gratuity and affection the donor has for the donee (i.e. from a parent to a child).
4. **Declaration of Real Property (Tax Declaration) is a property record**, which is a traditional assessment document maintained by the provincial, city or municipal assessors, showing, among others the market and assessed values of the property as the basis for the collection of real property tax. Tax declarations over school sites are generally either under the name of the Department of Education, its schools or the city/municipal local government unit.

Considering the number of schools nationwide, to date, around 48,000 school sites have been established, the Department has only been relying on donated lots, hence most of the schools have been facing issues in their current locations. While our schools have been a magnet for community development, some schools in established urban areas have been confronted with the properties legally challenged and the process of donation reversed by the heirs.

B. Location - School location is identified as to their geographical/ social location. These are classified as 1st to 6th class municipalities. Cities are classified as urban as they have met the criteria in terms of social and per capita income. The location of schools are classified as follows:

- **Urban** - is a human settlement with a high population density and infrastructure of built environment

- **Rural** - is a geographic area that is located outside towns and cities
- **Upland** – are high above sea level with low temperatures, high rainfall and generally windy
- **Coastal** - is defined as the area where land meets the ocean,^[1] or as a line that forms the boundary between the land and the ocean or a lake
- **Island** - any area of land entirely surrounded by water

C. Topography - the configuration of a surface including its visibility and the position of its natural and man-made features

- **Level/Flat** – even surface
- **Sloping** – inclined from a horizontal or vertical line
- **Rolling** – long undulated areas with gentle slopes

D. Flood Level - is the water level, as read by a stream gauge or tide gauge, for a body of water at a particular location, measured from the level at which a body of water threatens lives, property, commerce, or travel

E. Soil Condition - Soil condition can be defined as the capacity of a soil to function, within land use and ecosystem boundaries, to sustain biological productivity, maintain environmental health, and promote plant, animal, and human health.

- **Sandy** - is a naturally occurring granular material composed of finely divided rock and mineral particles and containing more than 85% sand-sized particles by mass
- **Clayey** - is composed of very fine particles that become heavy and sticky when wet and hard and concrete-like when dry and containing 50% clay
- **Rocky** - is rougher and rockier than sand, and smaller than stones. Soil that is rocky or gravelly will have a large proportion of rocks or gravel.

F. Power Supply

- **Local Cooperative** – power connection with meter
- **Solar** – Solar power system consisting of Solar Panels and battery storage

G. Water Supply

- **Spring** – free-flowing water opening at or near the surface of the Earth for the discharge of water from underground sources
- **Local Water District** –water distributed through water pipes from a large water storage with meter.
- **Well** - underground water that is held in the soil and in pervious rocks
- **Rainwater Collectors** – Storage tank available in the school where water collected from rainwater are stored.



Figure 3



Figure 4

- Other means of water sources/provision

H. Access – a means of approaching or entering school premises

- **Cemented Roads** are roads having their wearing surface consisting of cement concrete (plain or reinforced). These roads are types of rigid pavements and remain in serviceable condition under all weather conditions.
- **Asphalted Roads** are roads using a brown or black, tarlike, bituminous substance that consists mainly of hydrocarbons, found in

large flat beds or made by refining petroleum placed on top of an existing concrete road to reduce slippage during wet weather.

- A **gravel road** is a type of unpaved road surfaced with gravel that has been brought to the site from a quarry or stream bed. They are common in less-developed regions of the country and in the furthest rural areas. They may be referred to as "dirt roads" but the term is used more for unimproved roads with no surface material added. If well-constructed and maintained, a gravel road is an all-weather road.
- A **Rough Road** is a road with a road surface of uneven soil and rock, or in poor condition.
- A **Hiking Trail** is normally a path with a rough beaten or dirt/stone surface used for travel. Trails may be for use only by walkers, but some are also be used for cycling, horse riding, and less often for moving cattle and other livestock. A trail can also be a marked route on a navigable waterway. In some places trails are the main access route to remote settlements.

I. Type of Access – the details below indicate in number the kilometers of approximate length of the road from the nearest point of reference up to the entrance gate of the school.

- **Distance from Municipal Hall** – measured in kilometers from the Municipal town hall (0 kms) to the location of the school.
- **Distance from DepEd Division Office** – measured in kilometers from the DepED Division Office to the location of the school.
- **Distance from the nearest school** – measured in kilometers from another school to the entrance of the identified school.
- **Distance from the nearest Road network** – distance from any type of road to the entrance of the school.
 - **Major Highway** – Provincial roads
 - **Municipal Road** – roads within the población or town center
 - **Barangay Road** – roads leading out of the town centers to a specific barangay
 - **Purok trail** – trails usually taken by villagers traversing local areas within the clusters in a barangay or community, usually in between houses used as short-cuts.

J. Evacuation Center – are areas designated to hold people temporarily until a threat whether climatic or condition to lives and property has passed.

ii. Site Development Plan

Accomplish the Site Development Plan by drawing the following:

1. School site whether scaled or not to scale;
2. Layout of buildings and other structures (represented by polygons);
3. Dimensions of the buildings;
4. Distances between buildings;
5. Distances from buildings to perimeter fences, entrances and exits;
6. Sources of water and electricity;
7. Sanitation layout
8. Open spaces

School Site Development Plan means a dimensioned plan drawn to scale that indicates details of the proposed land development, including the site layout, positioning of buildings and structures, property access, building designs and landscaping.

By determining areas that are poor for development (such as floodplains or steep slopes) and better for development, the planner or architect can determine the optimal location for different functions or structures and create a design that works within the space.

A School Site Development Plan is a top view, bird's eye view of a property that is drawn to scale. With this, the team can further locate accurately the location of the physical attributes of the different structures needed in properly planning the development of the school site or provide immediate access to various future provisions not needing construction.

A School Site Development Plan should contain the following:

- **Property lines**

- The assessment team should be able to determine the boundaries of the school site, represented by either by a perimeter fence or by ***mojons (survey markers, also called survey marks, survey monuments, or geodetic marks)***. This can also be drawn by broken and dotted lines and the corners with larger circles to represent the markers.

- **Outline of existing and proposed buildings and structures**

- Scaled or non-scaled drawings of buildings within the site represented by polygons, often denote the location and positioning of buildings. This

enables the Team to properly locate future improvements to the school site.

- **Distance between buildings**

- Measurement must be indicated in the drawing, usually from corners or sides of the buildings to a reference such as the edge of an existing concrete pavement, a service pole, or the wall of an adjacent building whether perpendicular, or in some cases, parallel, if there are rows of buildings facing each other or back-to-back.

- **Distance between buildings and property lines (setbacks)**

- The team must measure the distances of the buildings from the property/perimeter fence by indicating the measurements in meters. As a rule, all setbacks should follow the provisions of the NBC.

- **Parking lots (indicating parking spaces)**

- This may be identified as a small vacant space from the main gate where vehicles, four or two wheeled, whether official or personal use of the school staff and students. Location of bicycle racks must be indicated so as not to interfere with the open spaces allotted for school activities, which may pose danger to the learners.

- **Driveways**

- Ingress and egress must be identified and its measurements in length and width indicated in meters. Driveways must be wide enough to accommodate emergency vehicles such as ambulances and fire trucks, or small delivery trucks used to deliver school use printed materials and equipment, and construction materials during repair/construction.

- **Surrounding streets**

- Streets, alleys, and other access routes, leading to or around the school should be identified and its width measured and labeled in meters. This would allow the convenient passage of emergency vehicles to and from the school. In cases, where fire trucks cannot enter and go near the buildings, peripheral roads around the school, nearest to the buildings in case of fire, may be used as station areas.

- **Landscaped areas**

- Open spaces and gardens tended by students for curriculum classes shall be identified and its area measured and labeled in meters.

- **Easements**

- Easements around the school where minor gates are used leading to the school from dense settlements, **puroks** and housing clusters must be identified, and its width measured and labeled in meters. This will allow the barangay and other LGU support units in emergency cases, evacuate the school in the soonest time.

- **Ground Sign Location**

- School name markers must be identified and labeled as such that visibility from all access points, whether from moving vehicles on major or busy thoroughfares may immediately recognize the area as a school. Safety markers (such as crossings and lowering of speed of vehicles) shall not interfere with the school's name markers or a combination thereof.

- **Utilities**

- Location of utilities such as water source, main power source and local/individual power junction connections, main switches and poles, sewerage and drainage lines, septic tanks, and internet sources and distribution junctions must be individually located and labeled on the plan. It may be labeled using a different color of ink for easy identification by the local cooperative provider.
- Utility sources such as electrical distribution transformers shall be labeled (e.g. 15kVA, 25kVA, 37.5 kVA , 50kVA, 75kVA, 100kVA, etc), water sources with the pipe size inlet and distribution connection sizes, the size of the piped drainage in millimeters and direction of the natural slope for rainwater drainage shall also be indicated with arrows.

- **Evacuation Areas**

- Emergency evacuation areas should also be identified and labeled for emergency purposes. This should also have access to the main driveway and exit.

- **Other amenities**

- Other school amenities such as garbage collection, recycling and recovery areas shall also be identified and labeled with dimensions in meters.

Below is a sample School Site Development Plan:

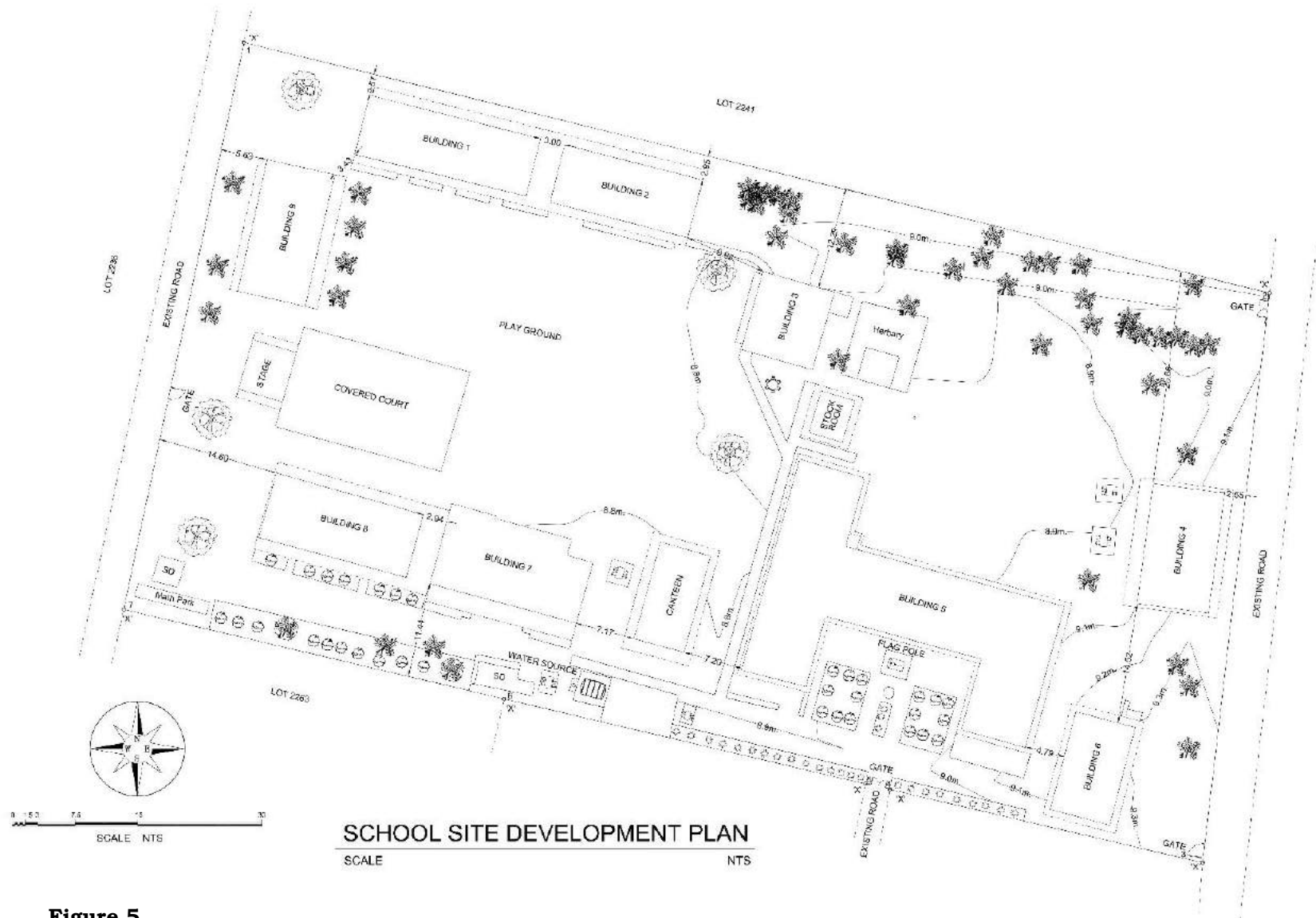


Figure 5

iii. Feasibility

As part of the Site Appraisal activity, showing the school in its present status and the proposed improvements intended at various stages during the current program period is important in determining the needs of the school based on its physical inventory vis-à-vis enrolment population regardless of the project funding. This will enable the school administrator/principal in planning for future expansion and increase in population. While construction and repair is programmed annually, an assessment of the current state of all existing facilities will help determine the extent of development a school will need to cope with its growing population and the current demands in the teaching modalities.

- School buildings should be assessed based on the condition of the structure from the ground up.
- Look for cracks on the ground and concrete floor slab and along corridors
- Look for cracks on the walls, zocalo and corners of door and window openings. If cracks are present, assess if they are superficial or on the surface, or penetrating the CHB wall. At times, CHB walls separate due to cracks on the CHB or rarely separate from the column. If light can be seen through the cracks, it is a sign of structural damage.
- Assess if the level of ground surfaces varies or have separated from one surface to the other (corridors separating from the classroom)

Minor repair

- Superficial cracks on the corners of window and door openings, on the floor surface, or on large wall surfaces
- Paint warps, cracking, warping, blistering, flaking/peeling, fading
- Rotted ceiling due to roof leak, ceiling warps due to poor quality of plywood installed, detached ceiling inside and along eaves
- Broken windows
- Misaligned window jambs and hinges, missing window handles and locks
- Busted light bulbs, broken/missing switches, grounded lights, protruding wires, broken light fixtures, obsolete light fixtures
- Chalk board surface not writeable, **lawanit** detached from frame
- Broken locksets on doors, loose thread on door latches and hinges
- Very few damaged/corroded roof sheets

- Replacement of water and sanitary fixtures (faucets, supply hoses to water closets, flush assembly, unclogging of sanitary connections)
- Retrofitting of classrooms based on Covid safety protocols.

Major repair

- Replacement of doors and windows
- Remove and replace infested wood ceiling and roof framing members (may replace wood to steel framing in some cases)
- Complete replacement of roofing sheets
- Complete re-wiring of electrical connections
- Replacement of all electrical and lighting fixtures and accessories
- Complete repainting of the whole building with surface preparation
- Replacement of all water and sanitary fixtures and connections
- Retrofitting to accommodate new technology utilities (satellite catv placement, internet connection cabling, solar power system)
- Retrofitting of classrooms based on Covid safety protocols.

Replacement of Building

- Deep cracks on walls, floors, and all structural members
- Should require justification on the replacement
- Require structural assessment, condemnation and demolition documentation process and procedures from local building official
- Completely destroyed by fire

Available Space for Construction

- Assessment Team should indicate where a more appropriate location for proposed new buildings on the site development plan
- New utilities must be appropriately located for ease of repair and tapping of new connections
- Provision of enough space beside old buildings to accommodate the footprint of new standard buildings

- Consideration in the planning of construction new technology utilities (satellite catv positioning, internet connection cabling, solar panel system)

School Profiling

- The school head will provide the Team the latest school enrolment data per class/section.
- Classroom occupancy should follow the existing parameters set by DepED
- Learner data should be included in safety and benefits program of the LGU.

VI. PRE-DETAILED ENGINEERING STUDIES

After Site Validation and Appraisal (as discussed in the previous chapter), Soil and Foundation Investigation is done on the proposed site for construction to obtain information on the physical properties of soil underneath which is necessary to determine the appropriate type of foundation and needed engineering interventions for the proposed structure. This is usually performed by an accredited geotechnical firm with licensed geotechnical engineers or geologists of which services is acquired following the procedures set in the Revised Implementing Rules and Regulations (IRR) of Republic Act No. 9184.

As a requirement, other necessary field surveys and investigations which may include aerial, hydrographic, topographic, hydrologic, sub-surface, monumenting (in some schools), among others shall be carried out in accordance with the design criteria and standards adopted by the concerned entity and shall be prepared in a manner satisfactory to carry out accurate design and preparation of plans.

In addition, the following activities shall form part of the pre-detailed engineering studies:

- **Site Appraisal** – is being done to determine the actual classroom needs, type of school building/s to be constructed, site improvement (if any), and/ or extent of classroom damages and other relative data necessary for the proper programming of the school building projects. An in-depth discussion of Site Appraisal is provided in Section V of this Manual.
- **Soil and Foundation Investigation** – is carried out to obtain results which will be used by the structural designer to determine the appropriate type of sub-structure for the proposed school building. A

standard Soil Bearing Capacity (SBC) of 2,000psf or 96KPa is considered in the design of the standard school building plans;

- **Preparation of Design Plans and Analysis** – at this stage, designs and drawings for the proposed school building are being prepared based on the soil analysis results and recommendations, type of school building and its use (academic, laboratory, etc.), and site/ building improvement. Alternatively, the structural designer has the option to adopt different type of foundation such as mat foundations or combined footings, or the use of piles or cement grouting methods depending on the SBC and recommendations obtained from the soil test results. The orientation of the building may also be modified to suit the proposed school building site if the building footprint of a standard school building plan will not fit the project site;
- **Preparation of Technical Specifications** – set of required material, methodologies and other standards based on the final plans and designs are listed in details as a supplement to the plans and drawings;
- **Preparation of Quantity and Cost Estimates** – this is done to determine the final quantities and cost of construction for the proposed school building project which will be the basis for the determination of the Approved Budget for the Contract (ABC) to be bid-out. It should be noted that all possible additional expenses should be incorporated in the estimates such as additional hauling cost of materials, additional embankments, soil improvements, change in foundation designs, building orientation, tapping of electrical and water connections, drainage system, school ground levelling and landscaping among others as such that the school building will be constructed completely and ready for use;
- **Preparation of Program of Works** – this will outline the series of item of works to be done necessary to complete the school building project;
- **Preparation of Construction Schedule [and estimated Cash Flow for projects with schedule over six (6) months]** – this will define the sequencing of the activities with the projected cash flow and number of construction days;
- **Preparation of Site or Right-of-Way Plans including Schedule of Acquisition** – applicable to school project sites with right-of-way issues wherein the procuring entity in coordination with the school and barangay officials should be able to determine and plot the proposed

roadways and entrance to the school and prepare a schedule of acquisition prior to procurement of the proposed school building project;

- **Preparation of Utility Relocation Plan** – is being prepared if needed, to identify utilities which will be affected by the proposed school building construction and need to be relocated to avoid disruption during actual construction;
- **Preparation and Submission of Design Report** – is being prepared by the lead designer of the proposed school building which should include the details of the various section of the building, design criteria, other key technical designs and risk assessment among others;
- **Environmental Impact Statement for critical project or project in a critical area, as defined by the DENR** – this should define the current status, negative and positive effects on the environment of the proposed school building site;
- **Preparation of minimum requirements for a Construction Safety and Health Program** – this document is being prepared which include measures to ensure the welfare and protection of the construction workers as well as the general public within the construction site;
- **Preparation of Bidding Documents** – in this stage, the bidding documents will be prepared containing all relevant information of the proposed school building project which will guide the bidders in the preparation of their bids.

VII. DETAILED ENGINEERING DESIGNS

i. Minimum Performance Standard Specifications for DepEd School Buildings (Annex G)

A school building is an important requirement for the operation of a school. It should be safe, sanitary, and calamity resilient. It should be structurally stable and free from defects and deficiencies so as to resist lateral forces, distortion and rapid deterioration. A school building must be in hygienic and sanitary condition at all times to protect the health of the pupils/students, faculty and staff. A well-designed school building contributes to improved student performance and makes a lasting impression on the community with regard to the importance of education.

The design and construction of school buildings shall include provisions for fire resistance, fire prevention, as well as against accidents; provisions for persons with disability, and other necessary facilities to secure it against thieves, stray animals, and intruders.

In ensuring the quality of the school buildings being designed and constructed in our schools, the Department of Education established the Minimum Performance Standard Specifications (MPSS) in the design of school buildings. In the MPSS, the department also considered the introduction of new technologies currently being practiced in the construction industry that will make the completion of school buildings much faster with the same or better structural stability than the conventional manner of construction

The Minimum Performance Standards and Specifications (MPSS) for DepEd School Buildings serves as the basic instrument of the Central and field offices as well as the stakeholders towards the standardization of school buildings wherever schools are located, whether single-storey, medium-rise or high-rise to be constructed in the various school sites across the country whether to be implemented by co-partners in government (DPWH) or by non-government agencies/ entities such as foreign –assisted school building projects. It covers such elements as architectural design standard, structural design standards, as well as electrical design standards, and sanitary and plumbing which may concern DepEd stakeholders within and outside the DepEd Central Office.

Quoted below is DepEd Order No. 06, s. 2021 dated 28 February 2021 titled Re- Establishment of the Minimum Performance Standards and Specifications for DepEd School Buildings using Alternative Construction Materials (Annex H) which re-established the contents of DepEd Order No. 67 s. 2017.

A. Architectural Design Standards

a. Classroom Size

The size of the classroom for elementary and secondary schools must be 7.00 meters in width x 9.00 meters in length measured from the centers of the walls. In cases where site is limited, particularly in urban areas, the Division Engineer may opt to reduce the classroom size, provided that such change is concurred by the School Head and approved by the Schools Division Superintendent with the corresponding information on the

maximum number of students that can be accommodated inside the given classroom size.

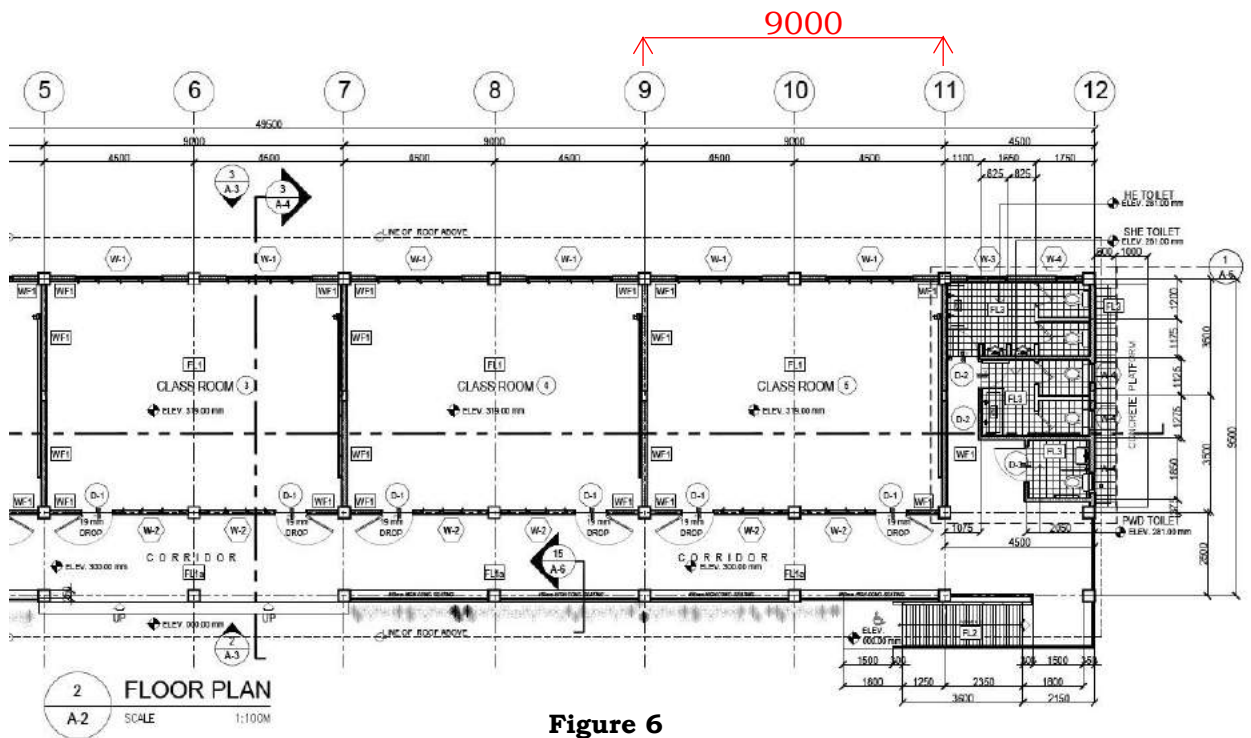


Figure 6

b. Windows

- i. The windows must be of bilateral fenestration (transparent or translucent), operable louver type. The window must allow the entry of daylight even if it is closed.
- ii. The total area of window openings must be at least 10.00 square meters to provide natural ventilation and illumination.
- iii. The window sill must not be lower than 0.60 meter for single-storey buildings or higher than 0.90 meter for multi-storey buildings, from the finished floor line (FPL).
- iv. The minimum height of the fixed louver or transom window above the operable window is



Figure 7

0.30 meter.

- v. The window panels, when opened, must not be an obstruction along the corridor.
- vi. The window metal frames and jalousie holders must be sturdy enough to withstand vandalism.
- vii. Jambs shall be provided for all window openings.

c. Classroom Doors

- i. There shall be two (2) doors for every classroom.
- ii. The door swing-out angle should be 180 degrees.
- iii. The doors must be 0.90 meter in clear width and 2.10 meters in clear height.
- iv. The doors must withstand normal wear and tear and shall be provided with keyed lever-type locksets. The School Head may however request to change the locksets into other types subject to the review of the Division Engineer and approval of the Schools Division Superintendent.
- v. Polyvinyl chloride (PVC) and wooden flush doors must not be used for classroom doors.
- vi. Jambs shall be provided for all doors. Use of concrete jamb shall not be allowed.

d. Floor

- i. The floor must be of non-skid finish (grayish color).
- ii. The classroom Finish Floor Line (FFL) should be higher than the corridor FFL by 25 millimeters.
- iii. The first floor finish elevation must not be less than 225 millimeters for single-storey school building and 325 millimeters for multi-

storey school buildings. The elevation may be increased depending on the history of flood level.



Figure 8



Figure 9

- iv. A ramp must be provided with a maximum slope of 1:12 in compliance with the Accessibility Law (B.P. No. 344), of non-skid finish and properly labeled.

e. Ceiling

- i. The ceiling could be drop-type ceiling or cathedral type ceiling, either type of Ceiling must provide thermal comfort and structural integrity.
- ii. The clear height of rooms from FFL to the finished ceiling line (FCL) must be at least 2.70 meters.
- iii. Materials to be used for the ceiling must provide thermal comfort inside the classroom.
- iv. Ceiling must be securely fastened into a sub-frame.

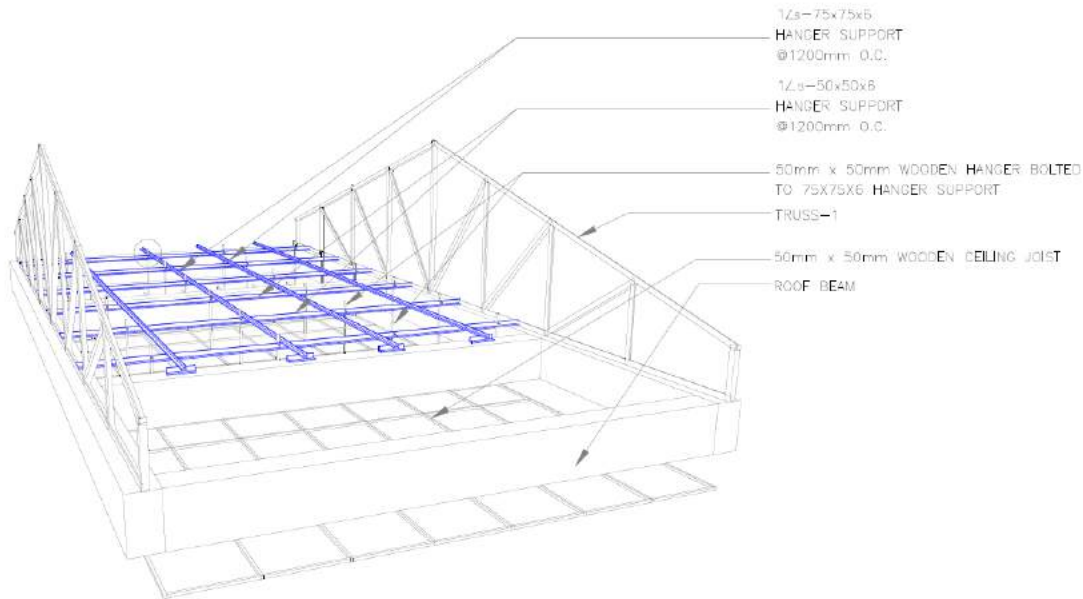


Figure 10

- i. The roofing material must be adequately protected from rust/oxidation, salt air, acid rain, or other sources and forms of corrosion.
- ii. Roofing shall be of 0.50 mm base metal thickness (BMT), long span, galvanized steel with Z40 coating, pre-painted, and securely fastened to the roof frames.
- iii. The size of purlin must be based on the structural design of the roof frames but in no case smaller than 1.5 mm thickness x 2" x 4". C-purlins must be spaced not more than 50 cm on center.



Figure 11

- iv. Roofing insulation must be provided for cathedral type ceiling to repel the heat from entering the classroom. It is critical that the roofing insulation, placed between the roof and C-purlins, must have a minimum insulation value of R8. This is to provide thermal comfort inside the classroom.

g. Walls

- i. Classroom partitions must be from floor to bottom of beam.
- ii. Noise must not travel from one room to another, minimum of 45 decibels (dB).
- iii. Walls must be free from dents, cracks and cannot be easily deformed when hit by an object.
- iv. Walls should be easily repaired using standard/common hand tools.
- v. R-rating number with a minimum of R28 for external and internal walls. (for alternative construction material other than CHB)
- vi. The insulation within the walls should be fire-rated for at least 2-hours.
- vii. External walls and partitions must be water-resistant and must not absorb more than 5% of its volume.

h. Corridors

- i. The corridor for single-storey school buildings shall not be less than 1.50 meters.
- ii. For multi-storey school buildings, the corridors must not be less than 2.50 meters and should be provided with steel railings at a height of not less than 1.50 meters.
- iii. Corridors at the ground floor shall be provided with bench type rails, if elevation of the floor is not more than 0.30 meters from Natural Grade Line (NGL).



Figure 12



Figure 13

i. Stairways

- i. For multi-storey school buildings, concrete stairs must have a clear width of not less than 1.50 meters.
- ii. Number and width the of stairways per school building shall comply with the requirements stipulated in the National Building Code of the Philippines (NBCP).
- iii. Handrails with steel railings must be provided.

j. Fire Protection

- i. All school buildings shall comply with R.A. No. 9514, otherwise known as the Fire Code of the Philippines (FCP) and its latest Implementing Rules and Regulations (IRR). The requirements shall include a fire alarm system, a standpipe system, pressure and gravity tanks, hose boxes/reels, extinguishers and other firefighting equipment.



Figure 14



Figure 15

- ii. Fire escapes must be provided for multi-storey school buildings following the requirements of the Fire Code of the Philippines.

k. Chalkboard

- i. The classroom must be provided with a built-in chalkboard and laminate whiteboard measuring 4.88 meters wide by 1.22 meters tall each board, with mounting heights and specifications as per DepEd
- ii. Provision for the installation of digital board.

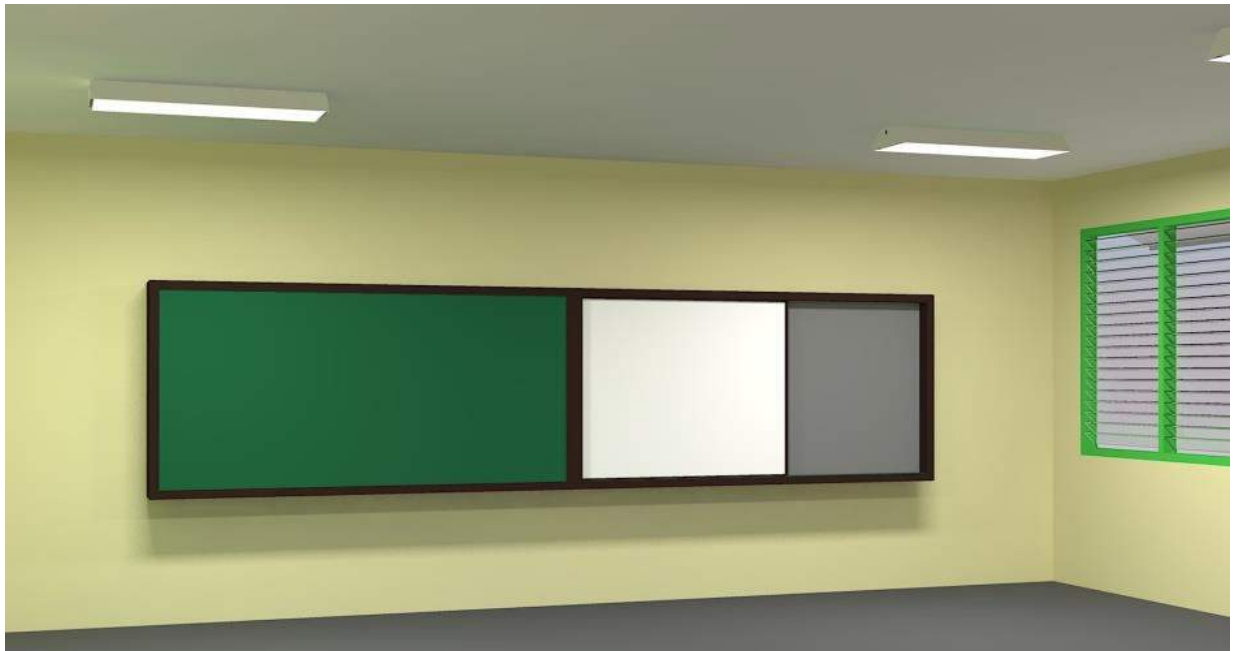


Figure 16

l. *Painting*

The standard paint/color schedule of DepEd school buildings shall be as follows:

Element	DepEd MPSS Color Scheme
ROOFING and ACCESSORIES	Foam Green
DOORS	Palmyra Green
COLUMNS along classrooms	Beige (Light Shade)
COLUMNS along corridors	Light Brown
BEAMS	Beige (Light Shade)
EXTERIOR WALL	Beige (Very Light Shade)
INTERIOR WALL	Beige (Lightest Shade)
CEILING (suspended or slab/ stair slab soffit)	White
GRILLS and RAILINGS	Palmyra Green
BASEBOARD	Beige (Lightest Shade)
FLOOR FINISH (Interior and Exterior)	Concrete Plain Cement Non-skid finish (Grayish Color)



Figure 17



Figure 18

- i. Paint Materials must be certified lead-safe paints/ coatings.
- ii. All new school buildings should follow the standard color scheme above, except in the following cases:
- iii. A different dominant color scheme already exists. In such cases, the dominant color scheme may be applied.

- iv. Designs and/or accents depicting local culture or school approach are practiced. In such cases, the same design/accents may be adopted.
- v. In both cases above, no additional cost may be charged.
- vi. No new design, accent, or color scheme different from what is hereby prescribed and/or from what already predominantly exists under Item 3 above may be proposed/introduced.
- vii. There is a need to ensure, as far as practicable, the uniformity of all public school buildings essentially to provide an environment for educational activities, and effective teaching and learning. At the same time, DepEd encourages and promotes regional diversity and cultural identity.

m. Roof Markings

- i. Roof Markings shall be painted on the main building or the tallest building of the school. It shall include only the DepEd Logo and the School ID Number.
- ii. Details and specifications shall be as follows:

Roof Markings	Size	Color
DepEd Logo * Refer to DepEd Order No. 69, s. 2003 entitled DepEd Logo	3.80 m Height 7.60 m Length	Existing DepEd Logo Design
School I.D Number	2.00 m Height 0.30 m Thick	Blue with White Outline

*Note: Distance between the DepEd Logo and the School I.D Number shall be at least **2.00 meters**.*



Figure 19

n. Wall Markings

- i. All walls must be free from any markings, except the following which may be painted on separate prominent places:
 1. DepEd Name, Seal, Logo, Mission, Vision, and Core Values
 2. Portraits and Sayings of National Heroes
 3. Name, ID, and Location of school.
- ii. An interior wall section may be selected and dedicated for the recognition of sponsors, donors, and other school partners, provided that the recognition material shall follow a standard metal plaque format that will be mounted on the wall.

o. Ventilation

- i. Natural ventilation shall be primarily supplied by the windows and vents. Artificial ventilation inside each classroom shall be supplied by at least two (2) units of 16-inch oscillating wall fans.

p. Illumination

- i. Illumination falling at desk or writing board should be taken with combined artificial and natural lighting. Illumination at all staircases and fire exit stairs shall comply with R.A. No. 9514 and its IRR.

B. Structural Design Standards

The structural design must be in accordance with the revised IRR of the 2018 National Building Code of the Philippines (NBCP) and the latest edition of the National Structural Code of the Philippines (NSCP 2015), Volume 1, 2015.

a. Classification of Structures

In accordance with the NSCP 2015, buildings under the Project shall be designed in accordance with the classification based on the nature of occupancy of "Essential Facilities."

b. Wind Load

For all school buildings, the roofing and walls shall be designed to withstand a wind velocity of **340 kilometers per hour (kph)**. The year-round effects of the southwest monsoon ("habagat") wind and the northeast monsoon ("amihan") wind as well as of the easterly winds must be taken into consideration due to the extensive damage these may cause to roofing, walls, and fenestrations. A Wind Importance Factor (WIF) of 1.15, based on the NSCP 2015, shall be used.

The structure should be fully sealed against rainwater intrusion during typhoons and heavy rains to protect sensitive materials and equipment. Doors and windows should be fully sealed against strong vertical and lateral rains.

c. Seismic Load

For all school buildings, the structure shall be designed to withstand earthquakes for Seismic Zone 4 with a corresponding **Seismic Zone Factor of 0.4 or 8.0 magnitude**, or as otherwise specified in the NSCP 2015.

A Seismic Importance Factor (SLP) of 1.5 shall be used.

As the FFL shall be elevated to 0.20 meter above the level of flood indicated/ identified in the Site Appraisal Report (SAR), the use of "containment wall" is prescribed to ensure the safety of the structure during the rainy season.

d. Live Loads

The minimum occupancy or live loads shown in the table below shall be used in the design.

Structure Part	Live Load
Classrooms	4.80 kPa
Corridors / Stairs	4.80 kPa
Roof	1.0 kPa

Note: kPa = kilopascals

e. Design Life

The school building and its structure shall have a design life of at least twenty-five (25) years.

f. Building Foundation

The foundation shall be designed for a net allowable soil bearing pressure of 96 kPa (2,000 pounds per square foot or psf). Consistent with best practices, appropriate studies/investigation of soil shall be conducted for use as basis/bases for the foundation and structural design.

g. Wall Vibration

Walls must not unduly vibrate due to the impact caused by any part of an adult human body and must neither be dented nor punctured by deliberate punches or kicks by an individual.

C. Electrical Standards

The electrical design must in be accordance with the latest edition of the Philippine Electrical Code (PEC). It must be provided with the basic electrical power and lighting layout, general notes, riser diagram, single line diagram, legends and symbols, load schedule and auxiliary layouts.

a. Lighting and Fixtures

- i. Each classroom of dimension 7m x 9m or 9m x 7m must be provided with at least six (6) units of 32 watts LED light with 5,120 lumens each.

- ii. A duplex convenience outlet (CO) of the grounding type (3-prong-universal type) must be provided on each windowless side of the classroom.
- iii. Two (2) oscillating 16-inch solar wall fan shall be provided for every classroom.

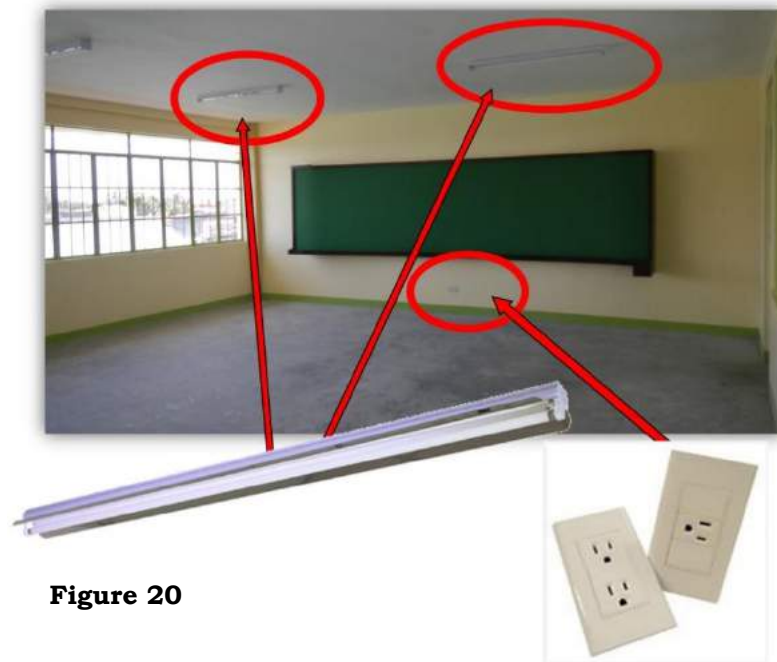


Figure 20

b. Wires for Devices when applicable

- i. Wires shall be properly designed in accordance with Article 3.10 and the grounding system shall conform to Article 2.50 of the PEC.
- ii. Wiring devices must be of modern type and approved for both location and purpose.
- iii. Service Entrance wires for a standard 7m x 9m or 9m x 7m described above must have a size of 8.0 sq.mm minimum if required and must be protected by circuit breaker protection 60 amp for main breaker, 20 amp for lighting, 20 amp for fans, and 20 amp for convenience outlets.

c. Service Entrance

The service entrance shall at least 1.60 meters above the natural grade line (NGL) or 0.30 meter above the established high flood level, whichever is higher.

D. Sanitary and Plumbing Standards

i. Provision of Toilets and Sanitary Facilities

Toilets and sanitary facilities shall be in accordance with the Plumbing Code and the Sanitary Code of the Philippines.

Design of toilets for Persons With Disability (PWD) shall be in accordance with the requirements of B.P. 344 or the Accessibility Law

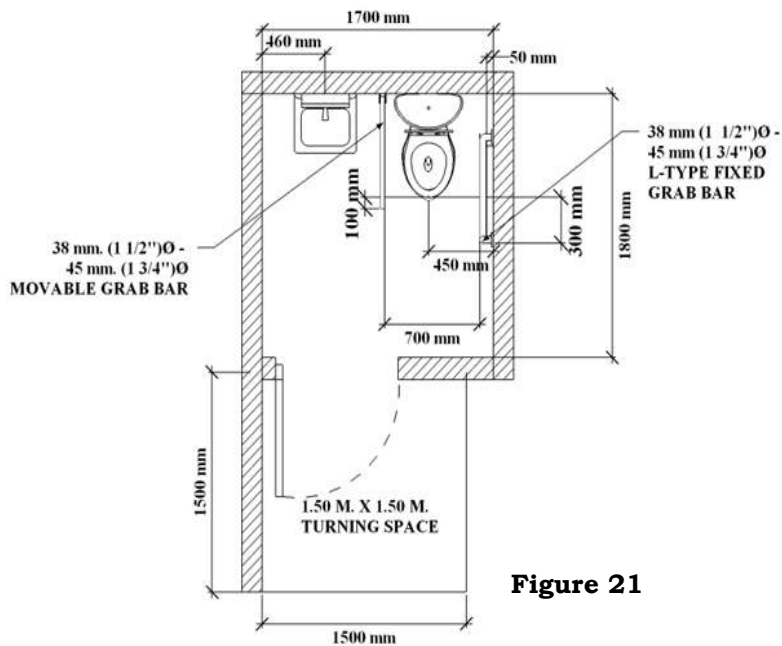


Figure 21

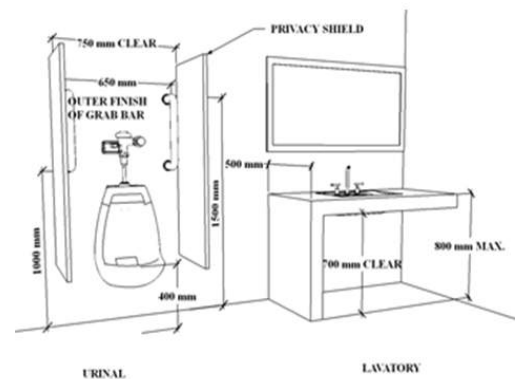


Figure 22

ii. Waste and Vent Line Piping System

The drain, waste, and vent line piping system must be aligned with the American Society for Testing and Materials (ASTM) D-2729, International Standards Organization (ISO) 4435 and ISO 3633.

iii. Waterline Piping System

The system must be aligned with the Deutsche Industrie-Norm (DIN) 1988 for Polypropylene Random Copolymer (PP-R) type 3 pipe and ASTM A53/A53M. The system must provide for a waterline service entrance.

iv. Plumbing Fixtures

These must be aligned with the American National Standards Institute (ANSI)/ American Society of Mechanical Engineers (ASME), A112.19.4m, A1 12.19.3, A1 12.19.5.

v. Drainage System

The storm drainage system must be sized in consideration of the rainfall intensities, and roof areas of the school buildings. Provision shall be made for the future installation of rainwater collection system in compliance With R.A. No. 6716 “An Act Providing for the Construction of Water Wells, Rainwater Collectors, Development of Springs and Rehabilitation of Existing Water Wells in all Barangays in the Philippines”.

vi. Septic Vault

All concrete septic tanks, if used as the sanitation solution, shall be protected from corrosion by coating with an approved bituminous coat or by other acceptable means.

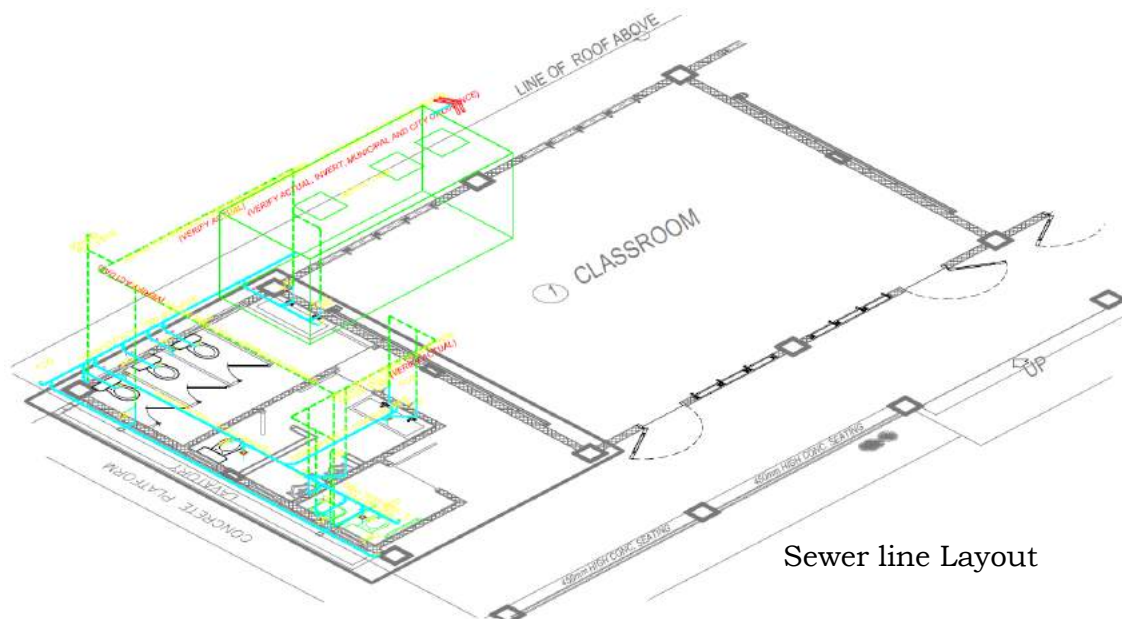


Figure 23

E. Mechanical Standards

All Mechanical systems and installation shall conform to the provisions of the latest edition of the Mechanical Code of the Philippines.

ii. DPWH-DepEd School Buildings

The DPWH-DepEd the designs School Building Designs are the designs used in the implementation of the DepED School Building Program. The complete set of plans (architectural, structural, electrical and sanitary & plumbing) are prepared by the Bureau of Design of the DPWH then approved and concurred by the Secretary of DPWH and DepEd, respectively. The DPWH-DepEd School Building Designs follows the Minimum Performance Standard Specifications (MPSS) established by DepEd in the design of school buildings.

The DPWH prepared the complete set of plans for the five (5) School Building Designs such as:

- a. Five-Classroom Single Storey School Building
- b. Ten-Classroom Two-Storey School Building
- c. Fifteen-Classroom Three Storey School Building
- d. Twenty-Classroom Four-Storey School Building
- e. Unique School Building

All the School Building Plans for the above school buildings except for the Unique School Building are prepared with a Key Plan for the Floor Plan and Roof Plan. The purpose of the Key Plan is to make the adjustment on the required number of classrooms.

For the multi-storey school building designs, aside from the use of a Key Plan, there are four (4) options in the plan of the classrooms. These options are:

- a. Option 1 - with Regular Classroom
- b. Option 2 – with Home Economics Room
- c. Option 3 – with Computer Rooms
- d. Option 4 – with Science Laboratory Room

Under Option 1, all classrooms of the multi-storey building are use as a regular academic classroom. Under Option 2, two classrooms of the multi storey building are designed for the Home Economic activities. Option 3 of the multi-storey school building design converts the two classroom for Computer Laboratory. Option 4 of the multi-storey school building design utilized two classrooms for the Science Laboratory Room.

THE MODIFIED DPWH-DEPED FIVE-CLASSROOM SCHOOL BUILDING



Figure 24: PERSPECTIVE

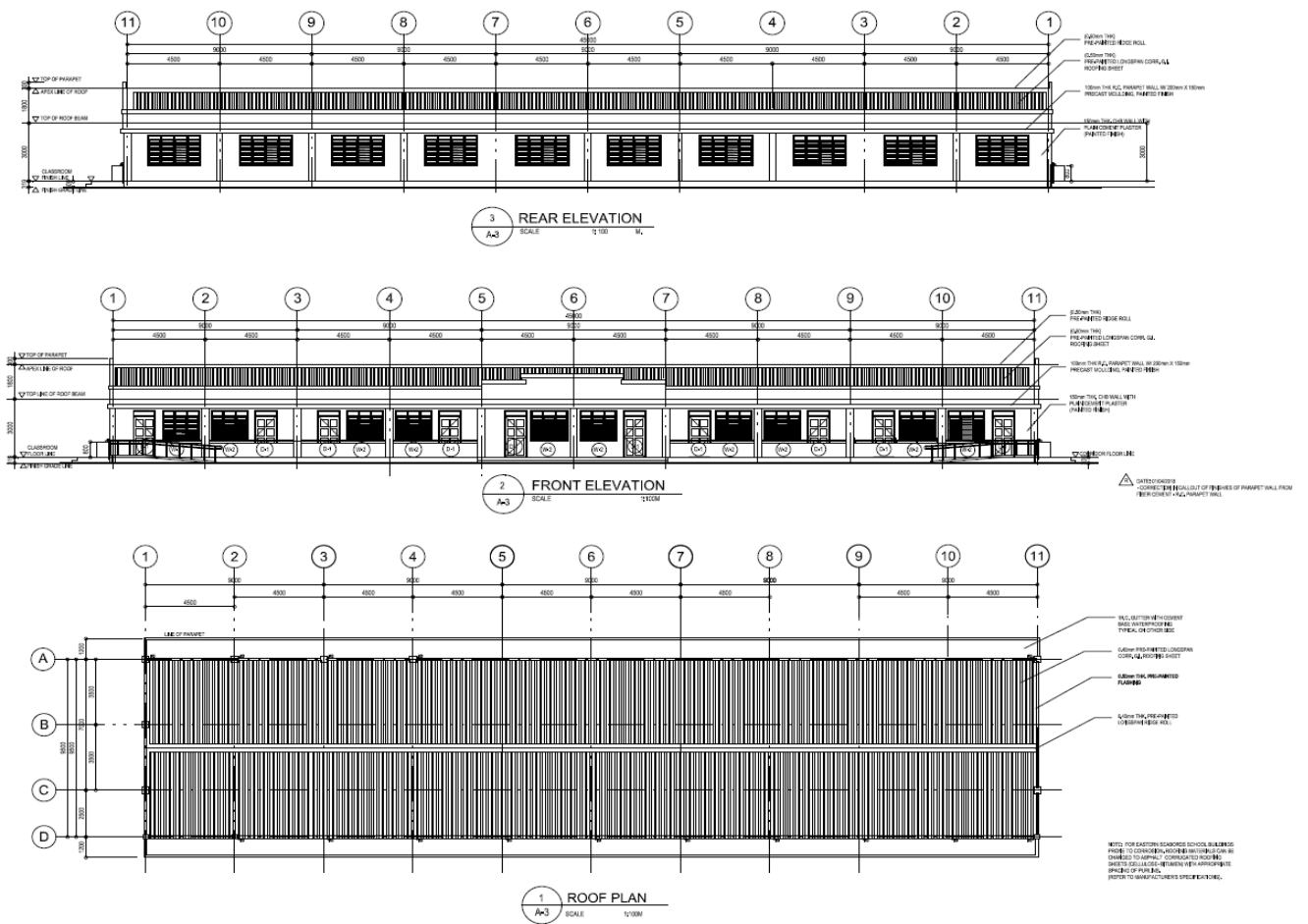


Figure 25: KEY PLAN

TWO-STORY DPWH-DEPED SCHOOL BUILDING DESIGN



Figure 26: PERSPECTIVE

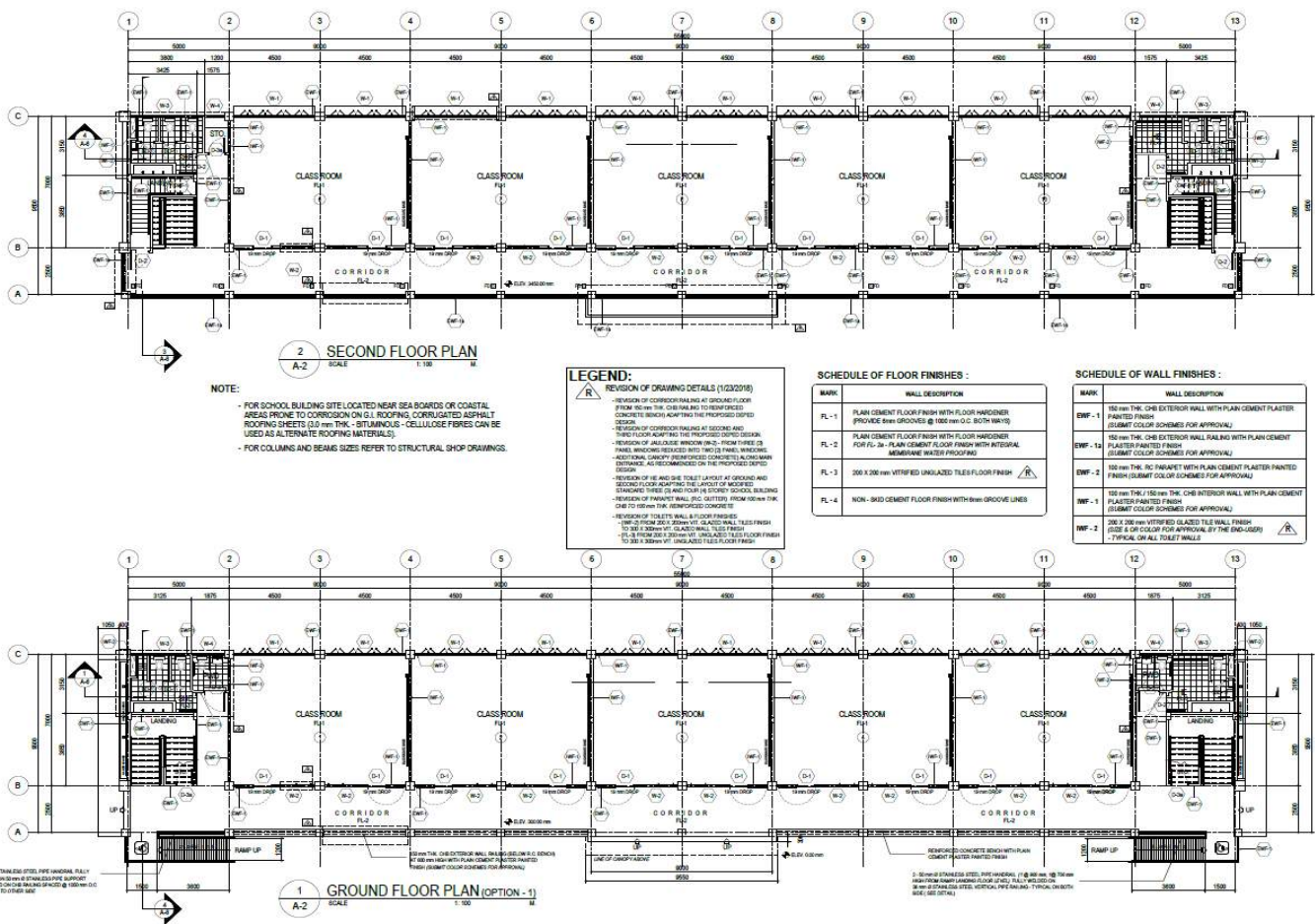


Figure 27: KEY PLAN

DPWH-DEPED THREE-STOREY 15-CLASSROOM SCHOOL BUILDING



FIGURE 28: PERSPECTIVE

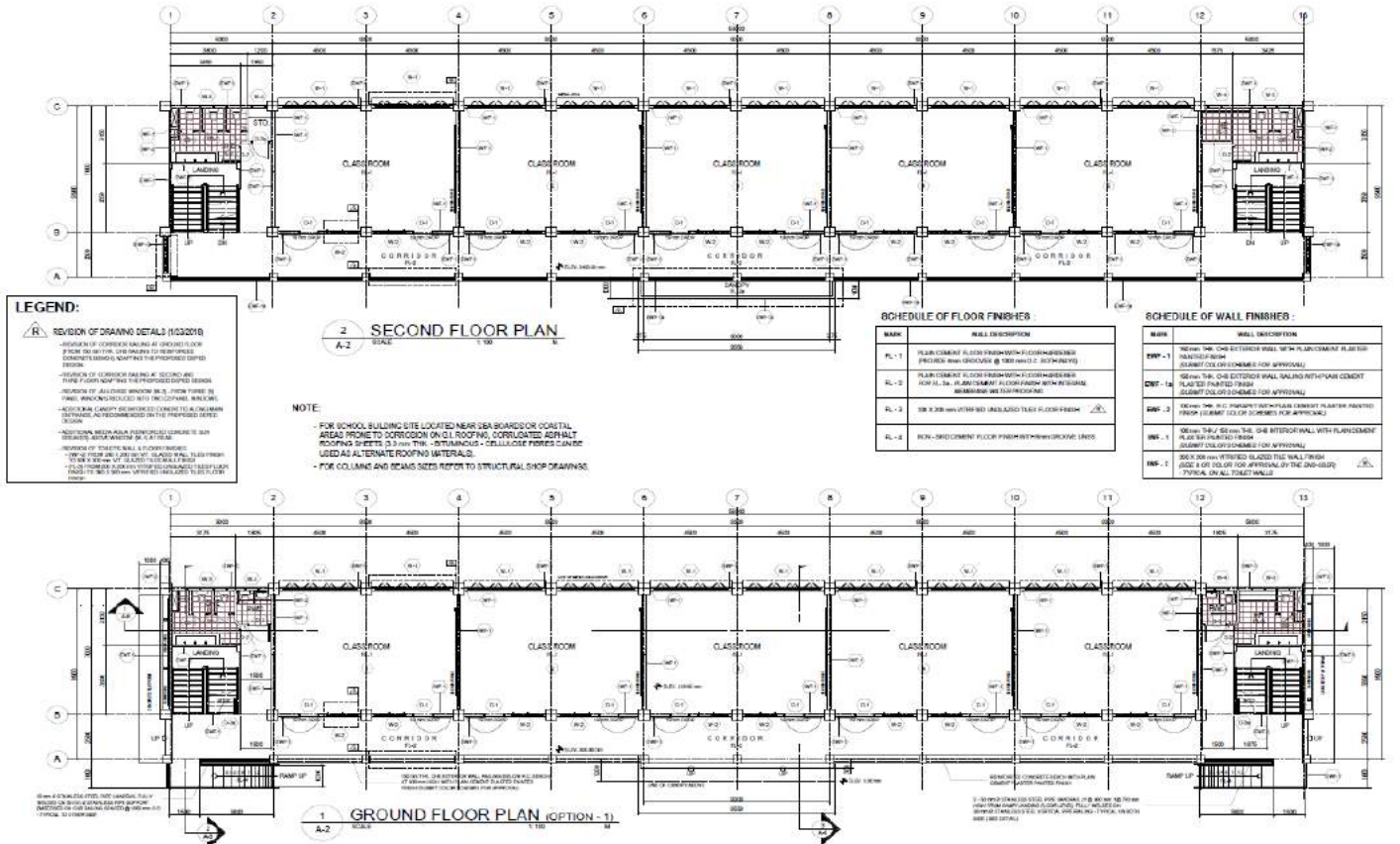


FIGURE 29: KEY PLAN

DPWH-DEPED FOUR-STOREY TWENTY CLASSROOM SCHOOL BUILDING



FIGURE 30: PERSPECTIVE

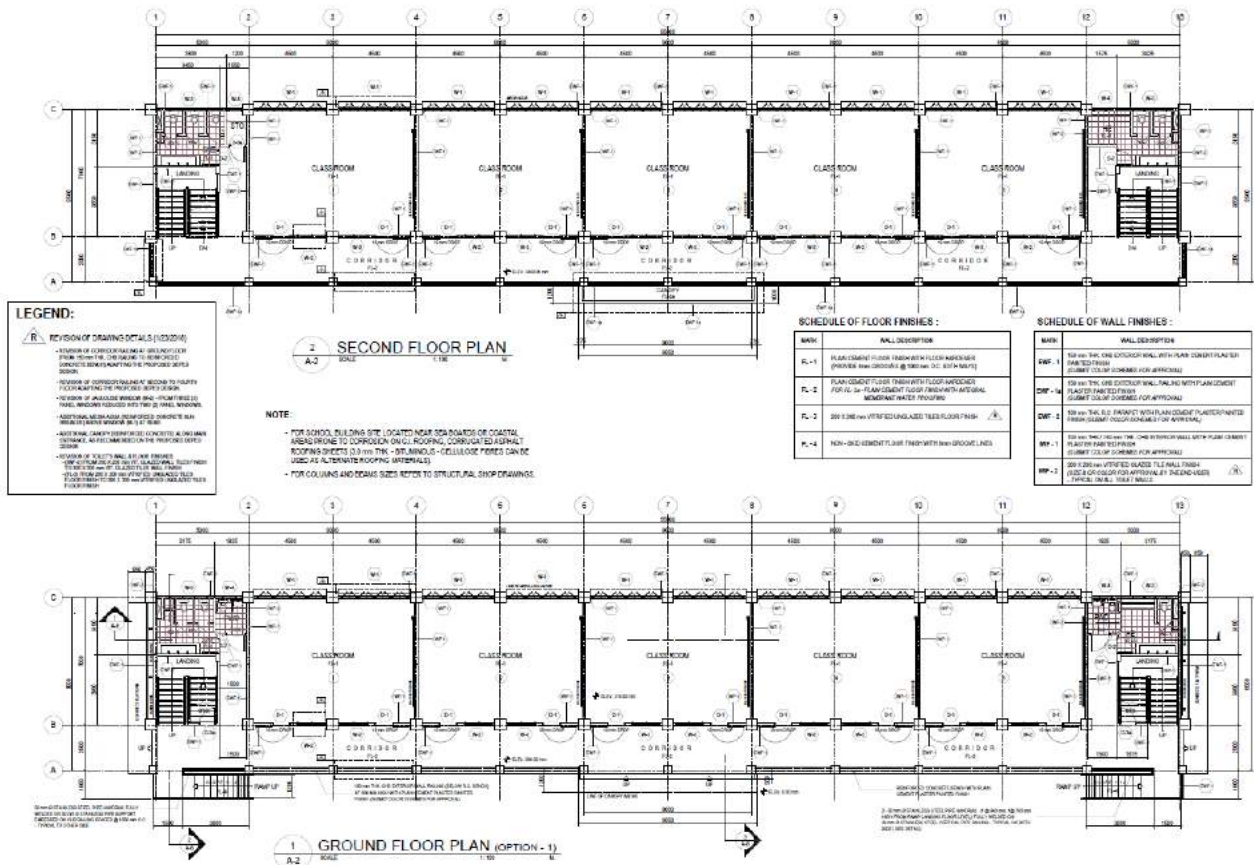


FIGURE 31: KEY PLAN

OPTION 3 - COMPUTER ROOM

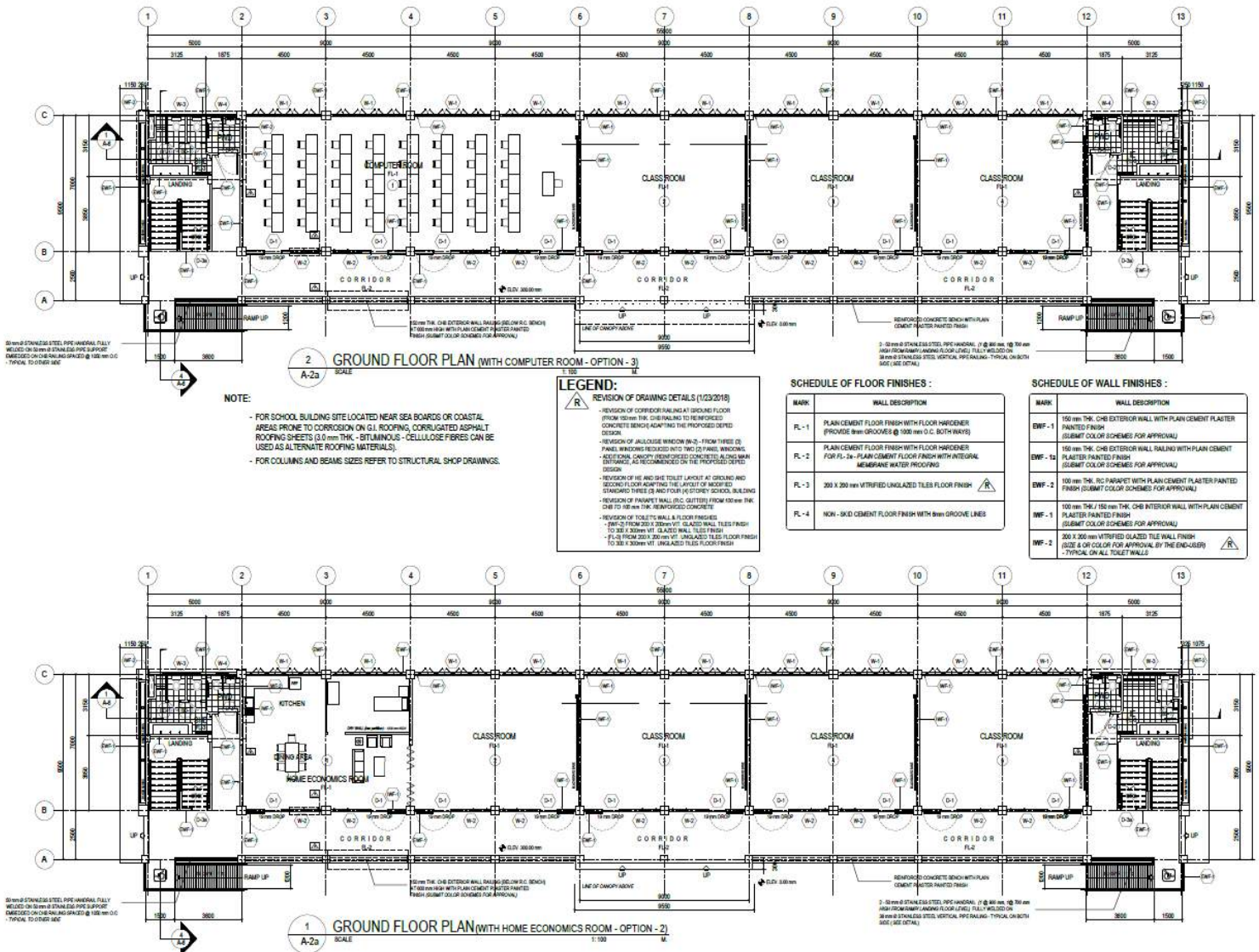


Figure 32

OPTION 2 - HOME ECONOMICS ROOM

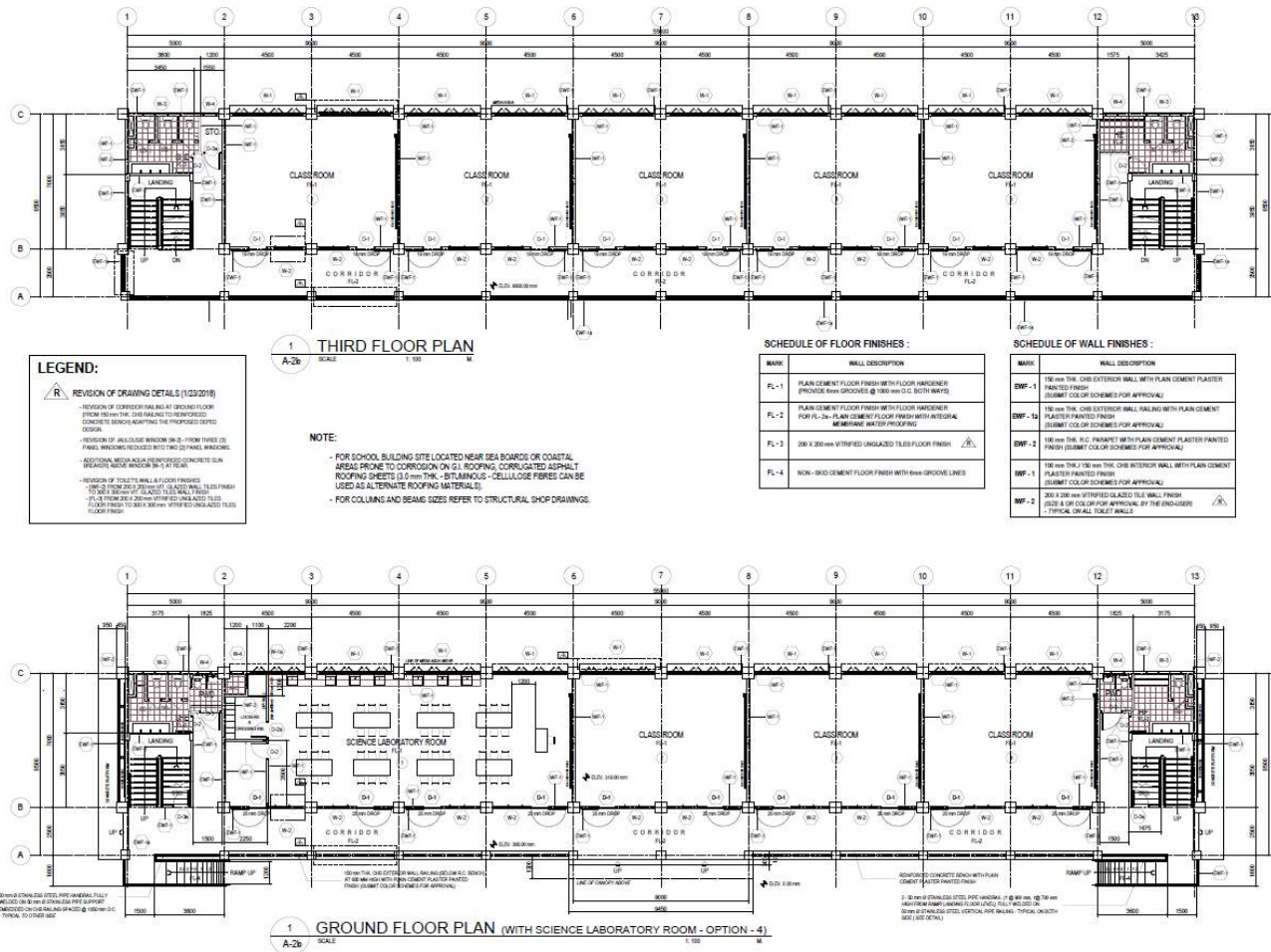


Figure 33

OPTION 4 – SCIENCE LABORATORY ROOM

Repair of School Buildings

School building repair is an essential aspect of school facilities management that needs attention and planning by school heads. Repair is the remedial work done on any damaged and deteriorated portion or portions of a building to restore it to its original condition. Repair works are classified either as minor or major depending on the extent of damaged or deterioration of the building. Further details of the repair work classifications are provided in Section IV (Manner of Prioritization) of this manual.

iii. Repair Parameters

In order to guide DepEd engineers and Architects in the assessment of repair works for school buildings and to determine its repair classification, the Department developed the Repair Parameters for school buildings.

The Repair Parameters identifies the building component, described the type of damages /deterioration, determine the damaged ratio, determines the repair classification and recommendations.

- a. Building Component – the portion of the building subject for assessment i.e roofing, ceiling, walls windows etc.
- b. Type of Damage or Deterioration – the description of the damage or deterioration brought by calamity or wear and tear such as detached roof sheet, presence of corrosion, termite infestation etc.
- c. Damage Ratio – the ratio of the damaged portion of a building component over the total whole component of the building being assessed

Ex. 1 - Determination of the Damaged Ratio for the Roofing Sheet

Total Area of the Roofing Sheet = 200 sq. Meters
Assessed Damaged Area = 75 sq. Meters

$$\begin{aligned} \text{Damaged Ratio} &= \frac{\text{Assessed Damaged Area of Roofing}}{\text{Total Area of the Roofing}} \times 100\% \\ &= \frac{75\text{sq. Meters}}{200 \text{ sq. Meters}} \times 100\% \\ &= 37.50 \% \end{aligned}$$

- d. Repair Classification – refers to the intervention to be done for the assessed building component expressed as:
 - i. Total Replacement
 - ii. Major Repair
 - iii. Minor Repair
- e. Recommendation – the work to be done to replace or restore the building component.

The table below is the Repair Parameters (Annex E) that guides DepEd engineers and architects in the assessment of repair works and in the preparation of the Program of Works.

A. REPAIR PARAMETERS - BAGONG LIPUNAN TYPE I

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories (see BLSB I - OMS)	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Prepainted Longspan Corrugated Roofing Sheet and Bended Accessories (see BLSB I - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Wood Purlins (see BLSB I - OMS)	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS or OMS	Steel C-Purlins (see BLSB I - MPSS)	When wood trusses are to be replaced with steel trusses
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Trusses	Wood Trusses (see BLSB I - OMS)	Collapsed, evidence of termite incursion, severe deflection, signs of	90% to 100%	Total Replacement	Replace all using MPSS or OMS	Steel Truss (see BLSB I - MPSS)	When anchorage details can be applied. When there is no additional hauling cost needed. For
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
		separation between members					schools with electricity
Exterior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists (see BLSB I - OMS)	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Fiber Cement Boards on Metal Furring (see BLSB I - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists (see BLSB I - OMS)	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Fiber Cement Boards on Metal Furring (see BLSB I - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	CHB with Plain Cement Plaster (see BLSB I - OMS)	Collapsed, severe cracks (2mm or larger), displacement	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary	CHB Wall (see BLSB I - MPSS)	None
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area.		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
					Reconstruct from wall footing if necessary		
Partition	Plywood Partition (see BLSB I - OMS)	Collapsed, evidence of termite incursion, sagging, decay	90% to 100%	Total Replacement	Replace all using MPSS	Plywood Partition (see BLSB I - MPSS)	None
			10% to 89%	Major Repair	Repair affected areas using MPSS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Doors	Panel Door on Wood Jambs with Transom (see BLSB I - OMS)	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on Wooden Jamb (see BLSB I - MPSS)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jambs (see BLSB I - OMS)	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see BLSB I - MPSS)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (BLSB I - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	RC Beams	Large cracks, evidence of deflection, exposed rebars, shear failure	90% to 100%	Total Replacement	Replace all beams using MPSS	RC Beam (see BLSB I - MPSS)	
			1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	RC Columns	Large cracks, evidence of buckling, exposed rebars, severe spalling	51% to 100%	Total Replacement	For demolition of affected classroom	RC Column (see BLSB I - MPSS)	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

B. REPAIR PARAMETERS - BAGONG LIPUNAN TYPE II

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories (see BLSB II - OMS)	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Prepainted Longspan Corrugated Roofing Sheet and Bended Accessories (see BLSB II - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Wood Purlins (see BLSB II - OMS)	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS	same as OMS	None
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Rafter	Wood Rafter (see BLSB II - OMS)	Collapsed, evidence of termite incursion, severe deflection, signs of separation between members	90% to 100%	Total Replacement	Replace all using MPSS	same as OMS	None
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Exterior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists (see BLSB II - OMS)	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Fiber Cement Boards on Metal Furring (see BLSB II - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists (see BLSB II - OMS)	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Fiber Cement Boards on Metal Furring (see BLSB II - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	CHB Zocalo with Plain Cement Plaster (see BLSB II - OMS)	Collapsed, severe cracks (2mm or larger), displacement	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary	same as OMS	None
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
	Wooden Wall Stone Cut (see BLSB II - OMS)	Collapsed, dismantled, evidence of termite incursion, decay	90% to 100%	Total Replacement	Replace all using MPSS or OMS	Ficem Boards on Metal Studs (see BLSB II - MPSS)	None
			1% to 89%	Major Repair	Remove and replace affected areas using OMS		
			1% to 9%	Minor Repair	School-based repair		
Partition	Plywood Partition (see BLSB II - OMS)	Collapsed, evidence of termite incursion, sagging, decay, dismantled boards	90% to 100%	Total Replacement	Replace all using MPSS	Plywood Partition (see BLSB II - MPSS)	None
			10% to 89%	Major Repair	Repair affected areas using MPSS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Doors	Panel Door on Wood Jambs with Transom (see BLSB II - OMS)	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on Wooden Jamb (see BLSB II - MPSS)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jambs	Severely damaged	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb	None

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
	(see BLSB II - OMS)	jalousie and jamb	10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening	(see BLSB II - MPSS)	
			1% to 9%	Minor Repair	School-based repair		
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (BLSB II - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
					50mm x 3mm welded wire		
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	Wooden Girts (see BLSB II - OMS)	Collapsed, evidence of termite incursion, severe deflection	90% to 100%	Total Replacement	Replace all beams using MPSS	same as OMS	None
			1% to 89%	Major Repair	Replace affected beam using MPSS		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Columns	Wooden Posts (see BLSB II - OMS)	Collapsed, evidence of termite incursion, severe deflection, separation from other components	51% to 100%	Total Replacement	For demolition of affected classroom	same as OMS	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

C. REPAIR PARAMETERS - BAGONG LIPUNAN TYPE III

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories (see BLSB III - OMS)	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Prepainted Longspan Corrugated Roofing Sheet and Bended Accessories (see BLSB III - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Wood Purlins (see BLSB III - OMS)	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS	same as OMS	None
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Rafter	Wood Rafter (see BLSB III - OMS)	Collapsed, evidence of termite incursion, severe deflection, signs of separation between members	90% to 100%	Total Replacement	Replace all using MPSS	same as OMS	None
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Exterior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists (see BLSB III - OMS)	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Fiber Cement Boards on Metal Furring (see BLSB III - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists (see BLSB III - OMS)	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Fiber Cement Boards on Metal Furring (see BLSB III - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	CHB with Plain Cement Plaster (see BLSB III - OMS)	Collapsed, severe cracks (2mm or larger), displacement	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary	same as OMS	None
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Partition	Plywood Partition (see BLSB III - OMS)	Collapsed, evidence of termite incursion, decay	90% to 100%	Total Replacement	Replace all using MPSS	same as OMS	None
			10% to 89%	Major Repair	Repair affected areas using MPSS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Doors	Panel Door on Wood Jambs with Transom (see BLSB III - OMS)	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on Wooden Jamb (see BLSB III - MPSS)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jambs (see BLSB III - OMS)	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see BLSB III - MPSS)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (BLSB III - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	Wooden Girts (see BLSB III - OMS)	Collapsed, evidence of termite incursion, severe deflection	90% to 100%	Total Replacement	Replace all beams using MPSS	same as OMS	None
			1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	Steel Columns (see BLSB III - OMS)	Severe corrosion, separation from other component, deformation, displacement	51% to 100%	Total Replacement	For demolition of affected classroom	same as OMS	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

D. REPAIR PARAMETERS – MARCOS TYPE

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories (see MTSB - OMS)	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS or OMS	Prepainted Longspan Corrugated Roofing Sheet and Bended Accessories (see MTSB - MPSS)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Steel C-Purlins (see MTSB - OMS)	Dismantled, severe corrosion, severe deflection, deformation	90% to 100%	Total Replacement	Replace all using MPSS or OMS	Steel C-Purlins (see MTSB - MPSS)	None
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Rafter	Steel Rafter (see MTSB - OMS)	Collapsed, severe corrosion, severe deflection, deformation	51% to 100%	Total Replacement	Demolish affected classrooms	Steel Rafter (see MTSB - MPSS)	Columns are structurally stable
			1% to 50%	Major Repair	Replace affected rafters using MPSS or OMS		
Exterior Ceiling	Without Ceiling	Without Ceiling	NA	NA	Provide Exterior Ceiling using MPSS	Fiber Cement Boards on Metal Furring (see MTSB - MPSS)	Materials are locally available. No hauling cost needed

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Interior Ceiling	Without Ceiling	Without Ceiling	NA	NA	Provide Interior Ceiling using MPSS	Fiber Cement Boards on Metal Furring (see MTSB - MPSS)	Materials are locally available. No hauling cost needed
Exterior Wall	CHB with Plain Cement Plaster (see MTSB - OMS)	Collapsed, severe cracks (2mm or larger), displacement, not doweled to columns	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary. Provide stiffener column for endwalls	same as OMS	Columns are structurally stable
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary. Provide stiffener column for end walls.		
Partition	Plywood Partition (see MTSB - OMS)	Collapsed, evidence of termite incursion, sagging, decay	90% to 100%	Total Replacement	Replace all using MPSS	same as OMS	None
			10% to 89%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Doors	Steel Door (see MTSB - OMS)	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Flush Door on Wooden Jamb (see MTSB - MPSS)	None

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Steel Grilles (see MTSB - OMS)	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see MTSB - MPSS)	Reconstruct front and rear walls
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (MTSB - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	Steel Beams (see MTSB - OMS)	Large cracks, evidence of deflection,	90% to 100%	Total Replacement	Replace all beams using MPSS	same as OMS	

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
		exposed rebars, shear failure	1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	Steel Column on Concrete Pedestal (see MTSB - OMS)	Large cracks, evidence of buckling, exposed rebars, severe spalling	51% to 100%	Total Replacement	For demolition of affected classroom	Steel Column (see MTSB - MPSS)	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS or OMS		

VIII. PROCUREMENT TIMELINES

Project duration for every construction projects differs for every type and design of school buildings. In preparing the timelines for the construction of school building projects, the procuring entity should anticipate the number of legal holidays, election ban (during election period) and the rainy season, among others, which would affect the delivery of the projects.

While the procurement for infrastructure projects shall follow the standard procedures and timelines stated in the Revised Implementing Rules and Regulations (IRR) of Republic Act (RA) 9184, titled An Act Providing for the Modernization, Standardization and Regulation of the Procurement Activities of the Government and for other Purposes, the project duration for new construction of school buildings and Last Mile Schools may be based on the table below under normal conditions although the underlying soil condition as well as the suitability of the proposed site may still affect the number of construction days.

Standard construction duration based on *DPWH Memo dated May 15, 2017 and May 22, 2017*.

BUILDING TYPE		PROJECT DURATION (CD)
ONE-STOREY SCHOOL BUILDING	1 Classroom (7 x 9m plus corridor)	60
	2 Classroom (7 x 18m plus corridor)	85
	3 Classroom (7 x 27m plus corridor)	95
	4 Classroom (7 x 36m plus corridor)	105
	5 Classroom (7 x 45m plus corridor)	120
TWO-STOREY SCHOOL BUILDING	2 Classroom (9.5m x 14m)	115
	4 Classroom (9.5m x 23m)	120
	6 Classroom (9.5m x 32m)	140
	8 Classroom (9.5m x 46m)	150
	10 Classroom (9.5m x 55m)	175
	12 Classroom (9.5m x 64m)	180

BUILDING TYPE		PROJECT DURATION (CD)
THREE-STOREY SCHOOL BUILDING	6 Classroom (9.5m x 23m)	150
	9 Classroom (9.5m x 37m)	180
	12 Classroom (9.5m x 46m)	190
	15 Classroom (9.5m x 55m)	205
FOUR-STOREY SCHOOL BUILDING	8 Classroom (9.5m x 23m)	180
	12 Classroom (9.5m x 37m)	195
	16 Classroom (9.5m x 46m)	210
	20 Classroom (9.5m x 55m)	225

For repair projects, the contract duration depends on the complexity of the scope of works as determined in the preparation of the Program of Works (POW) and the geographical location of the project site**.

The timely completion of the projects should be considered giving emphasis that the projects, whenever possible, should be completed and ready for use by the school staff and learners prior to the opening of the coming school year. The procuring entity should also consider the conditions for cash-based budgeting scheme in figuring the contract duration.

IX. MONITORING AND INSPECTION OF SCHOOL BUILDING PROJECTS

A. PRE - CONSTRUCTION STAGE

Pre-Construction Meeting

The pre-construction meeting shall be attended by the DepEd representatives and Provincial/Municipal/City Engineering Office representative, contractor, and school head. At this point of the project, the contractor and the end user shall jointly identify and agree on the utilities and temporary facilities to be used such as but not limited to:

- a) Workers quarter;
- b) Staging area;



Figure 34

- c) Site office;
- d) Fabrication area;
- e) Water, and electrical supply, and;
- f) Temporary access to the project site for delivery of construction materials & disposal of construction waste.

1. Application of Building Permit

Based on Section 304 and 305 of the National Building Code, the school head shall provide the school site documents to the contractor for the application of building permit. The contractor shall then facilitate the application of building permit prior to the construction of the project. The application for a building permit shall be filed in writing on the prescribed form with the Office of the Building Official in the Municipality/City. It shall provide at least the following information:

- a. Environmental Clearance Certificate (ECC), if applicable;
- b. Demolition Permit, if applicable;
- c. Zoning Clearance;
- d. Fire Hazard Clearance;
- e. A description of the work covered by the permit;
- f. Description and ownership of the lot as evidenced by a certified true copy of the Transfer Certificate of Title (TCT);
- g. Estimated cost of the proposed work; and
- h. The use or occupancy of the proposed work

To be submitted along with the application are the five (5) sets of plans and specifications prepared, signed, and sealed by a duly licensed architect and civil engineer for architectural and structural plans; a duly licensed sanitary engineer or master plumber for plumbing or sanitary installation plans; a duly licensed electrical

engineer or professional electrician for electrical plans; and a duly licensed mechanical engineer for mechanical plans. Required engineering documents include structural design and seismic analysis, as well as boring and plate load tests in the case of buildings or structures of multi-storey.

The work described in the application of building permit and the accompanying plans and specifications shall satisfy and conform with approved standard requirements on zoning and land use, lines and grades, structural design, sanitation and sewerage, environmental health, electrical and mechanical safety as well as with other rules and regulations promulgated in accordance with the provision of the National Building Code of the Philippines.

No payment of fees is required in the application of the building permits for public school buildings. The Building Official normally issues the permit within fifteen days of filing.

The building permit expires and becomes null and void if the work so authorized is not commenced within one year of the approval of the permit, or if the work is suspended or abandoned at any time after it has been commenced, for a period of 120 days.

2. Issuance of Notice/ Permit to Enter the School Premises (Annex L)

The School Head must issue a Notice to the Contractor giving permission to the contractor's workers and equipment to enter the school before the contractor's workers and equipment can enter the school premises. Notice to Enter School Premises shall be issued by the school head upon compliance of the contractor of the following DepEd DO. No. 9, S. 2020 - Construction Safety Guidelines for the Implementation of DepEd Infrastructure Projects During the COVID-19 Public Health Crisis (Annex I):

- a. Contractor conducts briefing about the project and on the safety protocols to be implemented during the construction works;
- b. Submission of list of workers and equipment to enter and to be used inside the school compound.

B. CONSTRUCTION STAGE

The contractor must secure that all construction works is compliant to specifications, dimensions, sizes, color scheme and general notes stipulated on the approved plans. Variation orders which may be a change order or extra work order must be requested by the contractor and approved by the implementing office prior to implementation. Any changes in the approved plan must comply with the Minimum Performance Standard and Specifications (MPSS) for the DepEd school building.

1. Mobilization (Moving-In) of the Contractor

This is the entry of the contractor to the project site which shall include its workers and equipment. All workers and equipment shall be recorded by the school head. The contractor at this point shall install the project billboard containing the information pertaining to the project as well as the building permit.

2. Construction of Temporary Facilities

The location of temporary facilities and access for the construction materials and workers shall be separated from pathways, for students, teachers, and community.



Figure 35

Limitations on the Contractor's use of the premises according to DTI Issuance on Premises and Temporary Structures – Section IV;

- The Contractor shall confine his apparatus, the storage of materials, and the operations of his workmen to limits indicated by Law or directions of the Owner
- He shall also not unreasonably encumber the work premises with his materials
- He shall also not load or permit any part of the structure to be loaded with weight that will endanger its safety
- He shall also enforce the Owner's safety instructions re: signs, advertisements, fires and the ban on smoking

Requirements that must be followed for temporary facilities;

- The temporary buildings for housing workers, or the erection of tents or other forms of protection will be permitted only at such places as the school head shall designate

- If no area is designated, the Contractor may use his own discretion in determining such areas in consultation with the school head
- The sanitary condition of the grounds in or about such structures at the project site shall always be maintained in a manner satisfactory to the school head.
- Nobody shall be allowed to sleep or cook within the building line of the project under construction

3. Delivery of Construction Materials

All construction materials delivered at school should be placed in a safe and secured area. The contractor should ensure that construction materials will not be an obstruction and posed danger to learners and teachers.

4. Securing of Construction Area

In the interest of ensuring the protection and welfare of workers, teachers, learners, and the general public within and around the immediate vicinity of the project site, the construction area should be enclosed, and the Contractor shall install safety signages around the project site and school premises to warn the workers and the public of hazards existing in the workplace. Signages shall be posted in prominent positions at strategic location and, as far as practicable, be in the language understandable to most of the workers employed.

According to Section 9 of DOLE Occupational Safety and Health Standards, the signages include but are not limited to:

- Mandatory requirement on the usage of personal protective equipment prior to entry to the project site.
- Areas where there are potential risks of falling objects.
- Areas where there are potential risks of falling.
- Areas where explosives and flammable substances are used or stored.
- Areas where there are tripping or slipping hazards.
- Approaches to working areas where danger from toxic or irritant airborne contaminants/substances may exist which should indicate the name of the contaminant/substance involved and the type of respiratory equipment to be worn.

- All places where contact with or proximity to electrical/facility equipment can cause danger.
- All places where workers may come in contact with dangerous moving parts of machineries or equipment.
- Location of fire alarms and firefighting equipment.
- Instructions on the usage of specific construction equipment.
- Periodic updating of man-hours lost.



Figure 36

5. Soil Exploration / Testing & Criteria for the Change of Foundation

Soil Exploration / Testing provides a visual identification of the soil strata underlying the area by literally penetrating the earth. Sub-surface materials are identified in place or from samples taken at a known depth to be tested in laboratory. The information data on sub-surface conditions is a vital requirement for the engineer who will make the adjustment on the foundation design if necessary (Fajardo, 2001). The required actual bearing capacity of the natural ground at 1.5m is 96KPA

6. Layout and Staking of Project

The School Head shall ensure that the location of the school building project follows the proposed site identified during the site validation.

Some pointers to consider;

- Relocate the boundaries of the construction site. In the absence of established corners and boundaries, Geodetic Engineer's service is required. There were several cases filed in the court for encroachment to adjoining property because of failure to relocate the boundaries prior to the building layout and excavation (Fajardo, 2001).
- Clear the site of any existing structures, trees and other elements that will disrupt the construction subject to issuance of permit from the Department of Energy and Natural Resources (Fajardo, 2001).

7. Excavation, and Foundation Works

Following the Implementing Rules and Regulations of the National Building Code, before undertaking excavation works, drilling or otherwise disturbing the ground, the contractor shall contact all public utilities/services to determine the possible location of underground facilities, to avoid hazard to public safety, health and welfare caused by the inadvertent disruption of such facilities. At an early stage, and before work is commenced, a careful and accurate survey of any cracks in the existing adjoining owner's premises should be made, and, where possible, photographs should be taken, recorded, and agreed between the school head and the contractor. Where water is encountered in excavation, a sump should be maintained below the level of the excavation in order that surface and groundwater can be led into it and pumped out; provided that the inflow of water does not carry much soil in suspension and does not require continuous pumping to keep the risk of settlement of the surrounding ground.

Spread Footing is the standard foundation used for school building which is typically a reinforced concrete that spreads out building column and wall load over a sufficiently large soil area (Fajardo, 2001).

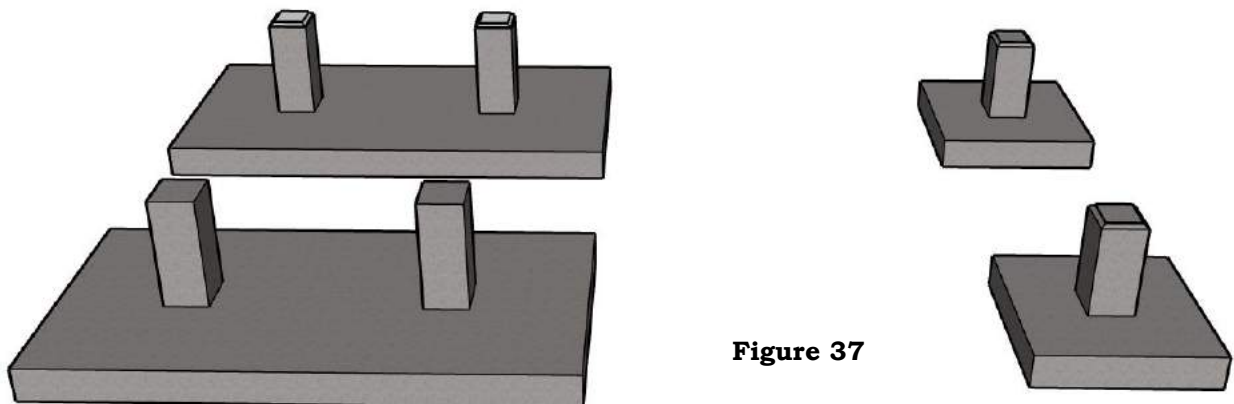


Figure 37

Aligned with DPWH DO. No. 177, S. 2015 (Annex J), the criteria on the change of foundation for school buildings are hereby prescribed:

1. If the actual soil bearing capacity of the natural ground is less than 96 kPa at depth of 1.5 meters, the depth of the isolated footing may be adjusted up to 2.0 meters, maximum.
2. If the actual soil bearing capacity did not meet the required 96 kPa soil bearing capacity, the implementing office may opt to perform but not limited to the following:
 - a. Use of micropiles
 - b. Use of driven piles
 - c. Use of bored piles
 - d. Use of mat foundation
 - e. Recommendation of the Geotechnical Consultant
3. The use of driven piles may be executed if there are no adjacent structures that may be affected in the construction of school building.
4. If the actual condition of the soil is susceptible to liquefaction, ground improvement techniques such as permeation grouting, jet grouting or compaction grouting, may be performed.

The authority for approval of the amendments in the design plans is delegated to the implementing unit, and it shall be supported with design analysis and computation.

8. Permits, Sampling & Construction Material Testing Results

The Contractor shall supply to the end user a copy of the Pouring Permit, material sample results, and material testing results to ensure the quality and workability of the material and compliant with the specifications. Testing of materials should be done in DPWH Testing Laboratories or DPWH Accredited Testing Laboratories as prescribed in DPWH Simplified Construction Handbook S. 2014.

SAMPLING & TESTING REQUIREMENTS OF BASIC MATERIALS

TEST		FREQUENCY OF TEST	NO. OF SAMPLES
A.	Water	One on each source	1
1.	Quality Test (PH Level)		
B.	Concrete Masonry Unit (Required Units:)	1 for every 20,000 pcs. Delivered at site	
1.	Absorption Test 10pcs		
2.	Compressive Test 10 pcs		

C. Concrete 1. Trial Mix (For cases where ready mix is to be used) 2. Slump Test 3. Temperature Test 4. Compressive Test	On plant Every delivery	1 5
D. Reinforcing Bars Tensile Test 1. Chemical Composition 2. Mechanical Composition 3. Bending	1 for every 10,000 kgs. Or fraction thereof for each size	3 per diameter
E. Fine Aggregates 1. Sieve Analysis 2. Fineness Modulus 3. Bulk Specific Gravity 4. Absorption 5. Mortar Strength Soundness 6. Organic Impurities 7. Unit Weight 8. Percent Clay Lumps	1 per 75mm ³ Or fraction thereof	3
F. Coarse Aggregates 1. Sieve Analysis 2. Fineness Modulus 3. Bulk Specific Gravity 4. Absorption 5. Abrasion 6. Soundness 7. Unit Weight	1 per 1,500m ³ Or fraction thereof	3
G. Cement (10kgs per 1000 bags)	1 for every 2,000 or fraction thereof	3
H. G.I Sheets (Basemetal)		
I. Steel Components (ex. angle bars, C-Purlins, etc) (with Mill Certificate)	1 for every 10,000kgs. Or fraction thereof for each size	3 per section

Slump Test

The slump cone is filled to a quarter depth and tamped 25 times filing and tamping is repeated three more times until the cone is full and the top smoothed off. The cone is removed, and the slump is measured, for consistent mixes, the slump should remain the same for all samples tested. Usual specification is 50 mm. or 75 mm. slump.

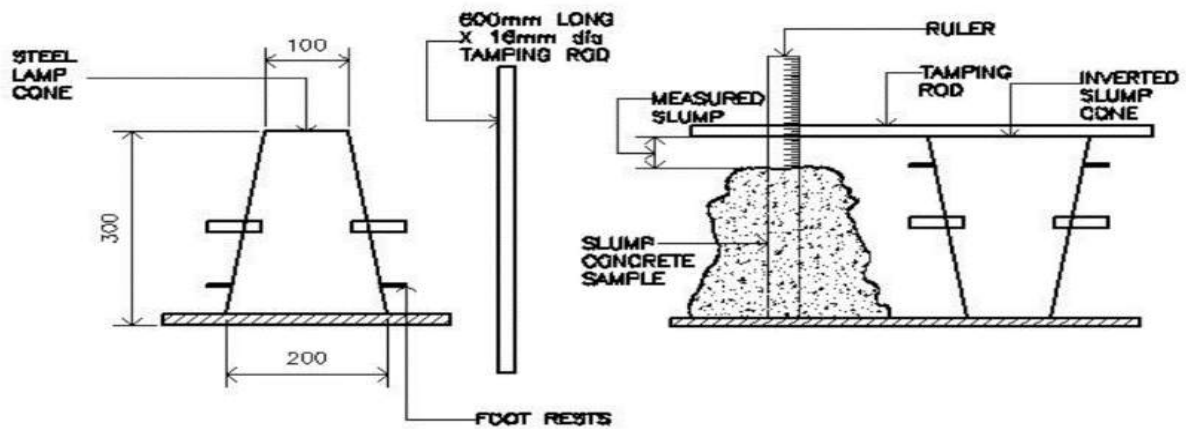


Figure 38

ALLOWABLE SLUMP FOR VARIOUS CONCRETE APPLICATIONS		
Types of Construction	Slump (mm)	
	Max.	Min.
Reinforced Foundation Walls and Footings	100	50
Reinforced Slabs, Beams and Walls	125	50
Reinforced Columns	125	75
Unreinforced Footings, Caissons, and Substructure Walls	75	25

Compression Test

Provide five (5) cylinder per delivery of truck on site. These cylinders shall be tested on the 7th day, 14th day, 28th day, and the remaining two (2) would be spares in case that the concrete mixed was mixed using bagger. Minimum of three (3) samples should be tested regardless of volume of concrete.



Figure 39

Appropriate Relative Strength of Concrete as Affected by Type of Cement

Type of Portland Cement	Compressive Strength In Terms of Percentage			
	1 day	7 days	28 days	3 mos.
ASTM I	100%	100%	100%	100%
ASTM II	75%	85%	90%	100%
ASTM III	190%	120%	110%	100%
ASTM IV	55%	55%	75%	100%
ASTM V	65%	75%	85%	100%

ASTM I: General Purpose Cement

ASTM II: Cement for Moderate Sulfate Attack

ASTM III: High-early Strength Cement

ASTM IV: Slow Curing Cement

ASTM V: Cement for Severe Sulfate Attack

9. Layout of Reinforcing Bars and Pouring of Concrete

These are two major activities of the construction that needs the presence and approval of the DepEd engineer, Provincial/ Municipal/City Engineering Office representative. The school head should require the inspection and approval of the DepEd engineer, Provincial/ Municipal/City Engineering Office representative from the contractor before any pouring of concrete should be done.

The contractor must comply that there will be no depositing of concrete without the use of vibrator unless authorized in writing by the designer and only for unusual conditions where vibrations are extremely difficult to accomplish.

The contractor shall submit the schedule of pouring and the location of the construction joints to the structural engineer of the implementing unit at least 4 days prior to the pouring for approval, and the contractor shall furnish and maintain adequate forms and shoring until the concrete members have attained their working condition and strength.

Maintain minimum concrete cover for reinforcing steel as follows:

Suspended Slab	20mm
Slab on Grade	40mm
Walls above the Grade	25mm
Beams Stirrups and Column Ties	40mm

Where concrete is exposed to earth but poured against forms	50mm
Where concrete is deposited directly against earth	75mm

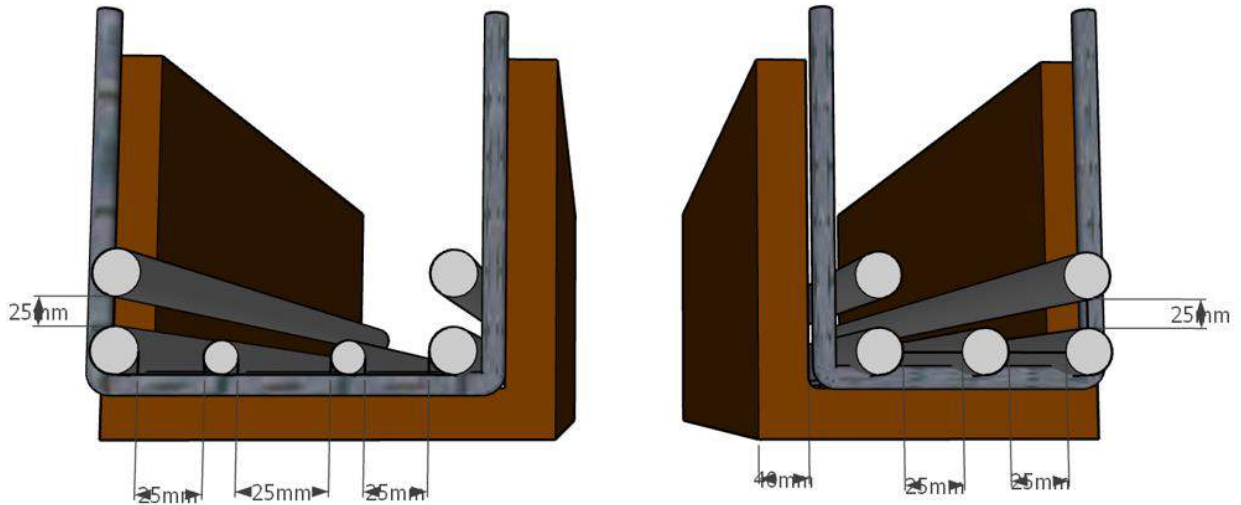


Figure 40: Spacing of Reinforcement Bars

10. Removal of Forms and Shoring

Item	Duration
Foundation	24 hrs
Suspended Slab except w Additional loads are imposed	8 days
Suspended Slab	14 days
Beams	14 days
Columns (side forms)	21 days
Wall (side forms)	21 days

11. Construction of Masonry Walls

The concrete Hollow Blocks (CHB) to be used for exterior walls shall be 6" thick and for interior walls shall be 4" thick. All walls shall be finish with plain cement.

The contractor shall provide 150x300mm stiffener column reinforced with 4-12mm with 10mm diameter ties at 150mm on center where concrete hollow block terminates and every 3.0m length of concrete hollow block walls unless noted in structural plans.

Concrete Hollow Block Walls Reinforcement			
Block Thickness	Reinforcement		Notes
	Horizontal	Lapped	Minimum Laps at Splice = 0.25m
75mm	10mm Ø every 3 rd level	10mm Ø @600mm O.C.	
125mm	10mm Ø every 3 rd level	10mm Ø @600mm O.C.	Provide right angled reinforcement at corners 0.92m long
150mm	10mm Ø every 3 rd level	10mm Ø @600mm O.C.	
200mm	12mm Ø every 3 rd level	10mm Ø @600mm O.C.	Where CHB or cer.block wall dowels 1-Ø16 vert. bars with the same size as ver. Or hor. Reinforcement shall be provided

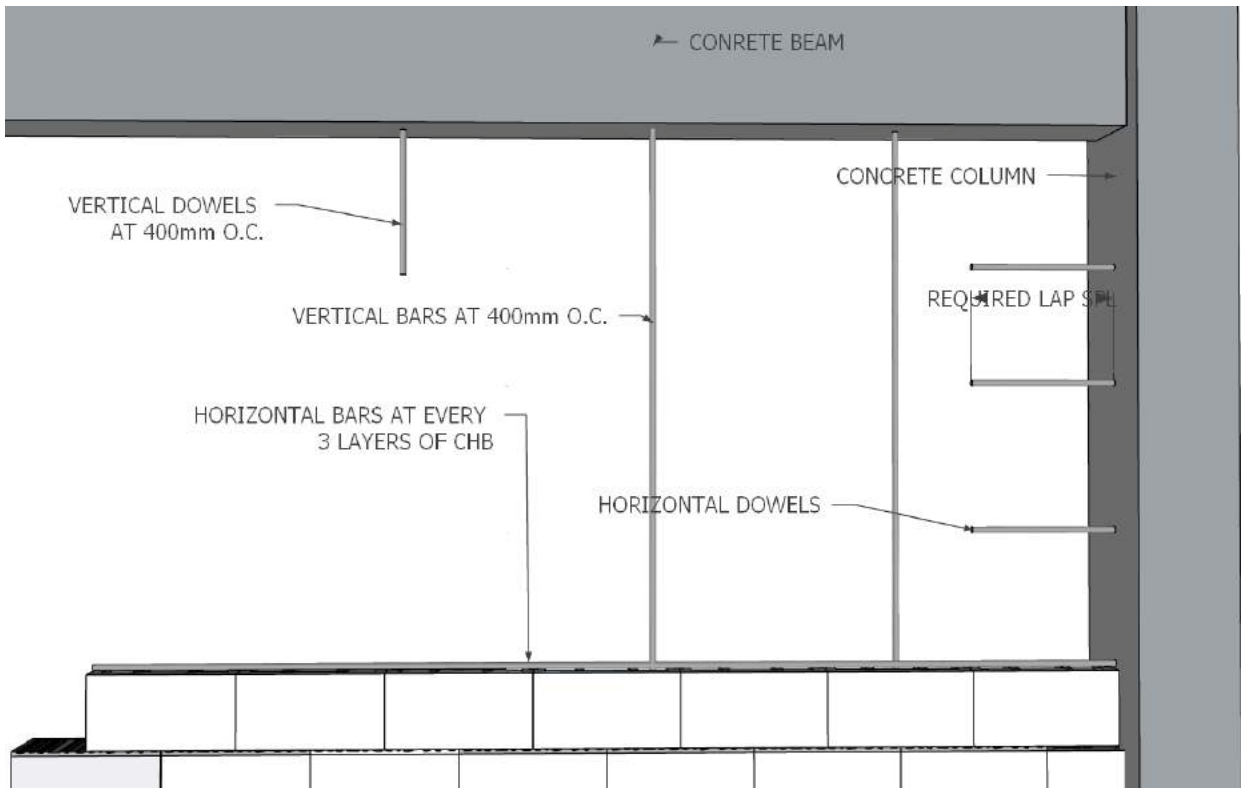


Figure 41: Provide Dowels on Columns and Beam

Mortar and Plaster Mixture

Mortar Mixture			
Class	Mixture	Cement	Sand
A	1:2	18	1.0
B	1:3	12	1.0
C	1:4	9	1.0

Plaster Mixture			
Class	Mixture	Cement	Sand
A	1:2	9	1.0
B	1:3	6	1.0
C	1:4	4.5	1.0

12. Installation of Roof and Roof Frames

For school building site located near sea boards or coastal areas prone to corrosion on G.I. roofing, corrugated asphalt roofing sheets (3.0mm thk.,- bituminous – cellulose fibers can be used as alternate roofing materials.

All structural steel shapes shall conform to ASTM A36 structural steel unless otherwise indicated and all welded connections shall develop the full strength of the members connected.

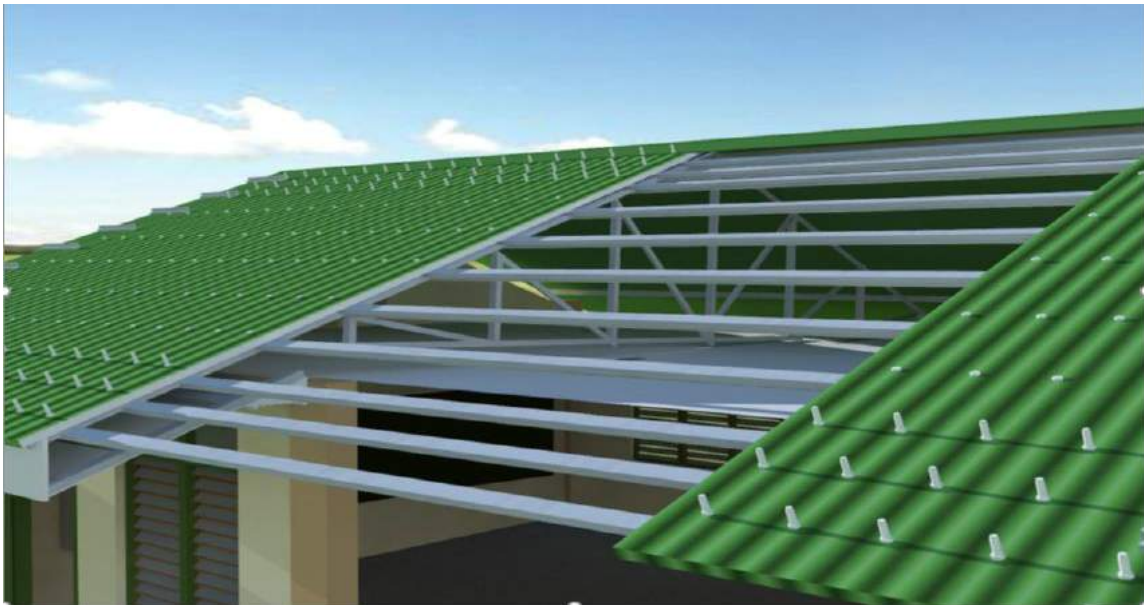


Figure 42

13. Doors and Windows

Windows both rear and along the corridor shall be a jalousie window with clear glass blades on wooden/ steel jambs/ frames with steel framing grill on the outer side. Each classroom shall be provided with panel type doors.



Figure 43

14. Electrical Wiring and Fixtures

All electrical works shall be done in accordance with the provision of the latest edition of the Philippine Electrical Code, existing applicable ordinances, rules and regulations of the local government and with the requirements of the Local Power Company.

The contractor shall verify and orient the actual location of service entrance for connection to the power company service point.

All wall outlets shall be installed at the following heights above the finished floor level unless noted in the plan used.

- a. Wall switches @1300mm
- b. Wall convenience outlets @300mm
- c. Special purpose outlets @300mm

All electrical works shall be done under the direct and immediate supervision of a duly registered electrical engineer.

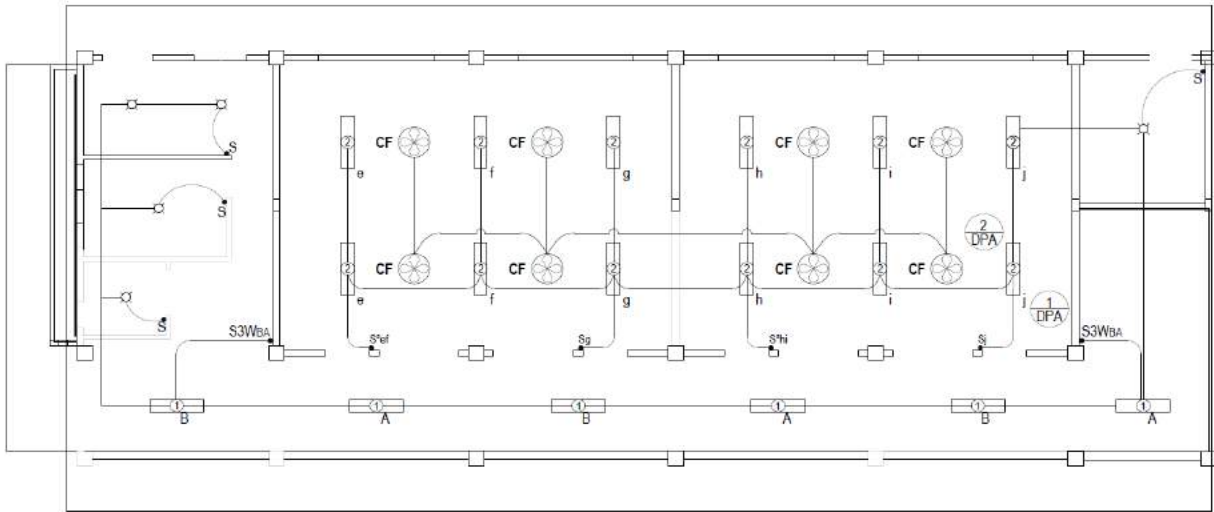


Figure 44: 1STY 2 CL Lighting Layout

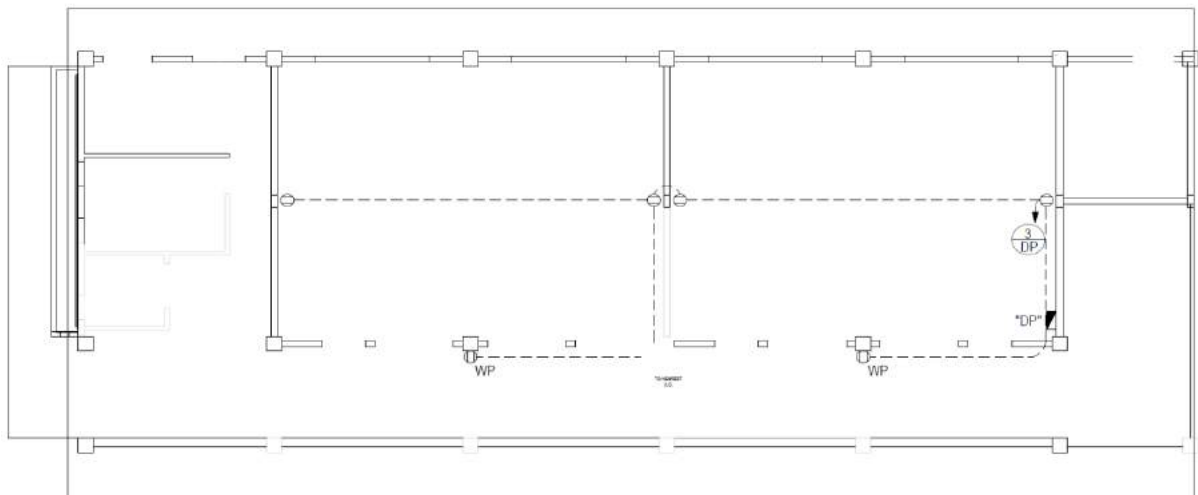


Figure 45: 1STY 2 CL Power Layout

15. Plumbing and Sanitary Connections

Pipe clean-outs are required under the following conditions:

- a. Every change in horizontal directions exceeding twenty-two and one-half degrees ($22\ 1/2^\circ$)
 - a. One and one-half meters (1.5m) inside the property line before the house drainage connection.
 - b. Every fifteen meters (15 m) in horizontal run of pipes.
 - c. At the end of any horizontal pipe lines.

The digestion chamber of septic vault must be a waterproofed and no septic vault must be constructed under the building.

All plumbing works shall be done by a licensed master plumber and a license plumbing contractor.

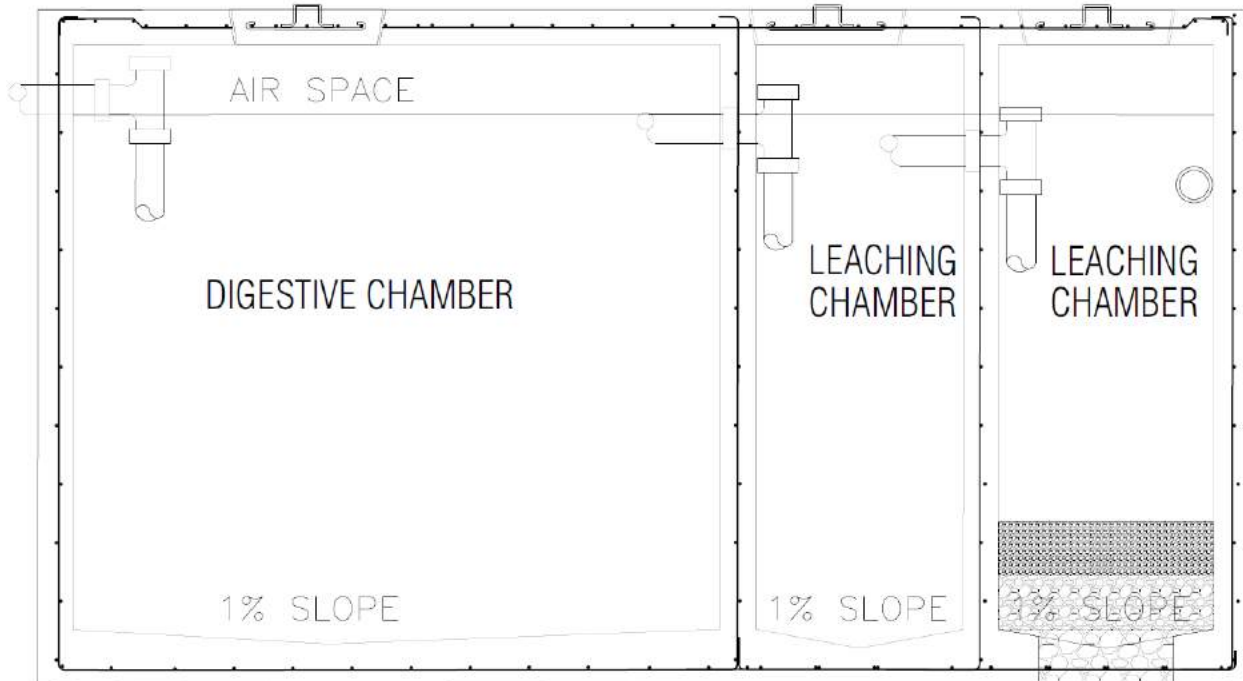


Figure 46: Septic Tank Details

16. Painting Works

All interior and exterior part of the school building must coated with appropriate paint following the DepEd Standard Color Scheme.

The standard paint/color schedule of DepEd school buildings shall be as follows:

Element	DepEd MPSS Color Scheme	Paint / Color Schedule	Masonry Paint (Latex)	Paint for Wood, Metal, etc.
ROOFING and ACCESSORIES (if introduced)	Foam Green	Foam Green	N / A	
DOORS	Palmyra Green	Temptation		
COLUMNS and BEAMS	Beige (Light shade)	Yellow Rain		

EXTERIOR WALL	Beige (Very Light shade)	Crisp Ecrú	Semi-gloss Latex	Quick-dry Enamel (QDE) Semi- gloss
INTERIOR WALL	Beige (Lightest shade)	Bright Wonder		
CEILING (suspended or slab / stair slab soffit)	White	White		
GRILLS and RAILINGS	Palmyra Green	N / A		
BASEBOARD	Beige (Lightest shade)	N / A		
FLOOR FINISH (Interior and Exterior)	Concrete Plain Cement Non-skid finish (Grayish color)	N / A	N / A	N / A

According to Gabaldon Color Scheme Memo released in 2019, The standard paint/color schedule of Gabaldon and other Heritage school buildings shall be as follows:

Building Parts	Color	Hex Color Code	RGB Color Code
Interior and Exterior Wall	Ivory White	#FFFFFF0	(255,255,240)
Interior and Exterior Ceiling	Floral White	#FFFAFO	(255,255,240)
Wooden Post or Columns	Saddle Brown	#8B4513	(139,69,19)
Roofing	Firebrick	#B22222	(178,34,34)

17. Completion of the Project

If the percentage of accomplishment reaches 95%, the implementing office shall conduct inspection and prepare a punch-list to be issued to the contractor.

Punch-list shall contain the:

- Remaining works to be done;
- Work deficiencies that need corrections and;
- The remaining time duration to complete the project.

18. Demobilization (Moving-Out) of the Contractor

After all works have been completed, the contractor will move-out of the school site. All waste materials and equipment shall be cleared from the school. All water and electric bills due to the contractor during the construction must be settled by the contractor with the school head. The contractor must ensure that the project site is free from debris.

C. POST CONSTRUCTION STAGE

1. Release of Certificate of Completion (COC)

A Certificate of Completion with a concurrence of the Schools Division Superintendent shall be issued by the implementing office to the Contractor upon reaching 100% accomplishment and deemed satisfactorily completed or done as verified by the authorized inspector for the project. The COC shall be signed by both by implementing office Engineer’s and DepEd Engineer and Schools Division Superintendent.

2. Application of Occupancy Permit

According to Section 3019 of the National Building Code, the Contractor upon completion of the school building shall facilitate the application of the Occupancy Permit from the Office of the Building Official (OBO) and shall be given to the School Head upon issuance of the said permit. No building or structure shall be used or occupied and no change in the existing use or occupancy classification of a building or structure or portion thereof shall be made until the Building Official has issued a Certificate of Occupancy.

A Certificate of Occupancy shall be issued by the Building Official within thirty (30) days after final inspection and submittal of a Certificate of Completion. The Certificate of Occupancy shall be posted or displayed in a conspicuous place on the premises and shall not be removed except upon order of the Building Official.

3. Defect Liability Period (Warranty)

The Defect Liability Period is a warranty for any defects that may be found in the project due to the used of inferior construction materials and poor workmanship. The duration of the warranty period is one year from issuance of the Certificate of Completion. The School Head shall report the defects to DepEd

Engineer and to the implementing office. The Contractor shall rectify the reported defects at its own cost.

4. Acceptance of School Building

After the warranty period, a post-technical inspection shall be done by the Inspectorate Team composed of the DepEd Engineer, Contractor's Project Engineer, representative from the implementing office, School Head or Shop Teacher and PTA representative as observer. A Certificate of Acceptance with the concurrence of Schools Division Superintendent shall be issued for this purpose if no further defects were found.

5. Booking-up of Completed School Buildings (SBs)

- a. School building procured/constructed/repaired/restored using the funds of the Department of Education shall be recorded in the books of account and asset registry of the Department.
- b. The documents required for recording purposes are as follows:
 - a) Copy of the perfected Contract.
 - b) Certificate of 100% Completion
 - c) Certificate of Final Acceptance
 - d) Property Transfer Report (PTR)
 - e) Journal Entry Voucher (JEV)
- c. The roles and responsibilities of the following offices shall be observed for:
 1. Central/Regional Office Procured, constructed, repaired and/or restored school buildings:
 - 1.1 Education Facilities Division (EFD)/Education Support Services Division (ESSD)
 - i. Provide a certified copy of the contract, Certificate of Completion (CoC) and Certificate of Final Acceptance to the Asset Management Division/Asset Management Section upon acceptance of the infrastructure projects.
 - 1.2 Asset Management Division/Asset Management Section

- i. Record the accepted School Buildings in the Property Card.
- ii. Prepare and issue the Property Transfer Report of the school building to be transferred to concerned Schools Division Office (SDO) or to the school with fiscal autonomy.
- iii. Retrieve the signed copy of the PTR from the SDO or school with fiscal autonomy and drop the subject school building in the property card.
- iv. Provide copy of the signed PTR to the Accounting Division/Accounting Unit.
- v. Reconcile with the Accounting Division/Accounting Unit on the transferred properties every 30th of June and 31st of December of each year.

1.3 Accounting Division/Accounting Section

- i. Record the accepted School Building in the Property Ledger Card.
- ii. Upon receipt of the PTR from the Asset Management Division/Asset Management Section, prepare the Journal Entry Voucher (JEV) for the concerned SDO or school with Books of Account.
- iii. Issue the JEV together with the PTR to the concerned SDO or school with Books of Account.
- iv. Reconcile with the Asset Management Division/Asset Management Section on the transferred properties every 30th of June and 31st of December of each year.

1.4 Supply and Property Unit or School with Fiscal Autonomy

- i. Sign and return the issued PTR to the Asset Management Division/Asset Management Section.
- ii. Record the school building in the Property Card.
- iii. Update inventory of Asset Registry of the Division/School.
- iv. Reconcile with the Accounting Section on the transferred properties every 30th of June and 31st of December of each year.

1.5 Accounting Section or School with Fiscal Autonomy

- i. Record the Journal Entry Voucher (JEV) issued the Accounting Division/Accounting Section in the Books of Account of the Division/School.

- ii. Reconcile with the Supply and Property Unit on the transferred properties every 30th of June and 31st of December of each year.
- 2. Schools Division Office procured, constructed, repaired and/or restored school buildings.
 - 2.1 School Governance and Operations Division (SGOD)
 - i. Provide a certified copy of the contract, Certificate of Completion (CoC) and Certificate of Final Acceptance to the Supply and Property Unit acceptance of the infrastructure projects.
 - 2.2 Supply and Property Unit
 - i. Record the accepted School Buildings in the Property Card.
 - ii. In case school building will be transferred to a school with fiscal autonomy:
 - Prepare the issue a Property Transfer Report of the school building to be transferred to the school with fiscal autonomy.
 - Retrieve the signed copy of the PTR from the school with fiscal autonomy and drop the subject school building in the property card.
 - Provide copy of the signed PTR to the Accounting Section.
 - iii. Reconcile with the Accounting Section on the transferred properties every 30th of June and 31st of December of each year.
 - 2.3 Accounting Section
 - i. Record the accepted School Building in the Property Card.
 - ii. Upon receipt of the PTR from the Supply and Property Unit, prepare a Journal Entry Voucher (JEV) for the concerned School with Books of Account.
 - iii. Issue the JEV together with the PTR to the concerned School with Books of Account and drop the school building in the account of the Division.

- iv. Reconcile with the Supply and Property Unit on the transferred properties every 30th of June and 31st of December of each year.

2.4 Property and Supply Unit or School with Fiscal Autonomy

- i. Sign and return the issued PTR to the Asset Management Division/Asset Management Section.
- ii. Record the school building in the Property Card.
- iii. Update inventory of Asset Registry of the Division/School.
- iv. Reconcile with the Accounting Unit on the transferred properties every 30th of June and 31st of December of each year.

2.5 Accounting Unit or School with Fiscal Autonomy

- i. Record the Journal Entry Voucher (JEV) issued by the Accounting Division/Accounting Unit in the Books of Account of the Division /School.
- ii. Reconcile with the Property and Supply Unit on the transferred properties every 30th of June and 31st of December of each year.

3. DPWH Implemented School Building

Pursuant to the Memorandum of Agreement between the Department of Education (DepEd) and Department of Public Works and Highways (DPWH) on the Construction of School Building under the Basic Educational Facilities Fund. All DepEd completed school buildings must be properly booked as Assets and the recording of completed school buildings constructed by DPWH shall be as follows:

- a) Upon acceptance of the completed school building, the DPWH-District Engineering Office (DEO) shall forward the following documents to the DepEd Schools Division Office for recording/booking purposes:
 - 1. Copy of the Certificate of Final Acceptance (COA) signed by the DPWH District Engineer and concurred by the Schools Division Superintendent
 - 2. Copy of the Certificate of 100% Completion

3. Property Transfer Report (PTR) signed by the DPWH-DEO Supply Officer
 4. Journal Entry Voucher (JEV) prepared by the DPWH-DEO Accounting Office; and
 5. Summary of School Buildings transferred by DPWH to DepEd.
- b) The DepEd Schools Division Office shall receive the above documents and observe the following procedures to properly booked the completed school building:

b.1 Supply and Property Section

- i. Check the completeness of the documents forwarded by DPWH.
- ii. Supply Officer shall sign in the receiving portion of the Property Transfer Report.
- iii. Record the completed school building in the Property Card and in the Inventory Report of the school.
- iv. Forward the signed PTR and other documents to the Accounting Unit

b.2 Accounting Unit

- i. Record in the Book of Accounts of DepEd the completed school building upon receipt of the signed PTR and JEV.
- ii. Prepare a Journal Entry Voucher for the transferred school building as a basis of the DPWH for dropping in. Books of Account.
- iii. Return to the DPWH the signed PTR and the JEV prepared by DepEd.

X. MAINTENANCE WORKS

Maintenance of school facilities can be classified into four types:

1. Daily maintenance is the proper use and daily care of school facilities. It includes routine activities intended to keep facilities in operating condition such as cleaning, lubricating, adjusting or even replacing minor parts.
2. Preventive Maintenance is the application of appropriate measures to prevent damage or deterioration.

Example:

- a. Strict adherence to standard specifications of materials in the construction of buildings and in the manufacture of furniture;
- b. Application of soil poisoning before the construction of buildings;



Figure 47

- c. Application of coal tar to wooden surfaces in contact with concrete such as wooden door jambs, window jambs, etc.
 - d. Application of wood preservative prior to installation of wooden door jambs, ceiling joists, wooden trusses, etc.
 - e. In the case of equipment, adherence to the “Instruction Manual” or “Users Guide” is essential.
3. Corrective/Remedial Maintenance is the immediate attention given to the facilities to correct the damage or failure that has set in, to avoid extension repair and serious consequences.

Example:

Repair of roofing where leakage is evident by the water marks/dents on the ceiling boards. Delayed remedial measure can cause further damages not only on the ceiling boards but on the entire ceiling framework.

4. Emergency Maintenance is the application of urgent measures which may be temporary in nature to avoid greater damage.

Example:

Temporary repair of detached roofing of a building after a typhoon while processing the requirement for the permanent repair work.

Improvement and Maintenance of School Buildings

School building improvement and maintenance are essential aspects of school plant management and require constant attention and careful planning by administrators. The school head shall undertake the maintenance and minor repair of the school buildings using available funds sub-allotted by the DepEd. An in-depth discussion of the school maintenance procedure is provided in School Facilities Maintenance Procedure (Annex K) of this manual.

- a. **Repair:** Repair involves remedial work done on any damaged and deteriorated portion or portions of a building to restore its original condition. Repair jobs are generally common problems. Prompt attention on repair jobs will cut down maintenance cost.

They are classified either as minor or major, as determined by the appraisal team composed of Provincial/Municipal/City Engineering Office representative, School Head and Division Engineer/DepEd Project Engineer. Further details on the classifications of repair work are discussed in Section IV (Manner of Prioritization) of this manual.

For minor repair work, the school head shall maximize the use of Industrial Arts classes and/or local community labor. Locally funded major and minor repair jobs shall be technically supervised by Provincial/Municipal/City Engineering Office representative in coordination with division engineer/DepEd Project Engineer.

- b. **Rehabilitation:** The rehabilitation of a school building is intended to put back its original or previous condition and involves a general overhauling or a comprehensive repair of the whole building or a major section of it. A school building which has been blown down by a typhoon or destroyed by an earthquake or a flood may be rehabilitated if the estimated cost of rehabilitation is considered economically practical by the Appraisal Team.
- c. **Renovation/Restoration:** To renovate a school building is to make it appear new again. It involves any physical change made on a building to ensure its value, utility and/or to improve its aesthetic quality. Renovation is applied to old buildings which have weathered the years and remained sturdy but need some face lifting to restore their original conditions.
- d. **Alteration or Remodeling:** The alteration or remodeling of a school building involves major changes in its architectural design and structure. A building maybe remodeled by changing its roof structure or modifying its exterior walls, or re-orienting its interior partitions, or such other alterations.
- e. **Modernization:** The modernization of a school building is intended to update or adapt its existing spaces and facilities such as audio-visual aids

(slides, strips, motion films, radio recordings and television). A second generation of mechanical devices used for teaching called “educational technology” is spreading too fast in relation to the life of school buildings being constructed now. The Department has to lend itself to the eventual installation of adaptive teaching machines – computer based, closed circuit TV, language laboratories, etc.

An excess of space and internal provision for flexibility will make changes of the school buildings in use resulting from the introduction of educational technology somewhat easier.

To meet the new trends and developments, it may involve some remodeling such as modifying or converting a Bagong Lipunan School Building unit into a Learning Resource Center.

Planning the alterations and/or the expansion of the school building shall be the cooperative endeavor of school administrators, teachers, architects, engineers, and parents. Proposed expansion of buildings shall be indicated in the school site development plan. Renovations and expansions of school buildings shall consider the probable increase in population over a certain period.

Annexes:

- A. Executive Order No. 138, s. 2021 – Full Devolution of Certain Functions of the Executive Branch to Local Governments, Creation of a Committee on Devolution, and for Other Purposes
- B. Department Order No. 35, s. 2017 – Revised Guidelines on the Implementation of the Basic Education Facilities Fund
- C. DepEd Order No. 27, s. 2019 - Guidelines on the Yearly Collection of Data/ Information Requirements and Validation Processes
- D. DepEd Order No. 59, s. 2019 – Prioritizing the Development of the Last Mile Schools in 2020-2021: Reaching Out and Closing the Gap
- E. OUA Memo 00-0221-0173 dated 08 February 2021 – Revised Repair Parameters for School Building Repair/Rehabilitation
- F. Site Appraisal Form
- G. DepEd Order No. 64, s. 2017 – Establishing The Minimum Performance Standards And Specifications For DepEd School Buildings
- H. DepEd Order No. 06, s. 2021 - Re- Establishment of the Minimum Performance Standards and Specifications for DepEd School Buildings using Alternative Construction Materials
- I. DepEd Order 009, s.2020 – Construction Safety Guidelines for the Implementation of DepEd Infrastructure Projects During the COVID-19 Public Health Crisis
- J. DPWH DO. No. 177, s. 2015 – Criteria on the Change of Foundation for School Buildings
- K. School Facilities Maintenance Procedure
- L. Permit To Enter School Premises
- M. Certificate Of Post-Technical Inspection
- N. Punchlist Of Corrective Works / Inspection Report

References:

- A. Republic Act No. 9184 - An Act Providing for the Modernization, Standardization and Regulation of the Procurement Activities of the Government and for other Purposes
- B. National Building Code of the Philippines (NBCP)
- C. Fajardo, M. B. (2001). Simplified methods on building construction. Merchandising Publisher.
- D. DOLE Occupational Safety and Health Standards (2017)
- E. DPWH Simplified Construction Handbook (2014)
- F. General Notes On Modified School Building Plan



MALACAÑAN PALACE
MANILA

BY THE PRESIDENT OF THE PHILIPPINES

EXECUTIVE ORDER NO. 138

**FULL DEVOLUTION OF CERTAIN FUNCTIONS OF THE EXECUTIVE
BRANCH TO LOCAL GOVERNMENTS, CREATION OF A COMMITTEE ON
DEVOLUTION, AND FOR OTHER PURPOSES**

WHEREAS, Section 6, Article X of the Constitution provides that local government units (LGUs) shall have a just share, as determined by law, in the national taxes which shall be automatically released to them;

WHEREAS, in *Mandanas, et al. v. Executive Secretary, et al.* (G.R. Nos. 199802 and 208488) ("*Mandanas*"), the Supreme Court held that all collections of national taxes, except those accruing to special purpose funds and special allotments for the utilization and development of the national wealth, should be included in the computation of the base of the just share of LGUs;

WHEREAS, considering the prospective character of the *Mandanas* ruling, and in keeping with Section 284 of Republic Act (RA) No. 7160 or the "Local Government Code of 1991," which states that the share of LGUs in national taxes is based on the collections in the third year preceding the current fiscal year, the adjusted national tax allocations of LGUs shall only start in Fiscal Year (FY) 2022;

WHEREAS, given the revenue collections of the National Government in FY 2019, the total shares of the LGUs from the national taxes is expected to significantly increase starting FY 2022 in line with the implementation of the *Mandanas* ruling;

WHEREAS, the substantial increase in the shares of the LGUs from the national taxes will empower the LGUs in providing basic services and facilities to their constituents, and aid them in the effective discharge of other duties and functions devolved to them under Section 17 of RA No. 7160;

WHEREAS, Section 3 of RA No. 7160 provides the operative principles of decentralization that shall guide the formulation of policies and measures on local autonomy;

WHEREAS, Section 17(f) of RA No. 7160 provides that the National Government or the next higher level of LGU may provide or augment the basic services and facilities assigned to a lower level of LGU when such services or facilities are not made available or, if made available, are inadequate to meet the requirements of its inhabitants;

THE PRESIDENT OF THE PHILIPPINES

WHEREAS, under Section 24(a), Rule V of the Implementing Rules and Regulations of RA No. 7160, the provision for the delivery of basic services and facilities shall be devolved from the National Government to provinces, cities, municipalities and barangays so that each LGU shall be responsible for a minimum set of services and facilities in accordance with established national policies, guidelines and standards;

WHEREAS, with the full devolution of the provision of basic services and facilities to the LGUs, national government agencies can assume more strategic and steering functions to address persistent development issues;

WHEREAS, Section 83 of the General Provisions of RA No. 11518 or the "General Appropriations Act of Fiscal Year 2021," directs heads of departments, bureaus, offices and instrumentalities under the Executive Branch to: (i) conduct a comprehensive review of their respective mandates, missions, objectives and functions, systems and procedures, and programs, activities and projects; and (ii) identify areas where improvements are necessary and more resources need to be rechanneled;

WHEREAS, Section 17, Article VII of the Constitution provides that the President shall have control of all executive departments, bureaus and offices, and that he shall ensure the faithful execution of laws; and

WHEREAS, Section 4, Article X of the Constitution provides that the President shall exercise general supervision over local governments;

NOW, THEREFORE, I, RODRIGO ROA DUTERTE, President of the Republic of the Philippines, by virtue of the powers vested in me by the Constitution and existing laws, do hereby order:

Section 1. Policy. The National Government (NG) is fully committed to the policy of decentralization enshrined in the Constitution and relevant laws which are aimed at (i) developing capabilities of local governments to deliver basic social services and critical facilities to their constituents, increase productivity and employment, and promote local economic growth; and (ii) ensuring accountability, competence, professionalism and transparency of local leaders through the development of institutional systems that uphold good governance and strengthen their capacities for managing public resources.

Section 2. Guiding Principles. Consistent with Sections 3 and 17 of RA No. 7160, all department secretaries and agency heads concerned shall, in pursuit of the full devolution of functions to the LGUs, conduct a functional and organizational review of their respective mandates guided by the following principles:

- a. The role of the NG is to set the national policy, development strategy, and service delivery standards, and to assist, oversee and supervise the LGUs, complementary to the stronger implementing role that the LGUs shall assume by reason of devolution;
- b. The devolution of the provision of basic services and facilities to the LGUs and the determination of the functional assignments between and among the different levels of government shall be guided by the following:
 - i. Public services with little or no benefit spillover are best administered and financed by lower level governments, while public services with significant inter-jurisdictional externalities or benefit and cost spillovers are best assigned to higher levels of government;

- ii. The provision of public goods and services that involve economies of scale is best assigned to higher levels of government; and
 - iii. Functions related to the redistributive role of government should be best assigned to the NG;
- c. The NG, in close collaboration with the LGUs through their respective Leagues, shall formulate and pursue an institutional development program to support the LGUs in order to strengthen their capacities and capabilities to fully assume the devolved functions based on RA No. 7160 and other relevant laws; and
- d. Except as otherwise provided in this Order, any ambiguity as to the interpretation of a power granted to an LGU shall be resolved and interpreted in favor of devolution.

Section 3. Coverage. This Order shall cover all LGUs, departments, agencies and instrumentalities of the Executive Branch whose functions are in line with the devolved functions of the LGUs under Section 17 of RA No. 7160, and other pertinent laws.

Section 4. Functions, Services and Facilities for Full Devolution. The functions, services and facilities which shall be fully devolved from the NG to the LGUs no later than the end of FY 2024, shall include those indicated under Section 17 of RA No. 7160 and other existing laws which subsequently devolved functions of the NG to LGUs.

Consistent with Section 17(e) of RA No. 7160, and for purposes of this Order, devolution shall pertain to the act by which the NG, as may be allowed by existing laws, confers power and authority to the various LGUs to perform specific functions and responsibilities.

Except those functions that shall continue to be shared with the NG pursuant to Section 2 of this Order, local governments shall be primarily and ultimately responsible and accountable for the provision of all basic services and facilities fully devolved to them in accordance with the standards for service delivery to be prescribed by the NG.

In accordance with Section 17(g) of RA No. 7160, the basic services and facilities fully devolved shall be funded from the share of the LGUs in the proceeds of national taxes and other local revenues. Local chief executives shall ensure that any fund or resource available for the use of their respective LGUs shall be first allocated for the provision of basic services or facilities devolved before applying the same for other purposes, in accordance with relevant laws and budgeting and auditing laws, rules and regulations.

Section 5. Devolution Transition Plans. The national government agencies (NGAs) concerned and all LGUs shall prepare their respective devolution transition plans (DTPs) which conform to the guidelines to be jointly issued by the Department of Budget and Management (DBM) and the Department of the Interior and Local Government (DILG).

There shall be only one (1) DTP for each department, which shall already cover the agencies and government-owned or -controlled corporations (GOCCs) under the control or supervision or attached to such department. The department secretaries shall lead and oversee the preparation and implementation of their DTPs. Agencies and instrumentalities not under the control or supervision or attached to a department shall prepare and implement their own DTPs in consultation and coordination with the DBM and DILG.

The NGA DTPs shall identify and clarify the functions and services devolved to the LGUs, by level of LGU, based on RA No. 7160 and other relevant laws, and the strategy for and phasing of devolution to the LGUs. They shall also include the definition of standards for the delivery of devolved services; strategy for the capacity development of the LGUs; framework for

monitoring and performance assessment of the LGUs; and an organizational effectiveness proposal to strengthen the department/agency in assuming "steering functions" as part of the devolution efforts.

The NGAs concerned may consult and collaborate with the DILG, National Economic and Development Authority (NEDA), Department of Finance (DOF), Civil Service Commission (CSC), and the Development Academy of the Philippines (DAP), and other resource institutions for technical assistance in the preparation of their respective DTPs.

The DTP shall be submitted by the NGAs concerned to the DBM within one hundred twenty (120) days from the effectivity date of this Order, for evaluation and approval.

Section 6. Committee on Devolution. A Committee on Devolution (ComDev) is hereby created to be composed of the following:

- Chairperson** : Secretary, DBM
- Co-Chairperson** : Secretary, DILG
- Members** : Socioeconomic Planning Secretary, NEDA;
Secretary, DOF;
Executive Secretary; and
Presidents of the Leagues of Provinces, Cities and Municipalities of the Philippines, the *Liga ng mga Barangay ng Pilipinas*, and the Union of Local Authorities of the Philippines.

The ComDev Chairperson, Co-Chairperson and Members from the government sector shall designate, within fifteen (15) days from the effectivity date of this Order, a senior official within their respective departments, with a rank not lower than an Undersecretary or its equivalent, to act as their permanent representative in the ComDev and who shall be responsible for overseeing their respective agency's overall efforts on the implementation of this Order. Alternates from the various leagues shall be endorsed by their organizational heads.

The DBM shall provide secretariat services to the ComDev.

Section 7. Functions of the ComDev. The ComDev shall perform the following functions:

- a. Oversee and monitor the implementation of administrative and fiscal decentralization goals of this Order consistent with RA No. 7160, as amended;
- b. Evaluate the status and monitor the implementation of the DTPs of NGAs and LGUs, and ensure compliance of NG officials or employees and local chief executives or personnel, and initiate appropriate action(s) as may be warranted;
- c. Resolve issues and concerns that may arise in the implementation of this Order, without prejudice to the respective mandates of its member-agencies in individually resolving the same;
- d. Ensure the elimination of any regulatory or fiscal controls on the automatic release of LGU shares on national taxes, in accordance with Sections 286 and 293 of RA No. 7160, unless such restrictions are warranted under relevant laws;
- e. Adopt mechanisms to ensure continuous delivery of public services by the NGAs and the LGUs during the transition period to full devolution;

- f. Develop a strong communications plan and pursue strategies to effectively inform the public, as well as other stakeholders, on the delineation of the functions between the NGAs and the LGUs, and their respective accountabilities. For this purpose, the ComDev may tap the Presidential Communications Operations Office and its attached agencies and offices, call upon all NGAs, both the oversight and the affected agencies, to designate focal officials and personnel who shall participate in this information drive, and ensure the integration of the ComDev's key messaging and communications plan to their respective agencies' communication efforts;
- g. Issue rules and regulations for the effective implementation of this Order within thirty (30) days from its effectivity, and thereafter, such other supplemental guidelines as may be appropriate;
- h. Submit to the Office of the President an annual report on the implementation of this Order. The report shall include the status of implementation of the DTPs, as well as the recommendations of the ComDev based on the annual assessments thereof; and
- i. Call on any relevant department, agency or office of the Executive Branch for the fulfillment of its functions and the accomplishments of the objectives of this Order, and ensure convergence of all government efforts on the devolution program.

Section 8. Growth Equity Fund. A Growth Equity Fund (GEF) shall be proposed by the ComDev to Congress to address issues on marginalization, unequal development, high poverty incidence and disparities in the net fiscal capacities of LGUs. The amount constituting the GEF shall be included by the DBM in the National Expenditure Program starting FY 2022 and thereafter, to cover the funding requirements of programs, projects and activities of poor, disadvantaged and lagging LGUs to gradually enable the full and efficient implementation of the functions and services devolved to them.

The GEF shall be released to the LGUs in accordance with the implementing rules and regulations to be prescribed by the Development Budget Coordination Committee. It shall be subject to the mechanisms and guidelines for an equitable, performance-based, and time-bound allocation and distribution of the fund to the LGUs.

Section 9. Capacity Development. The DILG, through its Local Government Academy (LGA), shall oversee the provision of capacity development interventions for local governments, and shall develop the appropriate mechanisms to ensure efficient utilization of government resources on this effort. The LGA shall harmonize all capacity development interventions by the DBM, NEDA, DOF, other NGAs, DAP and third party service providers for the LGUs. It shall optimize the potential of the Local Governance National and Regional Resource Centers as the convergence platform for capacity development.

Further, the DILG, DBM and the Bureau of Local Government Finance of the DOF shall include public financial management processes, such as local planning, investment programming, resource mobilization and budgeting, in the capacity development of the LGUs to ensure that the allocation of the revenue allotment for basic services and facilities is in accordance with Section 17 of RA No. 7160 and other relevant laws.

Moreover, the DILG shall develop other capacity development strategies, facilitate institutionalization of performance standards, and develop performance incentive mechanisms under the Seal of Good Local Governance to promote excellence in local governance.

To ensure continuity in the efficient and effective delivery of services, capacity development interventions shall, as far as practicable, be offered preferably to career or permanent local government personnel as a means of institutional strengthening.

Section 10. Role of LGUs. Consistent with Section 5 of this Order, all LGUs shall likewise prepare their DTPs in close coordination with the NGAs concerned, especially with regard to devolved functions and services critical to them. The DTPs of LGUs shall be used as a guide in the monitoring and performance assessment of the LGUs by the DBM, DILG and NGAs concerned.

In view of the devolution of certain functions from the NGAs, the LGUs shall also formulate their respective Capacity Development Agenda based on the assessment framework and guidelines to be issued by the DILG-LGA. The capacity development agenda shall be guided by, among others, the strategy for capacity development of the LGUs as contained in the NGA DTPs, local development thrusts, and performance goals and objectives.

In accordance with Section 8(f) of this Order, all LGUs are highly encouraged to formulate their respective communications plans and strategies which are aligned and complementary to the communications plan formulated and approved by the ComDev.

Local programs and policies shall be integrated and coordinated towards a common national goal and shall abide by the policies, standards and strategies which the NG may establish pursuant to the Guiding Principles in Section 2 of this Order.

Section 11. Strengthening Planning, Investment Programming and Budgeting Linkage and Monitoring and Evaluation (M&E) Systems. The vertical and horizontal linkages across different levels of government in development planning, investment programming and budgeting shall be strengthened to align NG, regional and local priorities. The Regional Development Councils shall set the strategic direction for the faster development of the regions, especially in the lagging areas, and facilitate the alignment of the local development and the land use plans with the goals, objectives and targets in the Updated Philippine Development Plan and the respective regional development plans.

The regional development investment programs shall contain the proposed intra- and inter-regional programs, projects and activities (PPAs) of regional line agencies to be funded by the NG, while the provincial/local development investment program (P/LDIP) of provinces, cities and municipalities shall contain their prioritized list of PPAs for funding by the LGUs. The annual investment program of the LGUs to be funded through local funds, borrowings and public-private partnerships shall be sourced from their respective P/LDIPs.

Horizontal linkages shall be strengthened through the improvement in the coordination, synchronization, and joint execution of programs and projects between and among the LGUs. In line with this, provincial governments are reminded of their oversight and coordination functions in the provision of services and implementation of projects within their provinces that cut across city/municipal borders.

Relative to this, the DILG, DOF, NEDA and DBM shall update existing circulars, and recalibrate the synchronized local and regional planning and budgeting calendars accordingly.

Further, results-based M&E systems shall be in place in the DILG, DBM, DOF and other NGAs to ensure the purposive conduct of evaluations by the agencies concerned, and to guarantee that the LGUs have assumed the devolved functions and services effectively in support of good governance, transparency, accountability and evidence-based decision making.

Section 12. Personnel Options. To the extent authorized by civil service laws, rules and regulations, personnel hired on a permanent basis, who may be affected by the devolution, shall have the option to:

- a. Apply for transfer to other units/offices within the department/agency/GOCC concerned without reduction in pay;
- b. Apply for transfer to other departments/agencies/GOCCs in the Executive Branch without reduction in pay; or
- c. Avail the retirement benefits and separation incentives as provided under Section 13 of this Order and, subject to the discretion of the LGUs, apply to vacant positions therein, provided that their reemployment shall be considered as new entry to the civil service and that they shall be subject to the compensation system of the LGU concerned.

Affected employees occupying medical/allied-medical items may apply for transfer to a Department of Health-supervised hospital of their choice.

The DBM and DILG, in coordination with the CSC and with prior consultation with the LGUs through their respective Leagues, shall develop and issue the guidelines, as may be necessary, to ensure the fair, orderly, and transparent implementation of this provision; provided, that the NGAs are authorized to institute their respective internal operationalization guidelines, subject to existing CSC and DBM rules and regulations.

Section 13. Retirement/Separation Benefits. Affected personnel with permanent appointments who would opt to retire or separate from the service shall be given the option to avail the retirement benefits under existing laws, if qualified.

In addition to said retirement benefits, the affected personnel who would opt to retire or separate from the service shall be entitled to the following separation incentives:

Length of Service	Rate
Less than eleven (11) years of service	½ of the actual monthly basic salary for every year of government service
Eleven (11) to less than twenty-one (21) years of service	¾ of the actual monthly basic salary for every year of government service, computed starting from the 1 st year
Twenty-one (21) to less than thirty-one (31) years of service	actual monthly basic salary for every year of government service, computed starting from the 1 st year
Thirty-one (31) years of service and above	1 ¼ of the actual monthly basic salary for every year of government service, computed starting from the 1 st year

The actual monthly basic salary shall refer to the salary of the affected personnel as of the date of approval of the department/agency's revised organizational structure and staffing pattern by the DBM.

A minimum of five (5) years of government service is required in order for affected personnel to be entitled to avail of the separation incentives; Provided, that for the purpose of computing the total amount of separation incentives that affected personnel shall receive, only the government service up to the age of fifty-nine (59) and a fraction thereof shall be counted. Government service starting at the age of sixty (60) shall no longer be subject to the separation incentives provided herein; Provided, further, that for the purpose of complying with the required number of years of service under RA No. 8291 or the "The Government Service Insurance System (GSIS) Act of 1997," the portability scheme under RA No. 7699 (Portability Law) may be applied, subject to existing policies and guidelines.

The retirement gratuity benefit of affected personnel who are qualified and shall avail of RA No. 1616, as amended, shall be paid by the GSIS. The GSIS shall no longer pay the refund of retirement premiums, both personal and government shares, of the affected personnel who will opt to retire under RA No. 1616.

Section 14. Other Benefits of Retired/Separated Personnel. The affected personnel who retired or separated from the service shall, on top of applicable statutory benefits, be entitled to the following:

- a. Refund of Pag-IBIG contributions, both personal and government shares, of all affected members, pursuant to existing rules and regulations of the Home Development Mutual Fund; and
- b. Commutation of unused vacation and sick leave credits of the affected personnel in accordance with existing civil service rules and regulations.

Section 15. Prohibition on the Rehiring of Personnel. Without prejudice to existing laws and regulations, affected personnel with permanent appointments who retired/separated from the service as a result of the devolution efforts shall be prohibited from reemployment in any agency of the Executive Branch, for a period of five (5) years, except as teaching and medical staff in educational institutions and hospitals, respectively.

The reemployment of the retired/separated personnel in the Executive Branch within the prohibited period shall cause the refund of the separation incentives received by subject personnel under Section 13 of this Order, on a pro-rated basis.

It is understood that the prohibition on the reemployment of the affected personnel shall not apply in the other branches of the Government and in the local governments. However, the affected personnel who will opt to be reemployed in the local governments shall be subject to the prevailing compensation system in the LGU concerned.

The engagement of consultancy services of government personnel who retired or separated from the service as a result of the devolution efforts shall be governed by Section 7 of RA No. 6713 or the "Code of Conduct and Ethical Standards for Public Officials and Employees," and other pertinent laws, rules and regulations.

Section 16. Funding. The amount necessary for the first year of implementation of this Order shall be sourced from existing appropriations in the case of NGAs, and the respective corporate funds of GOCCs, subject to availability thereof, and existing budgeting, accounting, and auditing rules and regulations. The amounts necessary for subsequent years shall be included in the budget proposals of the agencies concerned.

The funds for the separation incentive of the affected personnel in regular government agencies shall be provided by the NG, subject to existing and applicable budgeting, accounting, and auditing rules and regulations. The separation incentives for the affected personnel of GOCCs shall be sourced from their respective corporate funds. In case of deficiency of funds of GOCCs not exempted from the Salary Standardization Law, the NG may provide assistance in the payment of the separation incentives.

Section 17. Non-interruption of Government Service. This Order, or any guidelines, rules or regulations issued in pursuance thereof, or any initiative towards the transition of devolved functions from the NGAs to the LGUs, shall not operate to suspend or exempt any government office or personnel from compliance with the provisions of RA No. 11032 or the "Ease of Doing Business and Efficient Government Service Delivery Act of 2018."


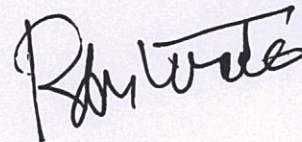
Section 18. Construction and Interpretation. Any conflict between and among the provisions of this Order, or any guidelines, rules or regulations issued in pursuance thereof, shall be resolved or construed liberally in favor of the interpretation that would prevent any impediment in the delivery of public services by the NGAs and the LGUs.

Section 19. Separability. Should any part or provision of this Order be held unconstitutional or invalid, the other parts or provisions not affected thereby shall continue to be in full force or effect.


Section 20. Repeal. Executive Order Nos. 48 (s. 1998), 444 (s. 2005), and all other orders, rules and regulations, issuances, or any part thereof, inconsistent with the provisions of this Order are hereby repealed, amended or modified accordingly.

Section 21. Effectivity. This Order shall take effect immediately following its publication in the Official Gazette or in a newspaper of general circulation.

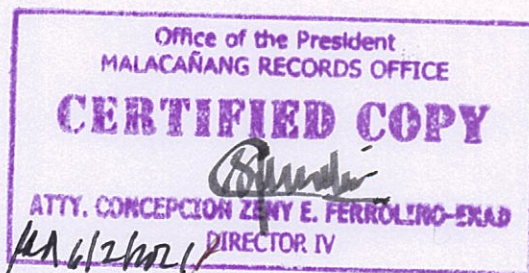
DONE, in the City of Manila, this 1st day of June, in the year of the Lord Two Thousand and Twenty-One.



By the President:



SALVADOR C. MEDIALDEA
Executive Secretary





Republic of the Philippines
Department of Education

DepEd ORDER
No. **35**, s. 2017

17 JUL 2017

**REVISED GUIDELINES ON THE IMPLEMENTATION OF THE BASIC
EDUCATIONAL FACILITIES FUND**

To: Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
All Others Concerned

1. The **Basic Educational Facilities Fund (BEFF)** is an annual budget of the Department for its School Building Program, which covers the improvement and maintenance of school facilities. It shall be utilized for the provision of classroom and workshop buildings, replacement of old dilapidated buildings, provision of furniture, repair and rehabilitation of classrooms, including heritage buildings, as well as water and sanitation facilities, and electrification.

2. The guidelines on the implementation of the different projects under the BEFF Program are detailed in the following enclosures:

Enclosure No. 1 : Guidelines for the Implementation of **New Construction of Classrooms**

Enclosure No. 2 : Guidelines on the Implementation of **Repair/Rehabilitation of Classrooms, Water and Sanitation Facilities, and Gabaldon Heritage Buildings**

Enclosure No. 3 : Guidelines on the Implementation of the **School Furniture Program**

Enclosure No. 4 : Guidelines on the Implementation of the **Electrification of Schools On-Grid Program**

Annex A : **Revised Memorandum of Agreement (MOA) with the Department of Public Works and Highways (DPWH)** for the implementation of the School Building Program

Annex B : **Designs of School Furniture**

3. The finalization of lists and release of funds for the various BEFF projects for ARMM shall be in accordance with the priorities and criteria set herein. However, implementation of the approved projects shall be governed by Republic Act (RA) No. 0954 or the *Organic Act for the Autonomous Region of Muslim Mindanao (ARMM)*. The Department of Education (DepEd) ARMM shall report to the DepEd Central Office the status and utilization of funds and implementation of the projects funded under the BEFF.

4. Procurement and contract implementation of all the projects for implementation under BEFF shall be in accordance with RA 9184 otherwise known as the *Government Procurement Reform Act (GPRA)* and its latest Implementing Rules and Regulations (IRR). The procuring entity shall ensure transparency in all procurement processes.

5. For all DepEd-implemented BEFF projects, the signing authorities for contracts as stipulated in DepEd Order No. 67, s. 2016 entitled *Revised Signing Authorities for Financial Matters* shall be followed in the implementation of the projects.

6. Modification of approved project listings in terms of scope or change of recipient school shall be subject for approval of the Secretary provided that the proposed modifications are justified and certified by the schools division superintendent (SDS).

7. Utilization of savings generated from terminated contracts or difference between the approved budget for the contract and the contract award price including any variations required for the project may be allowed subject for approval of the Secretary.

- a. The savings generated shall only be used for projects of the same category/purpose; and
- b. Savings shall be utilized for construction/repair projects in the same school or in other schools according to the following priorities:
 - i. **1st Priority**—repair of classrooms damaged by typhoons or calamities, prioritize damages that have occurred two to three years ago that have not been repaired or no repairs have started yet;
 - ii. **2nd Priority**—repair of classrooms with structural issues; and
 - iii. **3rd Priority**—repair of classrooms needing major repair based on the latest National School Building Inventory (NSBI) data, and/or latest survey data of the Office of the Undersecretary for Administration (OUA)/Education Facilities Division (EFD)

7. The OUA, the Office of the Assistant Secretary for Legislative Affairs, regional directors, and/or SDSs shall be responsible in informing the concerned district representatives, local government units (LGUs), and other stakeholders on the approved project listings to avoid duplication of projects and to ensure smooth implementation of the program.

8. The approved project listings shall be published in the DepEd website: www.deped.gov.ph, in accordance to the provisions of the General Appropriations Act (GAA).

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


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

References:

DepEd Order Nos.: (67, s. 2016); 94, s. 2011

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

FUNDS	PROJECTS
OFFICIALS	SCHOOLBUILDING
POLICY	SCHOOLS
PROGRAMS	

Enclosure 1 of the Revised Guidelines for the Implementation of the Basic Educational Facilities Funds

**Guidelines on the Implementation of
NEW CONSTRUCTION OF CLASSROOMS
under the Basic Educational Facilities Fund (BEFF)**

1. Manner of Allocation

The annual lump sum allocation for the School Building Program shall be equitably distributed to all legislative districts on the basis of the following priorities:

- a. Data on schools needing classrooms based on the classroom needs analysis of the enhanced Basic Education Information System (eBEIS), the National School Building Inventory System (NSBI), and/or the latest survey data of OUA/EFD.
- b. Replacement of school buildings totally damaged by typhoons and other calamities and those that are already structurally unsafe or declared condemned by building officials and poses hazards to the school populace;
- c. Provision of science, computer and technical and vocational laboratory workshop buildings.

2. Manner of Prioritization

Priorities for the construction of classrooms are as follows:

- a. Requirements of Kinder, Elementary, Junior High Schools and Senior High Schools;
- b. Schools with at least 50% enrolment of Indigenous People Students;
- c. Schools in 6th class Municipalities
- d. Multi-grade schools
- e. Special Education Centers/Schools

3. Implementation

As provided for in the Special Provisions of the General Appropriations Act (GAA), the New Construction of Classrooms program under the Basic Educational Facilities Funds (BEFF) shall be implemented by the Department of Public Works and Highways (DPWH).

The implementation arrangements and the specific roles of the DepEd and DPWH in the implementation of the projects are incorporated in the revised Memorandum of Agreement (MOA) as attached in Annex A.

The highlights of the MOA include the following:

- a. Conduct of joint validation activity between the DepEd Engineer and DPWH District Engineering Office to ascertain the specific construction program in the priority schools provided by the DepEd.
- b. Manner of Fund Releases and Utilization;
- c. Procurement and Monitoring;
- d. Definition of a Complete School Building;
- e. Acceptance and Booking up of Completed Project.

4. Monitoring

- a. The department will allocate the necessary manpower and other resources to effectively monitor the implementation of the projects.

Enclosure 2 of the Revised Guidelines for the Implementation of the Basic Educational Facilities Funds

**Guidelines on the Implementation of
REPAIR/ REHABILITATION OF CLASSROOMS,
WATER AND SANITATION FACILITIES, AND
GABALDON HERITAGE SCHOOL BUILDINGS
under the Basic Educational Facilities Fund (BEFF)**

1. Manner of Allocation and Prioritization

The annual lump sum allocation for the repair/rehabilitation of classrooms, water and sanitation facilities, and Gabaldon or other Heritage school buildings shall be equitably distributed to all legislative districts on the basis of the following priorities:

- a. Data on classrooms needing major repair based on the EBEIS, NSBI, and/or OUA/EFD Surveys;
- b. Bottom-Up Budget (BUB) school building repair projects;
- c. Repair of school buildings damaged by typhoons and other calamities;
- d. Rehabilitation/Restoration of Gabaldon and other Heritage School Buildings;
- e. Other priority schools reported needing immediate repair/rehabilitation.

2. Parameters for Repair/ Rehabilitation of Classrooms

Minor Repair - is the replacement of school building components which are not subjected to critical structural loads and stresses and which are estimated to cost less than Php50,000.00 per classroom, such as repair of windows, doors, partitions and the like. Minor repair keeps a building in fit condition for use without increasing its capacity or otherwise adding to its normal value as an asset.

Major Repair - is the replacement of school building components which are subjected to critical structural loads and stresses and are estimated to cost Php50,000.00 per classroom and above such as repair of roof, frames, posts, exterior walls,

etc. Major repair materially increases the value or extend the useful life of the building.

Rehabilitation - is intended to put back the school building to its original or previous condition and involves a general overhauling or a comprehensive repair of the whole building or a major section of it. A school building which has been blown down by a typhoon or destroyed by an earthquake or a flood may be rehabilitated if the estimated cost is considered economically practical by the Appraisal Team.

Renovation/ Restoration - involves any physical change made on a building to ensure its value, utility and/or to improve its aesthetic quality. Renovation is applied to old buildings aging 25 years or more which have weathered the years and remained sturdy, but need some face lifting to restore their original conditions.

Old Spanish school buildings/Gabalton buildings and other heritage school buildings may be restored for their historical value. Old posts, floor, etc. may be replaced keeping them close to their original architectural designs, with the health and safety of the pupils/ students and teachers in mind.

3. Implementation

- a. The Division Offices or any implementing Unit as authorized by the Secretary shall conduct procurement of BEFF Repair and/or Restoration of Gabaldon and other Heritage Buildings upon receipt of Authority to Procure with attached list of recipient schools from Central Office.
- b. The DepEd Central Office shall process sub-ARO and release to the respective implementing office immediately. Upon receipt of the sub-ARO, the Division Offices are ordered to obligate the funds within three (3 months) from the date of sub-ARO in consonance with existing budgeting, accounting and auditing rules and regulations. Failing to obligate within the given period, the Implementing Unit shall report the unobligated funds to Budget Division of the Central Office. The failure will affect the performance, rank and/or standing of the implementing unit and its officials.

In such failure, the DepEd will issue a negative sub-ARO and Regional Office shall take-over the procurement and implementation of the said projects.

4. Monitoring and Inspection

- a. The Regional/Division Engineer (RE/DE) shall function as Project Engineer and shall be mainly in-charge of regular monitoring and inspection of the repair projects. As Project Engineer the RE/DE shall have the following tasks:
 1. Conduct regular site inspections to ensure that the approved program of works are being executed by the selected contractor/s accordingly;
 2. Review and validate work accomplishments of the constructors and their claims for payments of completed works;
 3. Assist in the resolution of issues and concerns during project implementation;

- b. The Central Office through the OUA/EFD shall serve as oversight during project implementation and shall have the following functions:
 1. While the project is on-going or at any time during project start until substantial completion, the OUA/EFD may conduct site inspection. Any and all findings shall be effected in writing through Site Instructions and or Inspection Report;
 2. Resolve issues that may arise during project implementation through the conduct of construction meetings;
 3. The OUA/EFD shall before the issuance of the Certificate of Completion, conduct Final Inspection of projects and ensure compliance to the Program of Works, Plans and Specifications.

Enclosure 3 of the Revised Guidelines for the Implementation of the Basic Educational Facilities Funds

**Guidelines for the Implementation of the
SCHOOL FURNITURE PROGRAM
under the Basic Educational Facilities Fund (BEFF)**

1. Manner of Allocation

- a. The annual budget for the School Furniture Procurement Program under the Basic Educational Facilities Funds shall be used to address the furniture requirements of priority schools.
- b. As provided in the Special Provision of the General Appropriation Act (GAA 2017), twenty-five percent (25%) of the budget shall be used to procure school furniture from Cooperatives further broken down as follow:
 1. **Ten percent (10%) shall be allocated to cooperatives of Persons With Disabilities (PWD);**
 2. **Fifteen (15%) to other types of cooperatives.**
 3. The remaining 75% shall be allocated for regular suppliers following the procurement procedures herein.

The Central Office EFD shall facilitate the downloading of funds to the respective implementing units.

2. Identification of Recipient Schools

- a. Priority shall be given to schools which are recipients of new academic classrooms under the school building program implemented by the DPWH, DepEd and other funding sources such as those constructed by the Local Government Units (LGUs);
- b. Second priority should be accorded to schools in need of classroom seats. The result of the latest Furniture Analysis in the EBEIS, NSBI, and/or OUA/EFD Surveys shall be used as basis in determining classroom furniture needs.

3. Design and Specifications

The school furniture shall be manufactured in accordance with the DepEd standard design and specifications (Annex B).

4. Type of Materials

The DepEd standard design of armchairs made of all wood, combination of wood and steel, engineered bamboo, and non-wood based materials shall be adopted. All these materials shall be allowed to participate in any bidding (i.e bidding should not be exclusive to any type of material), except for bamboo as mandated by EO No. 879.

5. Standard Package for School Furniture

The set of armchairs based on standard shown below shall also be provided with a set of teacher's table and chair:

- a. **For Kindergarten** – 5 sets of modular tables and chairs (1 set consist of 2 modular tables and 6 chairs)
- b. **For Elementary and Junior High Schools** - 45 units of armchair, 2 units shall be intended for left handed elementary and secondary students;
- c. **For Senior High Schools** - 40 units of armchair, 2 units shall be intended for left handed senior high school students.
- d. **Science laboratory table and stools** – 7 sets of tables and stools (1 set consist of 1 table and 6 stools);
- e. **Workshop table and stools** - 7 sets of tables and stools (1 set consist of 1 table and 6 stools).

6. Procurement Method

- a. The Division Offices shall conduct the procurement of school furniture using the Sub-AROs downloaded by the Central Office.
- b. The Regional Offices shall procure school furniture from cooperatives following the provisions of R.A. 9184 using the fifteen percent (15%) budget allocation for

cooperatives issued by the Central Office through a Sub-ARO.

- c. Upon receipt of the Sub-ARO, the concerned Division/Regional Office shall obligate the funds within three (3) months from date of Sub-ARO, subject to the existing budgeting, accounting and auditing rules and regulations. In the event that the funds are not obligated within the three month period, the concerned Division/Regional Offices is obliged to report unobligated funds and to submit a Certificate of Availability of Funds immediately to the Budget Division of the Central Office. In this case, the Budget Division will issue a negative sub-ARO and Regional Office/ Central Office shall take-over the procurement and implementation of the said projects. The failure will be reflected in the performance, ranking and/or standing of the concerned office/s.
- d. The DepEd Central Office shall procure school furniture from cooperatives of Persons with Disability (PWD) using the ten percent (10%) budget allocation earmarked for cooperatives of PWD. The DepEd Central office shall also procure 10% of the budget for the replacement of school furniture and for the procurement of science laboratory tables and stools, workshop table and stools.

7. Contract Implementation

The Inspection of school furniture must be conducted in three different stages. School furniture must be inspected during pre-delivery, during delivery and post-delivery. In each stage, the school furniture must be inspected following the hereunder inspection procedures.

- a. **Pre-Delivery Inspection Stage** - Pre-delivery inspection shall be conducted prior to the delivery of finished school furniture to recipient schools. Inspection may be conducted at random at the manufacturing site of the supplier. The number to be inspected should not be less than the number of recipient schools. The following are the pre-delivery inspection activities:

- a.1. **Conduct of Pre-Implementation Meeting** - This meeting is conducted by the end-user attended by the supplier, representatives from COA, Accounting Division, Supply Division and

members of inspectorate team. Provisions of the contract implementation shall be discussed in this meeting.

- a.2. Production of the School Furniture - After the issuance of the Notice to Proceed and the conduct of the pre-implementation meeting, the supplier may start the production of the school furniture.
- a.3. Request for Pre-delivery inspection of finished school furniture by the Supplier - The supplier shall request for a pre-delivery inspection from the end-user prior to the delivery of finished school furniture.
- a.4. Conduct of pre-delivery inspection by the implementing office Inspectorate Team. - The Implementing Office Inspectorate Team shall conduct a random inspection of finished school furniture. School furniture found to be in accordance with the technical specifications shall be marked by the inspectorate team. Marked school furniture must not be less than the number of target recipient schools.
- a.5. The Implementing Office Inspectorate Team fill-up the Inspection Report Form and prepare the Pre-Delivery Inspection Report.

b. On-Site Delivery Inspection Stage - The on-site delivery inspection is conducted during the delivery of the school furniture to the recipient school. All school furniture delivered by the supplier shall be inspected as to quantity and quality. Below are the on-site delivery activities:

- b.1. Supplier delivers the school furniture to recipient schools.
- b.2. School Inspectorate Team shall inspect all the delivered furniture if in accordance with the approved specifications and required quantity. Furniture not in accordance with the approved specs shall be rejected.

- b.3. Members of the School Inspectorate Team shall sign in the Inspection and Acceptance Report (IAR) form indicating the number of furniture accepted and rejected.
- b.4. The supplier shall replace the defective furniture reported by the school inspectors.
- b.5. The School Property Custodian signs in the acceptance box of the Inspection and Acceptance Report (IAR) and Delivery Receipt (DR).
- b.6. Supplier takes pictures of the delivered school furniture with the name of the school.
- b.7. The supplier shall submit the signed IAR, DR and pictures to the implementing office.

c. Post-Delivery Inspection Stage - After the delivery to recipient schools, a post-delivery inspection shall be conducted within the warranty period which is one year from the date of the certificate of completion.

- c.1. After the issuance of the Certificate of Completion, the Implementing Office Inspectorate Team shall conduct a random inspection of the school furniture delivered in the schools.
- c.2. The school furniture shall be inspected if there are defects. All defects found to be due to the suppliers' fault shall be subject for rectification/replacement.
- c.3. The Implementing Office Inspectorate Team shall prepare a post-delivery inspection report. All defective findings shall be forwarded to the supplier for rectification/replacement.
- c.4. The supplier shall submit to the Implementing Office a certification from the school head that rectification/replacement had been completed.
- c.5. After one year from the issuance of the certificate of completion, the Certificate of Contract Compliance shall be issued to the supplier.

c.6. The retention money shall be released after the issuance of the Certificate of Contract Compliance.

Enclosure 4 of the Revised Guidelines for the Implementation of the Basic Educational Facilities Funds

**Guidelines for the
ELECTRIFICATION OF SCHOOLS
under the Basic Education Facilities Funds**

1. Manner of Allocation

The budget allocation for the School Electrification Program shall be used for the provision of electrical connections in priority schools without electrical connections and for the upgrading of electrical connections of priority schools with urgent needs.

2. Identification of Recipient Schools

- a. Schools identified by the National Electrification Administration (NEA) to be *on-grid* but still remains to be without electricity;
- b. Upgrading of electrical connections of schools to suit current requirements considering the additional facilities and equipment:
 1. Technical-Vocational Schools
 2. Senior High Schools offering specializations with specific needs for high grade electrical connections (e.g. welding, automotive, etc.)
 3. Other K-10 schools.

3. Implementation

- a. The Division Offices or any implementing Unit as authorized by the Secretary shall conduct procurement of BEFF School Electrification Program upon receipt of Authority to Procure with attached list of recipient schools from Central Office.
- b. The DepEd Central Office shall process sub-ARO and release to the respective implementing office immediately. Upon receipt of the sub-ARO, the Division Offices are ordered to obligate the funds within three (3 months) from the date of sub-ARO in consonance with existing budgeting, accounting and auditing rules and regulations. Failure to obligate within the given

period, the Implementing Unit shall report the unobligated funds to Budget Division of the Central Office.

In this case, the DepEd will issue a negative sub-ARO and Regional Office shall take-over the procurement and implementation of the said projects. The failure will affect the performance, ranking and/or standing of the implementing unit.

4. Monitoring and Inspection

- a. The Regional/Division Engineer (RE/DE) shall function as Project Engineer and shall be mainly in-charge of regular monitoring and inspection of the repair projects. As Project Engineer the RE/DE shall have the following tasks:
 1. Conduct regular site inspections to ensure that the approved program of works are being executed by the selected contractor/s accordingly;
 2. Review and validate work accomplishments of the constructors and their claims for payments of completed works;
 3. Assist in the resolution of issues and concerns during project implementation;

- b. The Central Office through the EFD shall serve as oversight during project implementation and shall have the following functions:
 1. While the project is on-going or at any time during project start until substantial completion, the EFD may conduct site inspection. Any and all findings shall be effected in writing through Site Instructions and or Inspection Report;
 2. Resolve issues that may arise during project implementation through the conduct of construction meetings;
 3. The EFD shall before the issuance of the Certificate of Completion, conduct Final Inspection of projects and ensure compliance to the Program of Works, Plans and Specifications.

ANNEX A

**Revised Memorandum of Agreement (MOA) with the
Department of Public Works and Highways (DPWH) for the
Implementation of the School Building Program under Basic
Educational Facilities Fund (BEFF)**

ANNEX A

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This **AGREEMENT** made and entered into this APR 03 2017 2017 at PASIG CITY, by and between:

The **DEPARTMENT OF EDUCATION (DepEd)**, a government agency duly organized and existing under the laws of the Republic of the Philippines with principal office address at DepEd Complex, Meralco Avenue, Pasig City, duly represented by its Secretary **LEONOR M. BRIONES**, and hereinafter referred to as the "**DEPED**";

-and-

The **DEPARTMENT OF PUBLIC WORKS AND HIGHWAYS (DPWH)**, a government agency duly organized and existing under the laws of the Republic of the Philippines, with principal office address at 2nd Street, Port Area, Manila, duly represented by its Secretary, **MARK A. VILLAR**, and hereinafter referred to as the "**DPWH**";

Both parties are collectively referred to as the "**PARTIES**".

WITNESSETH

WHEREAS, the **DEPED** is the lead government agency mandated to provide Basic School Facilities (Project) under the School Building Program to address the remaining shortages of and meet the requirements of the K-12 Basic Education Program;

WHEREAS, the **DEPED** has an annual budget allocation in the General Appropriations Act (GAA) for the School Building Program under Basic Educational Facilities Fund (BEFF);

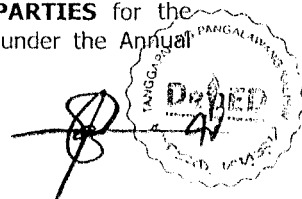
WHEREAS, the **DPWH** is the engineering and construction agency of the Government, with the capability to undertake and provide technical service and supervise the construction of infrastructure projects;

WHEREAS, as mandated under the Special Provision of General Appropriations Act, the **DPWH** shall manage and implement the construction of school buildings under the Basic Educational Facilities Funds (BEFF) of the **DEPED**;

NOW THEREFORE, for and in consideration of the foregoing premises, the **PARTIES** hereby agree as follows:

I. GENERAL PROVISIONS

1. For the proper dissemination of communication/correspondence during the duration of this Agreement, the following shall be the point persons of the **PARTIES**:
 - a. For the **DEPED**, the focal persons shall be **UNDERSECRETARIES ALAIN DEL PASCUA** (for Administration) and **ANALYN SEVILLA** (for Budget)
 - b. For the **DPWH**, the focal persons shall be **ASSISTANT SECRETARIES EUGENIO R. PIPO, JR.** (for Regional Operations in Luzon), **ROBERTO R. BERNARDO** (for Regional Operations in Visayas), and **DIMAS S. SOGUILON** (for Regional Operations in Mindanao);
2. This Agreement shall apply to all concerned offices of the **PARTIES** for the construction of the civil works of the School Building Program under the Annual Budget of the **DEPED** as Basic Educational Facilities Fund;



Furniture and other school equipment for the completed school facilities shall be provided by the **DEPED** in accordance with the applicable provisions of Republic Act (R.A.) 9184 or the *Government Procurement Reform Act* and its Implementing Rules and Regulations (IRR), and COA accounting rules and regulations;

3. It is understood that the implementation and construction of the Project shall be based on a Final List providing the location, standards, and specifications of school buildings, water and sanitation facilities, and technical vocational laboratories, as duly approved by the **PARTIES**.
4. The amount appropriated for the construction, replacement, and completion of the Project shall be directly released to the **DPWH**, based on the allotted budget for the School Building Program under the Department of Education's C.Y. 2017 Basic Educational Facilities Fund under GAA.

The release of funds shall be made to the **DPWH** Central Office, which shall sub-allot the appropriate funding to its respective District Engineering Offices (DEOs), following the allocation per congressional district with the corresponding Final List of School Buildings to be undertaken; and

5. In this Agreement, reference to either of the **PARTIES** shall pertain to its Central Office (CO), unless specifically provided hereof.

II. ROLES AND RESPONSIBILITIES OF THE DEPED

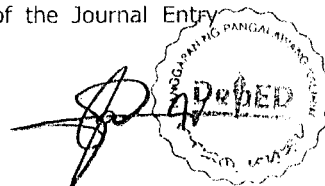
1. Prepare and provide the **DPWH**, through the **DEPED** EFD, the Initial List of Schools, particularly stating the names of schools, addresses, total classroom requirements, and other pertinent information, preferably on the last quarter of the preceding year to provide the **PARTIES** sufficient time to conduct a joint validation, soil investigation, and preparation of Detailed Engineering Designs;
2. Consolidate, through its EFD, the validated list of school building projects as jointly submitted by the **DEPED** School Division Offices (SDOs) and **DPWH** DEOs;

The consolidated validated list shall be the basis of the Final List, which the **DEPED** shall use in submitting its special budget request to the DBM for the release of the SARO;

3. Concur, on the Final Design Plans and Programs of Works (POW) prepared by the **DPWH** DEO, through its School Division Superintendent (SDS);
4. Assign to each DPWH Regional Office/DEO, a SDO representative to act as an observer in the procurement activities;
5. Assist the **DPWH**, through its SDO, in providing the necessary documents needed for the application, approval, and issuance of necessary building permits, demolition permits, and other clearances from concerned government agencies, prior to the start of the project;
6. Assign a Division Engineer (DE)/SDO Representative, who shall monitor the implementation of the projects, to ensure compliance in the agreed designs, specifications, and approved POW in critical stages of construction.

The SDO shall report to the **DEPED**, thru the EFD, any findings on non-compliance for appropriate action;

7. The **DEPED** Division Accountants shall record in its book the accepted and completed school building projects from the **DPWH** thru the submission of the Journal Entry Vouchers (JEV) from the **DPWH** DEO Accountant; and



8. Signify its concurrence in the issuance by the **DPWH** of the corresponding Certificate of Project Completion;
9. The **DEPED** School Division Superintendent shall signify its concurrence in the issuance of the Certificate of Project Acceptance after the one (1)-year warranty period, if the Project has been verified as having no defects and/or deficiencies, after a joint inspection by the **PARTIES**.

III. ROLES AND RESPONSIBILITIES OF THE DPWH

1. Effect the transfer of the subject funds to its DEOs, following the allocation per congressional district, with the corresponding Final List containing the names of the schools, the target number of buildings and classrooms, and the types of buildings to be constructed.

The allocation for the Autonomous Region in Muslim Mindanao (ARMM) shall be released in accordance with R.A. No. 9054 and the special provisions stated in the GAA;

2. Conduct a Joint Validation of the Initial List of Schools, through its DEOs, with the **DEPED** DE/SD, to determine the buildable space, classroom building type, and project cost estimate of the Project;
3. Prepare the Final Design Plans, POW, and detailed cost estimates, based on the Joint Validation conducted, in accordance with the Modified Calamity-Resilient School Building Designs for each Project.

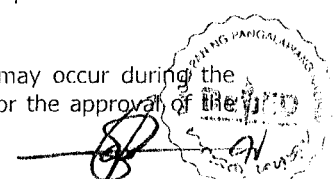
In connection with this, the **DPWH** shall observe the Minimum Performance Standards and Specifications (MPSS) and Harmonized Standard Regional Costing in the implementation of projects.

Specific projects with a variance beyond ten percent (10%) of the Standard Regional Costing shall be subject to further evaluation and concurrence of the EFD, upon the recommendation of the **DPWH**-Bureau of Design (BOD) and Bureau of Construction (BOC). In this case, corresponding documents such as Soil Investigation Results, Revised Detailed Engineering Designs, and Detailed Estimates shall be endorsed by the **DPWH** to the **DEPED** thru its EFD.

Any deviation from the design and costing as a result of the actual Joint Validation of school site condition and Detailed Engineering shall be subject to the concurrence of the **DEPED**;

4. Submit the **PARTIES'** joint request to the DBM for the release of the SARO based on the final list endorsed by the **DEPED**;
5. Assume all the duties and responsibilities relating to the project preparation, procurement/bidding, and project implementation pursuant to RA No. 9184, including the processing and approval of the necessary permits and clearances through the selected contractor, and fund the disbursements/payments to the contractor concerned;
6. Notify in writing the **DEPED** on matters relating to the procurement activities. The **DPWH** DEOs shall provide a copy of the approved PPMP containing the schedules of the bidding to the **DEPED** School Division Superintended (SDS), at least three (3) days before the intended procurement activity;
7. Implement the Project until its completion, based on the final list approved by the **PARTIES**. Any deviation, realignment, and modification of the Scope of Works shall be with the concurrence of the **DEPED**.

Any Variation Order (Change Order or Extra Work Order) that may occur during the implementation period shall be with the consent of the **DPWH** for the approval of the **DEPED**;



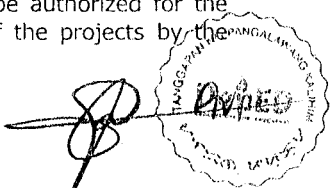
8. Ensure the construction of complete school buildings. A "complete" school building, as applicable, shall have the features and subsidiary works as follows:
 - a. Concrete and smooth finish flooring;
 - b. Smooth finish (plastered) interior and exterior walls;
 - c. Painted walls and ceilings;
 - d. Long-span and pre-painted roofing;
 - e. Complete set of windows;
 - f. Two (2) entrances with doors;
 - g. Complete electrical wires and fixtures;
 - h. Chalkboard;
 - i. Ramps pursuant to Batas Pambansa Blg. 344;
 - j. Toilets, depending on the building design;
 - k. Special foundation, if applicable;
 - l. Fire protection;
 - m. Handwashing/water and sanitation facilities; and
 - n. Water, sanitation, and other facilities required under the Green Building Code.
9. Submit a Final Report to the **DEPED** before the issuance of the corresponding Certificate of Completion and Certificate of Project Acceptance.
10. Issue the corresponding Certificate of Project Completion, with the concurrence of **DEPED**. Within the one (1)-year warranty period after the issuance of the corresponding Certificate of Project Completion, the Contractor, at its own expense, shall correct all defects discovered in the Project; and
11. Issue the corresponding Certificate of Project Acceptance, with the concurrence of the **DEPED**, after the one (1)-year warranty period, if Project has been verified as having no defects and/or deficiencies after a joint inspection by the **PARTIES**.

IV. PROVISIONS COMMON TO PARTIES

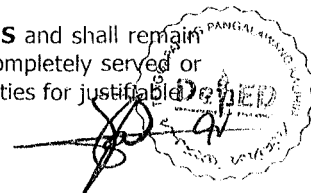
1. Conduct a Joint Punch Listing Inspection for the purpose of determining the items of work that need to be rectified by the contractor to final inspection, upon substantial completion of at least 95% of the physical accomplishment of the project; and
2. After the completion of construction, the **PARTIES** shall conduct joint post-technical inspection activities within the defects and liability period of one (1) year after the issuance of the Certificate of Completion and prior to the issuance/approval of the Certificate of Acceptance.

V. MISCELLANEOUS PROVISIONS

3. The **DEPED** EFD together with its ICT Service shall work out the interfacing and interoperability of available information systems of the **PARTIES** to operate sharing of reports;
4. The **DEPED** CO shall submit to the DBM a quarterly report of the status of the implementation of School Building Program with information on the list of school buildings constructed and corresponding number of classrooms, either in printed form or by electric document, copy furnished the House Committee on Appropriations and Senate Committee on Finance;
5. Engineering and Administrative Overhead (EAO) Expenses shall be authorized for the detailed engineering activities and monitoring and supervision of the projects by the **DPWH**, in accordance with the provisions provided in the GAA;




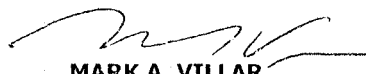
6. Unobligated allotment/balance generated from the procured school building projects may be utilized in the following manner, provided that it is duly recommended by the **DEPED** and approved by the DBM, and in accordance with R.A. 9184 or the *Government Procurement Reform Act* and government budgeting, accounting and auditing rules and regulations:
 - a. For extra-works in the same school building project(s) such as, but not limited to: drainage of works, installation of security grills, etc., provided that the project is certified as completed; and
 - b. To fund the construction of additional classrooms or completion of a particular school building project, provided that the original project is certified as completed;
7. Realignment of allotment released from appropriations and modifications of the originally approved Final List and Final Design Plans shall be approved by the **DEPED** Secretary in the following instances, based on the recommendation and endorsement of the **DEPED** SDO concerned. The SDO shall clearly justify the reason for the realignment and/or modification of the project scope, to wit:
 - a. Change in the location of the kindergarten, elementary, and secondary school buildings to be completed, as the case may be, due to the duplication or double funding of the project, peace and order issues, problems on site ownership/acquisition, and other policy considerations, as may be determined by either of the **PARTIES**;
 - b. Change in the number of classrooms to be constructed per school building. *Provided*, that the realignment may only be undertaken once per project and that the same is made not later than the third quarter of the current year. *Provided further*, that the allotment has not yet been obligated for the original project/scope of work. In which case, the **DPWH** shall issue a Certificate of Availability of Funds (CAF), stating that the fund is available and not yet obligated;
8. The **DEPED** CO shall approve the realignment of allotment following the General Guideline as stated in the preceding section;
9. The **DEPED** CO shall inform the DBM, in writing, of every realignment within five (5) calendar days from its approval. The Secretary of Education and the agency's web administrator/ his/her equivalent shall ensure that such realignment is posted in the **DEPED**'s official website within the same period;
10. During the implementation of the Project, the **DPWH** shall regularly update the **DEPED** of the monthly physical accomplishments, as well as of the status of utilization of the allotment, with the corresponding obligation and disbursement reports;
11. Completed School Buildings must be properly booked as assets of the **DEPED**, following the standard accounting procedures for the transfer and booking up of the subject facilities;
12. All releases, transfer of funds, payment, reimbursement, and preparation of books of accounts made pursuant to this Agreement shall be subject to pertinent laws, rules, and government budgeting, accounting, and auditing procedures;
13. All issues arising from the implementation of this Agreement shall be resolved jointly by the **PARTIES**; and
14. This Agreement shall take effect upon the execution by the **PARTIES** and shall remain in full force and effect until the purpose for which it is intended is completely served or revoked, unless otherwise revoked at the instance of either of the parties for justifiable



reasons and after the **PARTIES** have exerted efforts to amicably settle its disagreements, by giving thirty (30) days notice prior to the intended termination.

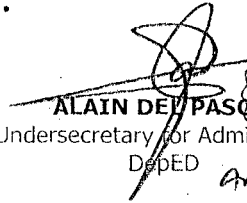
IN WITNESS WHEREOF, the **PARTIES** have hereunto affixed their signatures on the date and place above-written.

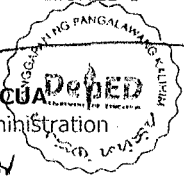

LEONOR MAGTOLIS-BRIONES, Ph. D.
Secretary
Department of Education
(DepED)



MARK A. VILLAR
Secretary
Department of Public Works
and Highways(DPWH)

Department of Public Works and Highways
Office of the Secretary
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SIGNED IN THE PRESENCE OF



ALAIN DEL PASQUA
Undersecretary for Administration
DepED




EUGENIO R. PIPO, JR.
Assistant Secretary for Luzon
DPWH


ROBERTO R. BERNARDO
Assistant Secretary for Visayas
DPWH


ANALYN SEVILLA
Undersecretary for Budget
DepED


DIMAS S. BOGUILON
Assistant Secretary for Mindanao
DPWH

Republic of the Philippines)
Quezon City)S.S.

ACKNOWLEDGMENT
QUEZON CITY

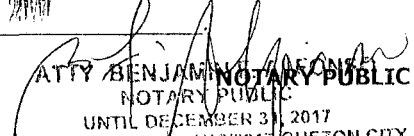
BEFORE ME, a Notary Public for and in _____ personally appeared the following persons this _____ day of _____ 2017:

NAME	Competent Evidence of Identity	Issued on/at
1. LEONOR MAGTOLIS-BRIONES		
2. MARK A. VILLAR		

Both known to me to be the same persons who executed the foregoing document consisting of six (6) pages including this acknowledgment, and they acknowledged to me that the same is their own free and voluntary act and deed as well as those of the entries herein represented.

Witness my hand and Seal APR 03 2017

Doc No. 24
Page No. 30
Book No. 26 A
Series 2016 7

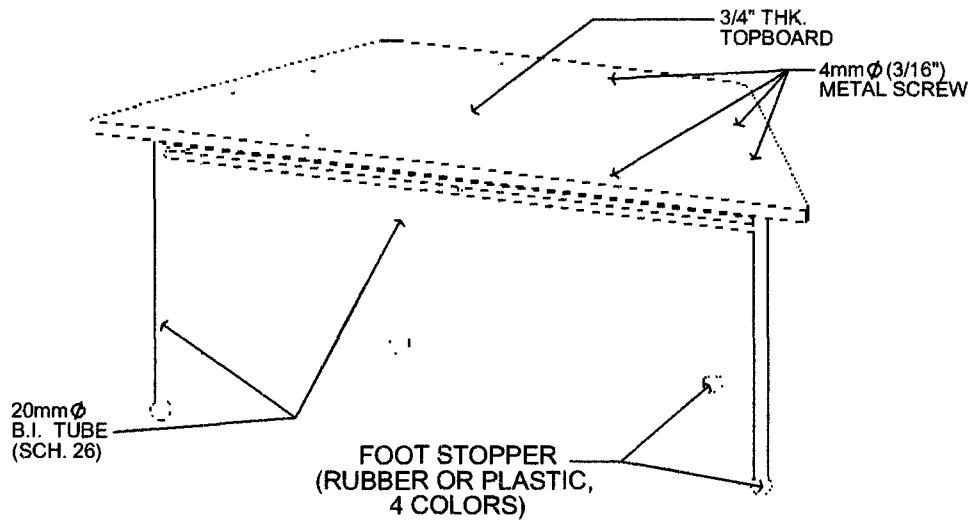

ATTY BENJAMIN A. ...
NOTARY PUBLIC
UNTIL DECEMBER 31, 2017
PTR. NO. 3806848 - 1/16/2017 QUEZON CITY
IBP NO. 1038379 - 11/24/2016 QUEZON CITY
ROLL NO. 13296
ADM. MATTER NO. NP-046 (2017-2018)
ADD. NO.34 ASSETS ST. OSIS VILL., PROJ.6,G.C.
MCLE NO. U-0020276- OCT. 29,2011

ANNEX B

Designs of School Furniture

DIMENSIONS OF PREPARATORY TABLE IN MILLIMETERS

	LEVEL	DIMENSIONS	REMARKS
A	TABLE HEIGHT	460	ALL DIMENSIONS SHALL BE SUB - JECTED TO A MAX. TOLERANCE OF PLUS OR MINUS 10mm
B	TABLE WIDTH	520	
C	TABLE LENGTH	1180	

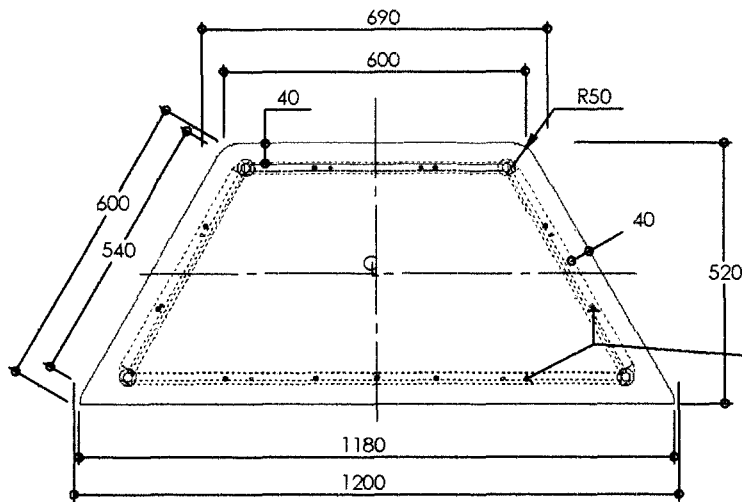


TECHNICAL SPECIFICATION

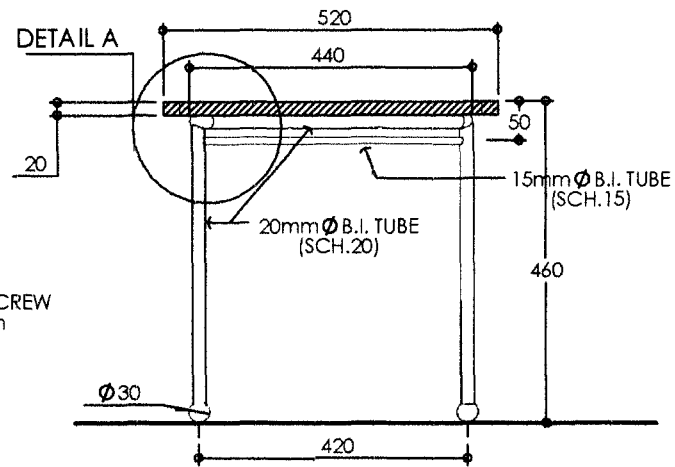
TOP BOARD	520mm x 1180mm x 19(3/4")mm, MARINE PLY WOOD
STRUCTURAL FRAME	20mm ϕ B.I. TUBE (SCH. 20)
RUBBER FOOTINGS	1pc. -YELLOW, 1pc. -GREEN, 1pc. -RED, 1pc. -BLUE
JOINTS	FULLY WELDED
FINISHES	WOOD - SMOOTH FINISH W/ AT LEAST 3 COATS FLAT WALL ENAMEL (ASSORTED LIGHT COLORS) STEEL - SMOOTH FINISH W/ AT LEAST 3 COATS Q.D.E (SKYBLUE)

ISOMETRIC VIEW

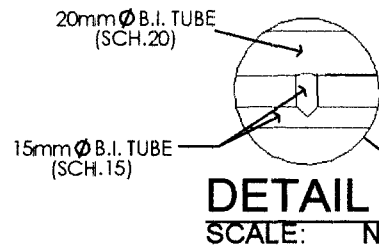
SCALE: _____ NTS



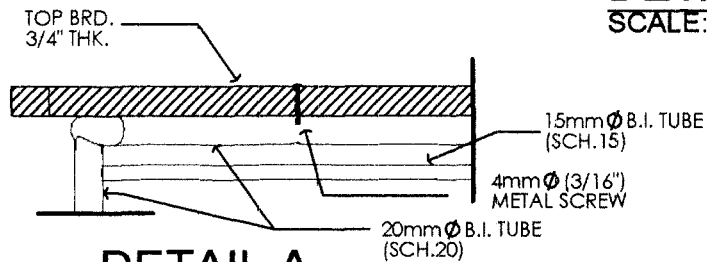
TOP VIEW
SCALE: NTS



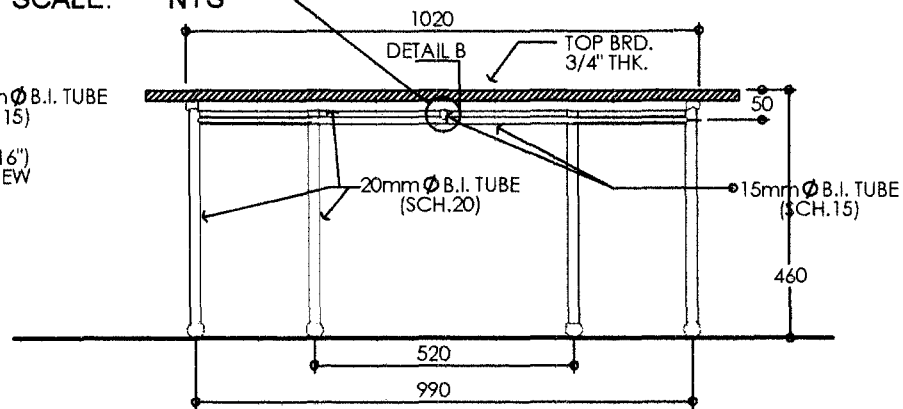
SIDE VIEW
SCALE: NTS



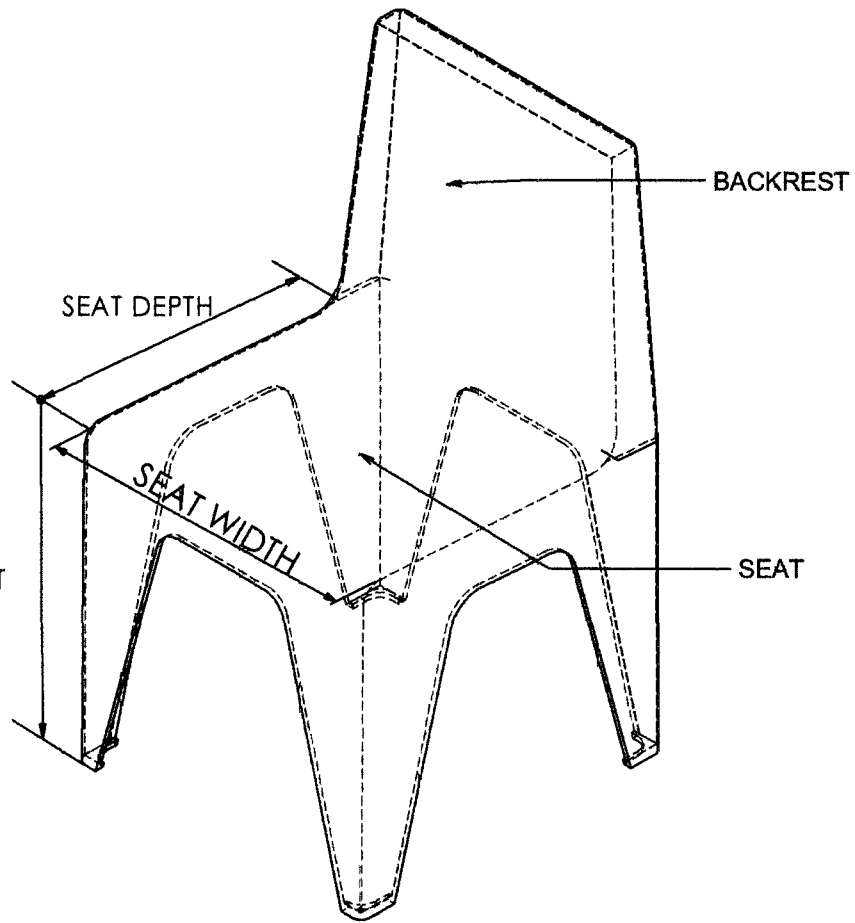
DETAIL B
SCALE: NTS



DETAIL A
SCALE: NTS



REAR VIEW
SCALE: NTS

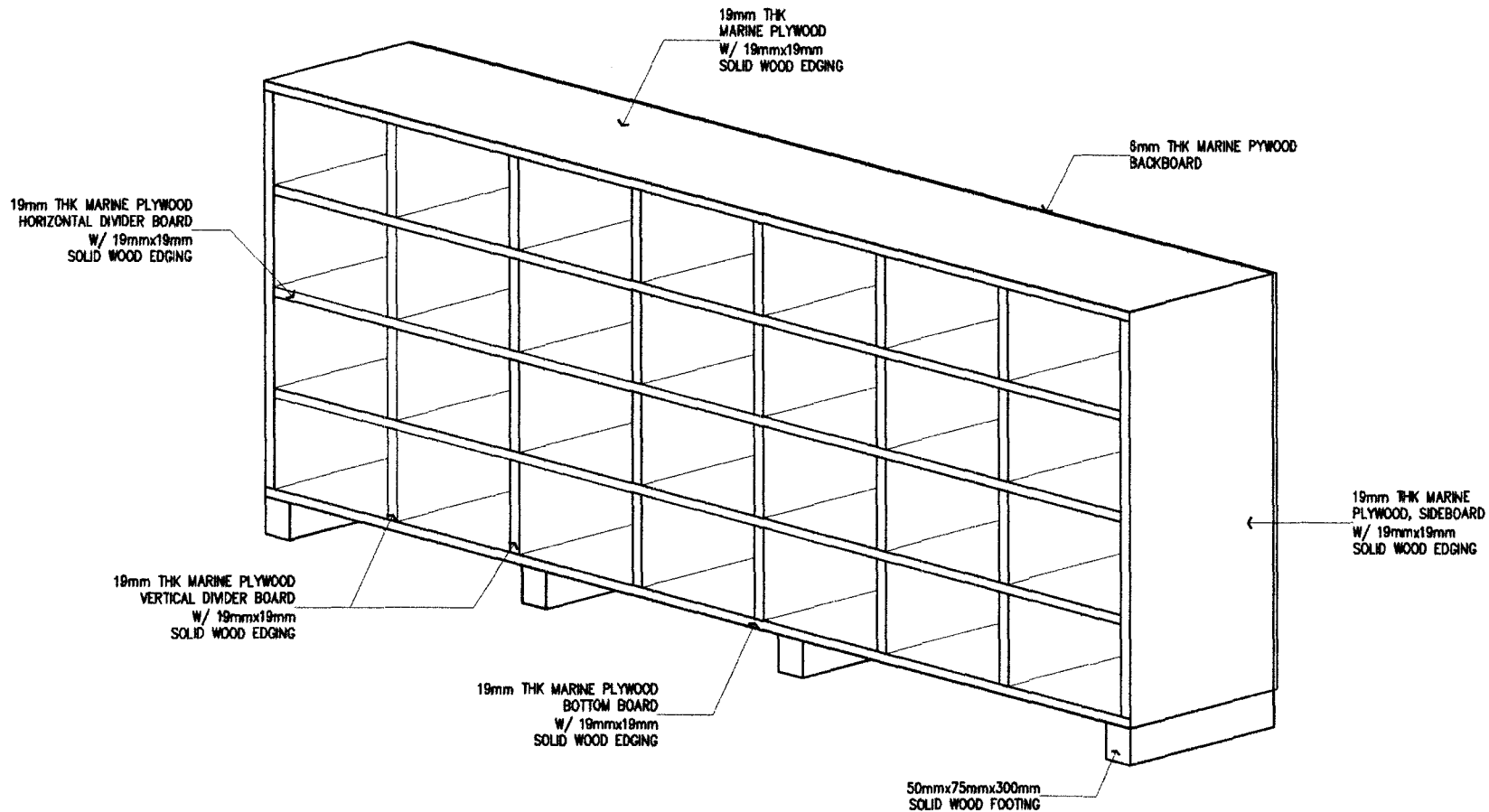


DIMENSIONS OF PRE-SCHOOL CHAIR IN MILIMETERS

LEVEL		DIMENSIONS
A	SEAT HEIGHT	300 (MAX)
B	SEAT DEPTH	300 (MAX)
C	SEAT WIDTH	280 (MIN)
D	BACKREST HT.	430 (MIN)

ISOMETRIC VIEW
SCALE: NTS

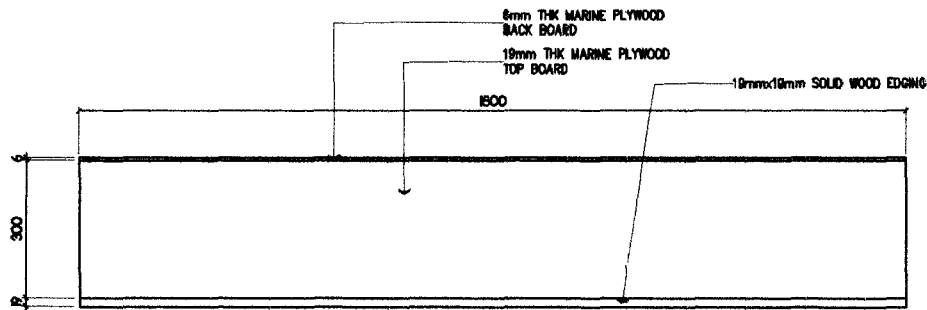
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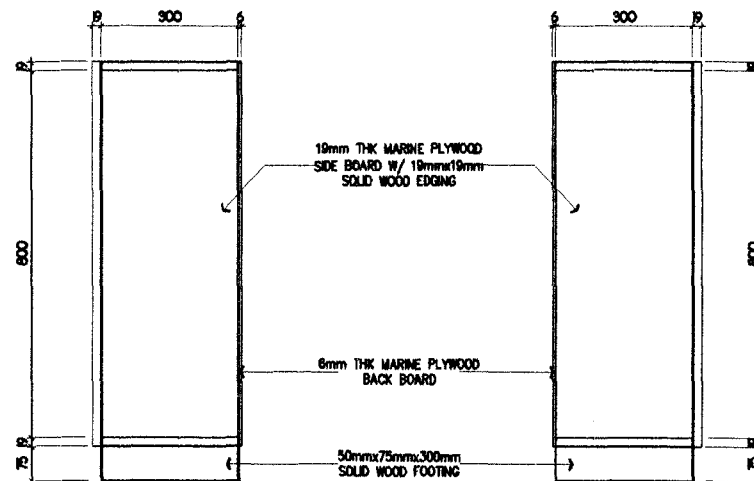
NOTE:
ALL SURFACES SHALL BE PAINTED (SEE PAINTING SCHEDULE BELOW)

PAINTING SCHEDULE	
SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
1st COAT	WHITE FLAT WALL ENAMEL (3 COATS)
TOP COAT	WHITE QUICK DRYING ENAMEL (3 COATS)

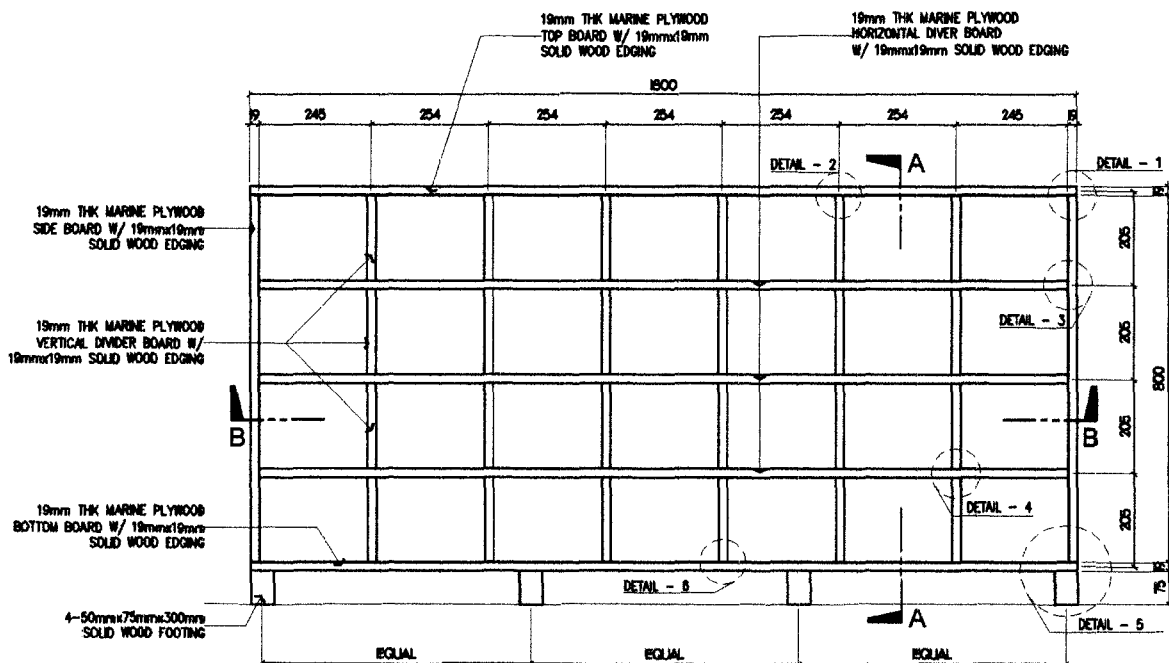
1 ISOMETRIC VIEW
1 SCALE - M



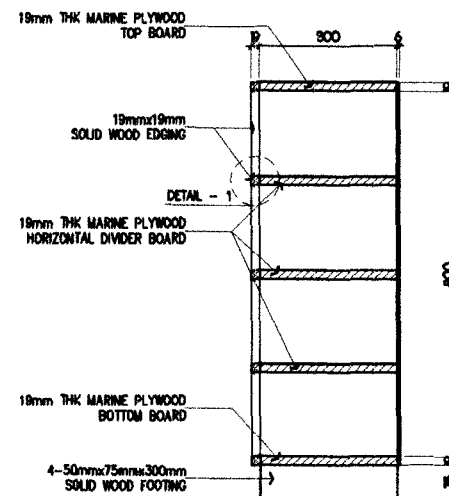
1 PLAN
 2 SCALE 1 : 50 M



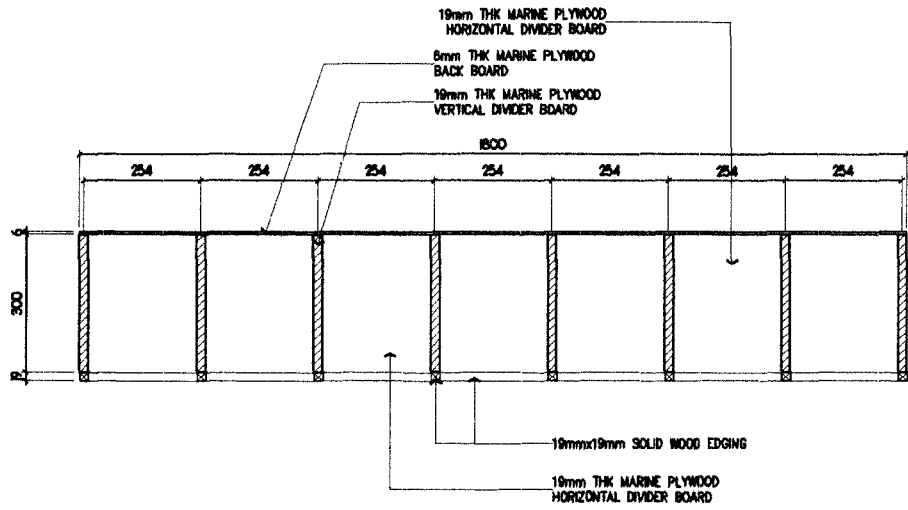
3 SIDE ELEVATIONS
 2 SCALE 1 : 50 M



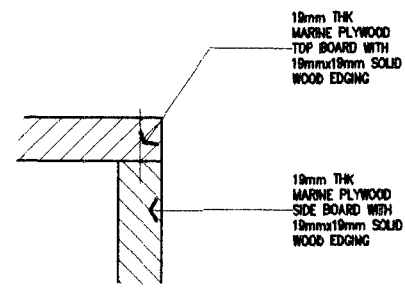
2 FRONT ELEVATION
 2 SCALE 1 : 50 M



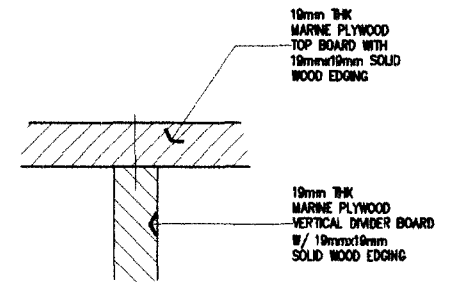
4 SECTION A-A
 2 SCALE 1 : 50 M



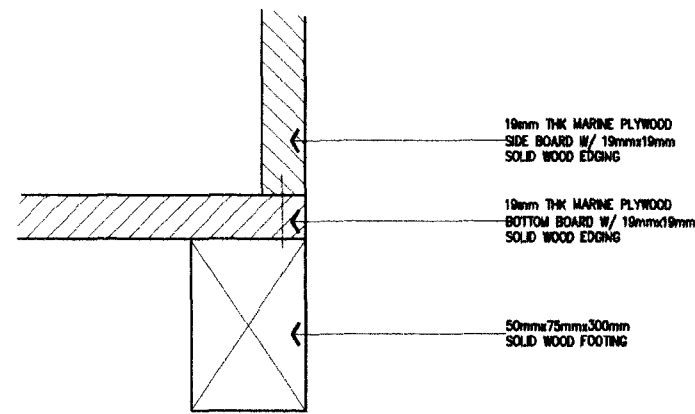
1 SECTION B-B
3 SCALE 1 : 50 M



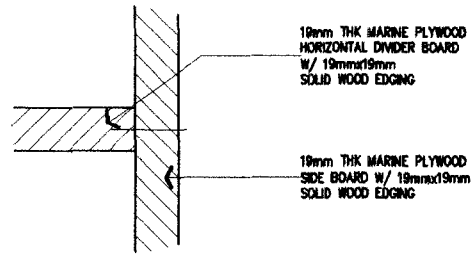
2 DETAIL - 1
3 SCALE 1 : 10 M



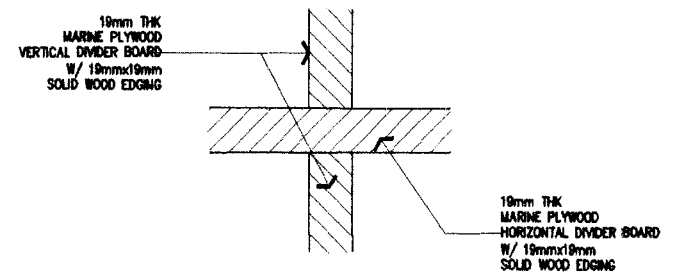
3 DETAIL - 2
3 SCALE 1 : 10 M



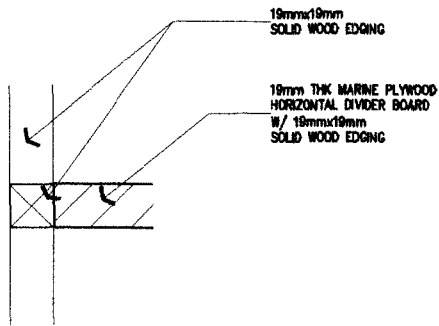
6 DETAIL - 5
3 SCALE 1 : 10 M



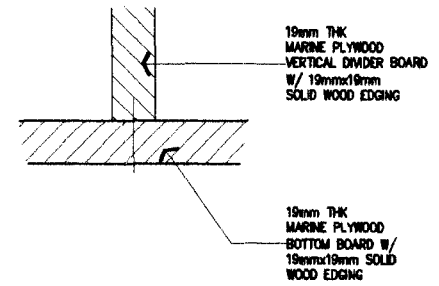
4 DETAIL - 3
3 SCALE 1 : 10 M



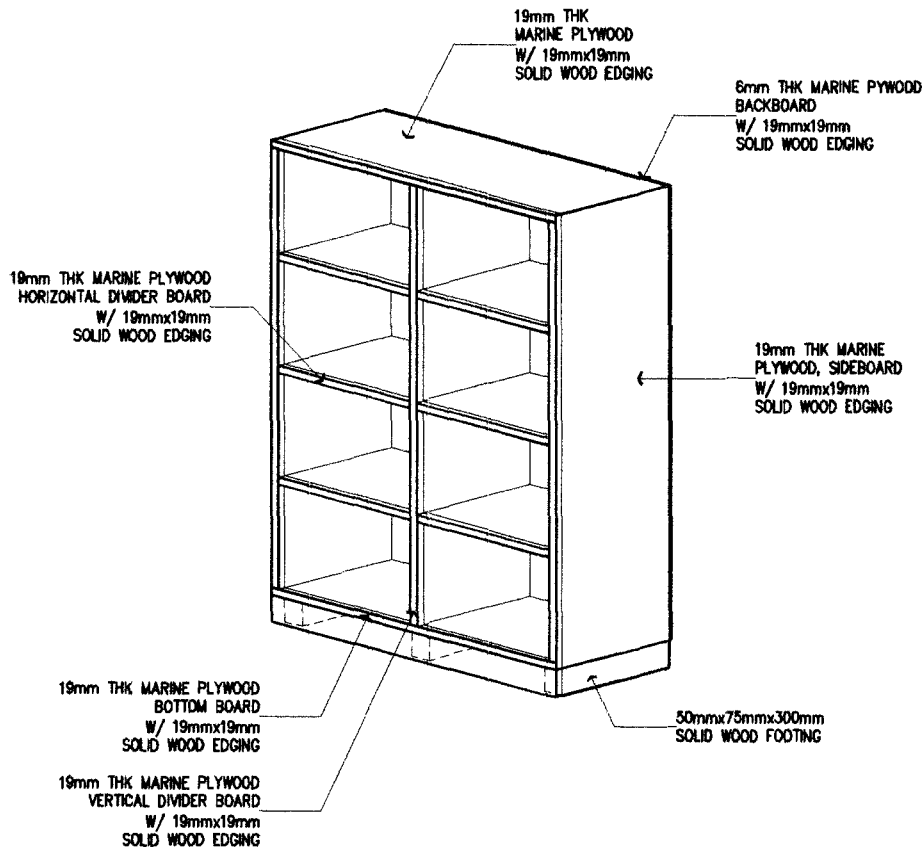
5 DETAIL - 4
3 SCALE 1 : 10 M



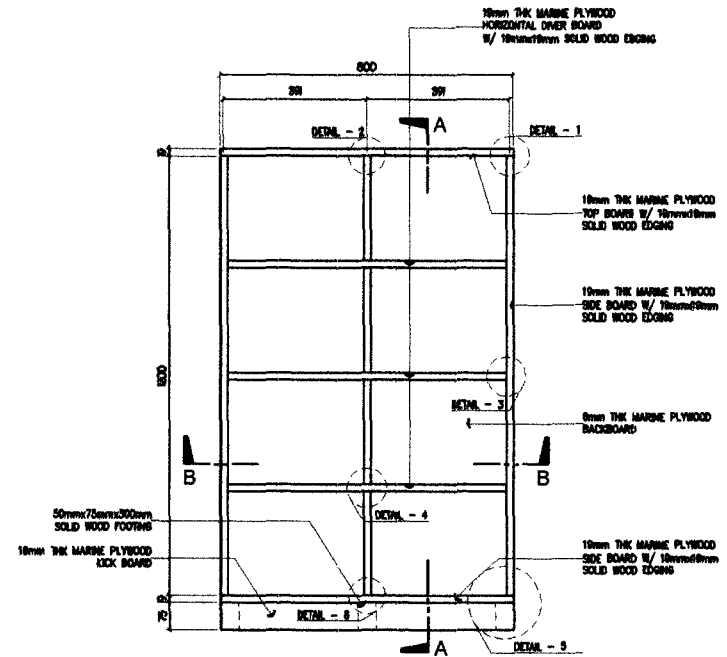
7 DETAIL - 7
3 SCALE 1 : 10 M



8 DETAIL - 6
3 SCALE ELEVATION 1 : 10 M



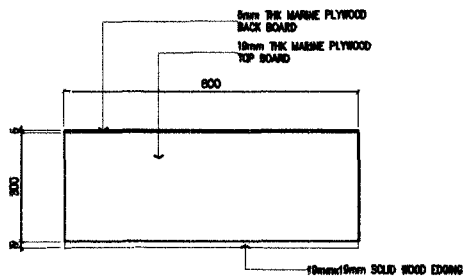
1 ISOMETRIC VIEW
1 SCALE - M



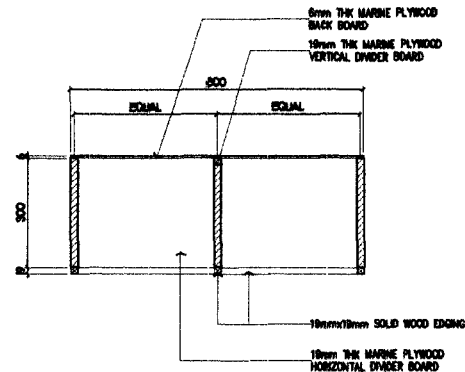
2 FRONT ELEVATION
1 SCALE - M

NOTE:
ALL SURFACES SHALL BE PAINTED (SEE PAINTING SCHEDULE BELOW)

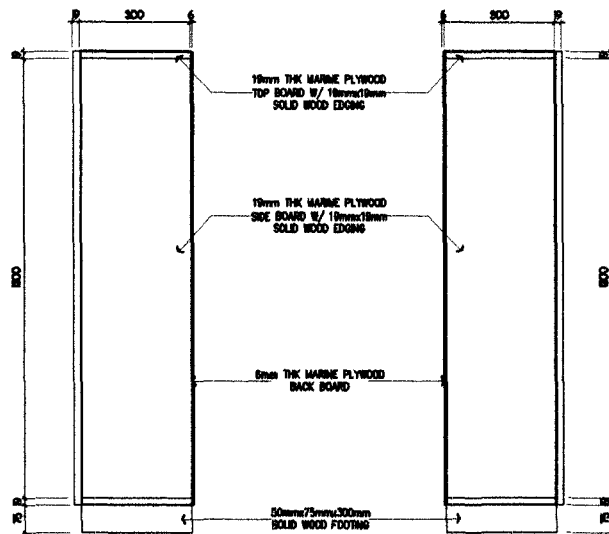
PAINTING SCHEDULE	
SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
1st COAT	WHITE FLAT WALL ENAMEL (3 COATS)
TOP COAT	WHITE QUICK DRYING ENAMEL (3 COATS)



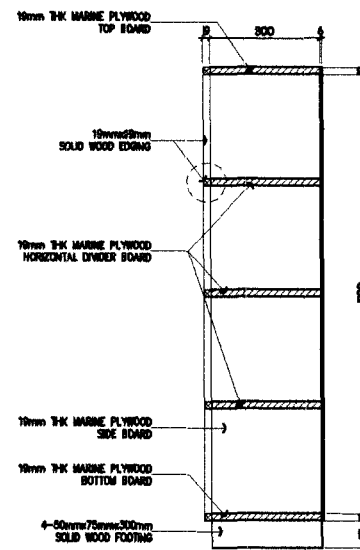
1 PLAN
2 SCALE 1 : 50 M



1 SECTION B-B
2 SCALE 1 : 50 M

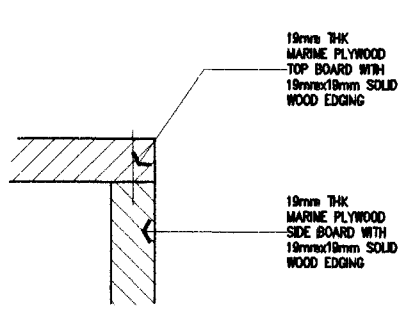


3 SIDE ELEVATIONS
2 SCALE 1 : 50 M

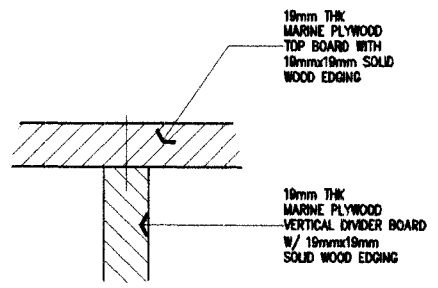


1 SECTION A-A
2 SCALE 1 : 50 M

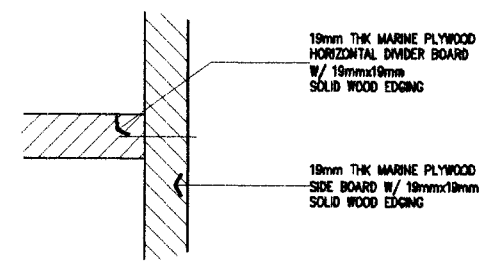
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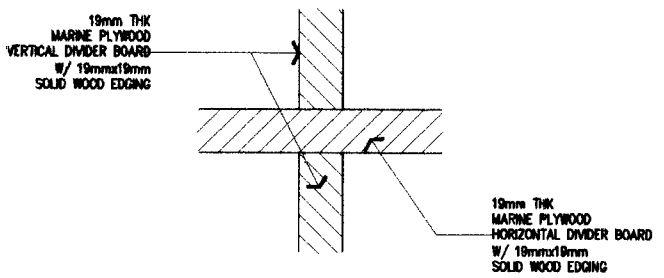
1
3
DETAIL - 1
SCALE 1 : 10 M



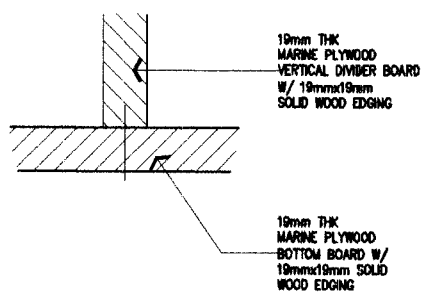
2
3
DETAIL - 2
SCALE 1 : 10 M



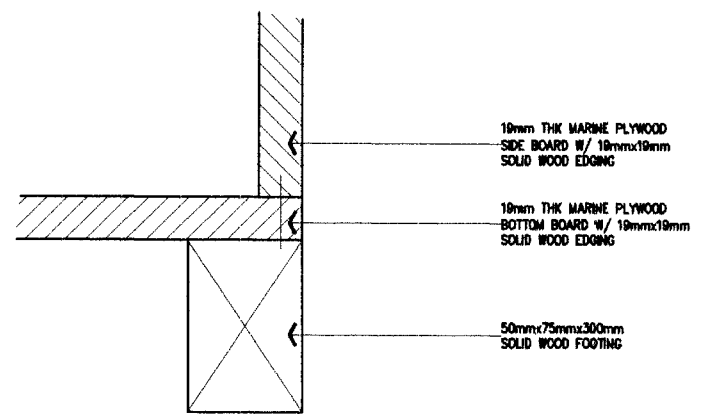
3
3
DETAIL - 3
SCALE 1 : 10 M



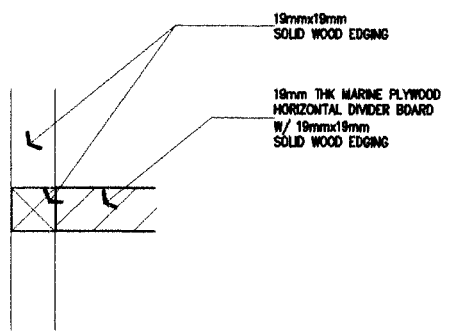
4
3
DETAIL - 4
SCALE 1 : 10 M



5
3
DETAIL - 5
SCALE 1 : 10 M



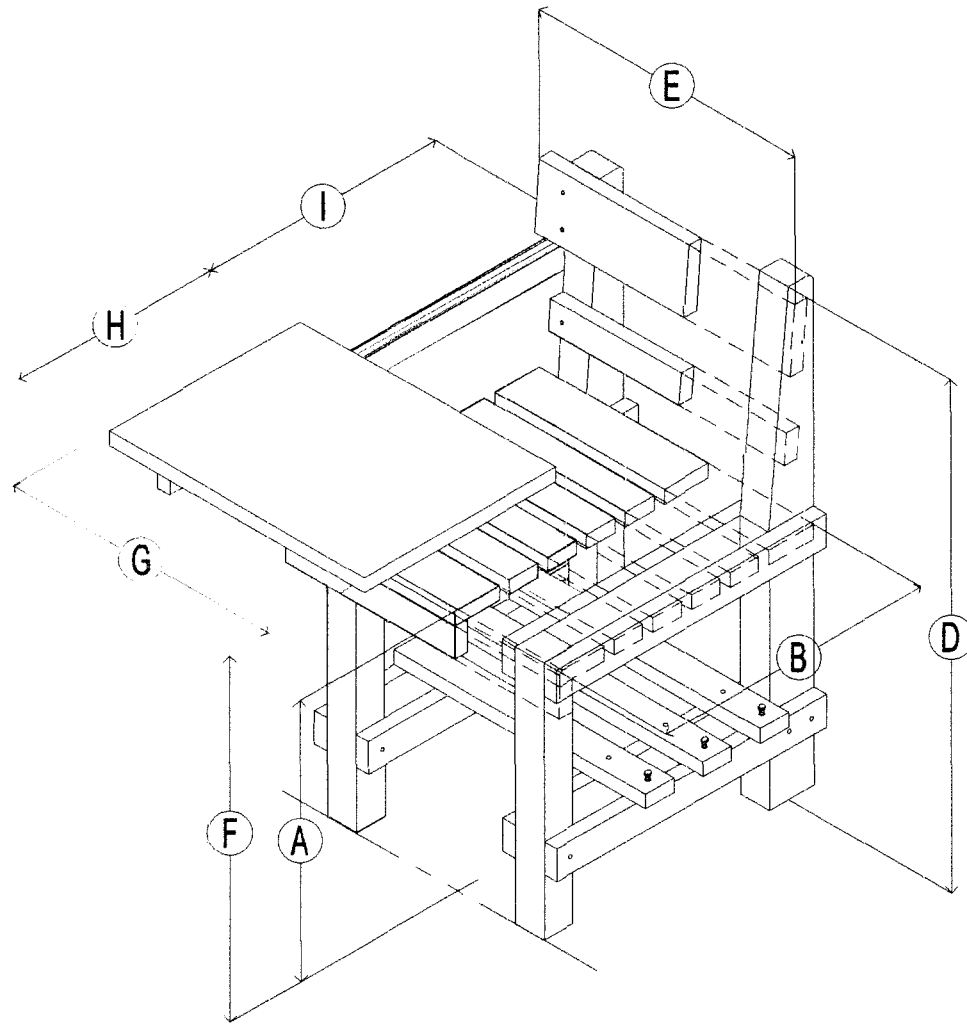
7
3
DETAIL - 6
SCALE 1 : 10 M



6
3
DETAIL - 7
SCALE 1 : 10 M

KEY (ELEVATION) *[Signature]*

SHEET NO:
3
3



ISOMETRIC VIEW

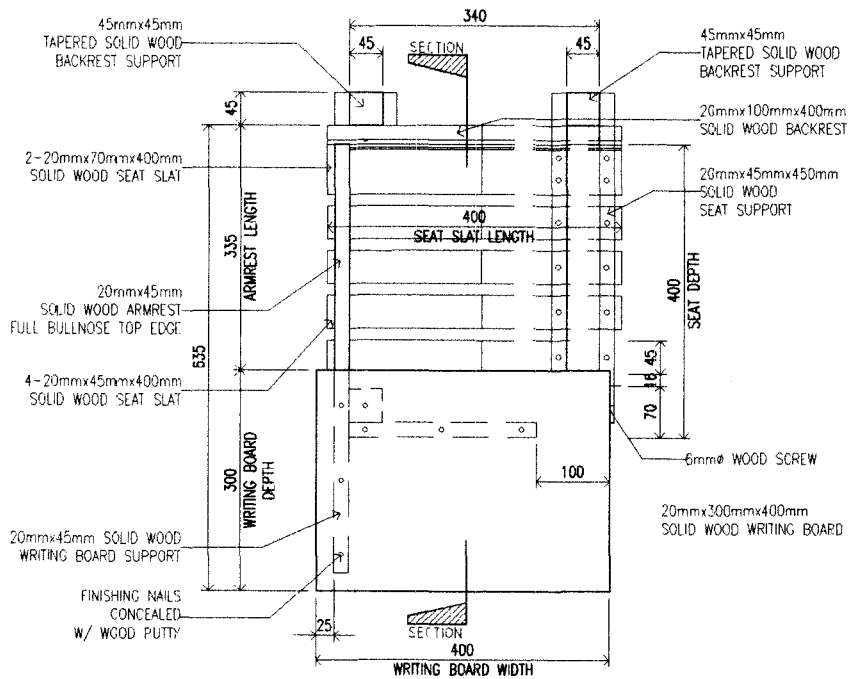
SCALE:

NTS

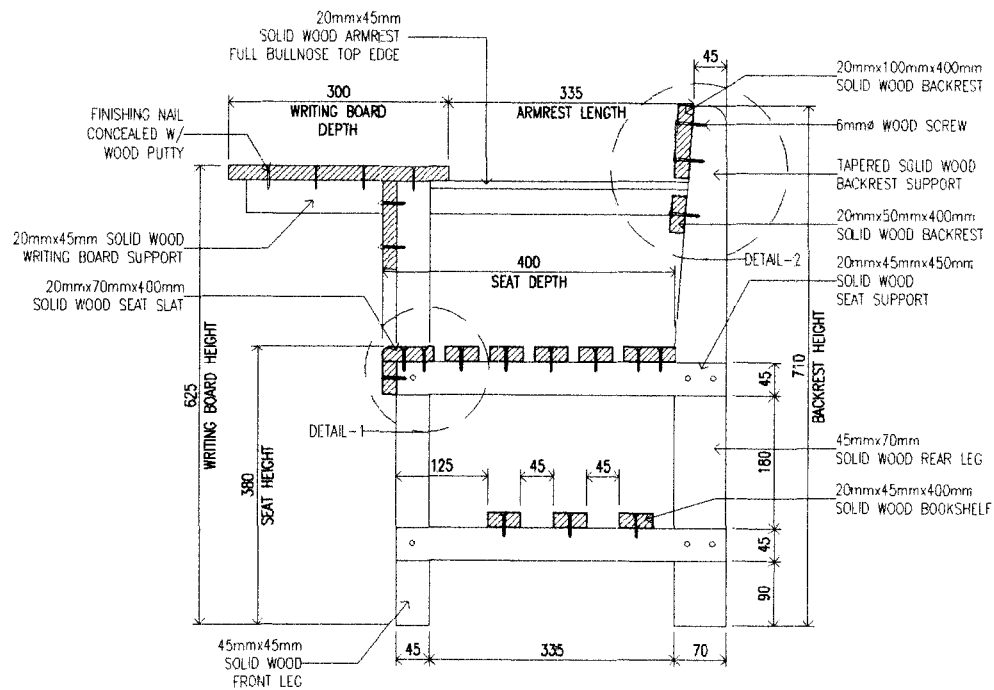
DIMENSIONS OF ELEMENTARY TABLET ARMCHAIR IN MILLIMETER

LEVEL	DIMENSIONS	REMARKS
A SEAT HEIGHT	380	ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm
B SEAT DEPTH	400	
C SEAT SLAT LENGTH	400	
D BACKREST HEIGHT	700	
E BACKREST LENGTH	400	
F WRITING BOARD HEIGHT	625	
G WRITING BOARD WIDTH	400	
H WRITING BOARD DEPTH	300	
I ARMREST LENGTH	335	

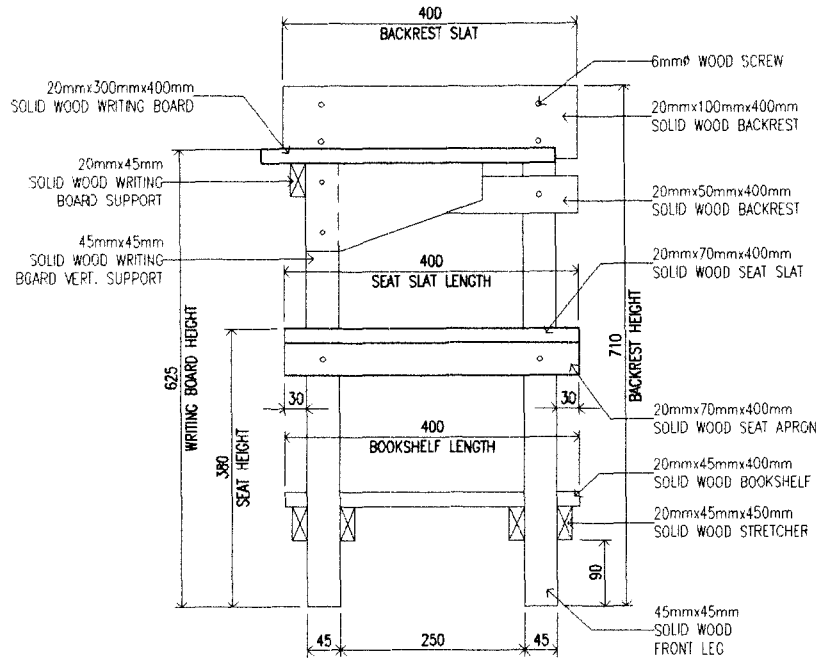
TECHNICAL SPECIFICATIONS		REMARKS
SEAT SLAT	4-20mmx45mm, SOLID WOOD 2-20mmx70mm, SOLID WOOD	ALL THICKNESS OF WOOD EXCEPT FOR MARINE PLYWOOD SHALL BE SUBJECT TO A TOLERANCE OF PLUS OR MINUS 2mm. ALL SOLID WOOD MUST BE TREATED SUN DRIED OR KILN DRIED SPECIE: TANGUILE, GEMELINA, RED LAUAN
FRONT LEG	45mmx45mm, SOLID WOOD	
BACK LEG	45mmx70mm, SOLID WOOD	
BACK REST	1-20mmx100mm, SOLID WOOD 1-20mmx50mm, SOLID WOOD	
WRITING BOARD	20mm THK. SOLID WOOD OR 19mm(MIN.) THK. MARINE PLYWOOD WITH EDGING 6mm (MIN.)	
BOOK SHELF	3-20x45mm SOLID WOOD	
FINISHES	WOOD - SMOOTH FINISH WITH AT LEAST 3 COATS VARNISH, OAK FINISH	



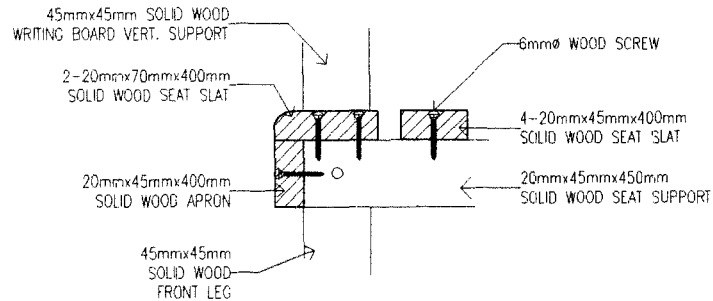
1 PLAN VIEW
2 SCALE 1 : 50 M



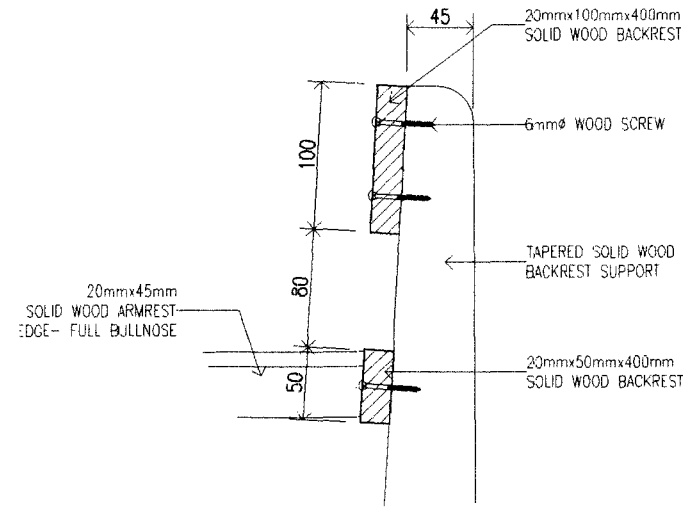
2 SECTION
2 SCALE 1 : 50 M



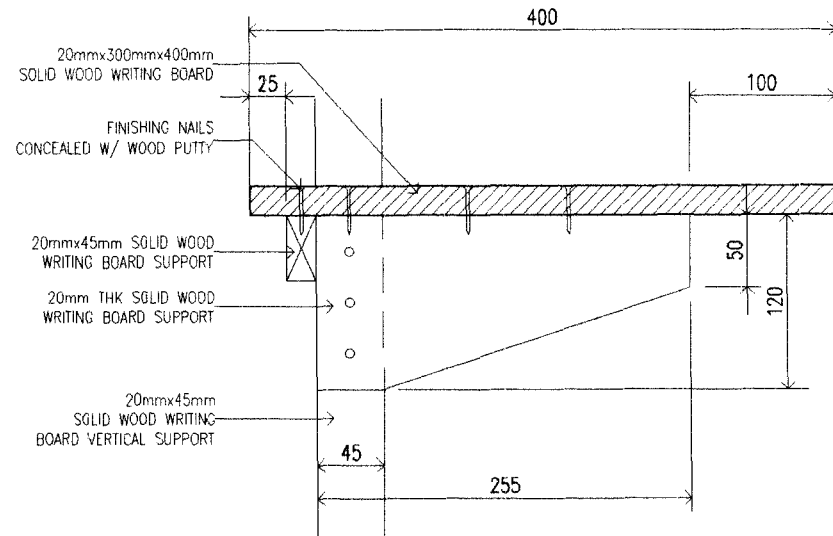
1 FRONT ELEVATION
3 SCALE 1 : 50 M



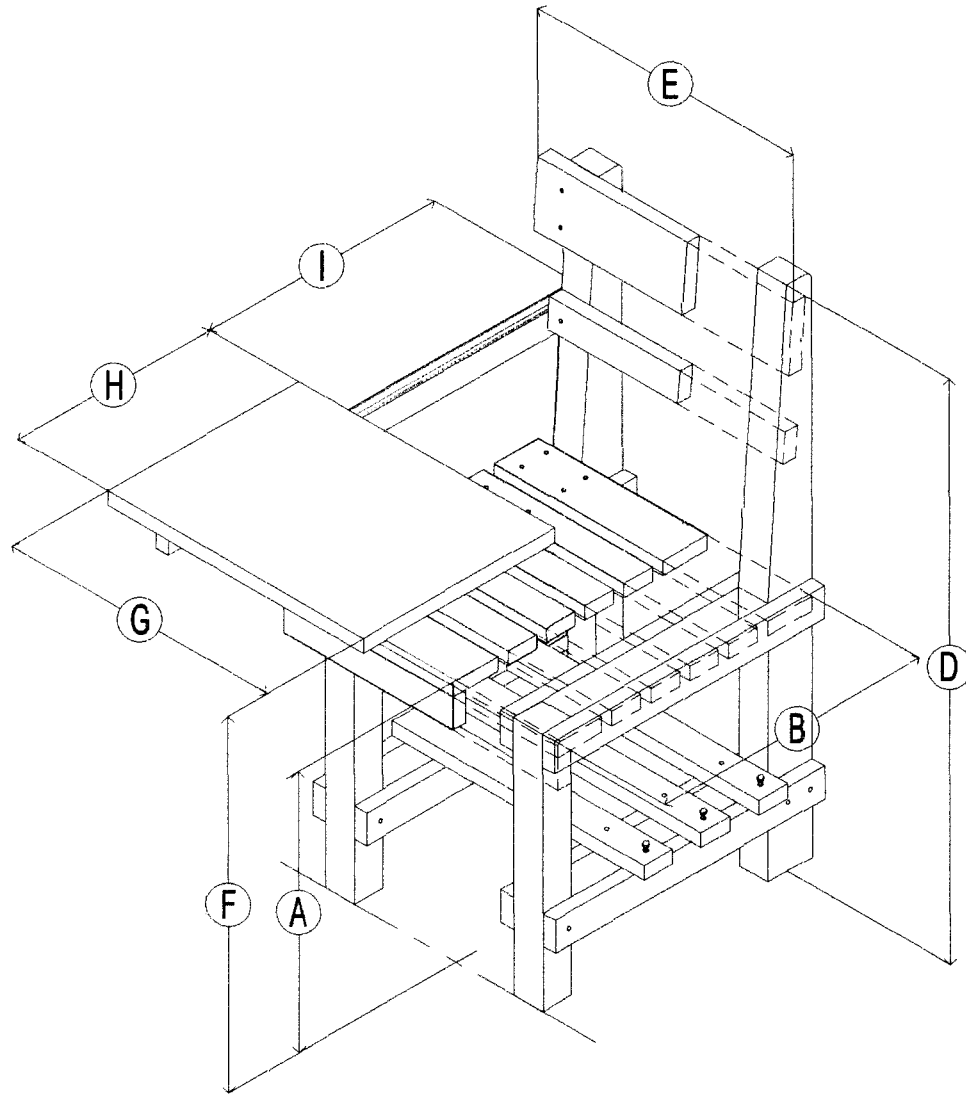
2 DETAIL- 1
3 SCALE 1 : 25 M



3 DETAIL- 2
3 SCALE 1 : 25 M



4 DETAIL- 3
3 SCALE 1 : 25 M



ISOMETRIC VIEW

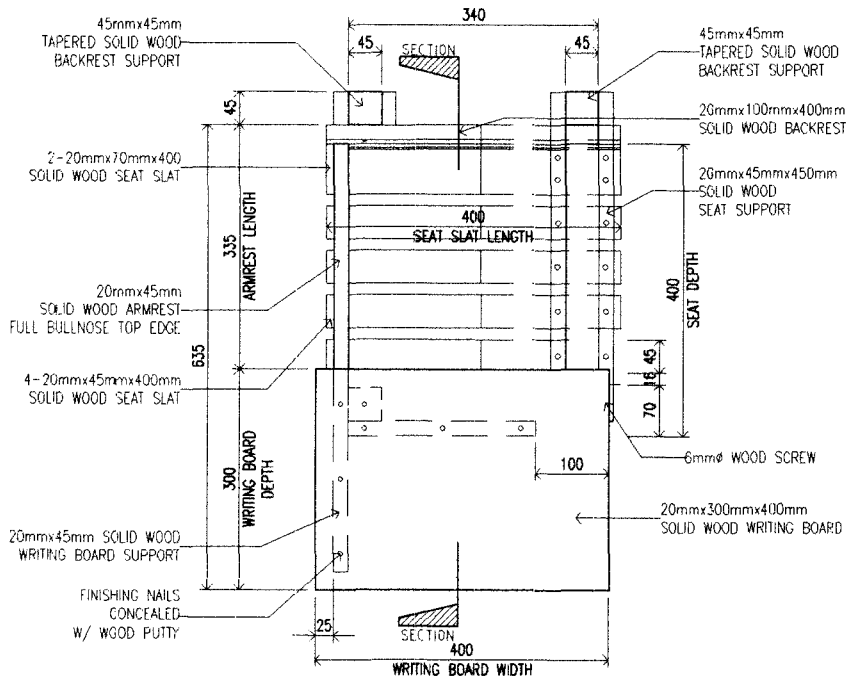
SCALE: NTS

**DIMENSIONS OF SECONDARY
TABLET ARMCHAIR IN MILLIMETER**

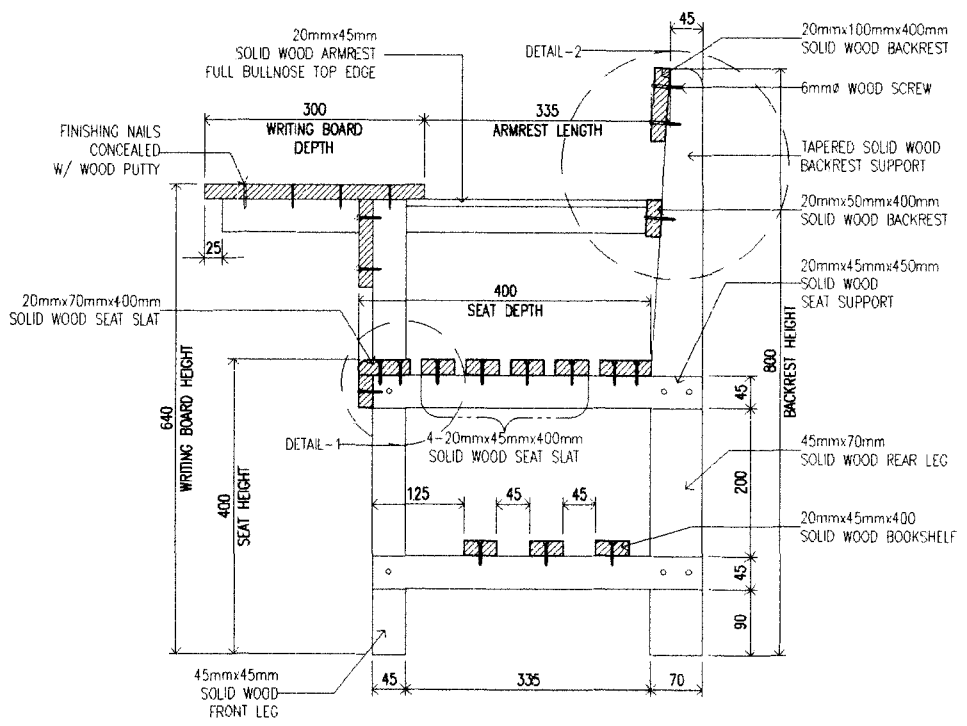
LEVEL	DIMENSIONS	REMARKS
A	SEAT HEIGHT	400
B	SEAT DEPTH	400
C	SEAT SLAT LENGTH	400
D	BACKREST HEIGHT	800
E	BACKREST LENGTH	400
F	WRITING BOARD HEIGHT	640
G	WRITING BOARD WIDTH	400
H	WRITING BOARD DEPTH	300
I	ARMREST LENGTH	335

ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm

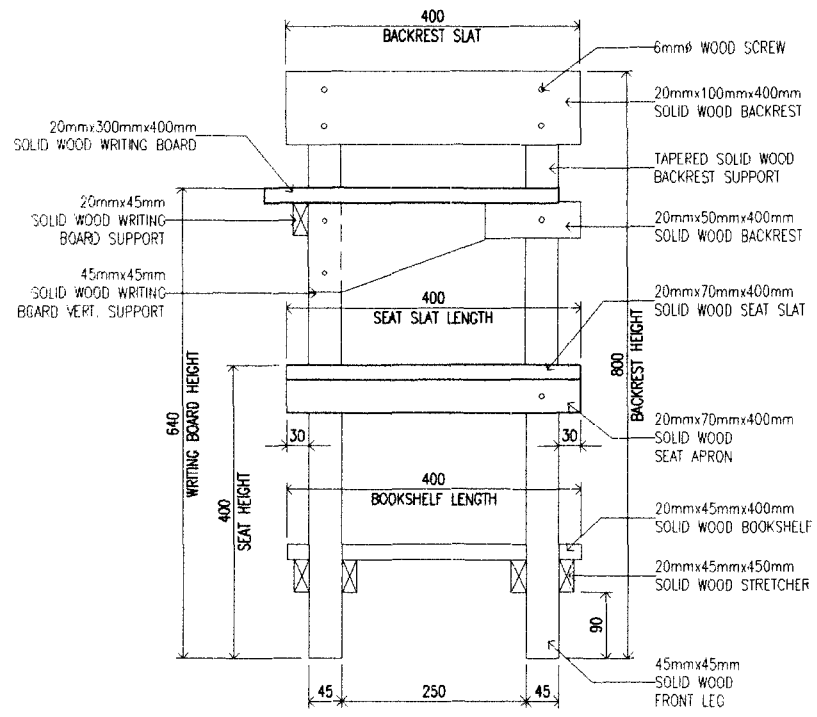
TECHNICAL SPECIFICATIONS		REMARKS
SEAT SLAT	4-20mmx45mm, SOLID WOOD 2-20mmx70mm, SOLID WOOD	ALL THICKNESS OF WOOD EXCEPT FOR MARINE PLYWOOD SHALL BE SUBJECT TO A TOLERANCE OF PLUS OR MINUS 2mm. ALL SOLID WOOD MUST BE TREATED SUN DRIED OR KILN DRIED SPECIE: TANGUILE, GEMELINA, RED LAUAN
FRONT LEG	45mmx45mm, SOLID WOOD	
BACK LEG	45mmx70mm, SOLID WOOD	
BACK REST	1-20mmx100mm, SOLID WOOD 1-20mmx50mm, SOLID WOOD	
WRITING BOARD	20mm THK. SOLID WOOD OR 19mm(MIN.) THK. MARINE PLYWOOD WITH EDGING 6mm (MIN.)	
BOOK SHELF	3-20x45mm SOLID WOOD	
FINISHES	WOOD - SMOOTH FINISH WITH AT LEAST 3 COATS VARNISH, OAK FINISH	



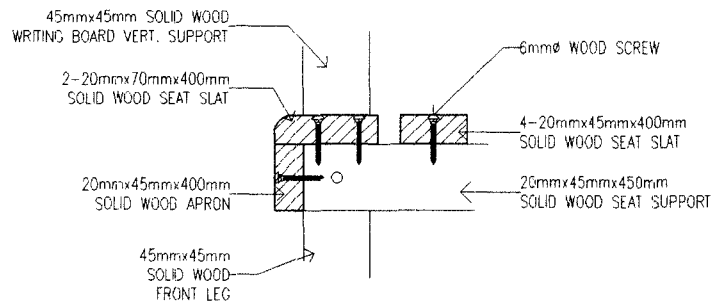
1 PLAN VIEW
2 SCALE 1 : 50 M



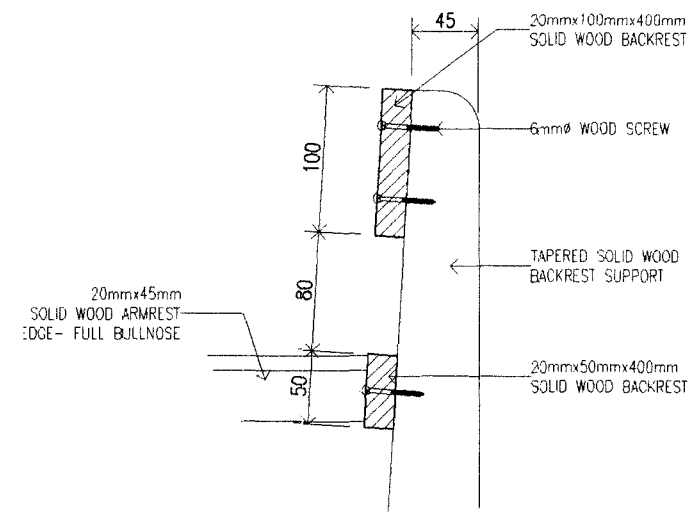
2 SECTION
2 SCALE 1 : 50 M



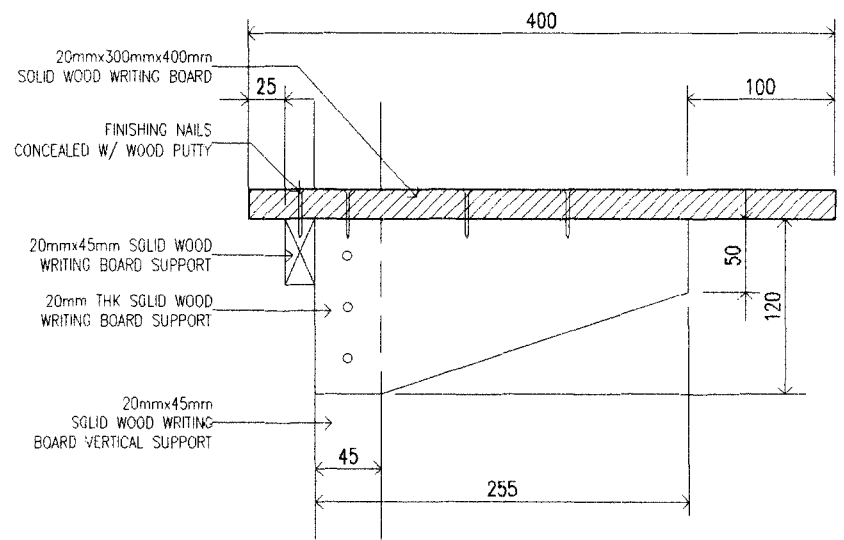
1 FRONT ELEVATION
3 SCALE 1 : 50 M



2 DETAIL-1
3 SCALE 1 : 25 M

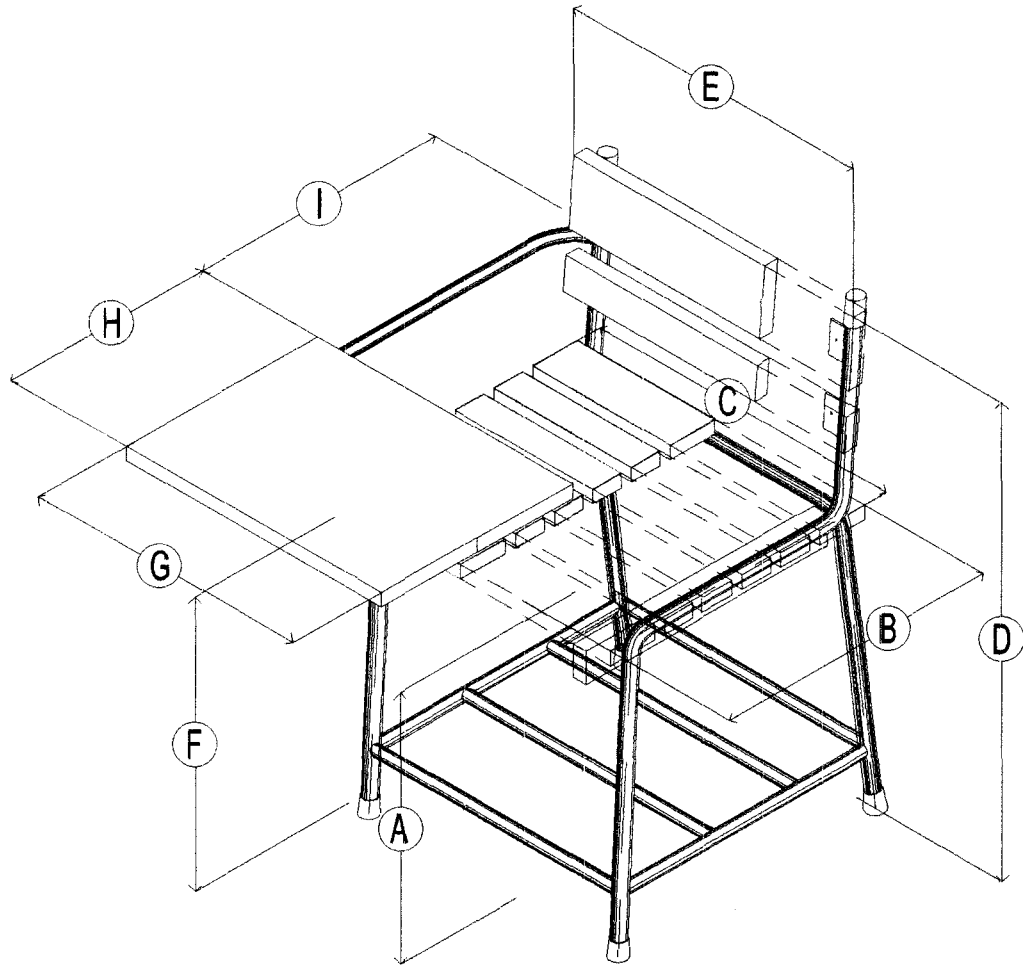


3 DETAIL-2
3 SCALE 1 : 25 M



4 DETAIL-3
3 SCALE 1 : 25 M

[Handwritten Signature]



ISOMETRIC VIEW

SCALE: NTS

**DIMENSIONS OF ELEMENTARY
TABLET ARMCHAIR IN MILLIMETER**

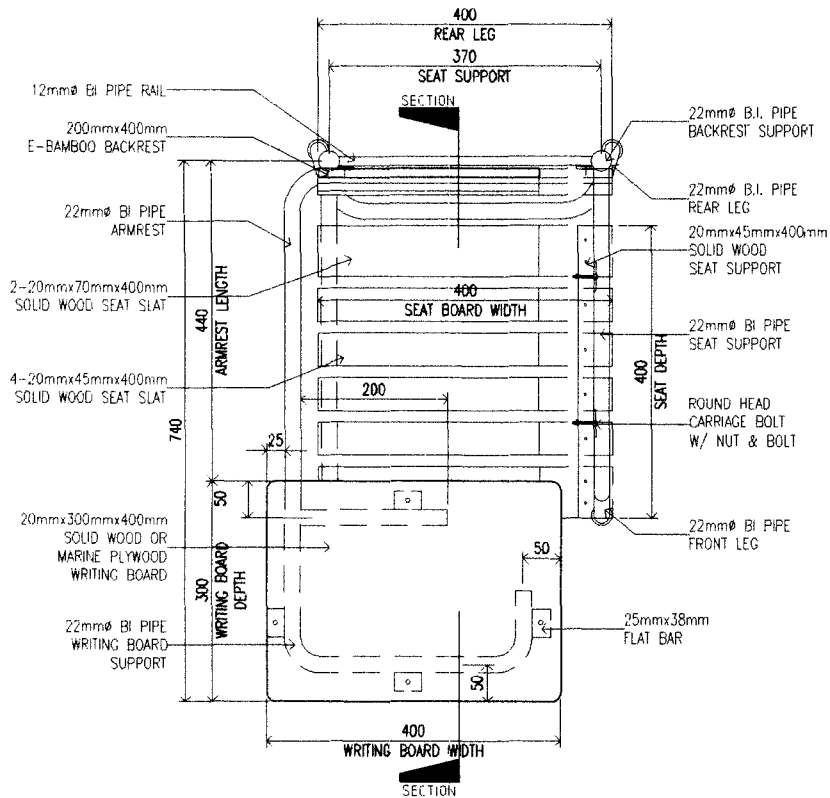
LEVEL	DIMENSIONS	REMARKS
A SEAT HEIGHT	380	ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm.
B SEAT DEPTH	400	
C SEAT SLAT LENGTH	400	
D BACKREST HEIGHT	700	
E BACKREST LENGTH	400	
F WRITING BOARD HEIGHT	625	
G WRITING BOARD WIDTH	400	
H WRITING BOARD DEPTH	300	
I ARMREST LENGTH	440	

TECHNICAL SPECIFICATIONS

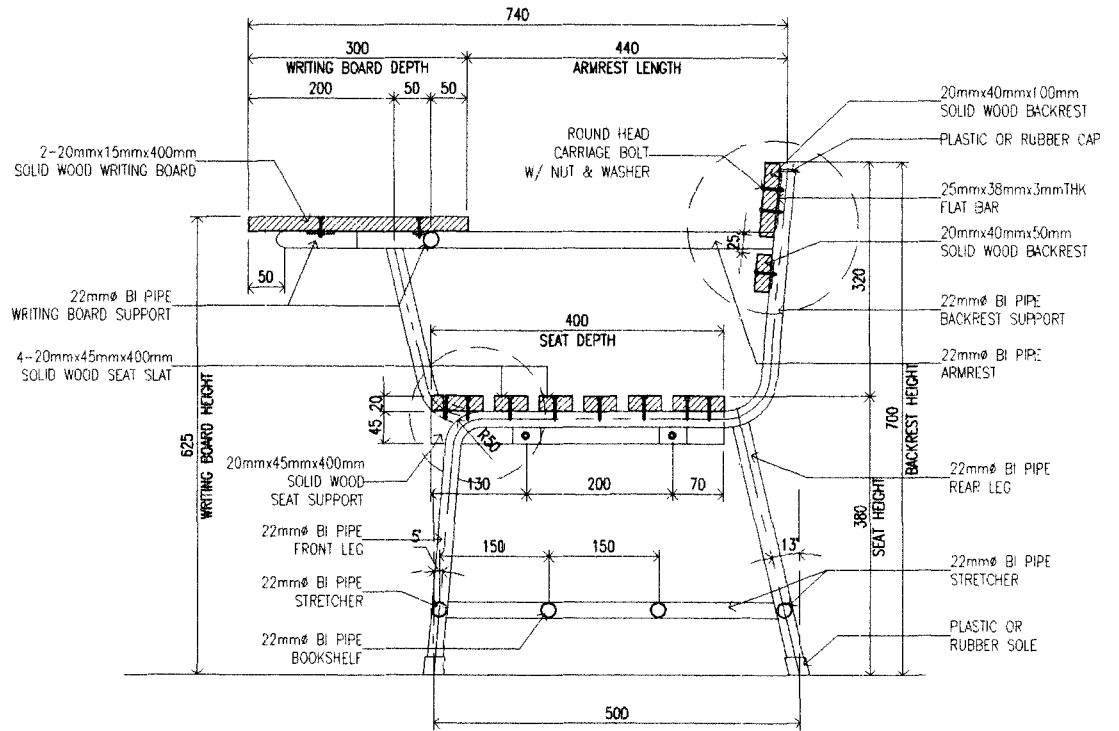
SEAT SLAT	4-20mmx45mm, SOLID WOOD 2-20mmx70mm, SOLID WOOD	ALL THICKNESS OF WOOD EXCEPT FOR MARINE PLYWOOD SHALL BE SUBJECT TO A TOLERANCE OF PLUS OR MINUS 2mm. ALL SOLID WOOD MUST BE TREATED SUN DRIED OR KILN DRIED. SPECIE: TANGUILE, GEMELINA, RED LAUAN
FRONT LEG	Ø22mm (OUTSIDE Ø) B.I. PIPE, SCH. 20	
BACK LEG	Ø22mm (OUTSIDE Ø) B.I. PIPE, SCH. 20	
BACK REST	1-20mmx100mm, SOLID WOOD 1-20mmx50mm, SOLID WOOD	
WRITING BOARD	20mm THK. SOLID WOOD OR 19mm(MIN.) THK. MARINE PLYWOOD WITH EDGING 6mm (MIN.)	
BOOK SHELF	20x20x3mm ANGULAR BAR	

PAINTING SCHEDULE

SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
1st COAT	OIL WOOD STAIN - OAK FULL COLOR (4 COATS)
INTERMEDIATE COAT	LACQUER SANDING SEALER (2 COATS)
TOP COAT	CLEAR GLOSS LACQUER (2 COATS)



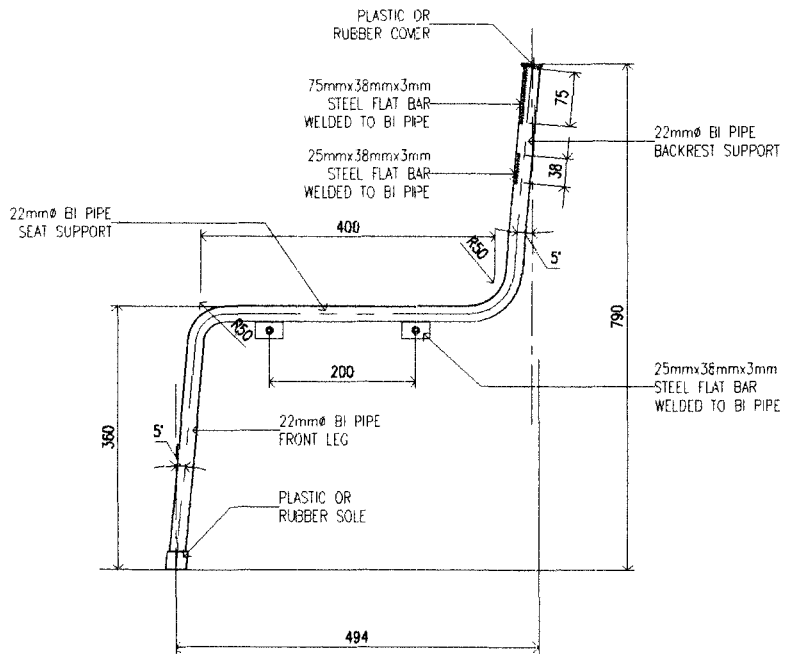
1 PLAN VIEW
2 SCALE 1 : 50 M



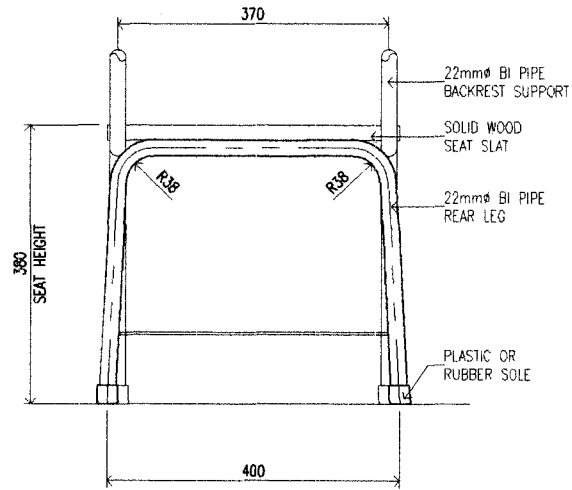
2 SECTION
2 SCALE 1 : 50 M



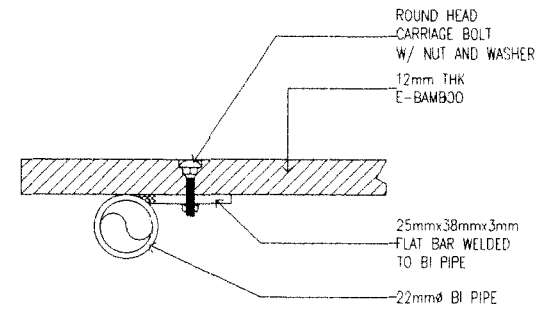
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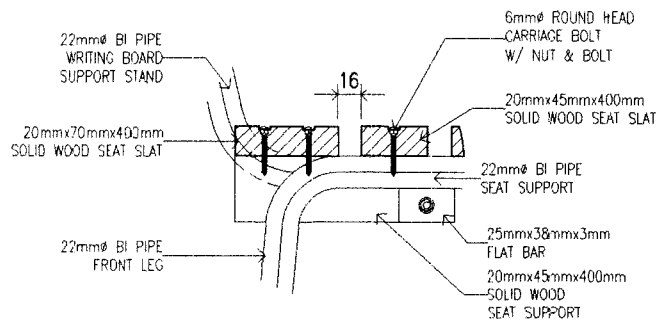
1
3 SCALE 1 : 50 M



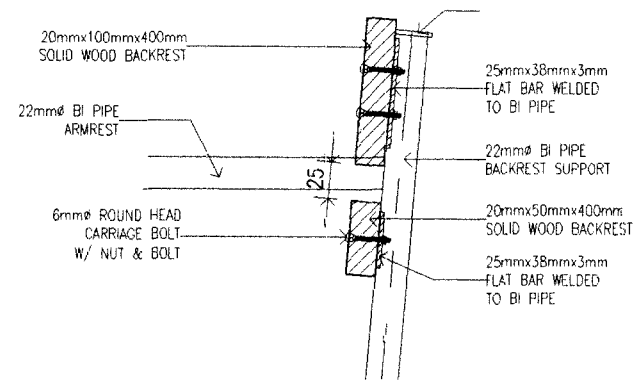
2
3 SCALE 1 : 50 M



TYPICAL CONNECTION DETAIL
3
3 SCALE 1 : 50 M

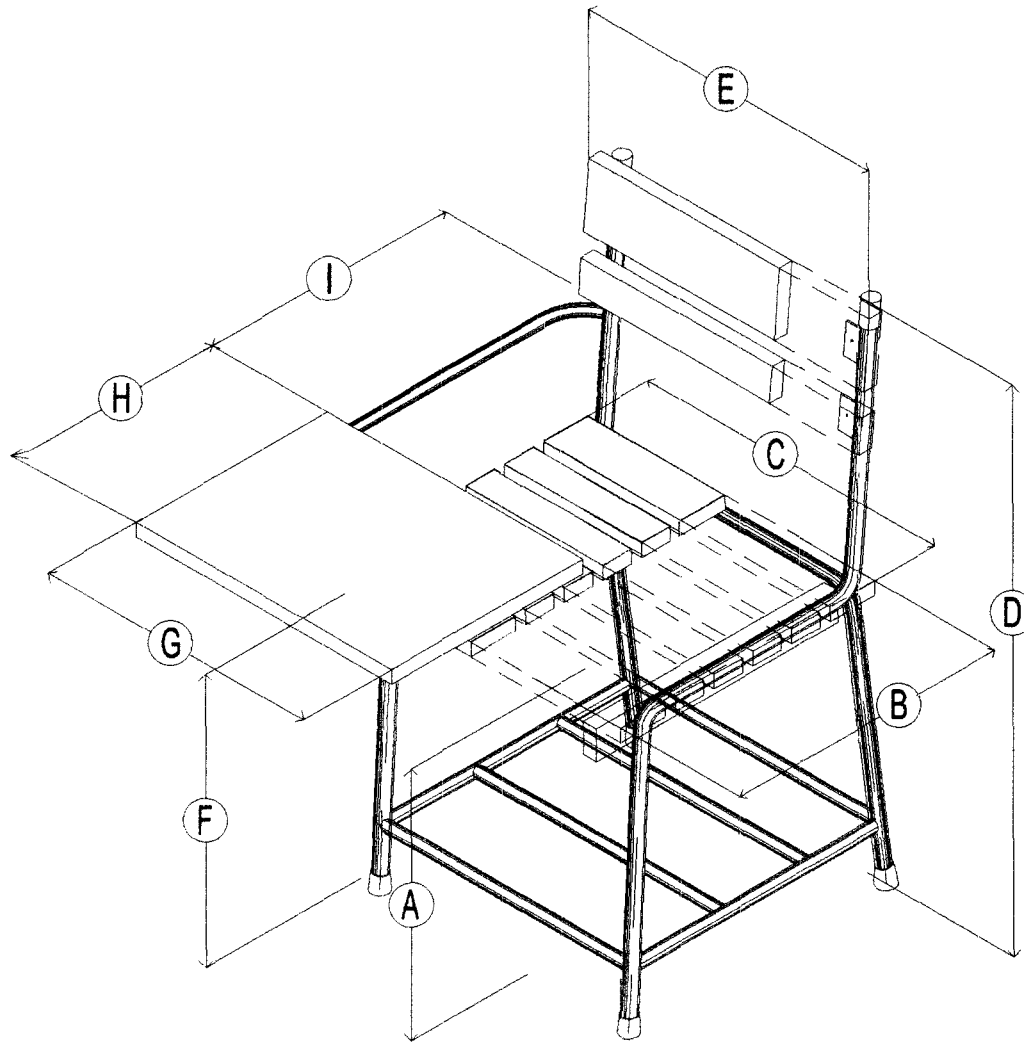


DETAIL SEAT CONNECTION
4
3 SCALE 1 : 25 M



DETAIL BACKREST CONNECTION
5
3 SCALE 1 : 25 M

[Handwritten signature]



ISOMETRIC VIEW

SCALE: NTS

**DIMENSIONS OF SECONDARY
TABLET ARMCHAIR IN MILLIMETER**

LEVEL	DIMENSIONS	REMARKS
A	SEAT HEIGHT	400
B	SEAT DEPTH	400
C	SEAT SLAT LENGTH	400
D	BACKREST HEIGHT	800
E	BACKREST LENGTH	400
F	WRITING BOARD HEIGHT	640
G	WRITING BOARD WIDTH	400
H	WRITING BOARD DEPTH	300
I	ARMREST LENGTH	445

ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm

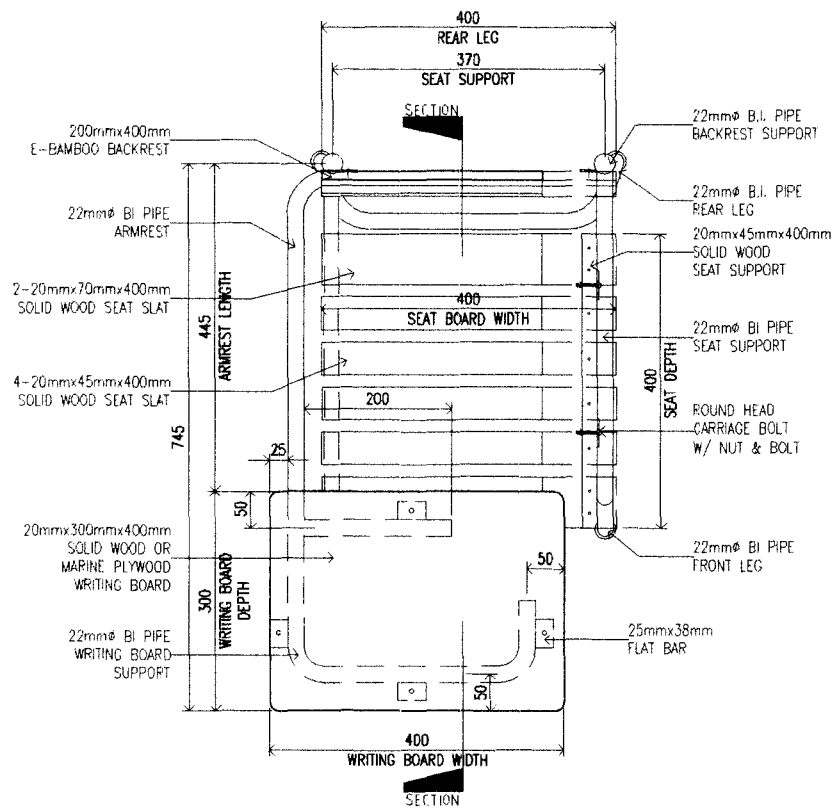
TECHNICAL SPECIFICATIONS

REMARKS

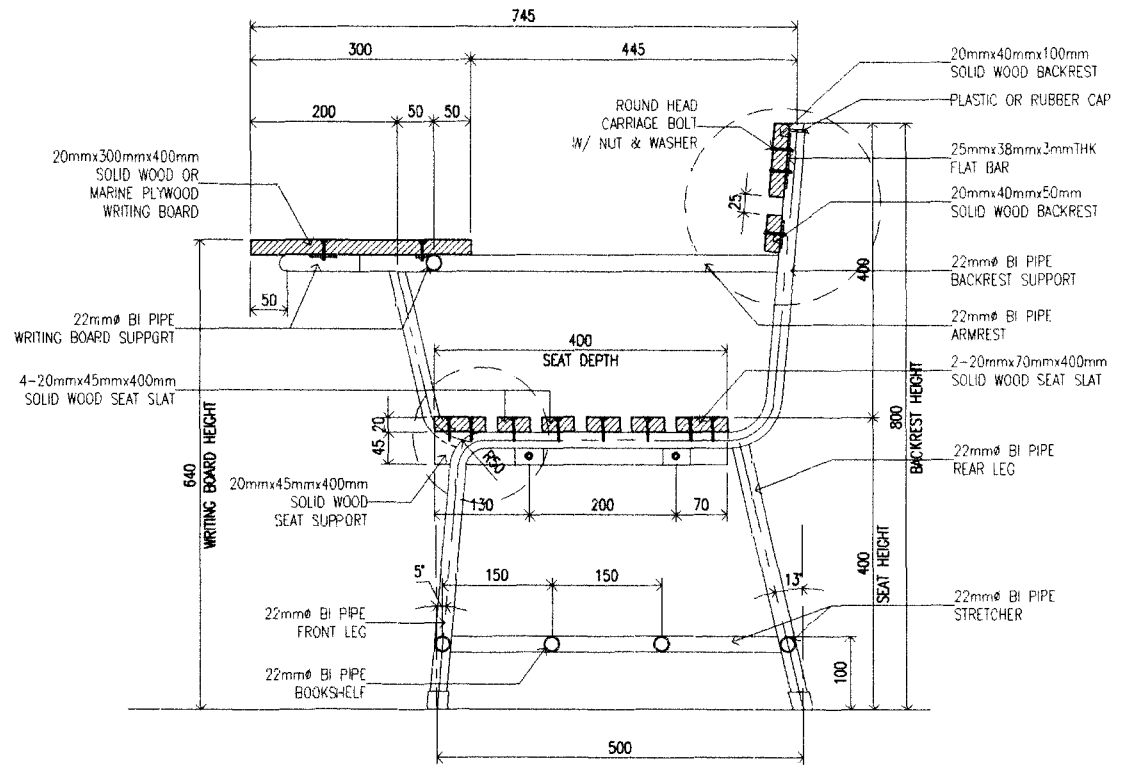
SEAT SLAT	4-20mmx45mm, SOLID WOOD 2-20mmx70mm, SOLID WOOD	<p>ALL THICKNESS OF WOOD EXCEPT FOR MARINE PLYWOOD SHALL BE SUBJECT TO A TOLERANCE OF PLUS OR MINUS 2mm.</p> <p>ALL SOLID WOOD MUST BE TREATED SUN DRIED OR KILN DRIED.</p> <p>SPECIE: TANGUILE, GEMELINA, RED LAUAN</p>
FRONT LEG	Ø22mm (OUTSIDE Ø) B.I. PIPE, SCH. 20	
BACK LEG	Ø22mm (OUTSIDE Ø) B.I. PIPE, SCH. 20	
BACK REST	1-20mmx100mm, SOLID WOOD 1-20mmx50mm, SOLID WOOD	
WRITING BOARD	20mm THK. SOLID WOOD OR 19mm(MIN.) THK. MARINE PLYWOOD WITH EDGING 6mm (MIN.)	
BOOK SHELF	20x20x3mm ANGULAR BAR	

PAINTING SCHEDULE

SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
1st COAT	OIL WOOD STAIN - OAK FULL COLOR (4 COATS)
INTERMEDIATE COAT	LACQUER SANDING SEALER (2 COATS)
TOP COAT	CLEAR GLOSS LACQUER (2 COATS)

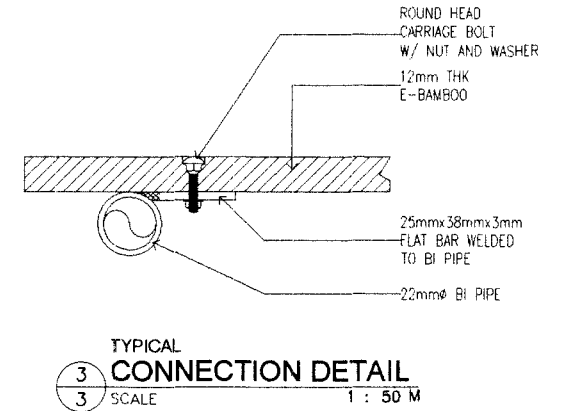
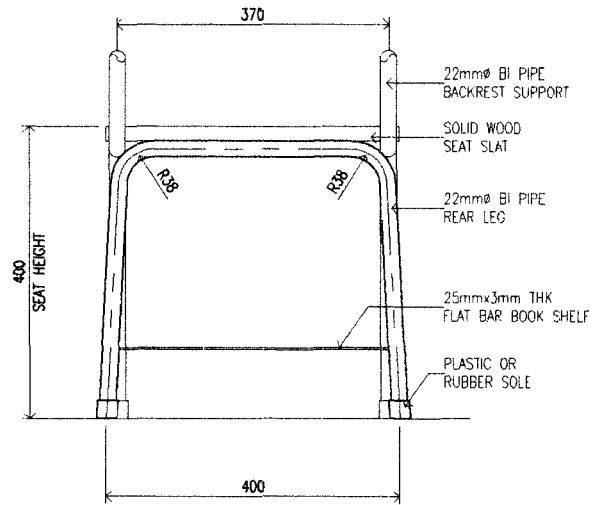
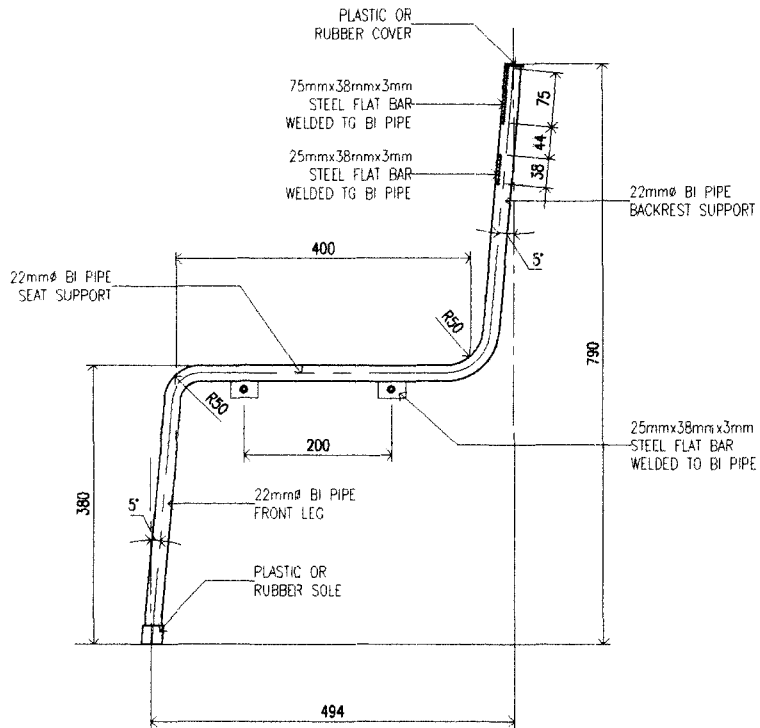


1 PLAN VIEW
2 SCALE 1 : 50 M

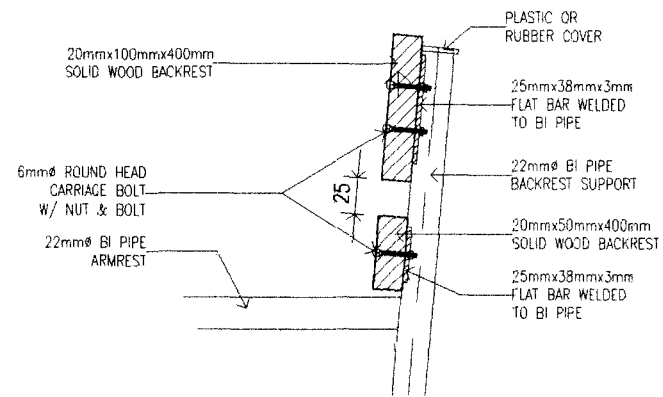
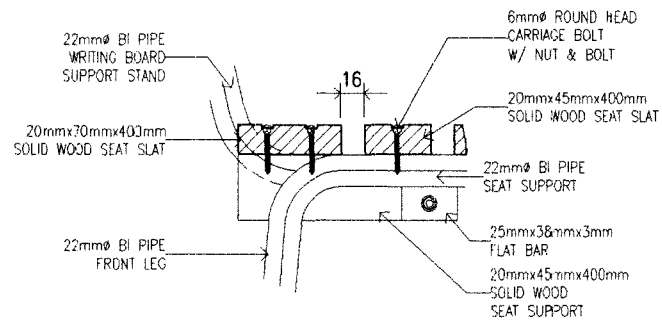


2 SECTION
2 SCALE 1 : 50 M

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1. DETAIL OF FRAME
3 SCALE 1 : 50 M



5. DETAIL BACKREST CONNECTION
3 SCALE 1 : 5 M

Technical Specifications

GENERAL SPECIFICATIONS AND REQUIREMENTS FOR ARMCHAIRS USING NON-WOOD BASED MATERIALS

I. SCOPE

This General Specification is for the fabrication/manufacture/production of elementary, junior and senior high school armchairs using non-wood based materials.

II. SHOP DRAWINGS

Unless otherwise specified in the Purchaser's drawings, consideration shall be given to the manufacturer in utilizing its own established plant methods and standards in the fabrication/production of armchairs. The manufacturer shall be required to submit shop drawings or brochures of the armchair being offered. Plans shall be drawn large enough to convey the informations adequately. The plans must show the material specifications and the dimension of the armchair.

III. TYPICAL DESIGN

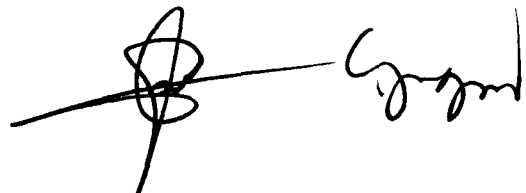
The design of armchair is intended to accommodate a learner. It should be of rigid assembly, strong and light enough so that learners can easily carry the chair. The design of armchair should have a seat, backrest, and a writing board.

The seat should be designed to give comfort to learners while in sitting position. The seat should be ergonomically spacious to suitably accommodate the buttock of the learner.

The writing board should be wide enough and adequately supported to carry books. The board should be smooth to allow comfort during classroom tasks of reading and writing.

The backrest should comfortably support the lumbar vertebrae of the learners while in sitting position. The armchair should be stable so that it will not overturn while learners are seated.

The armchair as a whole should show no adverse effects when subjected to the weight of a sitting or standing adult. The dimension shall be complying with the dimensions as required by the Procuring Entity.

A handwritten signature in black ink, consisting of a stylized initial 'B' followed by a horizontal line and a cursive name.

IV. REQUIRED MEASUREMENTS

The measurements of armchairs intended for learners shall follow the required dimensions as specified in the attached drawings. The measurement of the following components shall be observed by the manufacturers;

- Seat Height - shall be measured from floor up to the top front edge of the seat.
- Seat Depth - shall be measured from the front edge of the seat to the rear edge of the seat. In case of curve/arc between the seat and backrest due to continuous design, rear edge of seat shall be the midpoint of the curve.
- Seat Width - shall be measured from one side of the seat going to the other side.
- Backrest Height- shall be measured from floor up to top edge of the backrest.
- Backrest width - shall be measured from top right corner to top left corner of the backrest.
- Writing Board Height - shall be measured from floor up to top front edge of writing board.

V. ACCEPTABLE MATERIALS

The materials to be used shall be durable, impermeable, hygienic, and easy to clean. Plyboard, plywood, medium density fiberboard, recycled plastic and soft wood shall not be considered as an acceptable material. The acceptable material/s for the different components of an armchair shall be:

a. Fiberglass

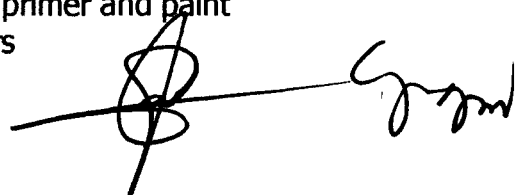
- Minimum thickness – 4mm
- Finished – all surfaces shall be smooth and free from imperfections
 - No sharp edges
- Components - Writing board, seat and backrest

b. Reinforced Polypropylene Plastic (PP)

- Minimum thickness – 6 mm
- Finished – No rough edges, all surfaces shall be smooth and free from imperfections. Plastic finish must be glossy and of light color.
- Components - Legs, supports, writing board, seat and backrest

c. Metal Sheet

- Minimum Thickness - 0.9mm
- Finished
 - Smooth finished coated with metal primer and paint
 - No sharp edges and pointed corners

A handwritten signature and a large scribble consisting of several overlapping loops and lines, located at the bottom right of the page.

- Finished surface must have no dents or deformation
- Components - Writing Board, seat and backrest

d. Tubular Pipe

- d.1 Minimum Size - 22mm diameter BI pipe, Sch 20
- Finished
 - Smooth finished coated with metal primer and paint
 - No sharp edges on cut parts
 - All connections and joints must be securely welded
- Components - Frames, legs, braces

- d.2 Minimum Size - 20mm diameter BI pipe, Sch 20
- Finished
 - Smooth finished coated with metal primer and paint
 - No sharp edges on cut parts
 - All connections and joints must be securely welded
- Components - Book shelf

e. Angular Bar

- e.1 Minimum Size - 3mm x 20mm x 20mm angular bar
- Finished
 - Smooth finished coated with metal primer and paint
 - No sharp edges on cut parts
 - All connections and joints must be securely welded
- Components - Frames, legs, braces

- e.2 Minimum Size - 2mm x 20mm x 20mm angular bar
- Finished
 - Smooth finished coated with metal primer and paint
 - No sharp edges on cut parts
 - All connections and joints must be securely welded
- Components - Book shelf

f. Flat Bar

- Minimum Size - 3mm x 25mm flat bar
- Finished
 - Smooth finished coated with metal primer and paint
 - No sharp edges on cut parts
 - All connections and joints must be securely welded
- Components - Book shelf

VI. WORKMANSHIP

All armchairs shall be of good workmanship and all components including those not specifically referred to in this standard shall be of a quality equal to that used and recognized in the trade practice. All components shall be adequately braced to provide stability and durability. All bends, connections and welds must be undertaken with industry norms. All furniture shall have a neat appearance. Surface shall have a smooth, even and uniform finish. There shall be no cracks and chips, which may affect the appearance or serviceability of the furniture. There shall be no sharp edges.



VII. QUALITY CONTROL

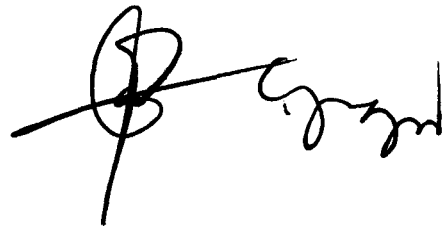
The manufacturer shall provide quality control procedures to the extent that he deems necessary to assure that all work is performed in accordance with this specification. In addition to the manufacturer's quality control procedures, materials and workmanship at all times may be subject for inspection by an Inspector representing the Procuring Entity.

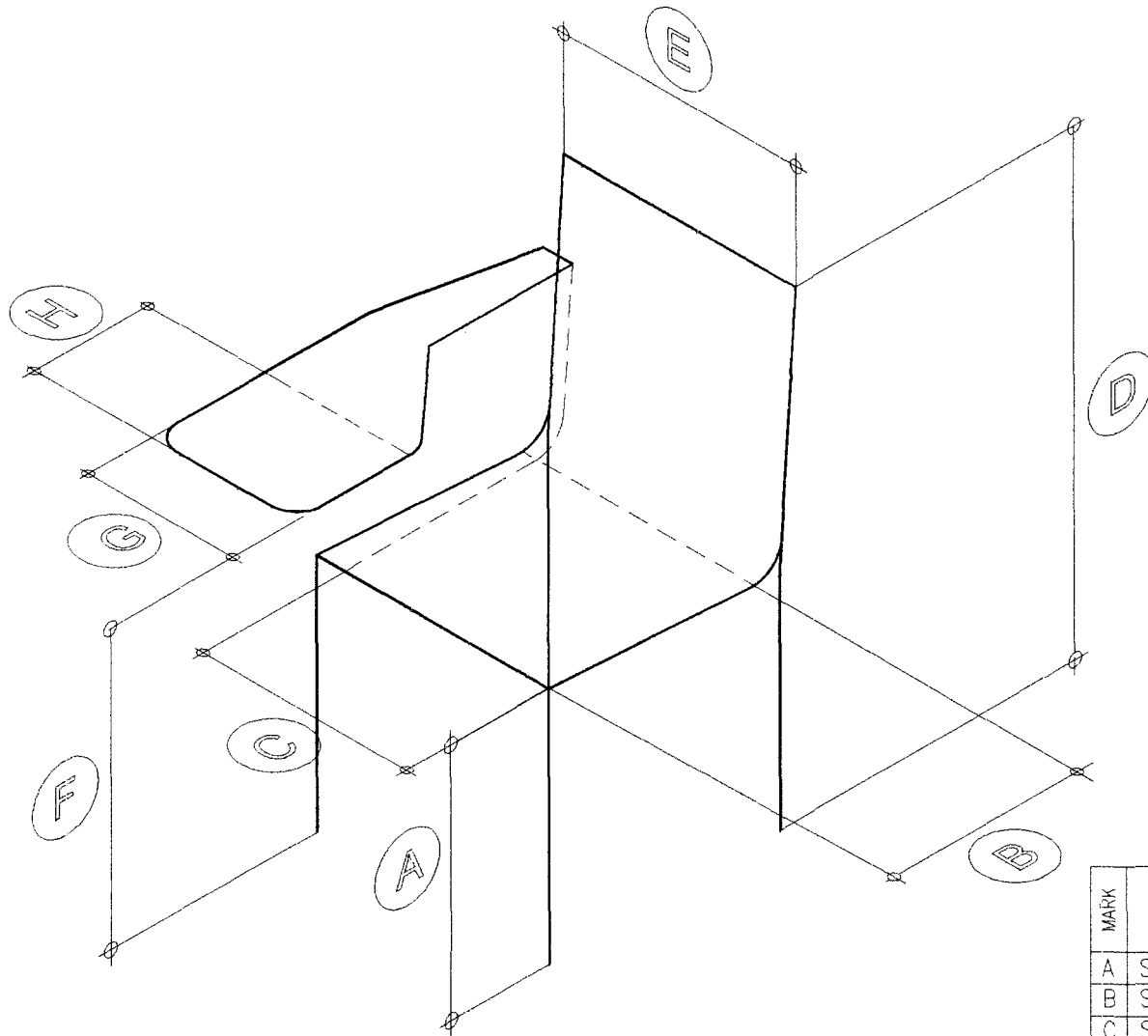
Materials or workmanship not in reasonable conformance with the provision of this specification will be rejected at any time during the progress of work.

VIII. TESTING

All manufactured armchairs using non-wood based materials must pass the durability test to be conducted by Department of Science and Technology (DOST). A Test result issued by DOST to the manufacturer one (1) year prior to bid opening shall be acceptable, and shall be included in the Technical Proposal envelope.

2017

A handwritten signature in black ink, consisting of a stylized initial 'B' followed by a cursive name that appears to be 'M. S. ...'.



ISOMETRIC VIEW

SCALE: NTS

MARK	COMPONENT	DIMENSIONS (mm)		
		ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
A	SEAT HEIGHT	370-400	400-440	400-440
B	SEAT DEPTH	370 (min.)	390 (min.)	390 (min.)
C	SEAT WIDTH (SW)	380 (min.)	400 (min.)	400 (min.)
D	BACKREST HEIGHT	700 (min.)	700 (min.)	700 (min.)
E	BACKREST WIDTH	0.75 (SW) min.		
F	WRITING BOARD HEIGHT	610-630	630-650	630-650
G	WRITING BOARD WIDTH	250 (min.)	250 (min.)	250 (min.)
H	WRITING BOARD DEPTH	250 (min.)	250 (min.)	250 (min.)

REPUBLIC OF THE PHILIPPINES

DepED
DEPARTMENT OF EDUCATION
EDUCATION FACILITIES DIVISION
MERALCO AVENUE, PASIG CITY

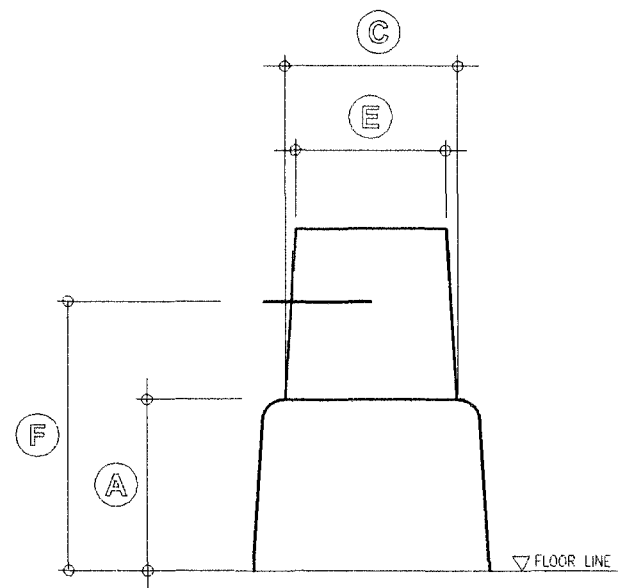
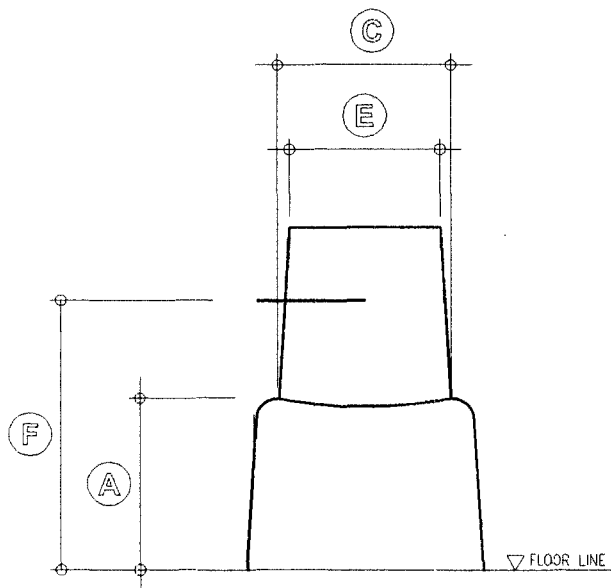
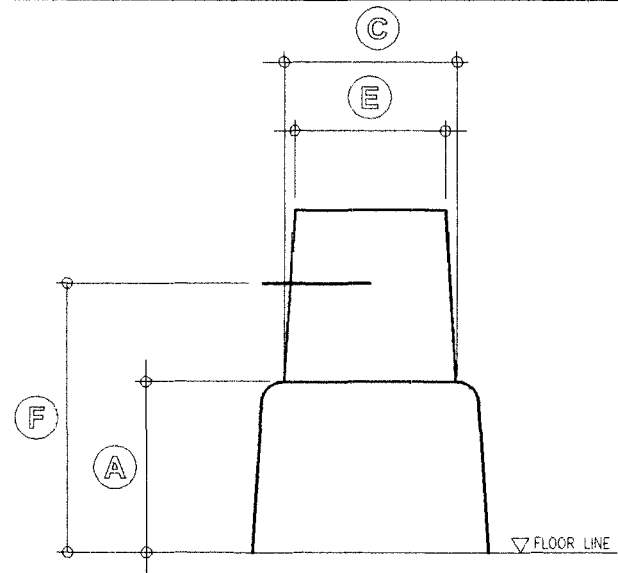
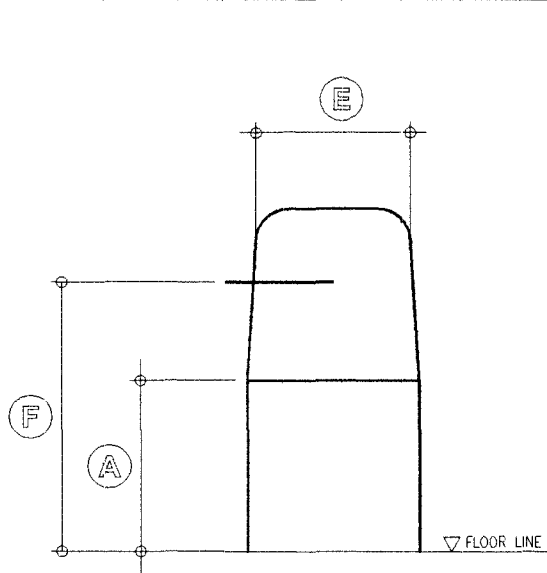
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DIMENSIONS OF TABLET ARMCHAIR (FOR NON-WOOD BASED MATERIAL)

PREPARED ON : CY 2017

SHEET NO.:

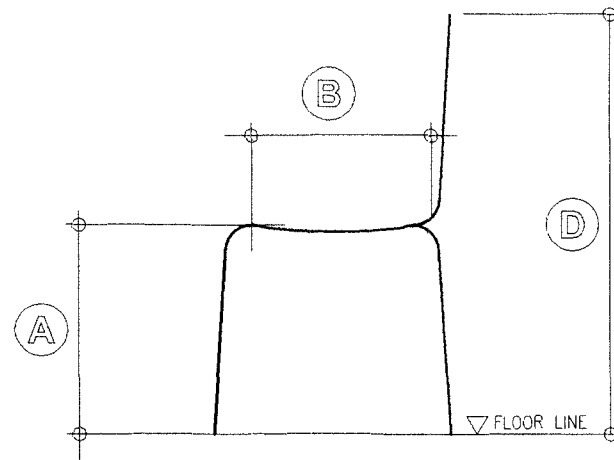
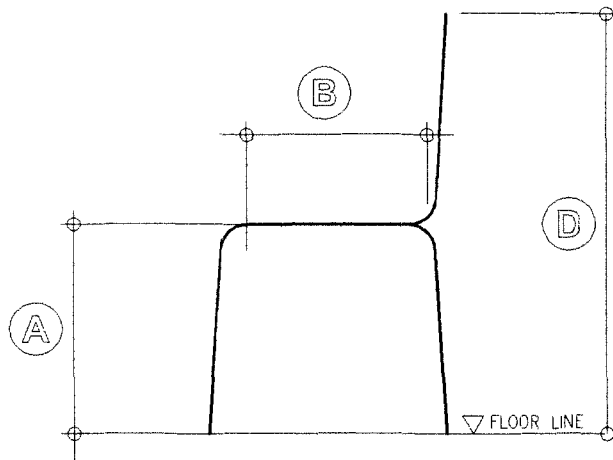
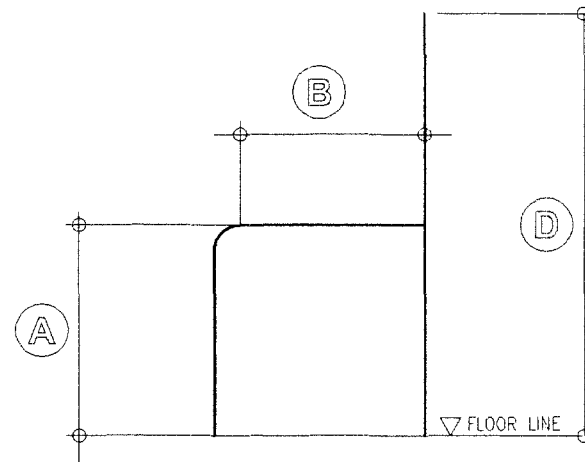
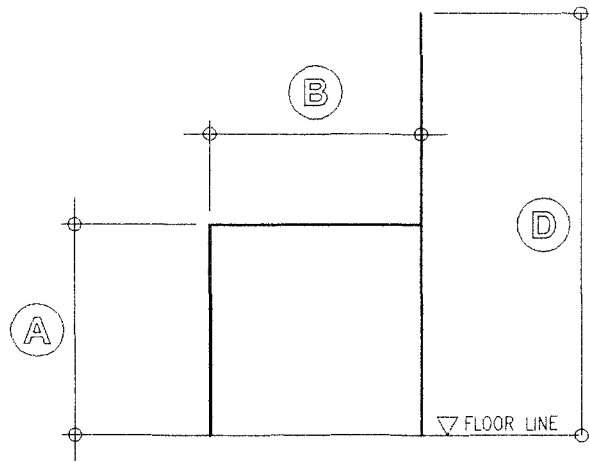
1
3



FRONT ELEVATION

SCALE: NTS

[Handwritten Signature]



RIGHT-SIDE ELEVATION

SCALE:

NTS

[Handwritten signature]

REPUBLIC OF THE PHILIPPINES



PROJECT TITLE :

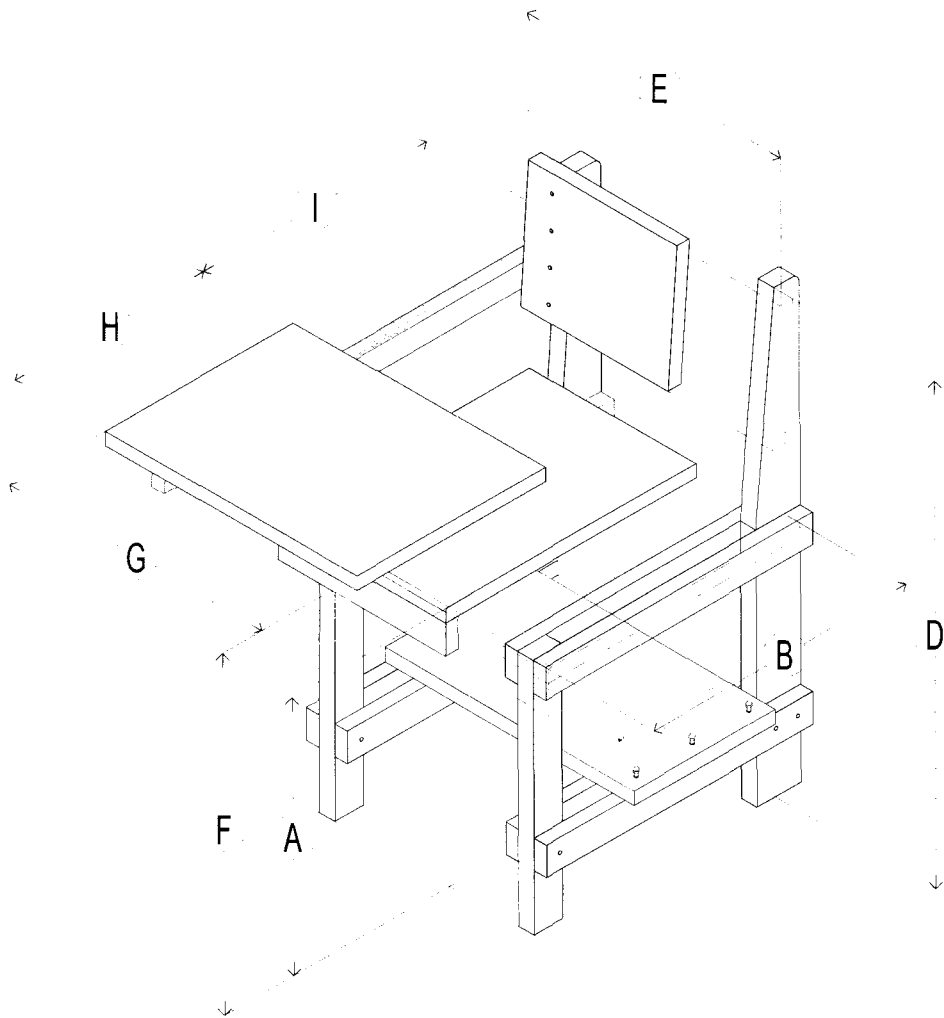
**DIMENSIONS OF TABLET ARMCHAIR
(FOR NON-WOOD BASED MATERIAL)**

SHEET NO.

3

3

PREPARED ON : CY 2017



ISOMETRIC VIEW

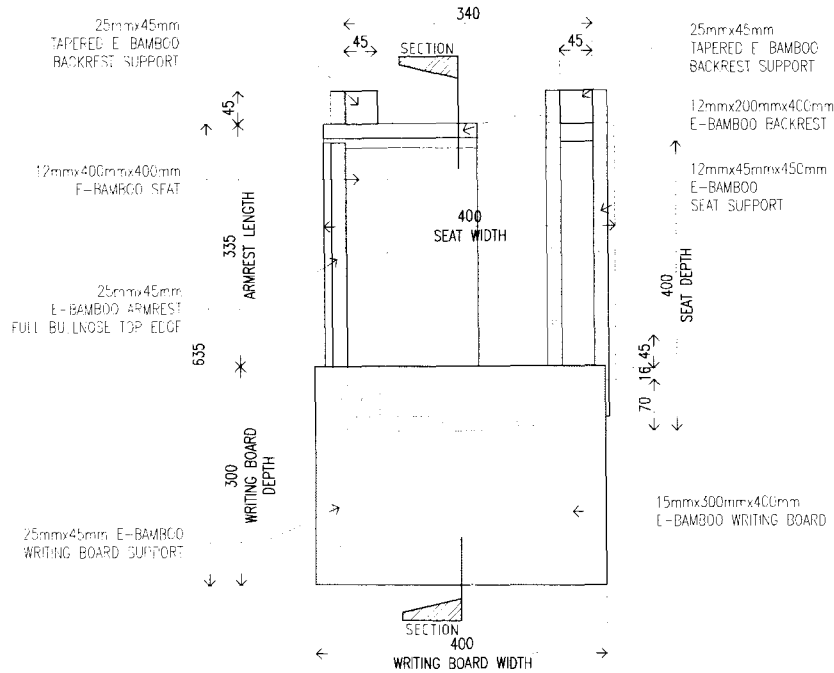
SCALE: 1:10

DIMENSIONS OF ELEMENTARY
TABLET ARMCHAIR IN MILLIMETER

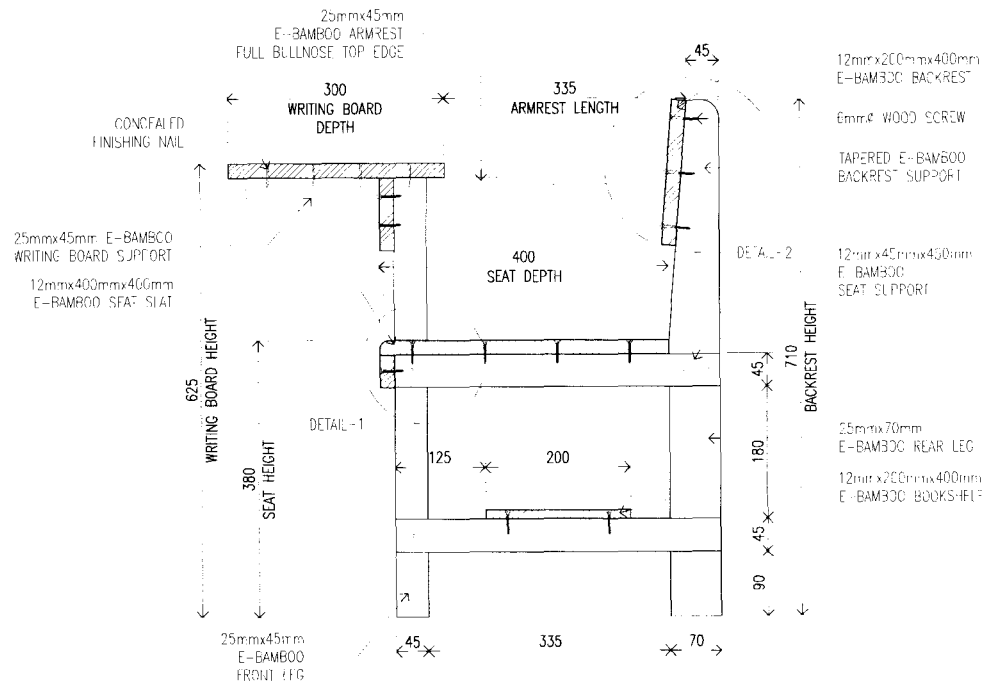
LEVEL	DIMENSIONS	REMARKS
A SEAT HEIGHT	380	ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm
B SEAT DEPTH	400	
C SEAT SLAT LENGTH	400	
D BACKREST HEIGHT	700	
E BACKREST LENGTH	400	
F WRITING BOARD HEIGHT	625	
G WRITING BOARD WIDTH	400	
H WRITING BOARD DEPTH	300	
I ARMREST LENGTH	335	

TECHNICAL SPECIFICATIONS		REMARKS
SEAT	12mmx400mmx400mm E-BAMBOO	ALL DIMENSIONS ARE IN MILLIMETERS WITH TOLERANCE OF 2mm. PROCESSED BAMBOO SLATS SHOULD BE FROM THREE (3) YEARS OLD CULMS OF BAMBOO SPECIES SUCH AS: 1. KAWAYAN TINK (EAMBUSA BLUMEANA) 2. BOTONG (DENDROCALAMUS LAFI'OROUS) 3. GIANT BAMBOO (GIGANTOCHLOA ASPERA) 4. OTHER SYMPDIAL SPECIES
FRONT LEG	25mmx45mm E-BAMBOO	
BACK LEG	25mmx70mm E-BAMBOO	-BOARDS AND OTHER BAMBOO FURNITURE PARTS/ DOWELS SHALL BE FULLY TREATED FROM INSECT AND FUNGUS ATTACKS USING INDUSTRY ACCEPTED PROCESSES.
BACK REST	12mmx200mmx400mm E-BAMBOO	-BOARDS AND OTHER BAMBOO PARTS/DOWELS SHALL BE SUN OR KILN DRIED.
WRITING BOARD	15mmx300mmx400mm E-BAMBOO	-LAMINATION AND JOINTS SHALL USE POLYVINYL ACETATE D3 (Pvac) AND SHALL BE SUBJECTFD TO AT LEAST 5kgm/sq.cm. PRESSURE DURING THE LAYERING AND COMPOSING PROCFSS.
BOOK SHELF	12mmx200mmx400mm E-BAMBOO	-JOINTS SHALL BE SECURED WITH 6mm-8mm DIAMETER E-BAMBOO DOWELS.
FINISHES	LAMINATED	

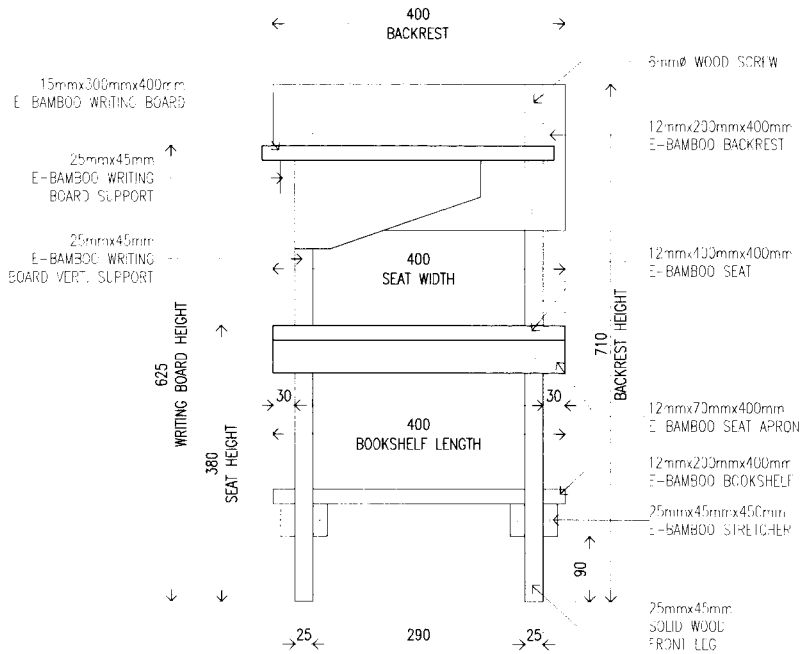
TYPICAL DESIGN OF ARMCHAIR
FOR ELEMENTARY
ALL BAMBOO



1 PLAN VIEW
2 SCALE 1 : 50 M



2 SECTION
2 SCALE 1 : 50 M



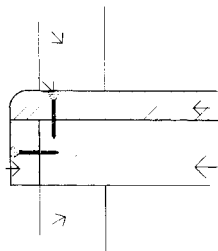
1 FRONT ELEVATION
3 SCALE 1 : 50 M

25mmx45mm E-BAMBOO WRITING BOARD VERT. SUPPORT

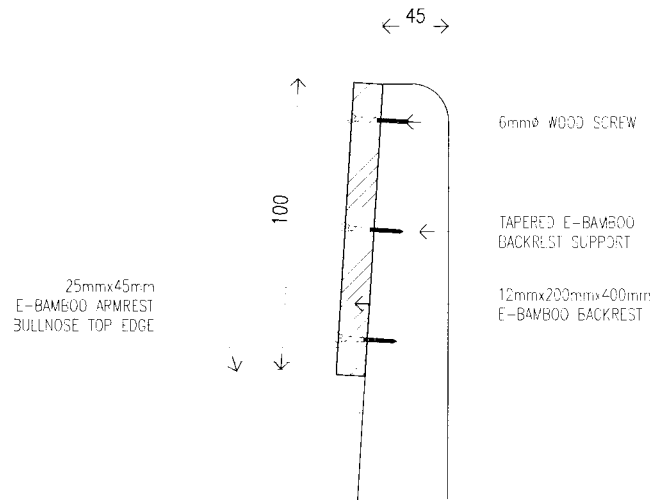
6mmØ WOOD SCREW

12mmx45mmx400mm
E-BAMBOO APRON

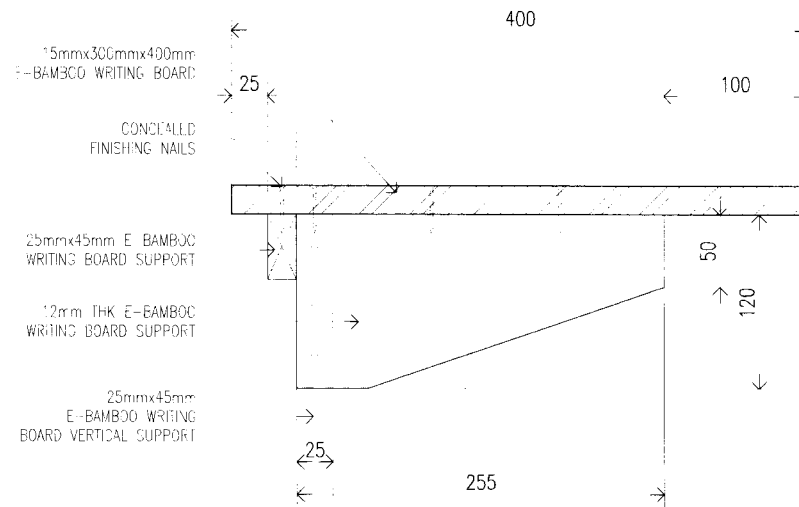
25mmx45mm
E-BAMBOO FRONT LEG



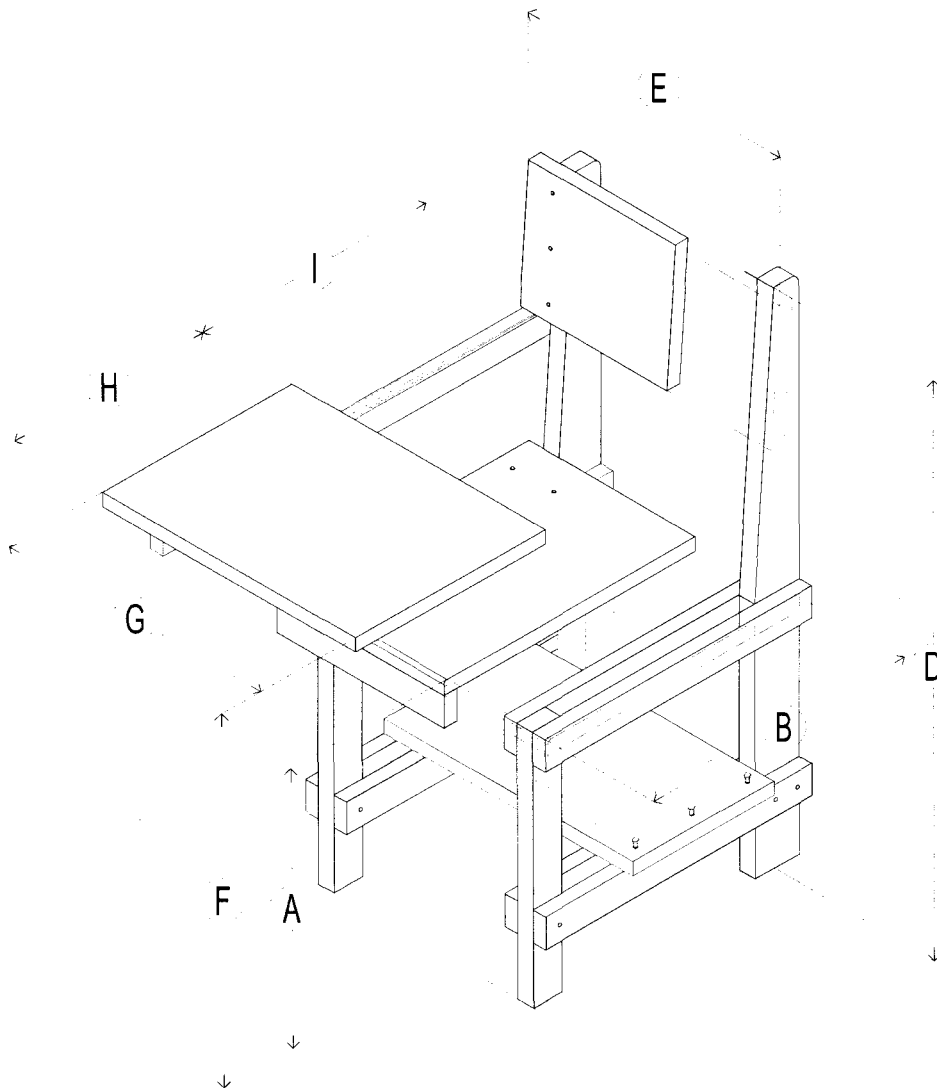
2 DETAIL-1
3 SCALE 1 : 25 M



3 DETAIL-2
3 SCALE 1 : 25 M



4 DETAIL-3
3 SCALE 1 : 25 M

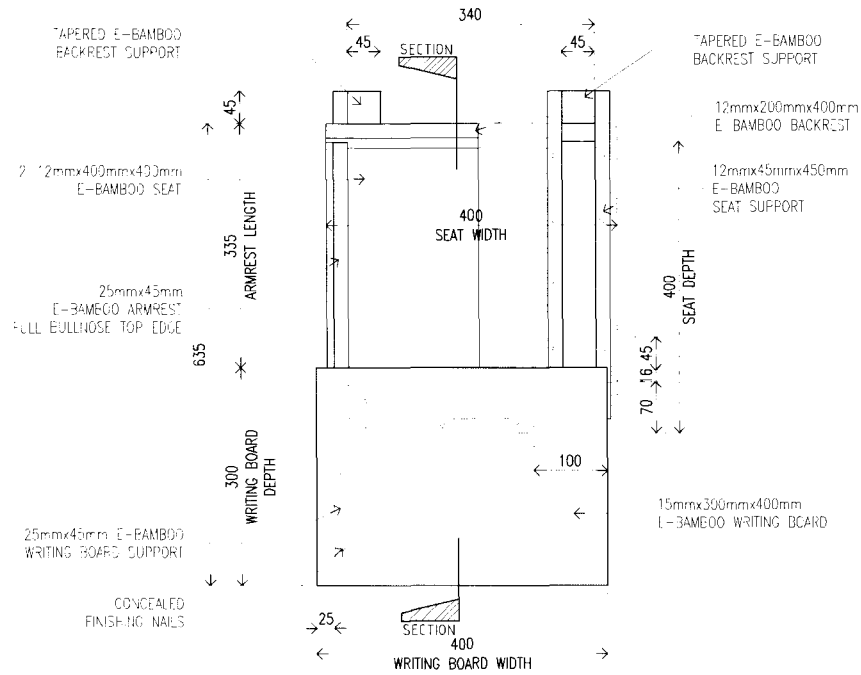


ISOMETRIC VIEW
SCALE: 1:1

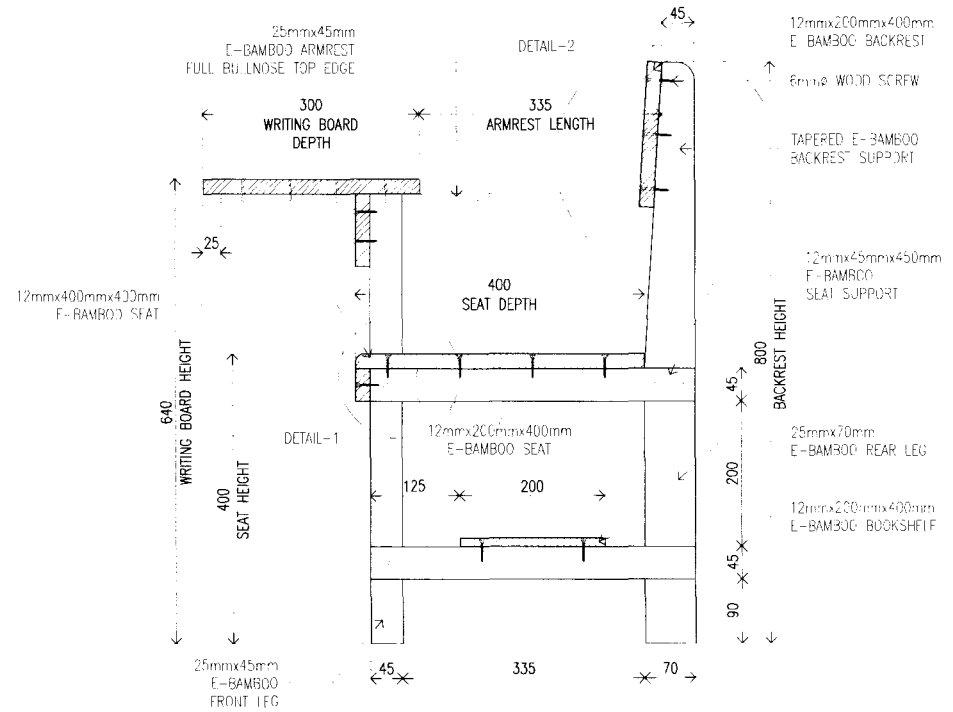
DIMENSIONS OF SECONDARY
TABLET ARMCHAIR IN MILLIMETER

LEVEL	DIMENSIONS	REMARKS	
A	SEAT HEIGHT	400	ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm
B	SEAT DEPTH	400	
C	SEAT SLAT LENGTH	400	
D	BACKREST HEIGHT	800	
E	BACKREST LENGTH	400	
F	WRITING BOARD HEIGHT	640	
G	WRITING BOARD WIDTH	400	
H	WRITING BOARD DEPTH	300	
I	ARMREST LENGTH	335	

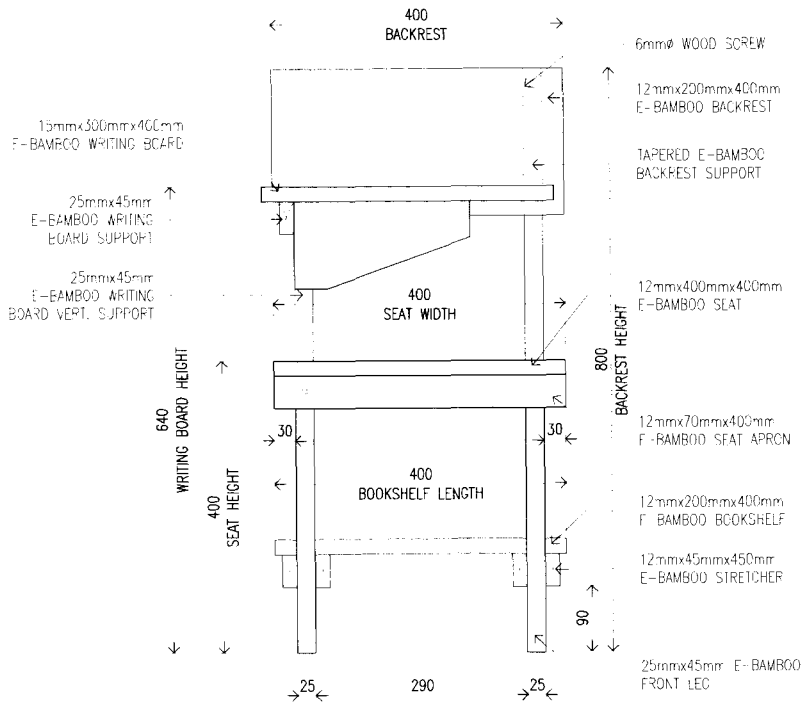
TECHNICAL SPECIFICATIONS		REMARKS
SEAT	12mmx400mmx400mm E-BAMBOO	ALL DIMENSIONS ARE IN MILLIMETERS WITH TOLERANCE OF 2mm. PROCESSED BAMBOO SLATS SHOULD BE FROM THREE (3) YEARS OLD CULMS OF BAMBOO SPECIES SUCH AS: 1. KAWAYAN TINK (BAMBUSA BLUMEANA) 2. BOTONG (DENDROCALAMUS LAFFIPIOROUS) 3. GIANT BAMBOO (GIGANTOCHLOA ASPERA) 4. OTHER SYMPDIAL SPECIES
FRONT LEG	25mmx45mm E-BAMBOO	
BACK LEG	25mmx70mm E-BAMBOO	
BACK REST	12mmx200mmx400mm E-BAMBOO	
WRITING BOARD	15mmx300mmx400mm E-BAMBOO	-BOARDS AND OTHER BAMBOO FURNITURE PARTS/DOWELS SHALL BE FULLY TREATED FROM INSECT AND FUNGUS ATTACKS USING INDUSTRY ACCEPTED PROCESSES. -BOARDS AND OTHER BAMBOO PARTS/DOWELS SHALL BE SUN OR KILN DRIED.
BOOK SHELF	12mmx200mmx400mm E-BAMBOO	-LAMINATION AND JOINTS SHALL USE POLYVINYL ACETATE D3 (PVAc) AND SHALL BE SUBJECTED TO AT LEAST 5kgm/sq.cm. PRESSURE DURING THE LAYERING AND COMPOSING PROCESS.
FINISHES	LAMINATED	-JOINTS SHALL BE SECURED WITH 6mm-8mm DIAMETER E-BAMBOO DOWELS.



1 PLAN VIEW
2 SCALE 1 : 50 M



2 SECTION
2 SCALE 1 : 50 M



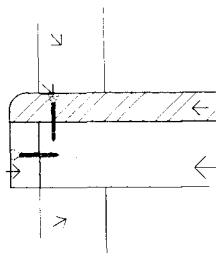
1 FRONT ELEVATION
3 SCALE 1 : 50 M

25mmx45mm E-BAMBOO WRITING BOARD VERT. SUPPORT

6mmØ WOOD SCREW

12mmx45mmx400mm E-BAMBOO APRON

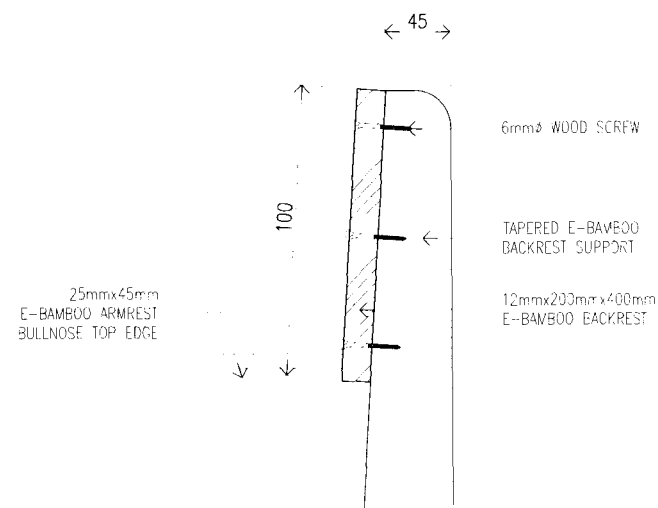
25mmx45mm E-BAMBOO FRONT LEG



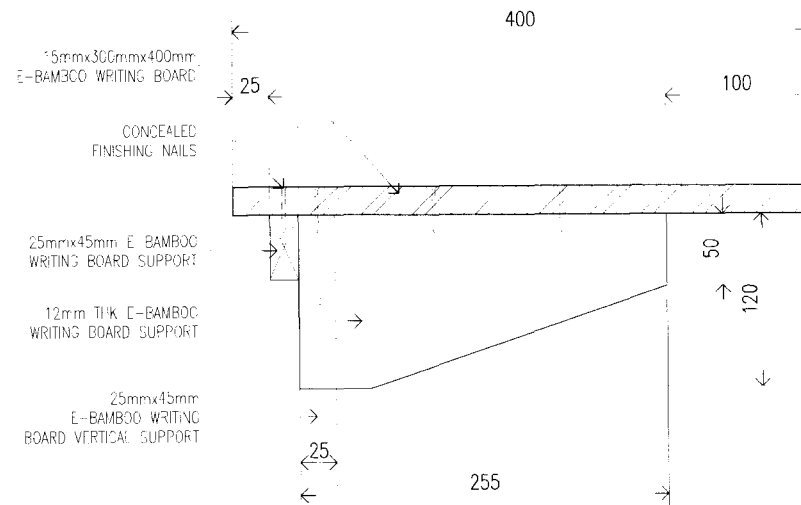
12mmx400mmx400mm E-BAMBOO SEAT

12mmx45mmx450mm E-BAMBOO SEAT SUPPORT

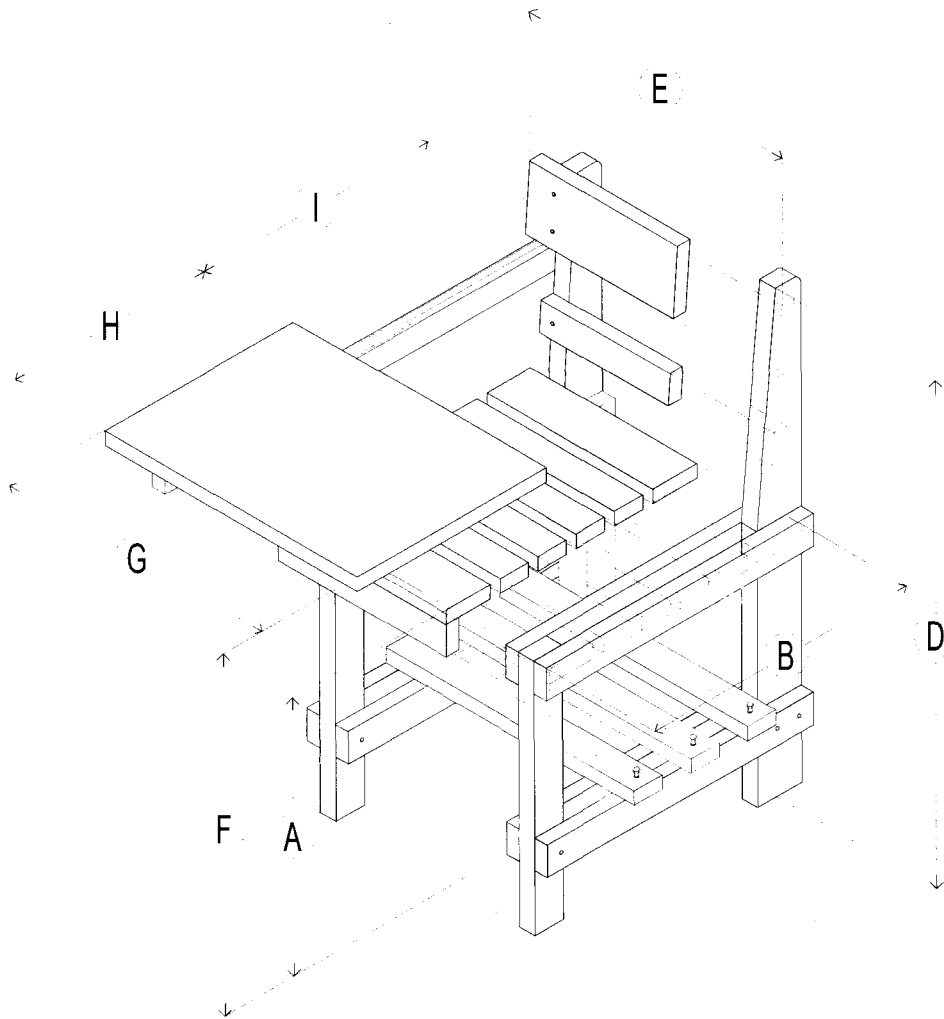
2 DETAIL-1
3 SCALE 1 : 25 M



3 DETAIL-2
3 SCALE 1 : 25 M



4 DETAIL-3
3 SCALE 1 : 25 M



ISOMETRIC VIEW

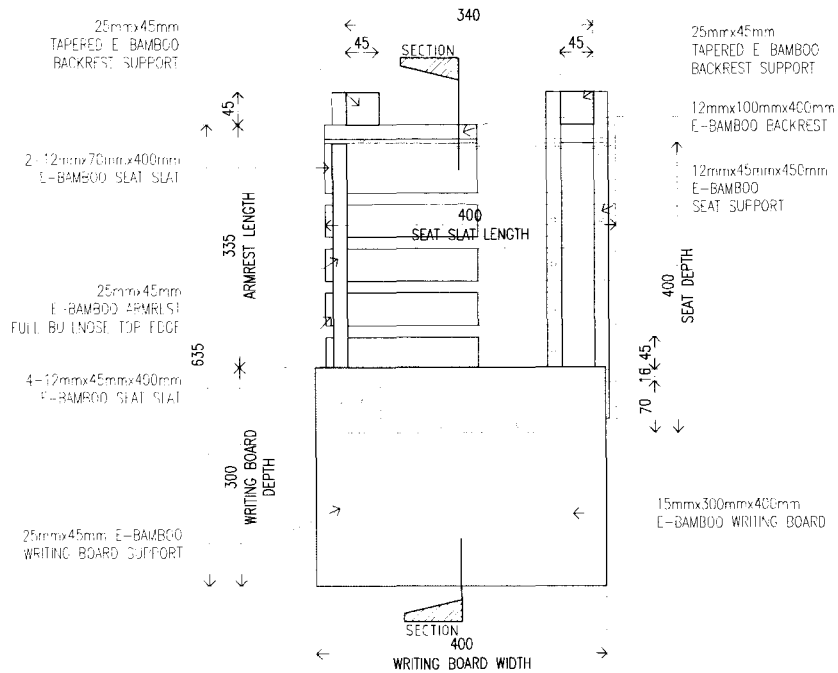
SCALE: 1/3

DIMENSIONS OF ELEMENTARY TABLET ARMCHAIR IN MILLIMETER

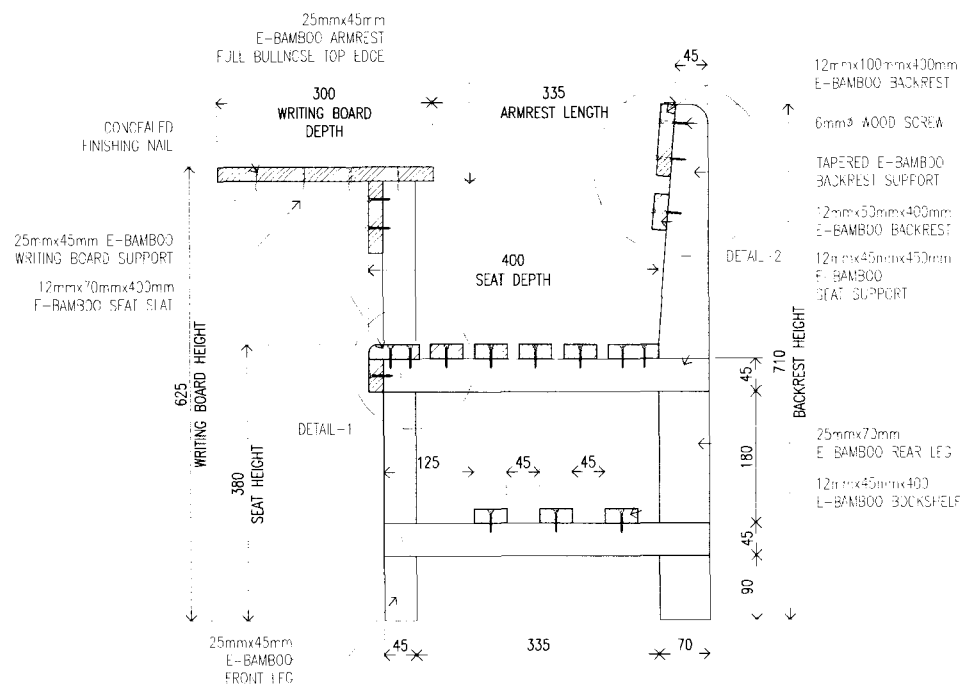
LEVEL	DIMENSIONS	REMARKS
A	SEAT HEIGHT	380
B	SEAT DEPTH	400
C	SEAT SLAT LENGTH	400
D	BACKREST HEIGHT	700
E	BACKREST LENGTH	400
F	WRITING BOARD HEIGHT	625
G	WRITING BOARD WIDTH	400
H	WRITING BOARD DEPTH	300
I	ARMREST LENGTH	335

ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm

TECHNICAL SPECIFICATIONS		REMARKS
SEAT SLAT	4-12mmx45mm E-BAMBOO 2-12mmx70mm E-BAMBOO	ALL DIMENSIONS ARE IN MILLIMETERS WITH TOLERANCE OF 2mm. PROCESSED BAMBOO SLATS SHOULD BE FROM THREE (3) YEARS OLD CULMS OF BAMBOO SPECIES SUCH AS:
FRONT LEG	25mmx45mm E-BAMBOO	1. KAWAYAN TINK (BAMBUSA BLUMEANA) 2. BOTONG (DENDROCALAMUS LAFIPIOROUS) 3. GIANT BAMBOO (GIGANTOCHLOA ASPERA) 4. OTHER SYMPDIAL SPECIES
BACK LEG	25mmx70mm E-BAMBOO	
BACK REST	1-12mmx100mm E-BAMBOO 1-12mmx50mm E-BAMBOO	-SLATS, BOARDS AND OTHER BAMBOO FURNITURE PARTS/DOWELS SHALL BE FULLY TREATED FROM INSECT AND FUNGUS ATTACKS USING INDUSTRY ACCEPTED PROCESSES.
WRITING BOARD	15mmx300mmx400mm E-BAMBOO	-SLATS AND OTHER BAMBOO PARTS/DOWELS SHALL BE SUN OR KLN DRIED. -LAMINATION AND JOINTS SHALL USE POLYVINYL ACETATE D3 (Pvac) AND SHALL BE SUBJECTED TO AT LEAST 5kgm/sq.cm. PRESSURE DURING THE LAYERING AND COMPOSING PROCESS.
BOOK SHELF	3-12mmx45mm E-BAMBOO	-JOINTS SHALL BE SECURED WITH 6mm-8mm DIAMETER E-BAMBOO DOWELS.
FINISHES	LAMINATED	

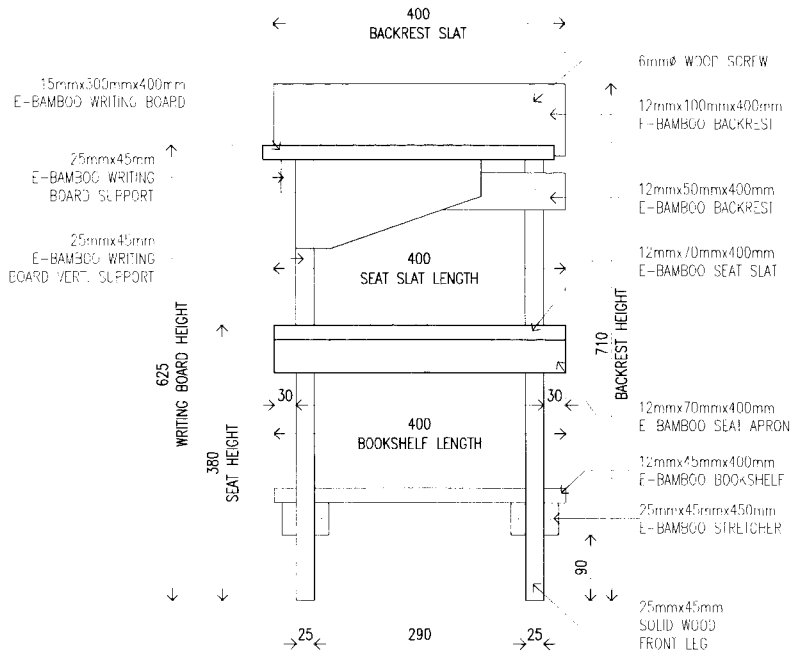


1 PLAN VIEW
2 SCALE 1 : 50 M

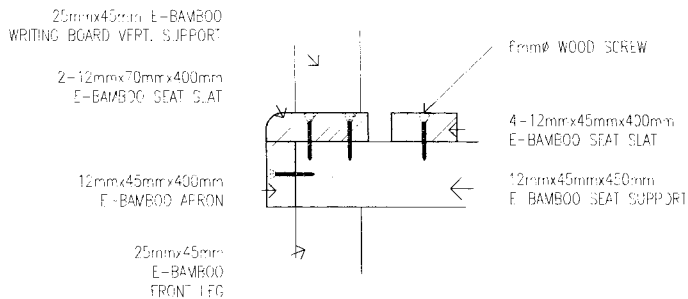


2 SECTION
2 SCALE 1 : 50 M

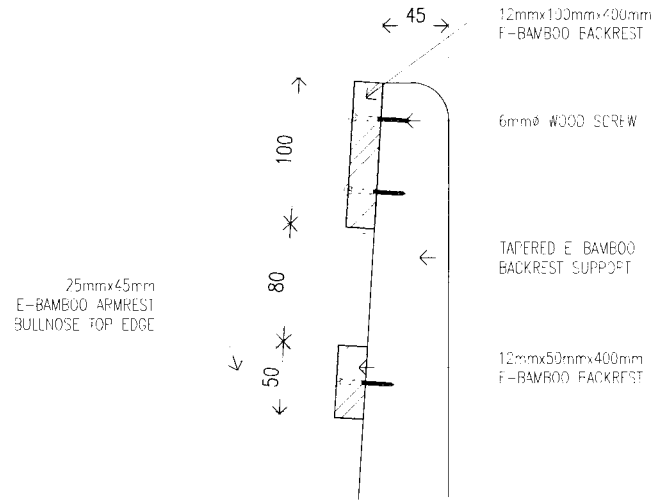
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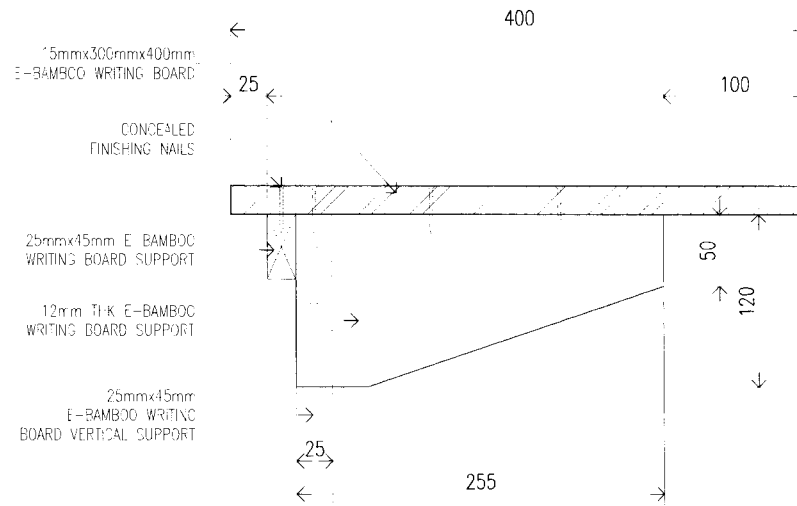
1 FRONT ELEVATION
3 SCALE 1 : 50 M



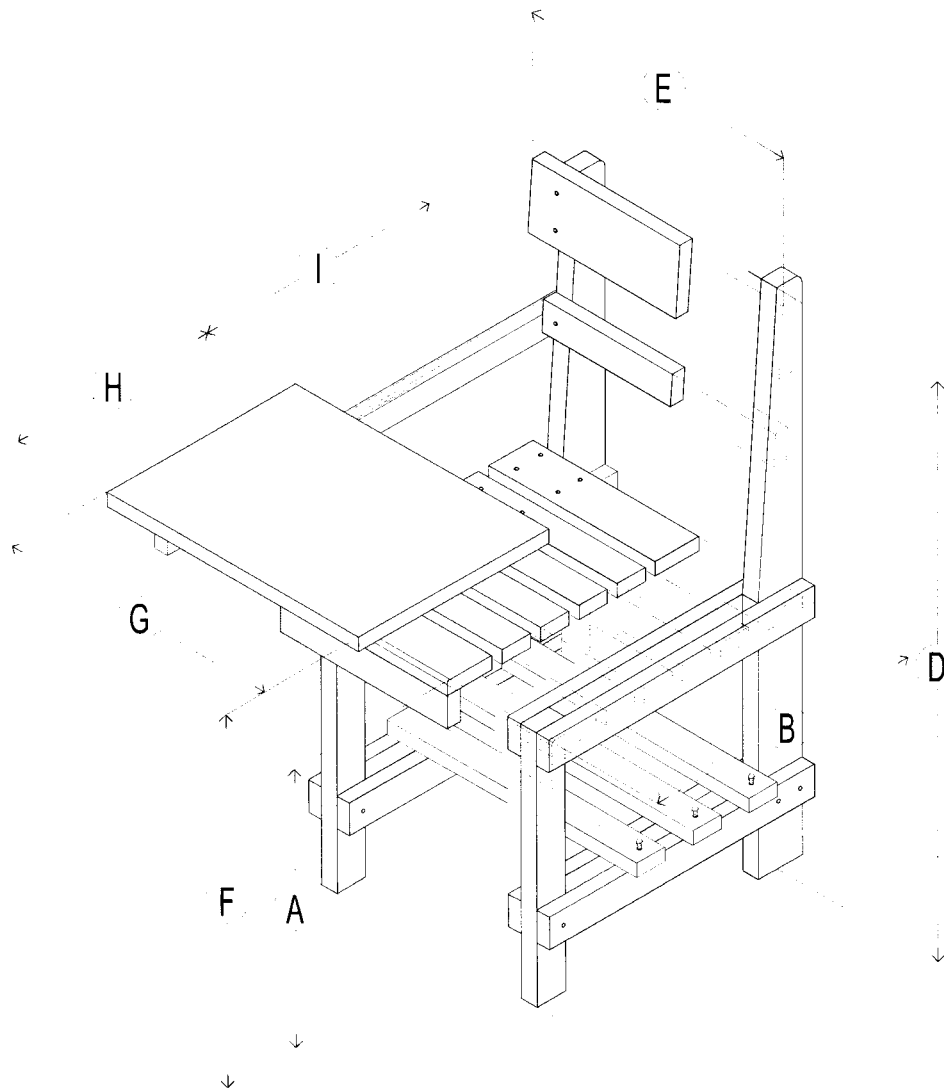
2 DETAIL-1
3 SCALE 1 : 25 M



3 DETAIL-2
3 SCALE 1 : 25 M



4 DETAIL-3
3 SCALE 1 : 25 M



ISOMETRIC VIEW

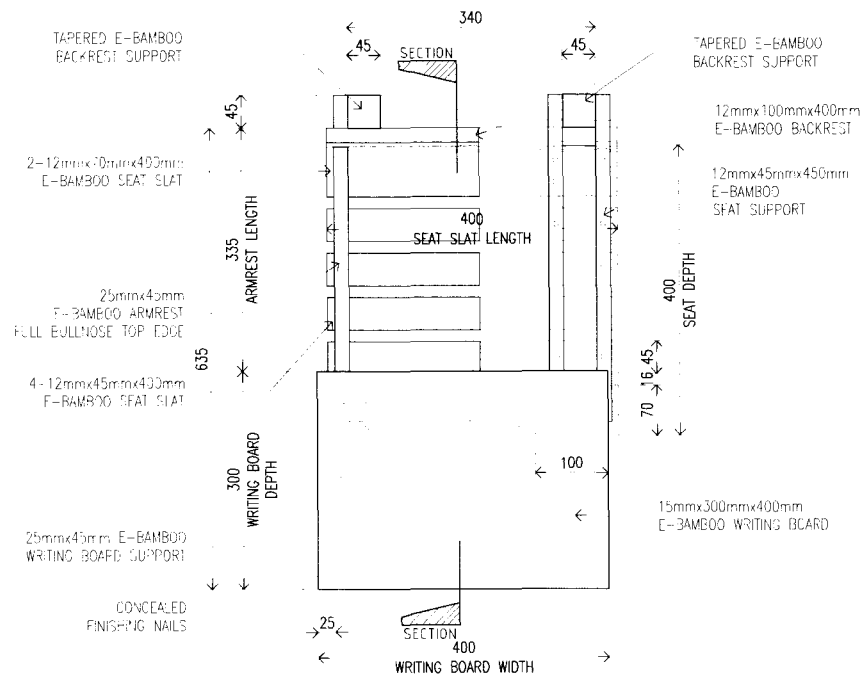
SCALE: 1/15

DIMENSIONS OF SECONDARY TABLET ARMCHAIR IN MILLIMETER

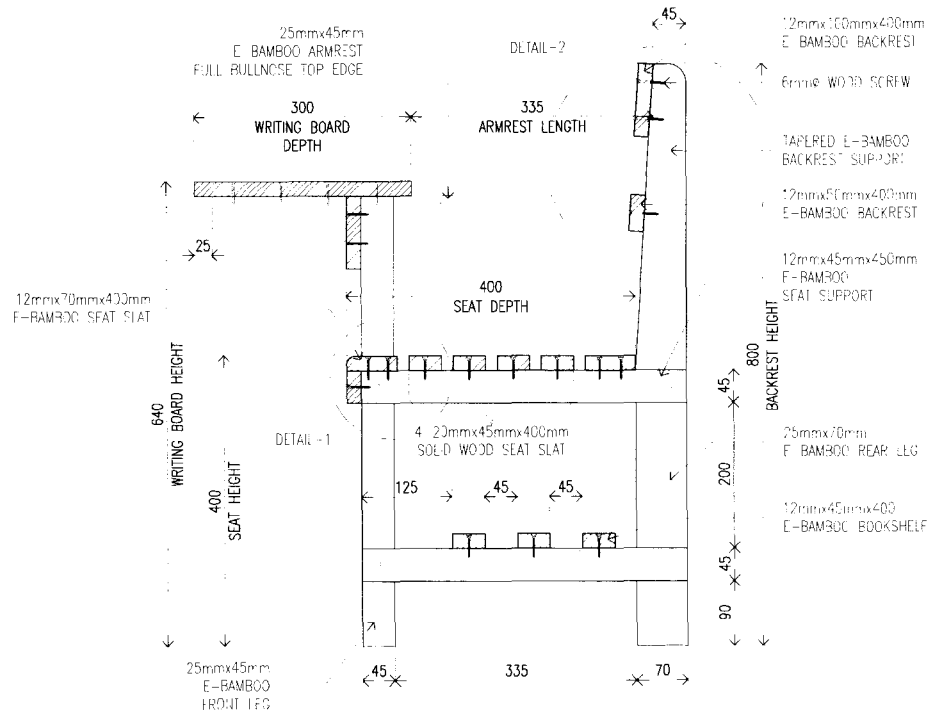
LEVEL	DIMENSIONS	REMARKS
A	SEAT HEIGHT	400
B	SEAT DEPTH	400
C	SEAT SLAT LENGTH	400
D	BACKREST HEIGHT	800
E	BACKREST LENGTH	400
F	WRITING BOARD HEIGHT	640
G	WRITING BOARD WIDTH	400
H	WRITING BOARD DEPTH	300
I	ARMREST LENGTH	335

ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm

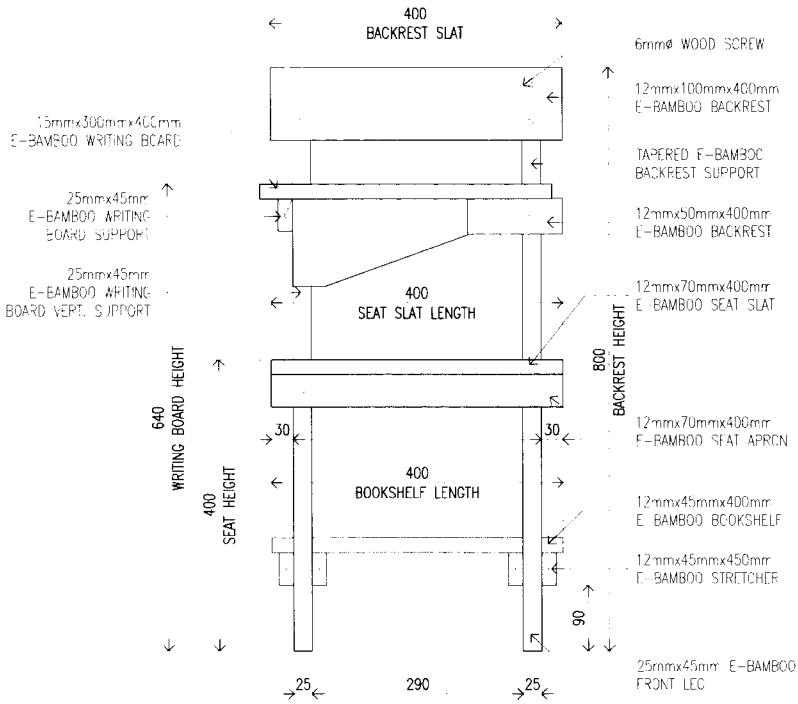
TECHNICAL SPECIFICATIONS		REMARKS
SEAT SLAT	4-12mmx45mm E-BAMBOO 2-12mmx70mm E-BAMBOO	ALL DIMENSIONS ARE IN MILLIMETERS WITH TOLERANCE OF 2mm. PROCESSED BAMBOO SLATS SHOULD BE FROM THREE (3) YEARS OLD CULMS OF BAMBOO SPECIES SUCH AS:
FRONT LEG	25mmx45mm E-BAMBOO	1. KAWAYAN TINK (BAMBUSA BLUMEANA) 2. BOTONG (DENDROCALAMUS LAFIIFOROUS) 3. GIANT BAMBOO (GIGANTOCHLOA ASPERA) 4. OTHER SYMPDIAL SPECIES
BACK LEG	25mmx70mm E-BAMBOO	
BACK REST	1-12mmx100mm E-BAMBOO 1-12mmx50mm E-BAMBOO	-SLATS, BOARDS AND OTHER BAMBOO FURNITURE PARTS/DOWELS SHALL BE FULLY TREATED FROM INSECT AND FUNGUS ATTACKS USING INDUSTRY ACCEPTED PROCESSES.
WRITING BOARD	15mmx300mmx400mm E-BAMBOO	-SLATS AND OTHER BAMBOO PARTS/DOWELS SHALL BE SUN OR KILN DRIED.
BOOK SHELF	3-12mmx45mm E-BAMBOO	-LAMINATION AND JOINTS SHALL USE POLYVINYL ACETATE D3 (Pvac) AND SHALL BE SUBJECTFD TO AT LEAST 5kgm/sq.cm. PRESSURE DURING THE LAYERING AND COMPOSING PROCESS.
FINISHES	LAMINATED	-JOINTS SHALL BE SECURED WITH 6mm-8mm DIAMETER E-BAMBOO DOWELS.



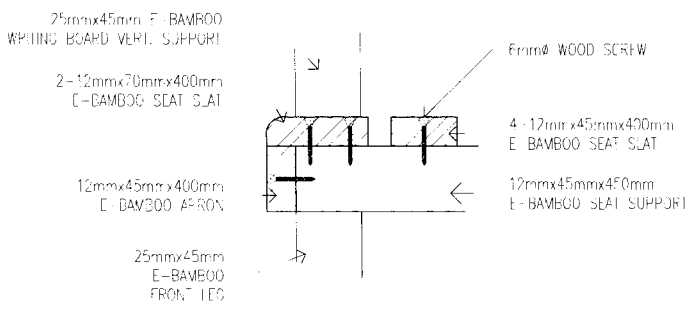
1 PLAN VIEW
2 SCALE 1 : 50 M



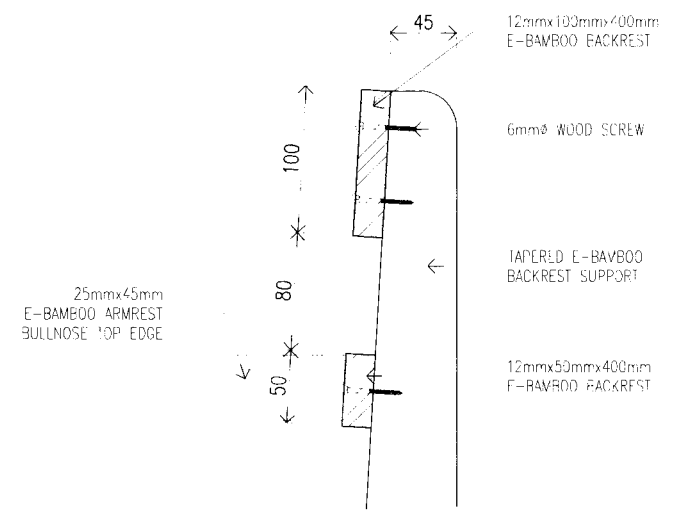
2 SECTION
2 SCALE 1 : 50 M



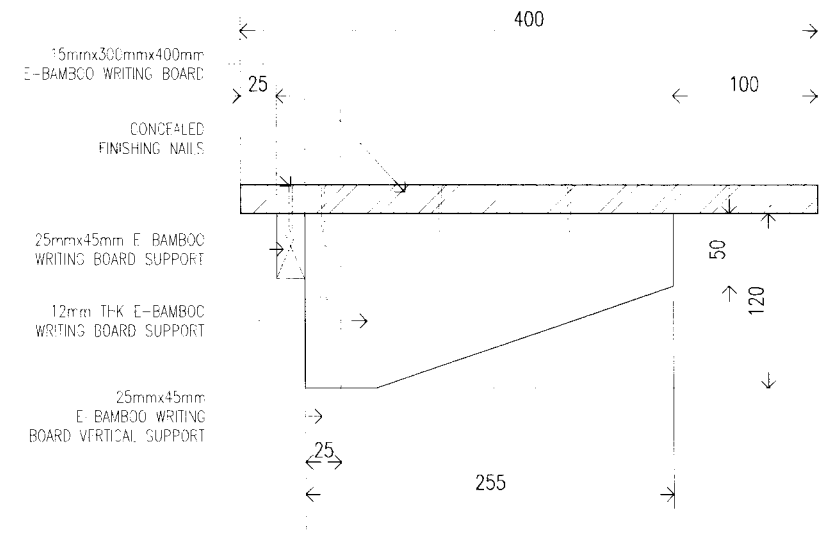
1 FRONT ELEVATION
3 SCALE 1 : 50 M



2 DETAIL-1
3 SCALE 1 : 25 M



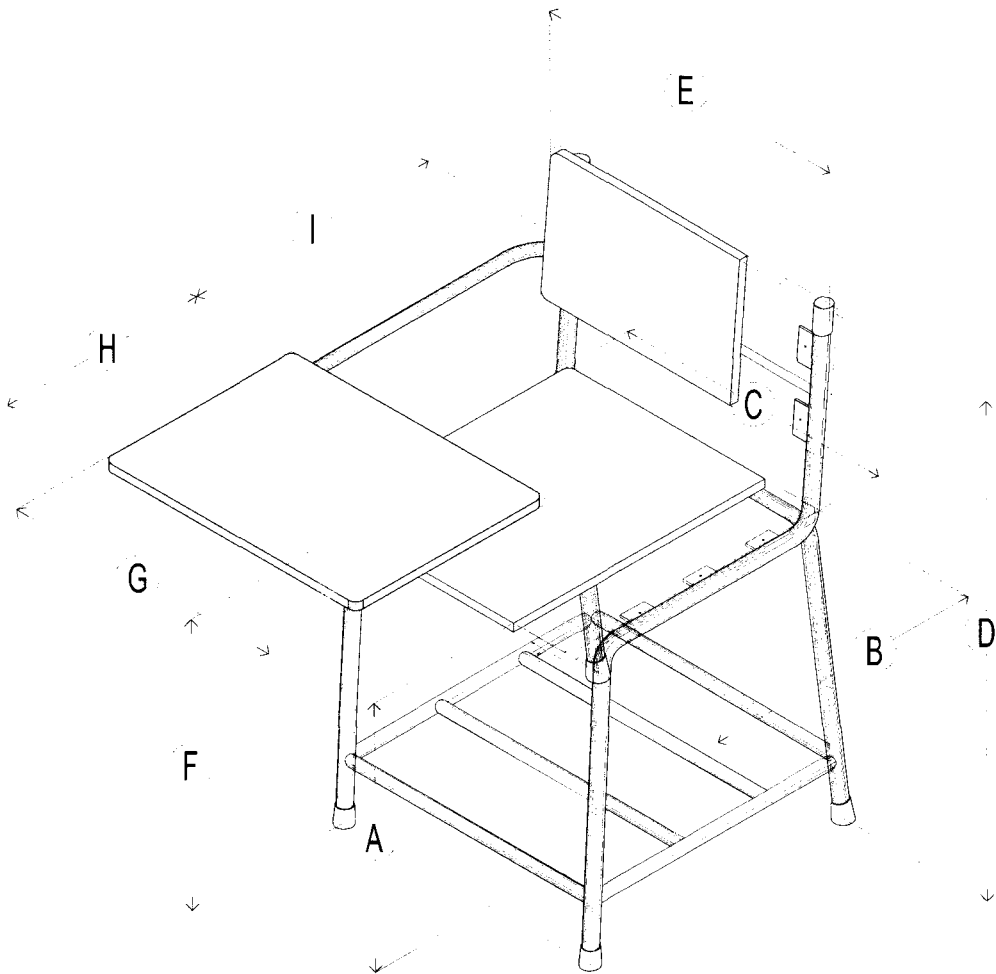
3 DETAIL-2
3 SCALE 1 : 25 M



4 DETAIL-3
3 SCALE 1 : 25 M

DIMENSIONS OF ELEMENTARY
TABLET ARMCHAIR IN MILLIMETER

LEVEL	DIMENSIONS	REMARKS
A SEAT HEIGHT	380	ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm
B SEAT DEPTH	400	
C SEAT BOARD LENGTH	400	
D BACKREST HEIGHT	700	
E BACKREST LENGTH	400	
F WRITING BOARD HEIGHT	625	
G WRITING BOARD WIDTH	400	
H WRITING BOARD DEPTH	300	
I ARMREST LENGTH	440	

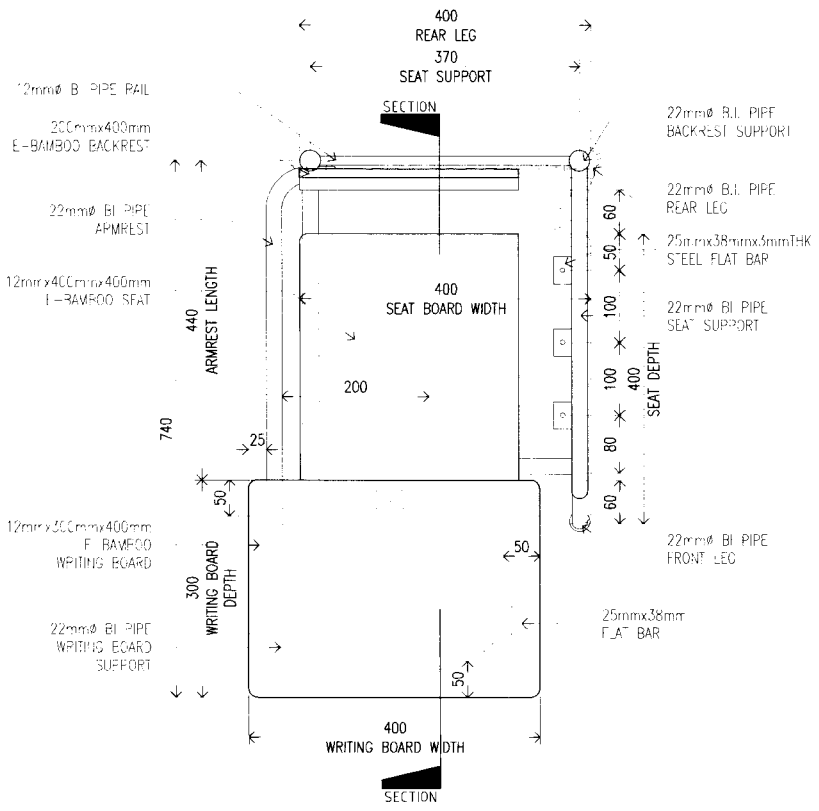


ISOMETRIC VIEW

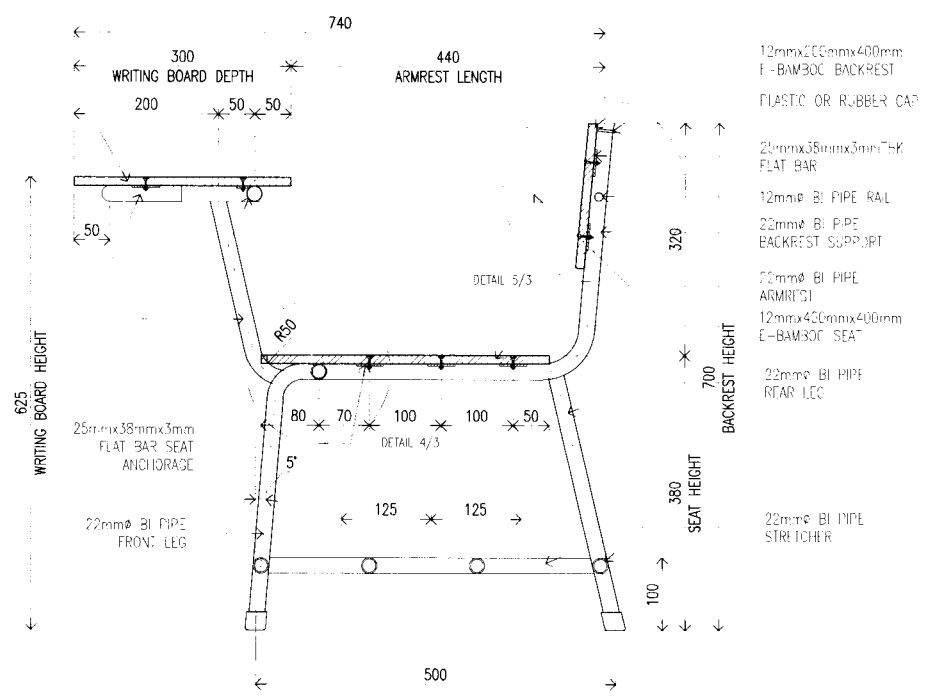
SCALE:

NTS

TECHNICAL SPECIFICATIONS		REMARKS
SEAT SLAT	12mmx400mmx400mm E-BAMBOO	ALL DIMENSIONS ARE IN MILLIMETERS WITH TOLERANCE OF 2mm. PROCESSED BAMBOO SATS SHOULD BE FROM THREE (3) YEARS OLD CULMS OF BAMBOO SPECIES SUCH AS:
FRONT LEG	Ø22mm (OUTSIDE Ø) B.I. PIPE, SCH. 20	1. KAWAYAN TINK (BAMBUSA BLUMEANA) 2. BOTONG (DENDROCALAMUS LAFIFLOROUS) 3. GIANT BAMBOO (GIGANTOCHLOA ASPERA) 4. OTHER SYMPDIAL SPECIES
BACK LEG	Ø22mm (OUTSIDE Ø) B.I. PIPE, SCH. 20	
BACK REST	12mmx200mmx400mm E-BAMBOO	-BOARDS AND OTHER BAMBOO FURNITURE PARTS/ DOWELS SHALL BE FULLY TREATED FROM INSECT AND FUNGUS ATTACKS USING INDUSTRY ACCEPTED PROCESSES.
WRITING BOARD	15mmx300mmx400mm E-BAMBOO	-BOARDS AND OTHER BAMBOO PARTS/DOWELS SHALL BE SUN OR KILN DRIED.
BOOK SHELF	Ø22mm (OUTSIDE Ø) B.I. PIPE, SCH. 20	-LAMINATION AND JOINTS SHALL USE POLYVINYL ACETATE D3 (Pvac) AND SHALL BE SUBJECTED TO AT LEAST 5kgm/sq.cm. PRESSURE DURING THE LAYERING AND COMPOSING PROCESS.
FINISHES	STEEL - 2 COATS BLACK ENAMEL FOR FRAME WITH 1 COAT PRIMER BAMBOO - VARNISH TYPE, 3 COATINGS SPRAYED	-JOINTS SHALL BE SECURED WITH 6mm-8mm DIAMETER E-BAMBOO DOWELS.

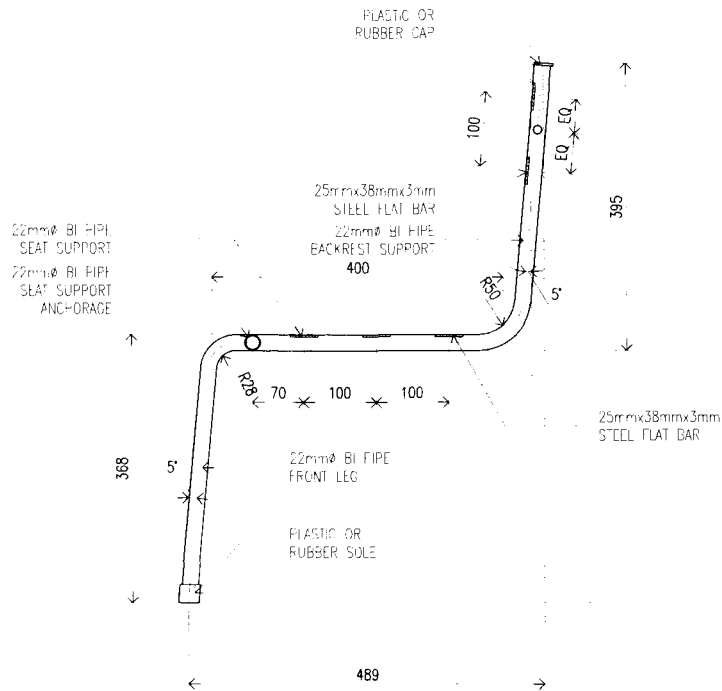


1 PLAN VIEW
2 SCALE 1 : 50 M

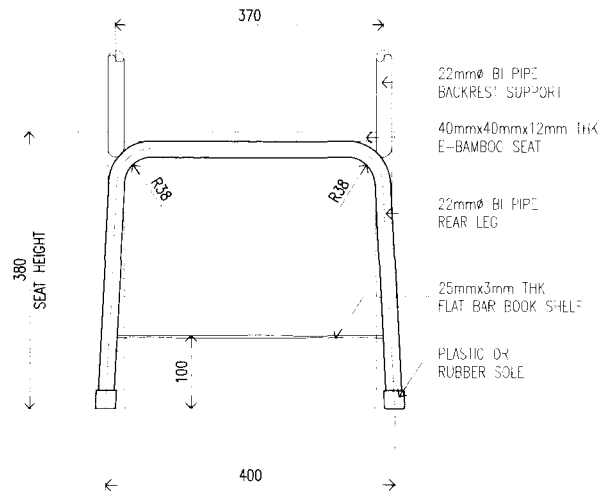


2 SECTION
2 SCALE 1 : 50 M

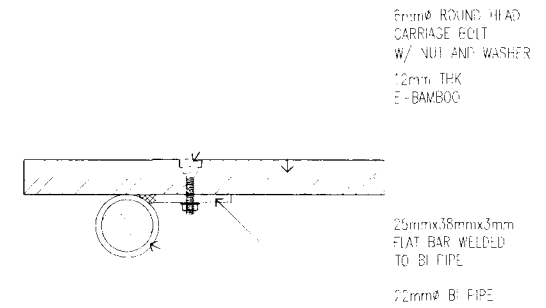
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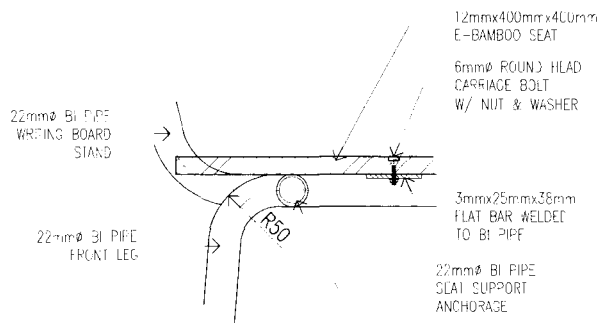
1 DETAIL OF FRAME
3 SCALE 1 : 50 M



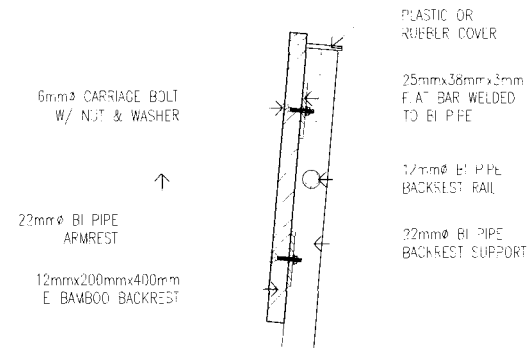
2 DETAIL OF REAR LEG
3 SCALE 1 : 50 M



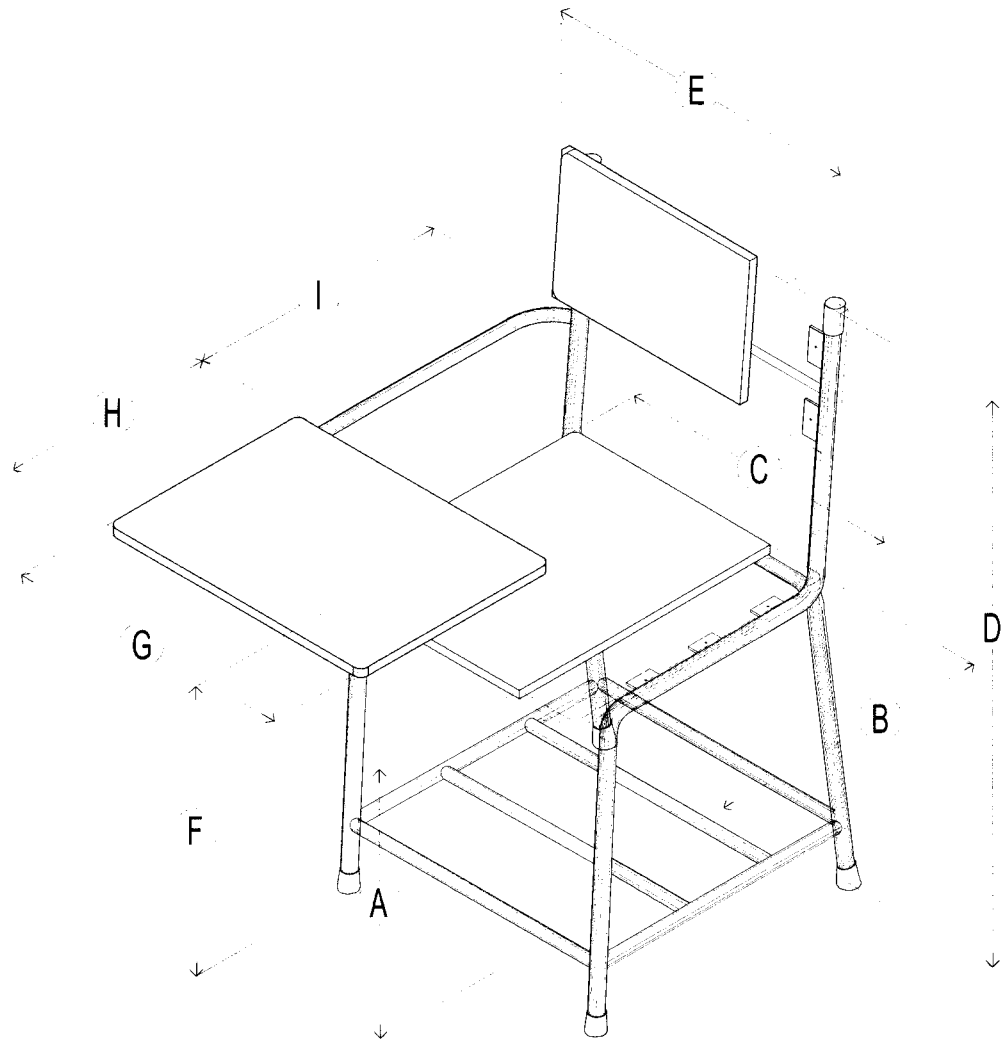
TYPICAL CONNECTION DETAIL
3 SCALE 1 : 50 M



4 DETAIL SEAT CONNECTION
3 SCALE 1 : 25 M



5 DETAIL BACKREST CONNECTION
3 SCALE 1 : 25 M



ISOMETRIC VIEW

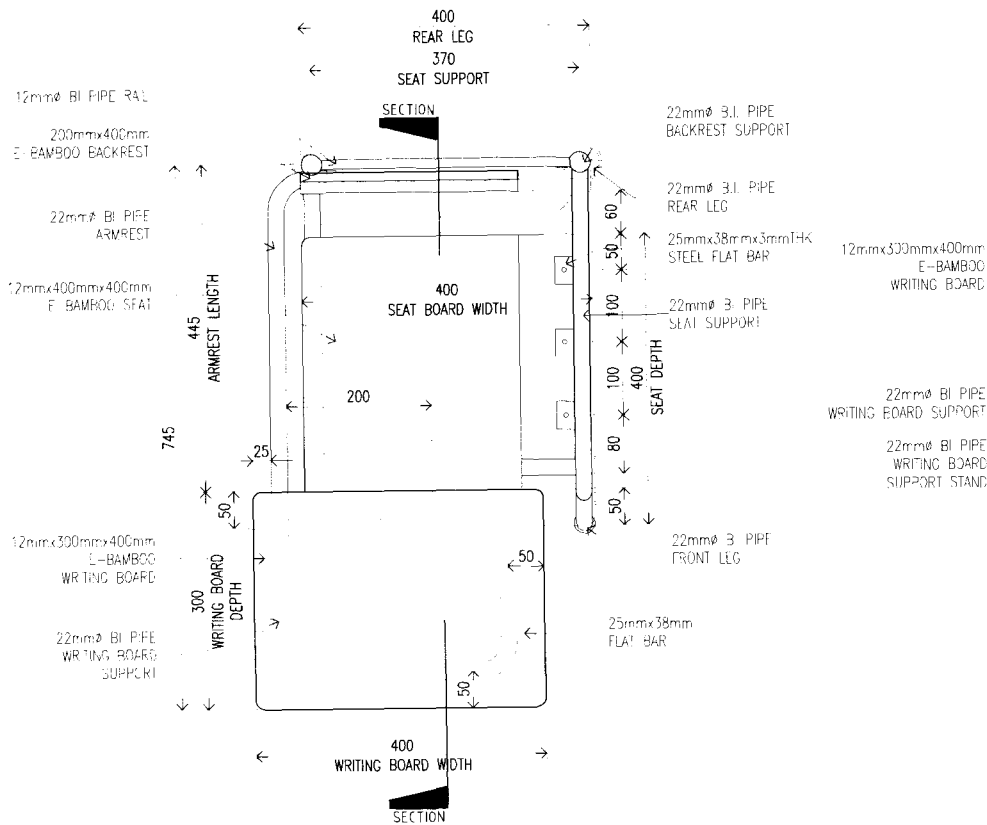
SCALE: NIS

**DIMENSIONS OF SECONDARY
TABLET ARMCHAIR IN MILLIMETER**

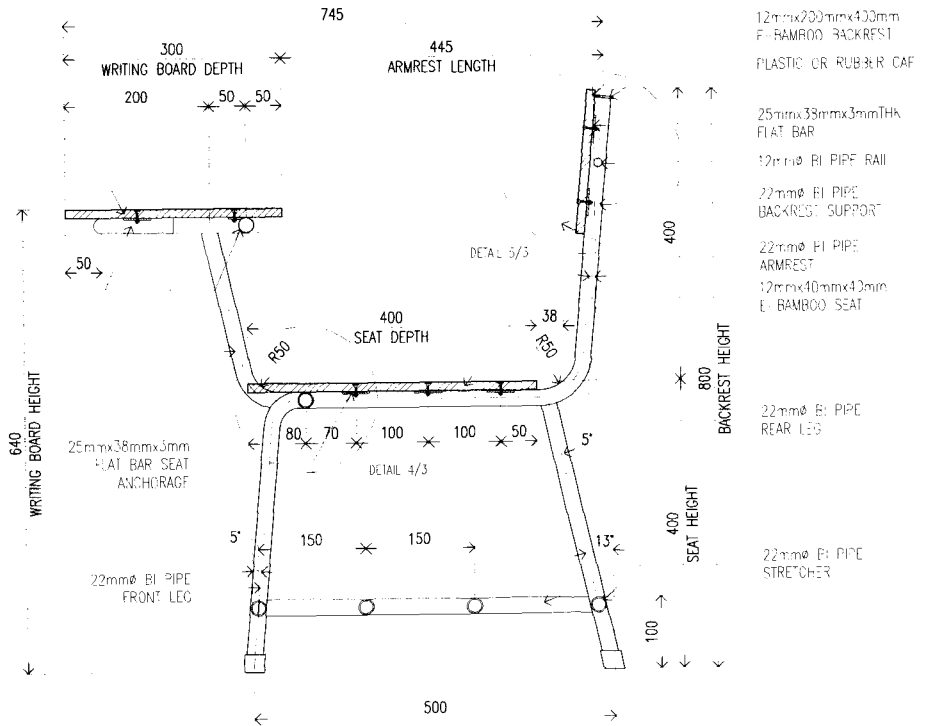
LEVEL	DIMENSIONS	REMARKS
A	SEAT HEIGHT	400
B	SEAT DEPTH	400
C	SEAT BOARD LENGTH	400
D	BACKREST HEIGHT	800
E	BACKREST LENGTH	400
F	WRITING BOARD HEIGHT	640
G	WRITING BOARD WIDTH	400
H	WRITING BOARD DEPTH	300
I	ARMREST LENGTH	445

ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm

TECHNICAL SPECIFICATIONS	REMARKS
SEAT BOARD 12mmx400mmx400mm E-BAMBOO	ALL DIMENSIONS ARE IN MILLIMETERS WITH TOLERANCE OF 2mm. PROCESSED BAMBOO SATS SHOULD BE FROM THREE (3) YEARS OLD CULMS OF BAMBOO SPECIES SUCH AS: 1. KAWAYAN TINK (BAMBUSA BLUMEANA) 2. BOTONG (DENDROCALAMUS LAFIPIOROUS) 3. GIANT BAMBOO (GIGANTOCHLOA ASPERA) 4. OTHER SYMPDIAL SPECIES
FRONT LEG 22mm ϕ (OUTSIDE ϕ) B.I. PIPE, SCH. 20	
BACK LEG 22mm ϕ (OUTSIDE ϕ) B.I. PIPE, SCH. 20	-BOARDS AND OTHER BAMBOO FURNITURE PARTS/ DOWELS SHALL BE FULLY TREATED FROM INSECT AND FUNGUS ATTACKS USING INDUSTRY ACCEPTED PROCESSES. -BOARDS AND OTHER BAMBOO PARTS/DOWELS SHALL BE SUN OR KILN DRIED.
BACK REST 12mmx200mmx400mm E-BAMBOO	
WRITING BOARD 15mmx300mmx400mm E-BAMBOO	-LAMINATION AND JOINTS SHALL USE POLYVINYL ACETATE D3 (PVAc) AND SHALL BE SUBJECTED TO AT LEAST 5kgm/sq.cm. PRESSURE DURING THE LAYERING AND COMPOSING PROCESS. -JOINTS SHALL BE SECURED WITH 6mm-8mm DIAMETER E-BAMBOO DOWELS.
BOOK SHELF ϕ 22mm (OUTSIDE ϕ) B.I. PIPE, SCH. 20	
FINISHES STEEL - 2 COATS BLACK ENAMEL FOR FRAMING WITH 1 COAT PRIMER BAMBOO - VARNISH TYPE, 3 COATINGS SPRAYED	

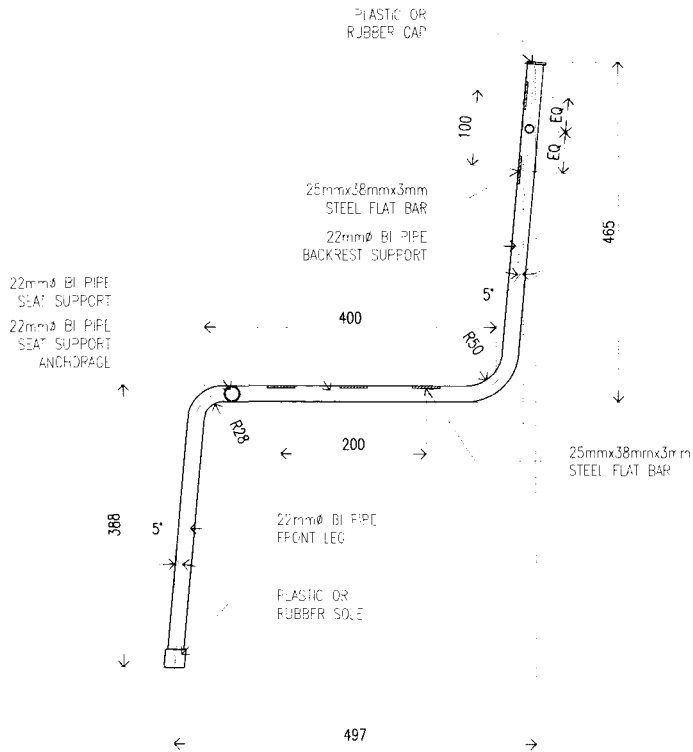


1 PLAN VIEW
2 SCALE 1 : 50 M

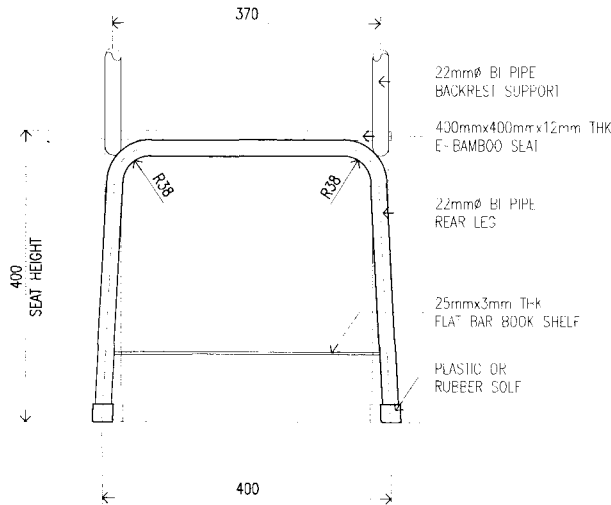


2 SECTION
2 SCALE 1 : 50 M

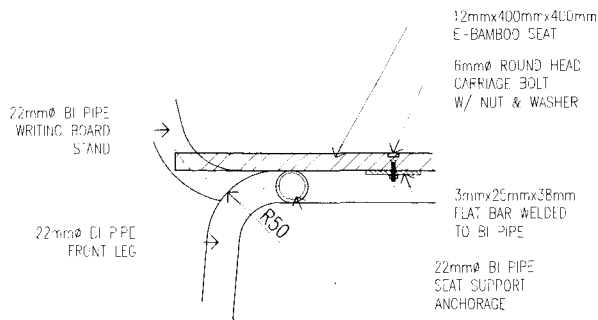
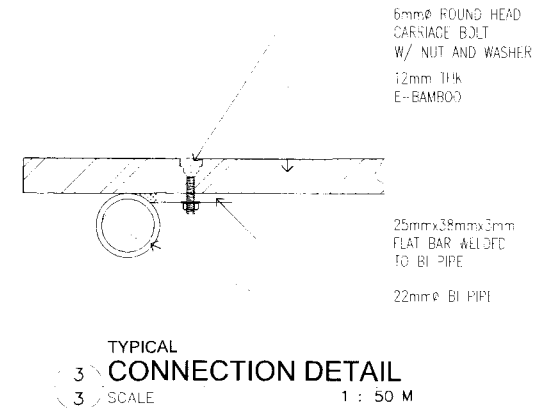
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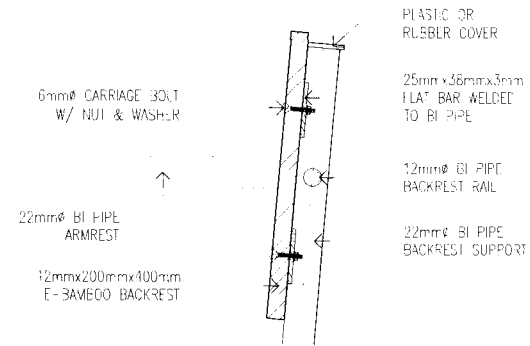
1 DETAIL OF FRAME
3 SCALE 1 : 50 M



2 DETAIL OF REAR LEG
3 SCALE 1 : 50 M



4 DETAIL SEAT CONNECTION
3 SCALE 1 : 25 M



5 DETAIL BACKREST CONNECTION
3 SCALE 1 : 25 M

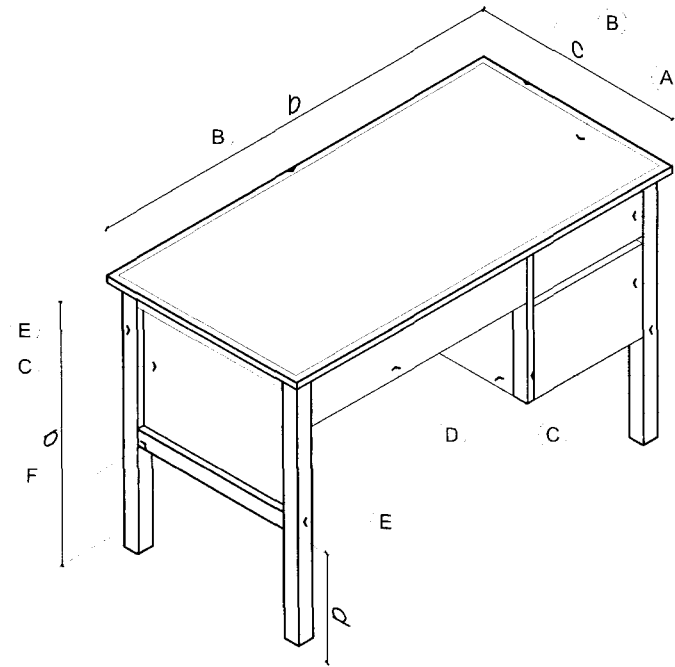
[Handwritten signatures]

DIMENSIONS OF TEACHER'S TABLE (mm)			
MARK	COMPONENT	DIMENSION	REMARKS
a	TABLE HEIGHT	750	ALL DIMENSIONS SHALL BE SUBJECTED TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm
b	TABLE LENGTH	1200	
c	TABLE WIDTH	600	
d	SIDINGS/BACKING HEIGHT	300	

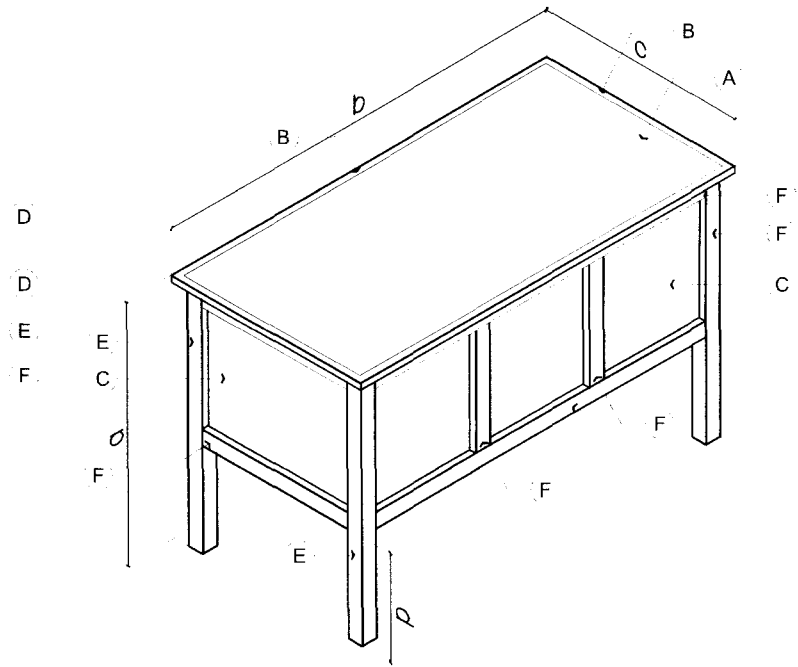
PAINTING SCHEDULE	
SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
1st COAT	OIL WOOD STAIN - OAK FULL COLOR
INTERMEDIATE COAT	LACQUER SANDING SEALER
TOP COAT	CLEAR GLOSS LACQUER

TECHNICAL SPECIFICATIONS OF TEACHER'S TABLE			
MARK	COMPONENT	SPECIFICATIONS	REMARKS
A	TABLE TOP	19mm THK SOLID WOOD OR 19mm THK MARINE PLYWOOD	ALL THICKNESS OF WOOD EXCEPT FOR MARINE PLYWOOD SHALL BE SUBJECTED TO A TOLERANCE OF PLUS OR MINUS 2mm
B	EDGING	19mmx20mm SOLID WOOD	
C	SIDING/BACKING	6mm THK MARINE PLYWOOD	
D	DRAWER	(REFER TO 'TECHNICAL SPECIFICATIONS OF DRAWERS' - SHEET NO. 7 OF 10)	
E	LEG	45mmx45mm SOLID WOOD	
F	FRAME/NAILER	20mmx45mm THK SOLID WOOD	
	FINISH	SMOOTH FINISH; REFER TO PAINTING SCHEDULE	

NOTE: ALL SOLID WOOD MUST BE TREATED (SUN-DRIED OR KILN-DRIED)
SPECIE: TANGUILE, GEMELINA OR RED LAUAN



FRONT-LEFT SIDE
1 ISOMETRIC VIEW
2 SCALE 1 : 50 M

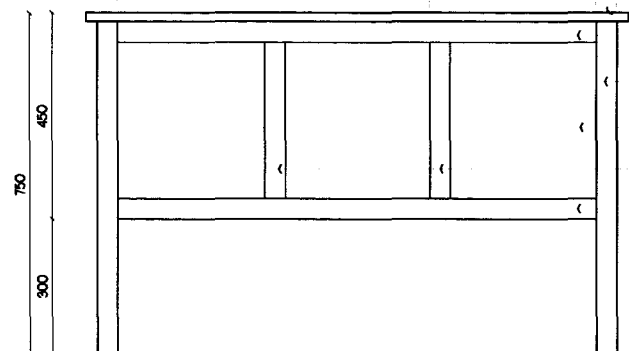


REAR-RIGHT SIDE
2 ISOMETRIC VIEW
2 SCALE 1 : 50 M

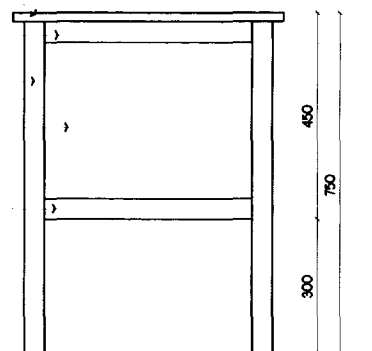
[Handwritten signatures]

1200
25 45 325 45 320 45 325 45 25

600
25 550 25

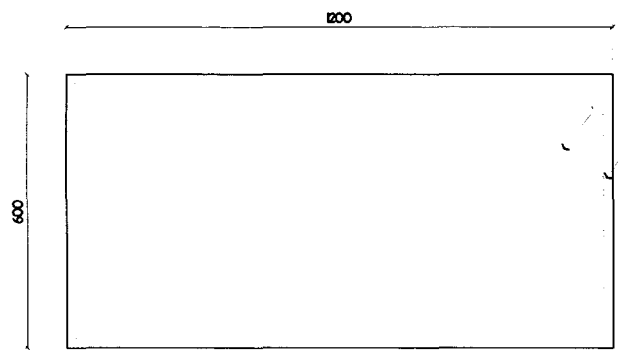


19mm THK SOLID WOOD OR MARINE PLYWOOD WITH 19mmx20mm SOLID WOOD EDGING,
20mmx45mm SOLID WOOD FRAME,
45mmx45mm SOLID WOOD LEGS,
6mm THK MARINE PLYWOOD SIDINGS
20mmx45mm SOLID WOOD FRAME
20mmx45mm SOLID WOOD FRAME



2 FRONT ELEVATION
2 SCALE 1 : 40 M

3 RIGHT-SIDE ELEVATION
2 SCALE 1 : 40 M

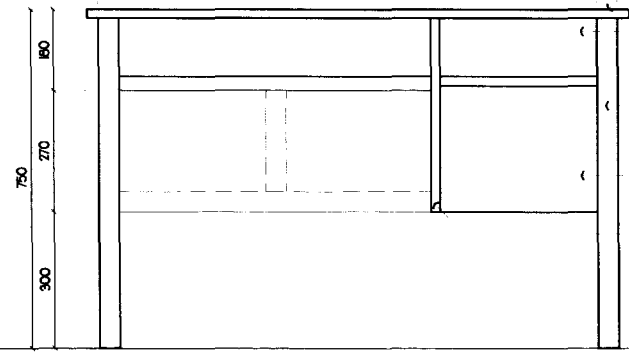


1 PLAN
2 SCALE 1 : 40 M

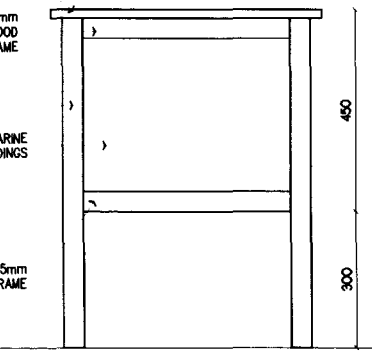
19mm THK MARINE PLYWOOD
19mmx20mm SOLID WOOD EDGING

1200
25 45 690 20 350 45 25

600
25 550 25



19mm THK MARINE PLYWOOD WITH 20mmx20mm SOLID WOOD EDGING
19mm THK SOLID WOOD OR MARINE PLYWOOD
20mmx45mm SOLID WOOD FRAME
45mmx45mm SOLID WOOD LEGS
6mm THK MARINE PLYWOOD SIDINGS
20mmx45mm SOLID WOOD FRAME
20mmx45mm SOLID WOOD FRAME



4 REAR ELEVATION
2 SCALE 1 : 40 M

5 LEFT-SIDE ELEVATION
2 SCALE 1 : 40 M

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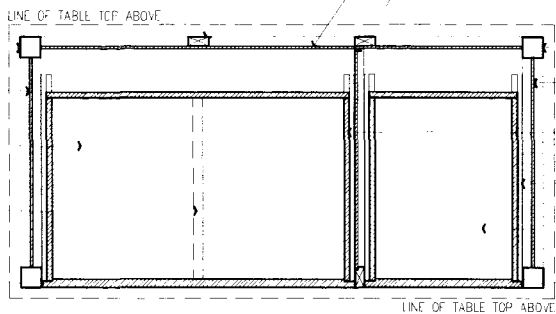
45mmx45mm
SOLID WOOD LEG

6mm THK MARINE
PLYWOOD SIDING

6mm THK MARINE
PLYWOOD BASE
(SEE DRAWER DETAIL)

10mmx20mm
SOLID WOOD
DRAWER SUPPORT

19mm THK SOLID WOOD
OR MARINE PLYWOOD
(SEE DRAWER DETAIL)



1 SECTION THRU- A
3 SCALE 1 : 40 M

20mmx45mm
SOLID WOOD FRAME

6mm THK
MARINE PLYWOOD
SIDING

45mmx45mm
SOLID WOOD LEG

6mm THK MARINE
PLYWOOD SIDING

12mm THK MARINE
PLYWOOD SIDE BOARD
(SEE DRAWER DETAIL)

SCREW-ON METAL
DRAWER GUIDE/RUNNER

6mm THK MARINE
PLYWOOD BASE
(SEE DRAWER DETAIL)

19mm THK SOLID WOOD
OR MARINE PLYWOOD
(SEE DRAWER DETAIL)

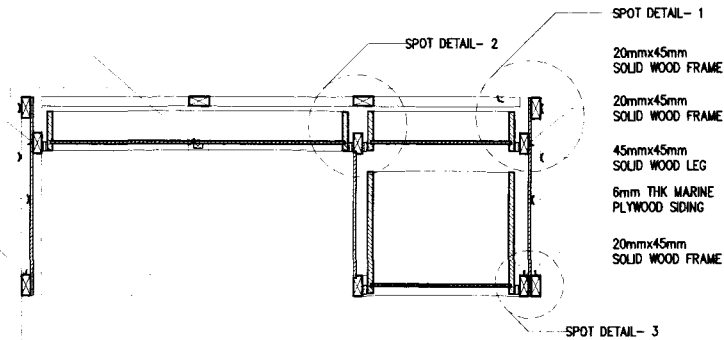
10mmx20mm SOLID
WOOD DRAWER SUPPORT

20mmx45mm
SOLID WOOD FRAME

45mmx45mm
SOLID WOOD LEG

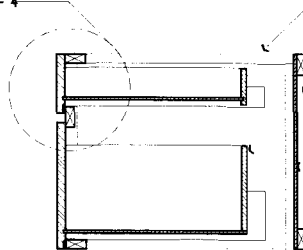
6mm THK MARINE
PLYWOOD SIDING

20mmx45mm
SOLID WOOD FRAME



1 SECTION THRU- B
3 SCALE 1 : 40 M

SPOT DETAIL- 4



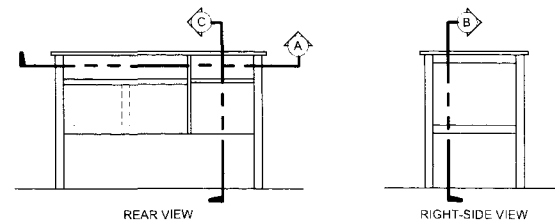
19mm THK MARINE
PLYWOOD TABLE TOP

20mmx45mm
SOLID WOOD FRAME

12mm THK SOLID WOOD
OR MARINE PLYWOOD
DRAWER BACK BOARD

6mm THK MARINE
PLYWOOD SIDING

1 SECTION THRU- C
3 SCALE 1 : 40 M



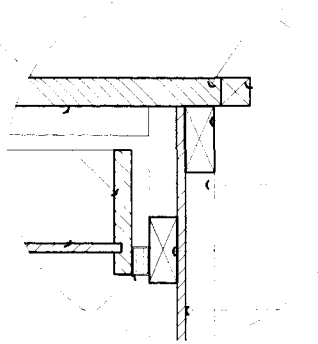
KEY (ELEVATION)

20mmx45mm
SOLID WOOD FRAME,

12mm THK SOLID WOOD OR
12mm THK MARINE PLYWOOD
DRAWER SIDE BOARD

6mm THK MARINE
PLYWOOD DRAWER BASE

DRAWER GUIDE/RUNNER



1 SPOT DETAIL- 1
4 SCALE 1 : 25 M

19mm THK
MARINE PLYWOOD

19mmx20mm
SOLID WOOD EDGING

20mmx45mm THK
SOLID WOOD FRAME

45mmx45mm THK
SOLID WOOD LEG

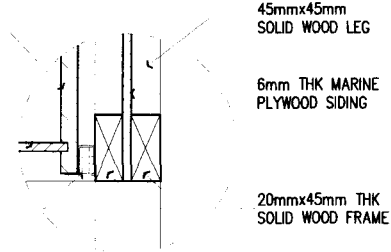
20mmx45mm THK
SOLID WOOD FRAME

6mm THK MARINE
PLYWOOD SIDING

12mm THK
SOLID WOOD OR
MARINE PLYWOOD

6mm THK MARINE
PLYWOOD BASE.

DRAWER GUIDE/RUNNER



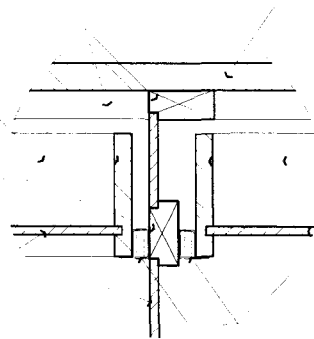
3 SPOT DETAIL- 3
4 SCALE 1 : 25 M

20mmx45mm
SOLID WOOD FRAME,

12mm THK SOLID WOOD
OR MARINE PLYWOOD

20mmx45mm
SOLID WOOD FRAME

6mm THK
MARINE PLYWOOD



2 SPOT DETAIL- 2
4 SCALE 1 : 25 M

19mm THK SOLID WOOD
OR MARINE PLYWOOD
TABLE TOP

12mm THK SOLID WOOD
OR MARINE PLYWOOD

6mm THK MARINE PLYWOOD,

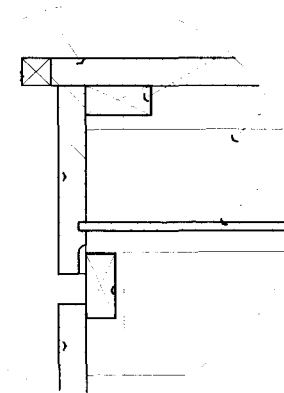
DRAWER GUIDE/RUNNER

19mm THK SOLID WOOD
OR MARINE PLYWOOD
TABLE TOP

19mmx20mm
SOLID WOOD EDGING

19mm THK SOLID WOOD
OR MARINE PLYWOOD
W/ 6mm THK EDGING

19mm THK SOLID WOOD
OR MARINE PLYWOOD
W/ 6mm THK EDGING



4 SPOT DETAIL- 4
4 SCALE 1 : 25 M

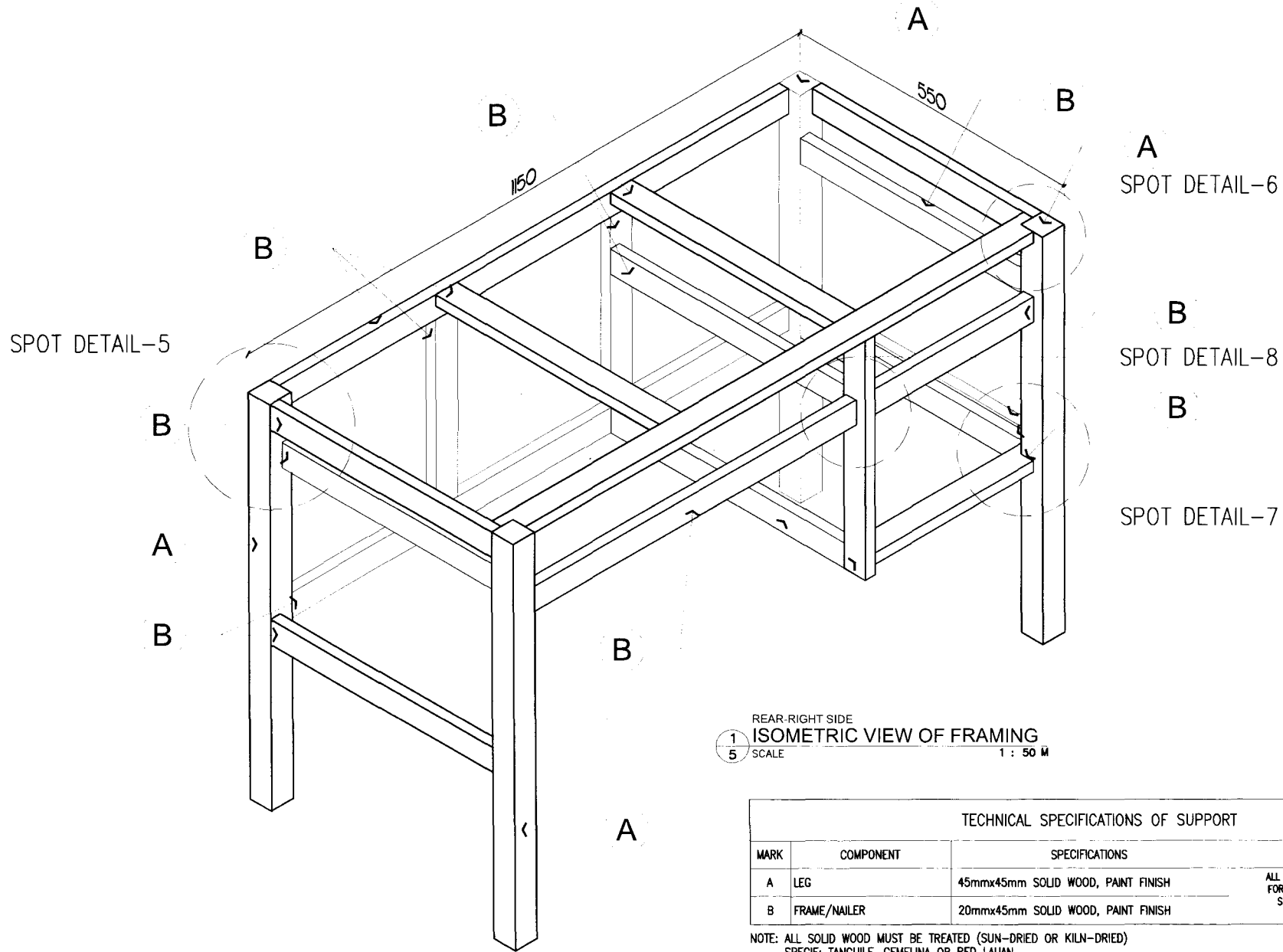
20mmx45mm
SOLID WOOD

12mm THK SOLID
WOOD OR MARINE
PLYWOOD SIDE BOARD

6mm THK MARINE
PLYWOOD BASE

20mmx45mm
SOLID WOOD

[Handwritten signatures]



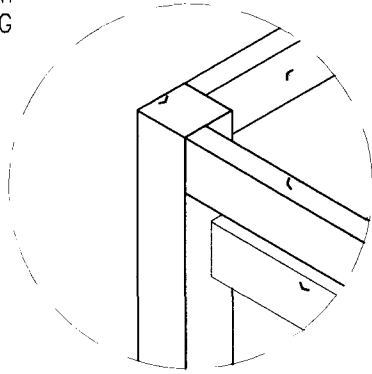
REAR-RIGHT SIDE
 ISOMETRIC VIEW OF FRAMING
 SCALE 1 : 50 M

TECHNICAL SPECIFICATIONS OF SUPPORT			
MARK	COMPONENT	SPECIFICATIONS	REMARKS
A	LEG	45mmx45mm SOLID WOOD, PAINT FINISH	ALL THICKNESS OF WOOD EXCEPT FOR MARINE PLYWOOD SHALL BE SUBJECTED TO A TOLERANCE OF PLUS OR MINUS 2mm
B	FRAME/NAILER	20mmx45mm SOLID WOOD, PAINT FINISH	

NOTE: ALL SOLID WOOD MUST BE TREATED (SUN-DRIED OR KILN-DRIED)
 SPECIE: TANGUILE, GEMELINA OR RED LAUAN

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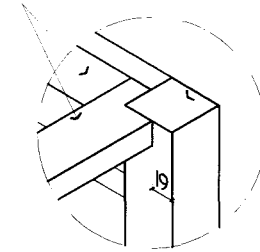
45mmx45mm
SOLID WOOD LEG



1 SPOT DETAIL- 5
6 SCALE 1 : 25 M

20mmx45mm
SOLID WOOD
FRAME/NAILER

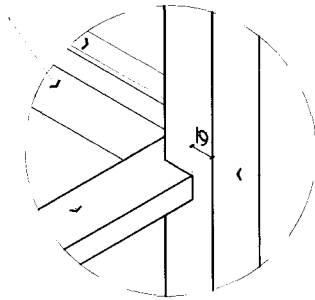
20mmx45mm
SOLID WOOD
FRAME/NAILER,
MAPLE PAINT FIN.



2 SPOT DETAIL- 6
6 SCALE 1 : 25 M

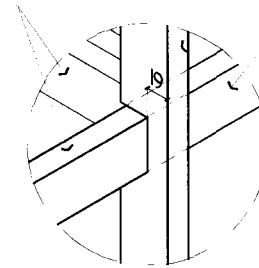
45mmx45mm
SOLID WOOD LEG

20mmx45mm
SOLID WOOD
FRAME/NAILER



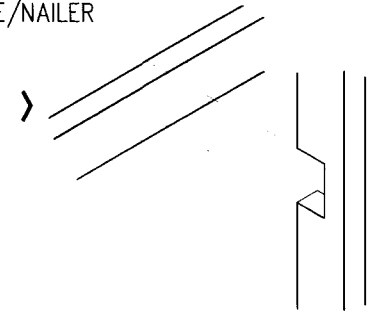
3 SPOT DETAIL- 7
6 SCALE 1 : 25 M

20mmx45mm
SOLID WOOD
FRAME/NAILER



4 SPOT DETAIL- 8
6 SCALE 1 : 25 M

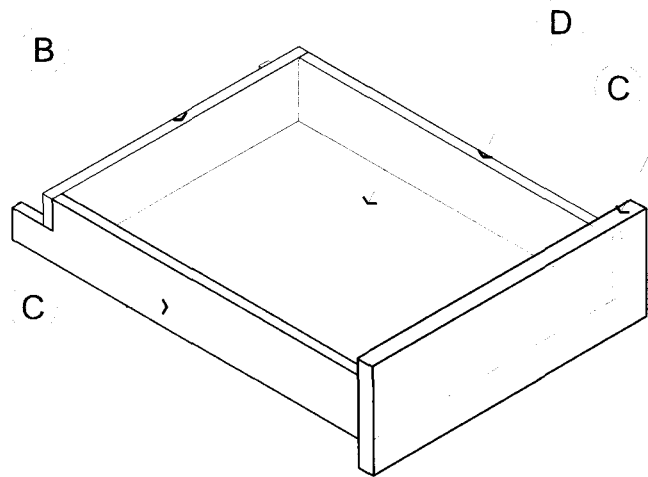
20mmx45mm
SOLID WOOD
FRAME/NAILER



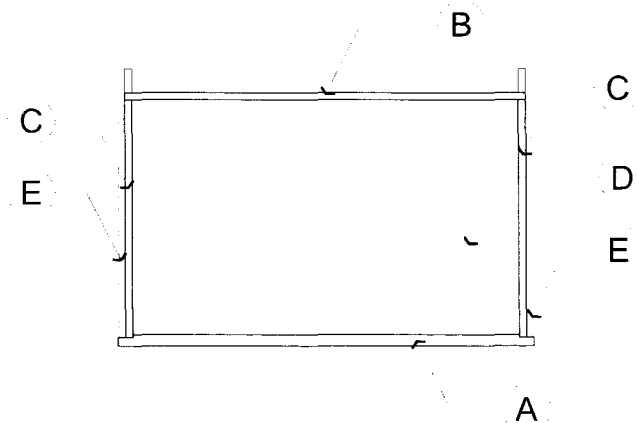
45mmx45mm
SOLID WOOD LEG

TECHNICAL SPECIFICATIONS OF DRAWERS			
MARK	COMPONENT	SPECIFICATIONS	REMARKS
A	FRONT BOARD	19mm THK SOLID WOOD OR 19mm THK MARINE PLYWOOD WITH 6mm WOOD EDGING	ALL THICKNESS OF WOOD EXCEPT FOR MARINE PLYWOOD SHALL BE SUBJECTED TO A TOLERANCE OF PLUS OR MINUS 2mm
B	BACK BOARD	12mm THK SOLID WOOD OR 12mm THK MARINE PLYWOOD WITH 6mm WOOD EDGING	
C	SIDE BOARD	12mm THK SOLID WOOD OR 12mm THK MARINE PLYWOOD WITH 6mm WOOD EDGING	
D	BASE BOARD	6mm MARINE PLYWOOD	
E	DRAWER GUIDE / RUNNER	1.2mm THK x 450mm LENGTH SCREW-ON, SLIDING TYPE METAL GUIDE/RUNNER WITH HARD PLASTIC ROLLER	
	FINISH	SMOOTH FINISH; REFER TO PAINTING SCHEDULE SHEET 1 OF 10	

NOTE: ALL SOLID WOOD MUST BE TREATED (SUN-DRIED OR KILN-DRIED)
SPECIE: TANGUILE, GEMELINA OR RED LAUAN



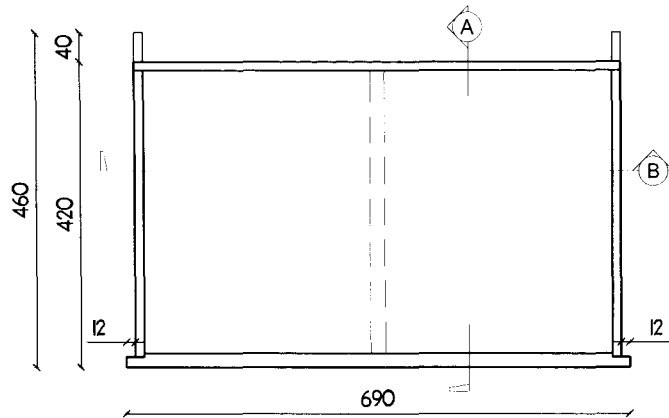
KEY- ISOMETRIC VIEW



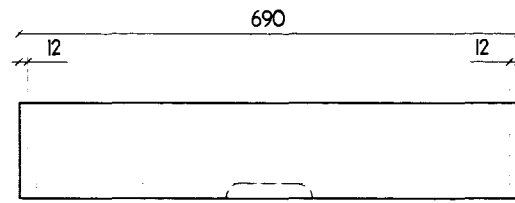
KEY PLAN

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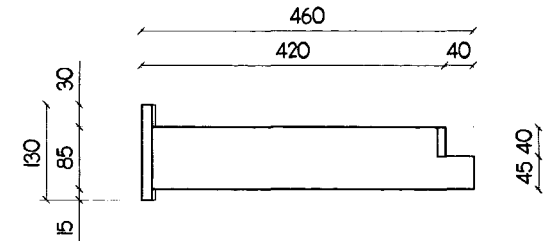
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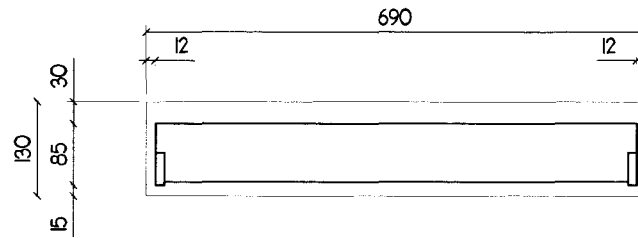
1 TOP VIEW
8 SCALE 1 : 25 M



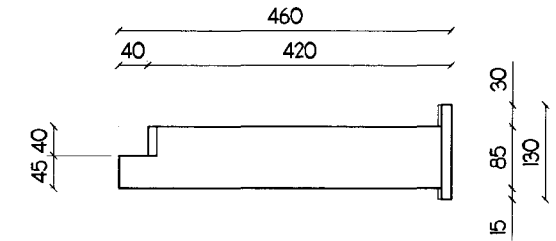
3 FRONT VIEW
8 SCALE 1 : 25 M



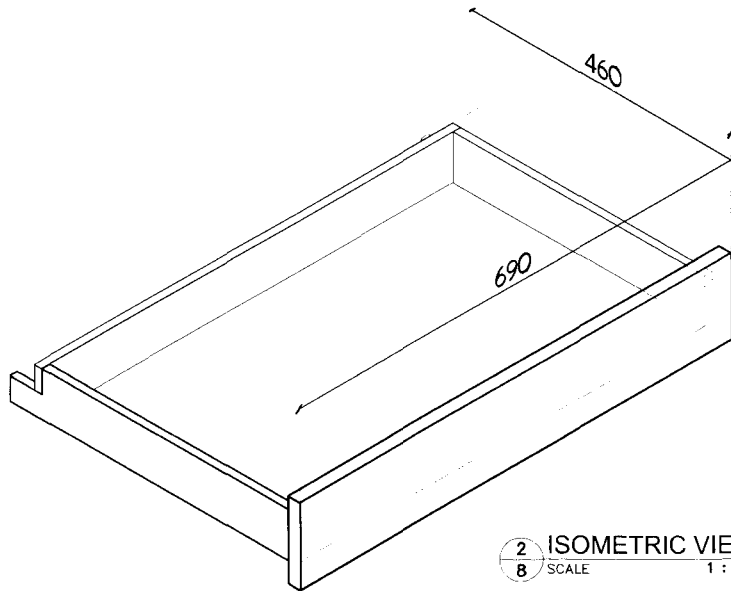
4 RIGHT-SIDE VIEW
8 SCALE 1 : 25 M



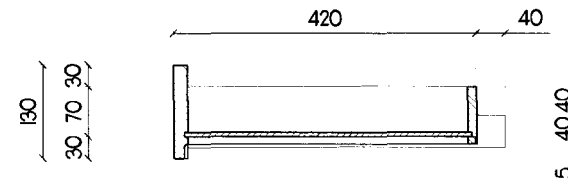
5 REAR VIEW
8 SCALE 1 : 25 M



6 LEFT-SIDE VIEW
8 SCALE 1 : 25 M

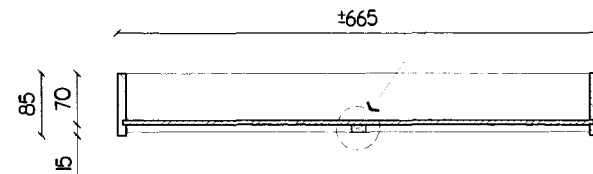


2 ISOMETRIC VIEW
8 SCALE 1 : 25 M



7 SECTION THRU-A
8 SCALE 1 : 25 M

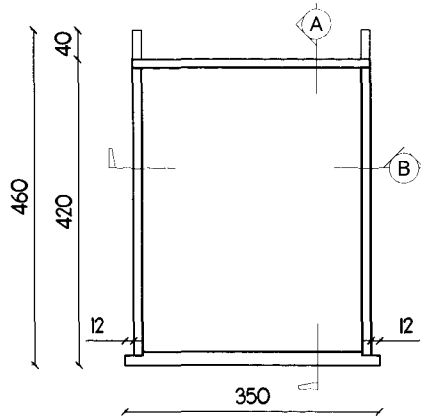
10mmx20mm SOLID WOOD SUPPORT ON CENTER OF DRAWER



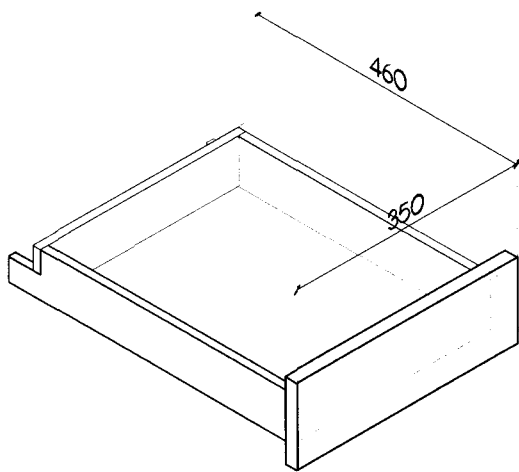
8 SECTION THRU-B
8 SCALE 1 : 25 M

DETAIL OF DRAWER- 1

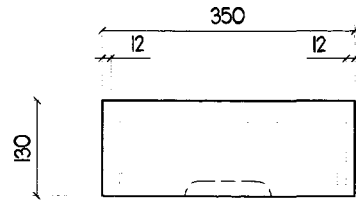
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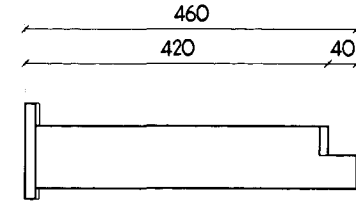
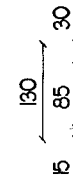
1 PLAN
9 SCALE 1 : 25 M



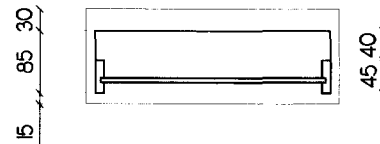
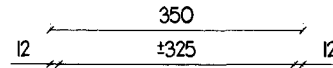
2 ISOMETRIC VIEW
9 SCALE 1 : 25 M



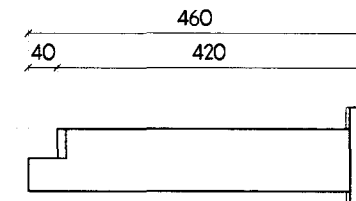
3 FRONT VIEW
9 SCALE 1 : 25 M



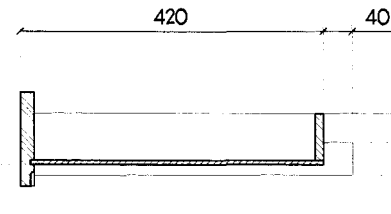
4 RIGHT-SIDE VIEW
9 SCALE 1 : 25 M



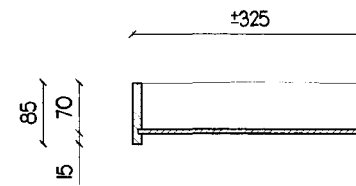
5 REAR VIEW
9 SCALE 1 : 25 M



6 LEFT-SIDE VIEW
9 SCALE 1 : 25 M

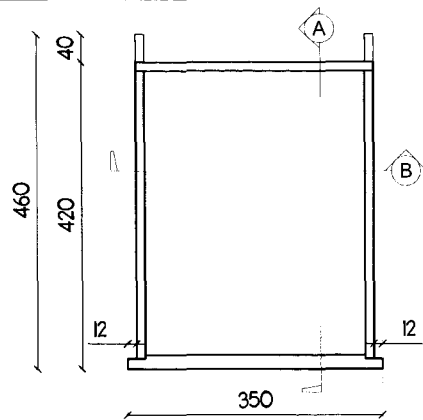


7 SECTION THRU-A
9 SCALE 1 : 25 M

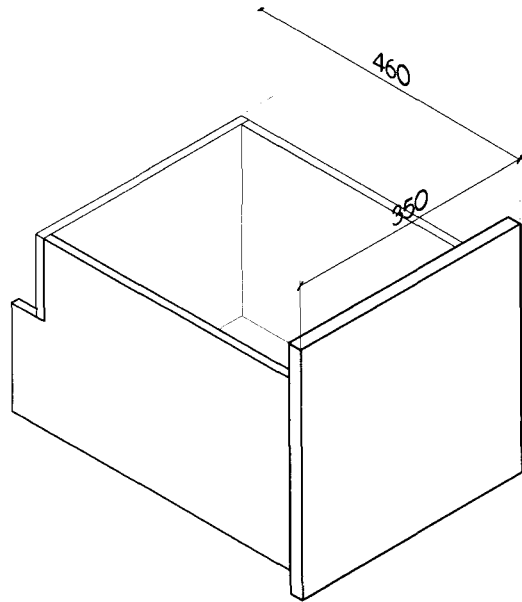


8 SECTION THRU-B
9 SCALE 1 : 25 M

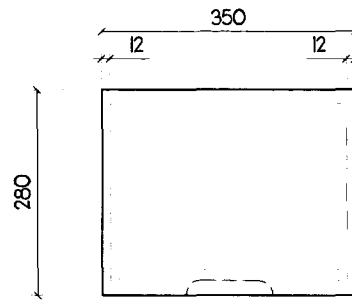
DETAIL OF DRAWER-2



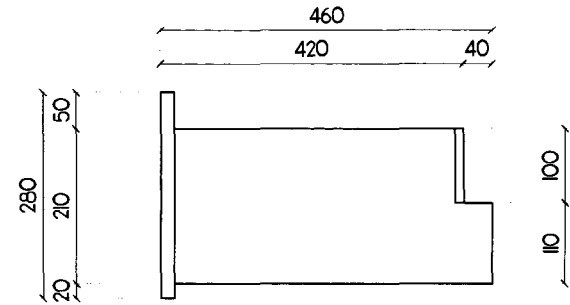
1 TOP VIEW
10 SCALE 1 : 25 M



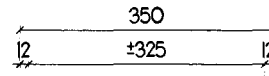
2 ISOMETRIC VIEW
10 SCALE 1 : 25 M



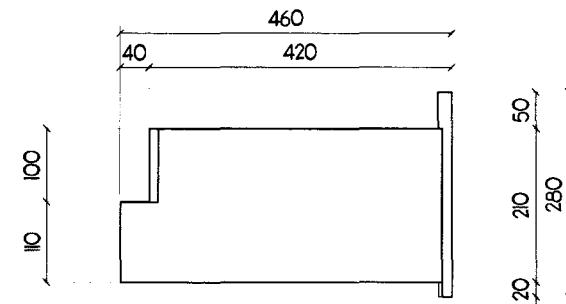
3 FRONT VIEW
10 SCALE 1 : 25 M



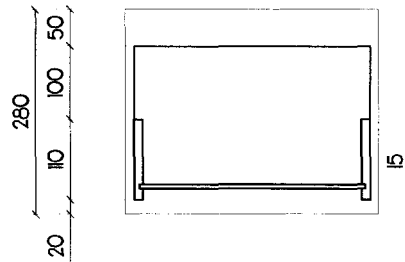
4 RIGHT-SIDE VIEW
10 SCALE 1 : 25 M



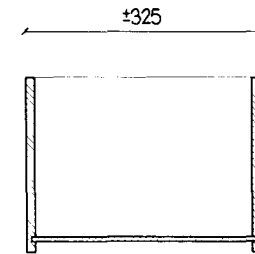
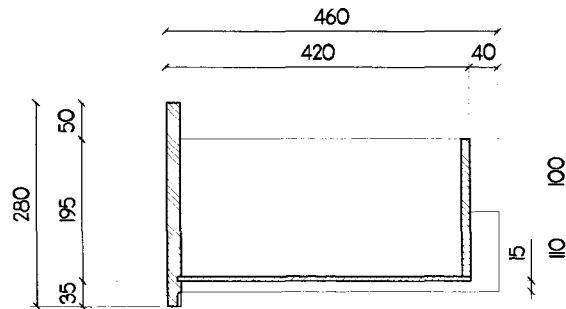
5 REAR VIEW
10 SCALE 1 : 25 M



6 LEFT-SIDE VIEW
10 SCALE 1 : 25 M

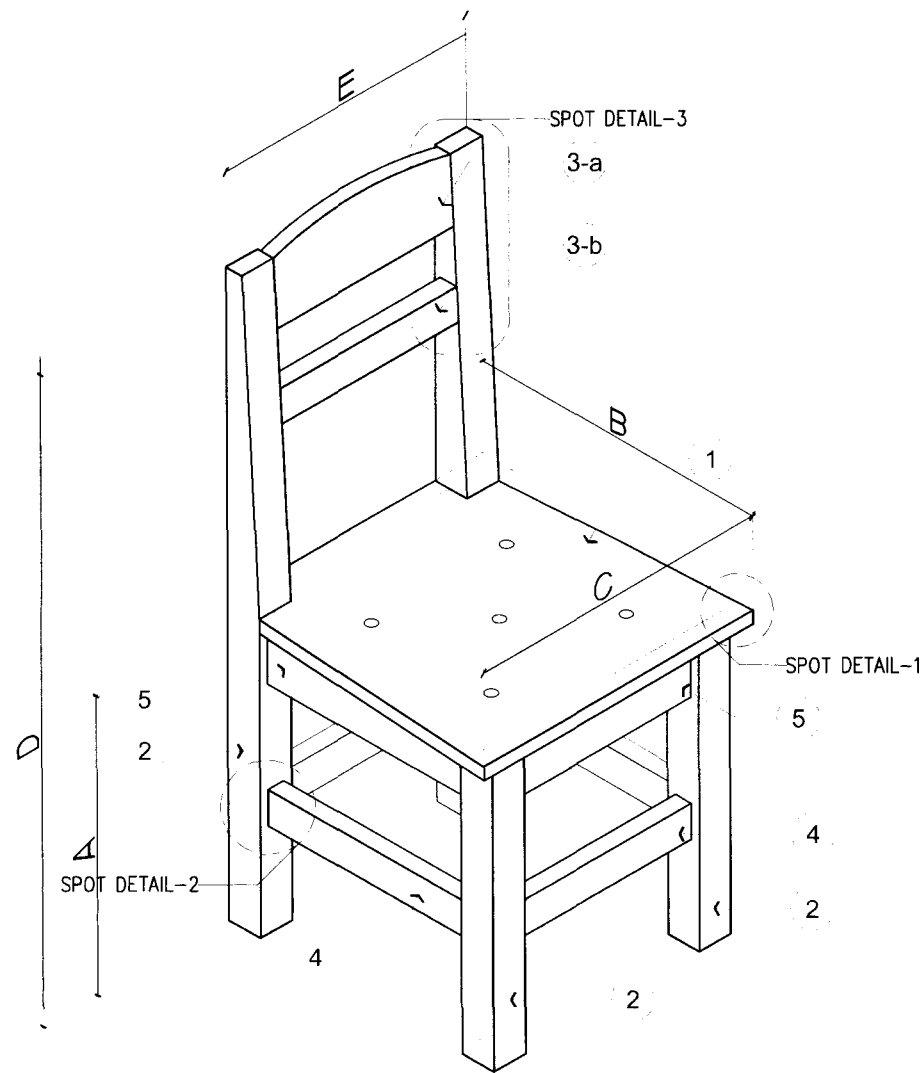


7 SECTION THRU-A
10 SCALE 1 : 25 M



8 SECTION THRU-B
10 SCALE 1 : 25 M

DETAIL OF DRAWER-3



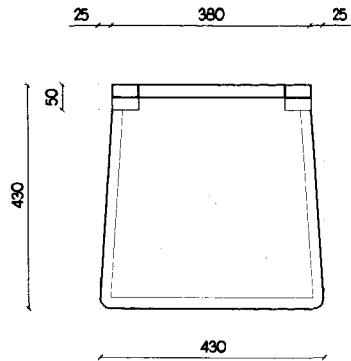
1 ISOMETRIC VIEW
1 SCALE 1 : 25 M

DIMENSIONS OF TEACHER'S CHAIR (mm)			
MARK	COMPONENT	DIMENSION	REMARKS
A	SEAT HEIGHT	440	ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm
B	SEAT DEPTH	430	
C	SEAT WIDTH	430	
D	BACKREST HEIGHT	885	
E	BACKREST WIDTH	380	

TECHNICAL SPECIFICATIONS OF TEACHER'S CHAIR			
MARK	COMPONENT	SPECIFICATIONS	REMARKS
1	SEAT BOARD	19mm THK SOLID WOOD W/ 19mmx20mm SOLID WOOD EDGING OR 19mm THK MARINE PLYWOOD WITH 6mm (MIN.) WOOD EDGING; PROVIDE 5 SEAT VENTILATION HOLES	ALL THICKNESS OF WOOD EXCEPT FOR MARINE PLYWOOD SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 2mm
2	LEG (FRONT & BACK)	50mmx50mm THK SOLID WOOD	
3	BACK REST	a: 20mm THK x 100mm SOLID WOOD b: 25mm THK x 50mm SOLID WOOD	
4	LEG SUPPORT	4-25mmx50mm THK SOLID WOOD	
5	SEAT SUPPORT	4-25mmx75mm THK SOLID WOOD	
	FINISH	SMOOTH FINISH; REFER TO PAINTING SCHEDULE	

NOTE: ALL SOLID WOOD MUST BE TREATED (SUN-DRIED OR KILN-DRIED)
SPECIE: TANGUILE, GEMELINA OR RED LAUAN

PAINTING SCHEDULE	
SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
1st COAT	OIL WOOD STAIN - OAK FULL COLOR
INTERMEDIATE COAT	LACQUER SANDING SEALER
TOP COAT	CLEAR GLOSS LACQUER



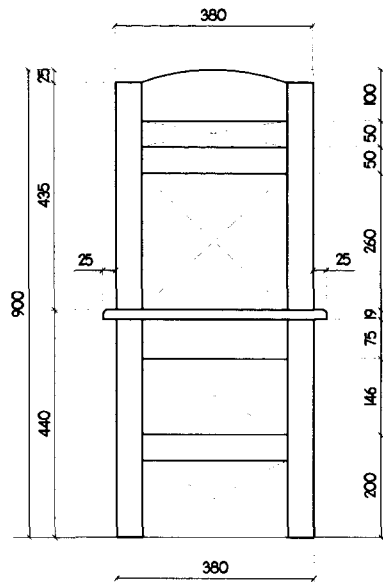
1 TOP VIEW
2 SCALE 1:25 M

19mmx20mm
SOLID WOOD
EDGING

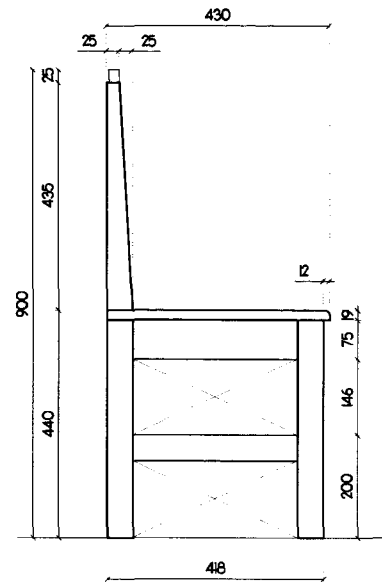


6 SPOT DETAIL-1
2 SCALE 1:25 M

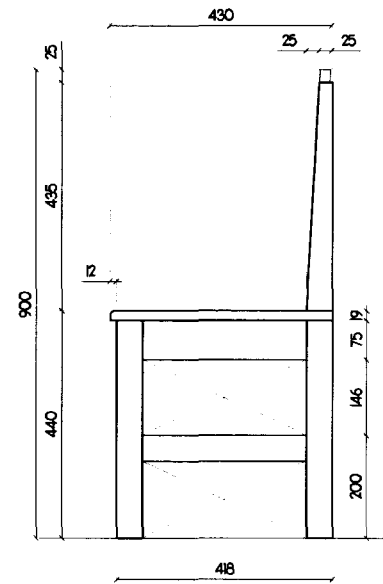
19mm THK
SOLID WOOD
OR 19mm THK
MARINE PLYWOOD



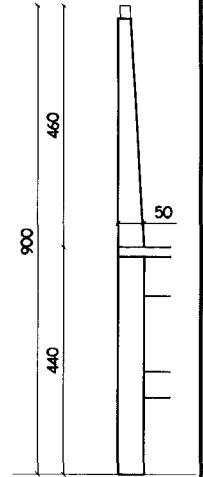
2 FRONT VIEW
2 SCALE 1:25 M



3 LEFT-SIDE VIEW
2 SCALE 1:25 M

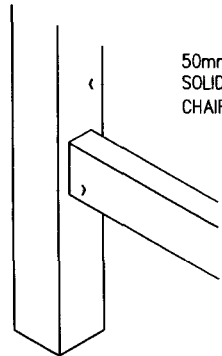


4 RIGHT-SIDE VIEW
2 SCALE 1:25 M

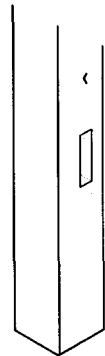


5 BACK LEG
2 SCALE 1:25 M

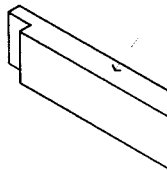
20mmx50mm
SOLID WOOD
LEG SUPPORT



50mmx50mm
SOLID WOOD
CHAIR'S LEG



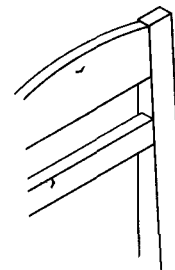
50mmx50mm
SOLID WOOD
CHAIR'S LEG



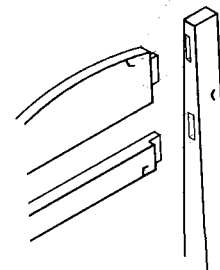
20mmx50mm
SOLID WOOD
LEG SUPPORT

TYPICAL WOOD JOINT
7 SPOT DETAIL-2
2 SCALE 1:25 M

20mmx100mm
SOLID WOOD
BACK REST



25mmx50mm
SOLID WOOD
(TAPERED)



20mmx100mm
SOLID WOOD
BACK REST

BACK LEG

25mmx50mm
SOLID WOOD
BACK REST

WOOD JOINT- BACK REST
8 SPOT DETAIL-3
2 SCALE 1:25 M

Technical Specifications

GENERAL SPECIFICATIONS AND REQUIREMENTS FOR TEACHER'S TABLE AND CHAIR USING NON-WOOD BASED MATERIALS

I. SCOPE

This General Specification is for the fabrication/manufacture/production of teacher's table and chair using non-wood based materials.

II. SHOP DRAWINGS

Unless otherwise specified in the Purchaser's drawings, consideration shall be given to the manufacturer in utilizing its own established plant methods and standards in the fabrication/production of teacher's table and chair. The manufacturer shall be required to submit shop drawings or brochures of the table and chair being offered. Plans shall be drawn large enough to convey the information adequately. The plans must show the material specifications and the dimension of the table and chair.

III. TYPICAL DESIGN

The typical design of the teacher's table must have a table top, sidings and drawers. The size of the table must follow the dimensions as specified in the drawing of the procuring entity. The table top must be smooth and flat without signs of warping. The sidings must cover the three sides of the table and the drawers must be of three different sizes.

The typical design of the teacher's chair must have a seat and a backrest. The size of the teacher's chair must follow the dimensions specified in the procuring entity's drawing.

IV. MATERIAL REQUIREMENTS

The materials to be used shall be durable, hygienic, and easy to clean. All materials with wood component such as plywood, plyboard, wooden fiberboard etc. shall not be acceptable.

The acceptable non-wood based material for the components of the teacher's table and chair are as follows:

- I. Teacher's Table
 - a. Table top and Sidings
 1. Rigid Foamed PVC
 2. Fiberglass
 3. Polypropylene Plastic (PP)
 4. Fiber Cement Board



The table top must be adequately supported to carry loads at any portion of the table and must not show any deflection or deformation when subjected to a 20 kg load. The table top must not have sharp edges.

The sidings must have adequate braces and support. The sidings must be securely fastened/attached to the braces. All edges of the sidings must be attached to the braces.

b. Legs

1. Tubular steel, Round – 45mm diameter (minimum)
2. Tubular steel, square – 45mm x 45mm (minimum)
3. Angular bar – 45mm x 45mm (minimum)
4. Polypropylene Plastic - 50mm diameter (minimum)

The legs must have adequate braces and support to carry the table top and drawers. The table must not be wobbly and should not show any signs of sideward motion when each side is subjected to repeated horizontal force.

c. Drawers

1. Rigid Foamed PVC
2. Fiberglass
3. Polypropylene Plastic (PP)
4. Fiber Cement Board
5. Steel bars

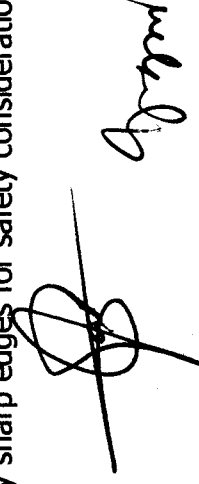
The drawers must be constructed to fit in the table. The drawer base and sides must be securely fastened and must not show any deflection when subjected to force or weight. The drawers must be pulled and pushed without difficulty.

II. Teacher's Chair

a. Seat

1. Rigid Foamed PVC
2. Fiberglass
3. Polypropylene Plastic (PP)
4. Fiber Cement Board
5. Tubular bars
6. Metal sheets

The seat must be adequately supported to carry the weight of an adult. No portion of the seat must show deflection when subjected to a load of 80 kgs. The seat must not have any sharp edges for safety considerations.

A handwritten signature in black ink, appearing to be 'J. J. J.', is written over a large, stylized circular scribble.

b. Legs

1. Tubular bar, Round – 25mm diameter (minimum)
2. Tubular bar, square – 25mm x 25mm (minimum)
3. Angular bar – 45mm x 45mm (minimum)
4. Polypropylene Plastic - 6mm thickness (minimum)

The legs must have adequate braces and support to carry the weight of an adult sitting on the chair. The leg of the chair must be sturdy and must not slide when an adult sits on the chair. The chair must not be wobbly and should not show any signs of sideward motion when each side is subjected to repeated horizontal force.

V. WORKMANSHIP

All armchairs shall be of good workmanship and all components including those not specifically referred to in this standard shall be of a quality equal to that used and recognized in the trade practice. All components shall be adequately braced to provide stability and durability.

All bends, connections and welds must be undertaken with industry norms. All furniture shall have a neat appearance. Surface shall have a smooth, even and uniform finish. There shall be no cracks and chips, which may affect the appearance or serviceability of the furniture. There shall be no sharp edges.

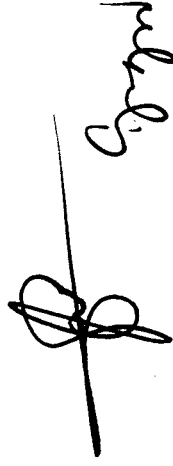
VI. QUALITY CONTROL

The manufacturer shall provide quality control procedures to the extent that he deems necessary to assure that all work is performed in accordance with this specification. In addition to the manufacturer's quality control procedures, materials and workmanship at all times may be subject for inspection by an Inspector representing the purchaser.

Materials or workmanship not in conformance with the provision of this specification will be rejected at any time during the progress of work.

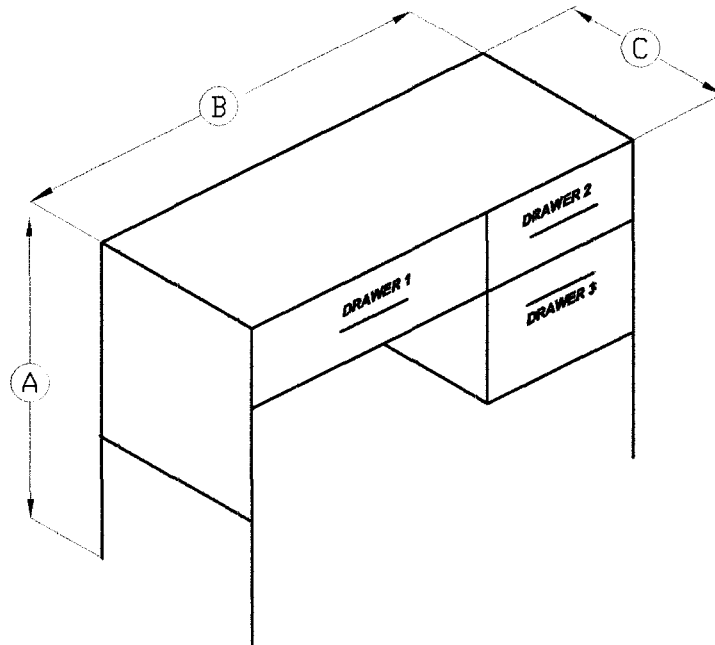
VII. TESTING

All manufactured teacher's table and chair using non-wood based materials must pass the durability test conducted by the Department of Science and Technology (DOST) or any other government testing center. A Test result issued by DOST to the manufacturer one (1) year prior to bid opening shall be acceptable, and shall be included in the Technical Proposal envelope.

A handwritten signature in black ink, consisting of a stylized initial 'P' followed by a cursive name, possibly 'C. Cruz'.

DIMENSIONS OF TEACHER'S TABLE
IN MILLIMETER

LEVEL	DIMENSIONS	REMARKS
A	TABLE HEIGHT	750
B	TABLE LENGTH	1200
C	TABLE WIDTH	600
		ALL DIMENSIONS SHALL BE SUBJECTED TO A MAX. TOLERANCE OF PLUS OR MINUS 10mm

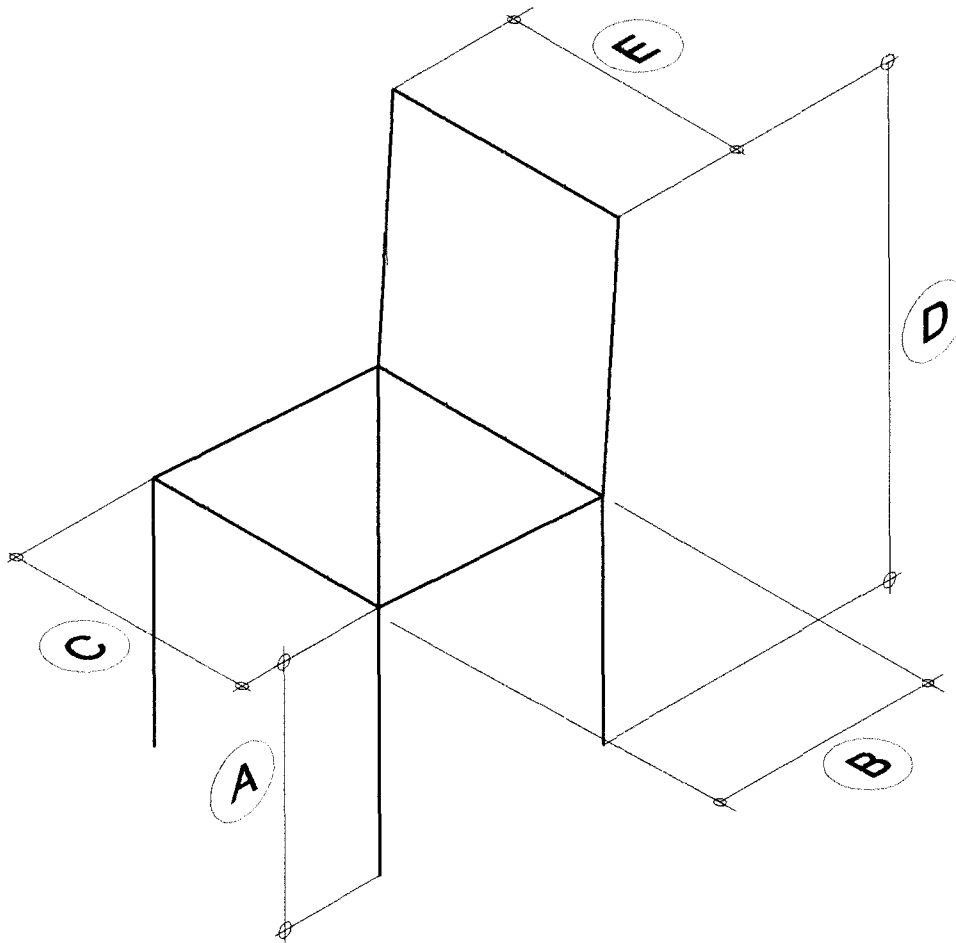


ISOMETRIC VIEW

SCALE:

NTS

TECHNICAL SPECIFICATIONS		
TABLE TOP/SIDINGS (SIDES & FRONTS)	<ul style="list-style-type: none"> - ALL SURFACES SHOULD BE SMOOTH FINISH AND FREE FROM IMPERFECTIONS. - SHOULD NOT SHOWN ANY DEFLECTION/SAGGING WHEN SUBJECTED TO THE WEIGHT. 	
TABLE LEGS	<ul style="list-style-type: none"> - SHOULD BE STABLE AND FIRMLY CONNECTED TO MAIN PARTS OF THE TABLE. 	
DRAWER	1	120 MM X 655 MM X 460 MM
	2	120 MM X 380 MM X 460 MM
	3	290 MM X 380 MM X 460 MM
DRAWER GUIDE / RUNNER	SCREW - ON, SLIDING TYPE GUIDE / RUNNER - METAL <ul style="list-style-type: none"> - 1.2 mm THICKNESS - 450 mm LENGTH ROLLER - HARD PLASTIC	
DRAWERS	<ul style="list-style-type: none"> - SHOULD BE EASILY OPENED AND CLOSE AND CAN CARRY HEAVY LOAD. - THE FRAMES OF DRAWER SHOULD BE PROPERLY FINISHED AS TO AVOID CORROSION. 	
<ul style="list-style-type: none"> • THE MATERIALS TO BE USED SHALL BE DURABLE, IMPERMEABLE, HYGIENIC, AND EASY TO CLEAN 		



ISOMETRIC VIEW

SCALE: NTS

DIMENSIONS OF CLASSROOM TEACHER'S CHAIR IN MILLIMETER

LEVEL	DIMENSIONS	REMARKS
A	SEAT HEIGHT	440
B	SEAT DEPTH	430
C	SEAT WIDTH	430
D	BACKREST HT.	885

ALL DIMENSIONS SHALL BE SUBJECT TO A MAXIMUM TOLERANCE OF PLUS OR MINUS 10mm.

REPUBLIC OF THE PHILIPPINES

DepED

DEPARTMENT OF EDUCATION
PHYSICAL FACILITIES AND SCHOOL ENGINEERING DIVISION
MERRILL AVENUE 3, PASIG CITY

PROJECT TITLE :

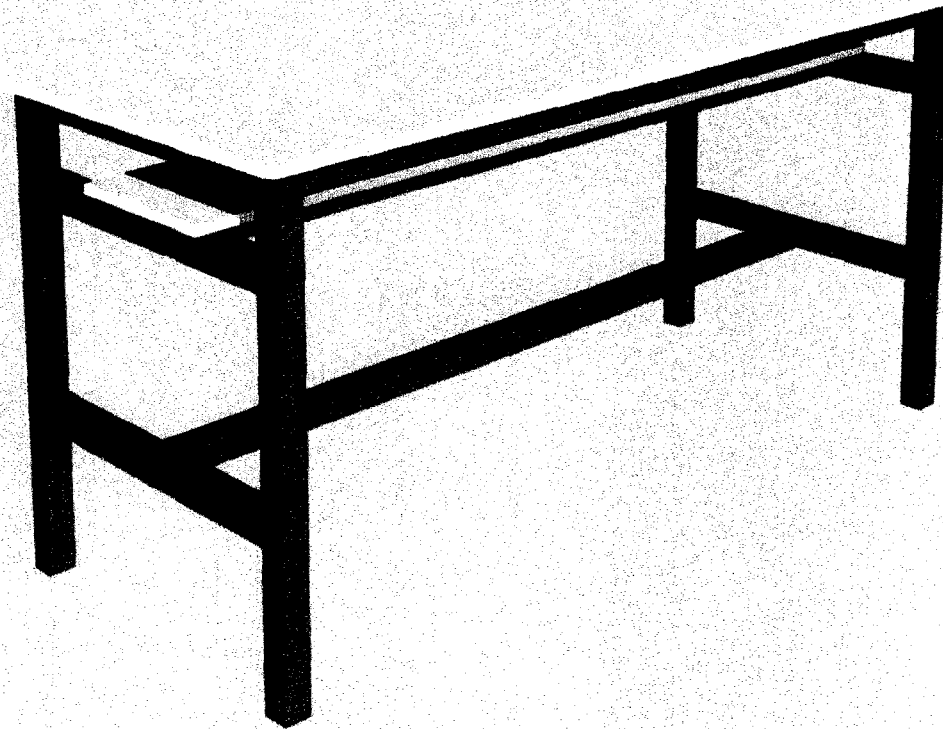
TYPICAL DIMENSIONS OF TEACHER'S CHAIR (FOR NON-WOOD BASED MATERIAL)

SHEET NO:

1
1

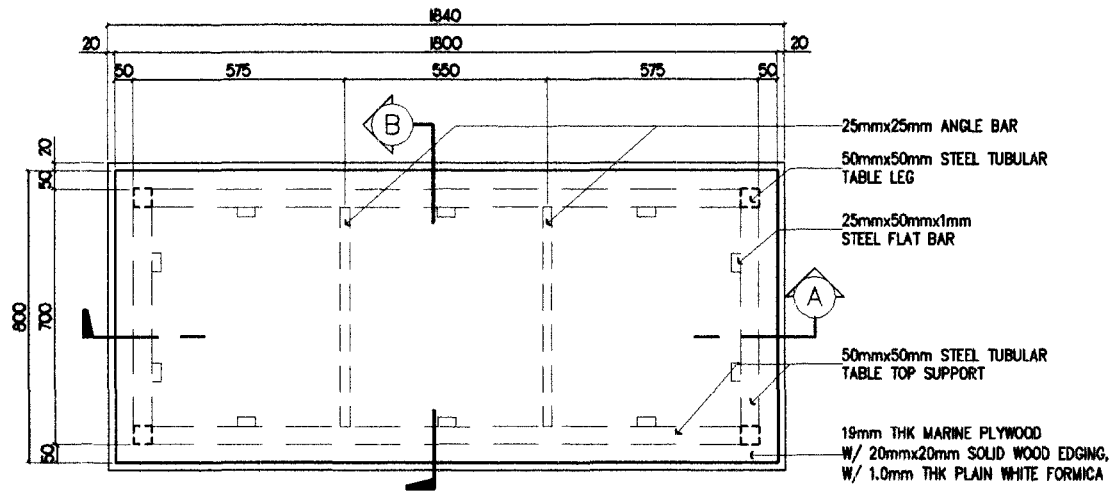
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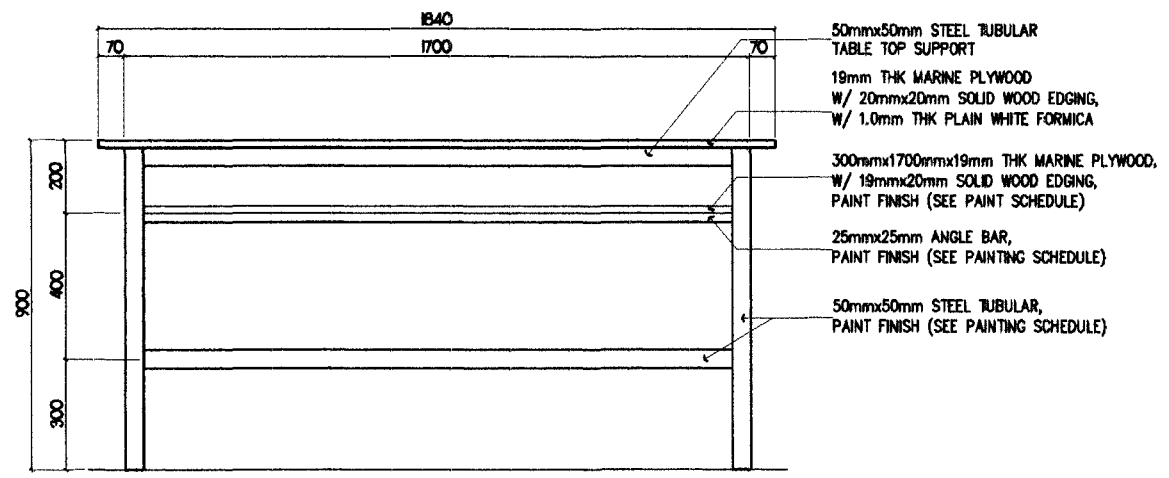
PERSPECTIVE

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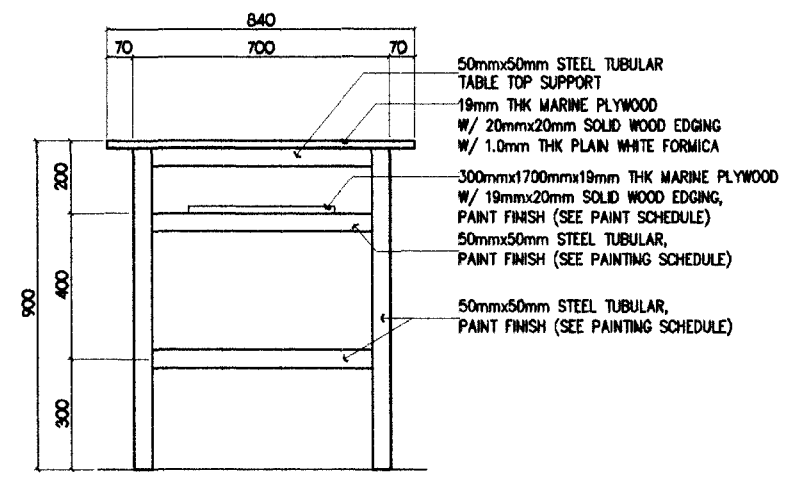


1 PLAN
2 SCALE 1 : 50 M

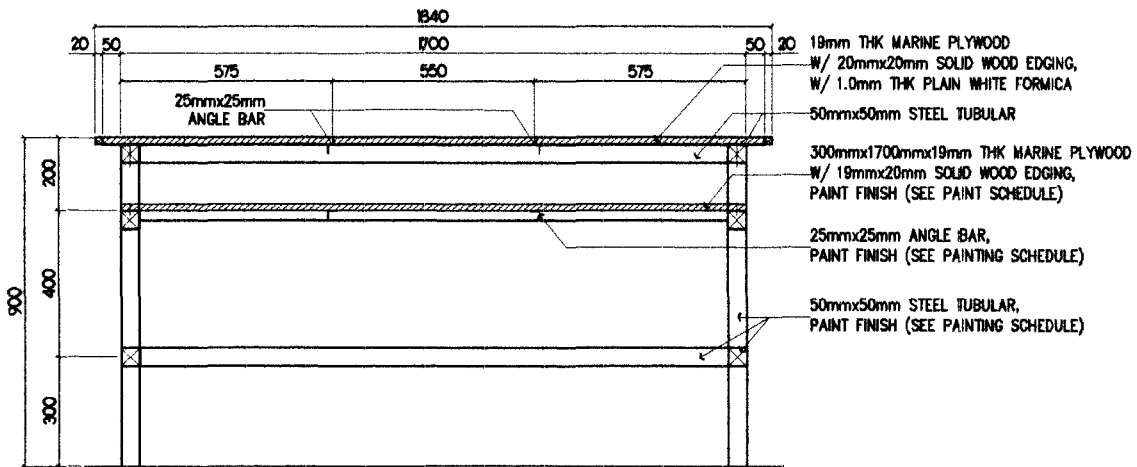
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WOOD	SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
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	2ND/3RD COAT	WHITE QUICK-DRY ENAMEL - SHELF ONLY
STEEL	1ST COAT	METAL PRIMER
	2ND/3RD COAT	BLACK QUICK-DRY ENAMEL



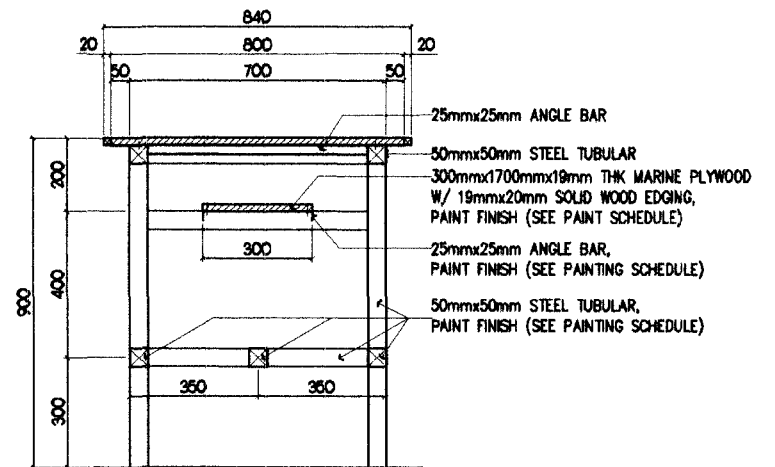
2 FRONT/REAR ELEVATION
2 SCALE 1 : 50 M



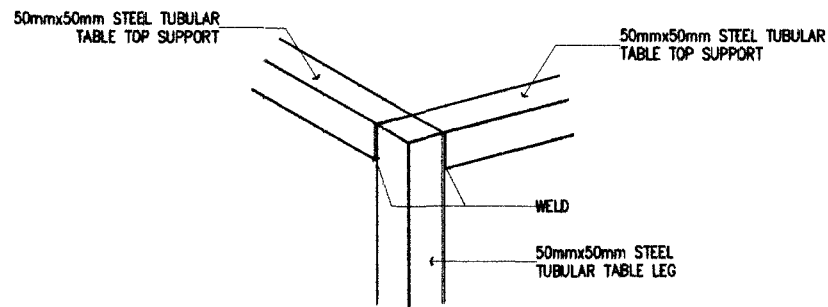
3 SIDE ELEVATION
2 SCALE 1 : 50 M



1 SECTION THRU-A
3 SCALE 1 : 50 M



2 SECTION THRU-B
3 SCALE 1 : 50 M

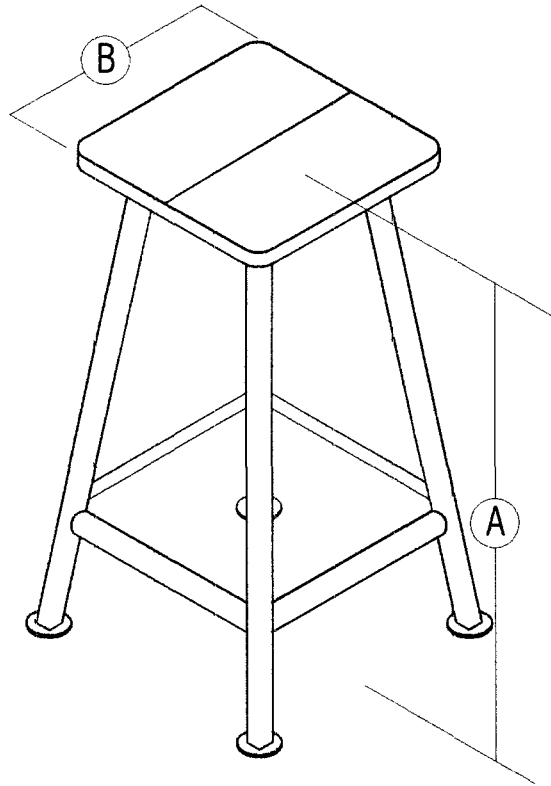


SUPPORT-LEG (FRAMING)
3 SPOT DETAIL
3 SCALE 1 : 25 M

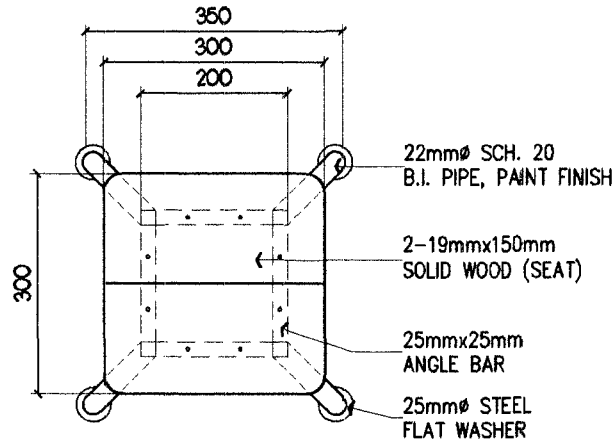
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DIMENSIONS OF SCIENCE LABORATORY STOOL

LEVEL	DIMENSIONS (mm)
A	STOOL HEIGHT 650
B	SEAT DIMENSION 300x300

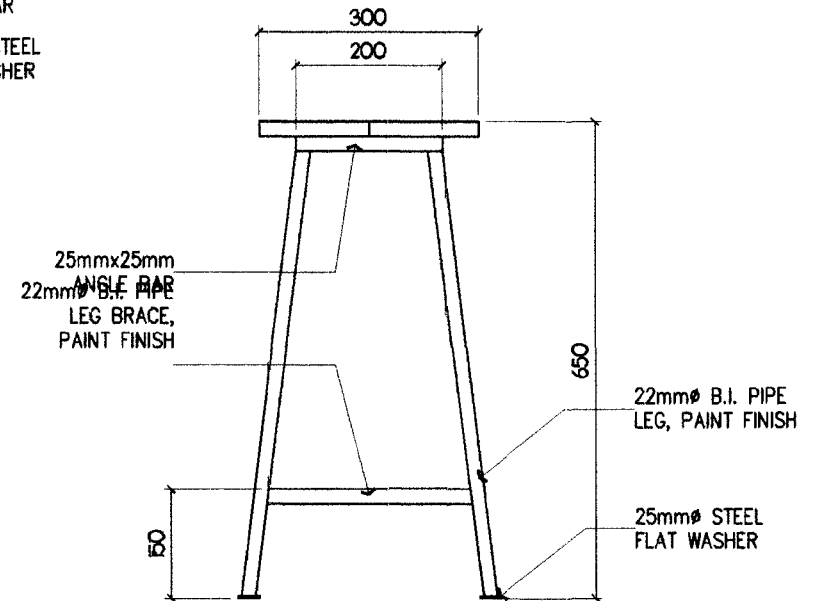


2 ISOMETRIC VIEW
1 SCALE - M



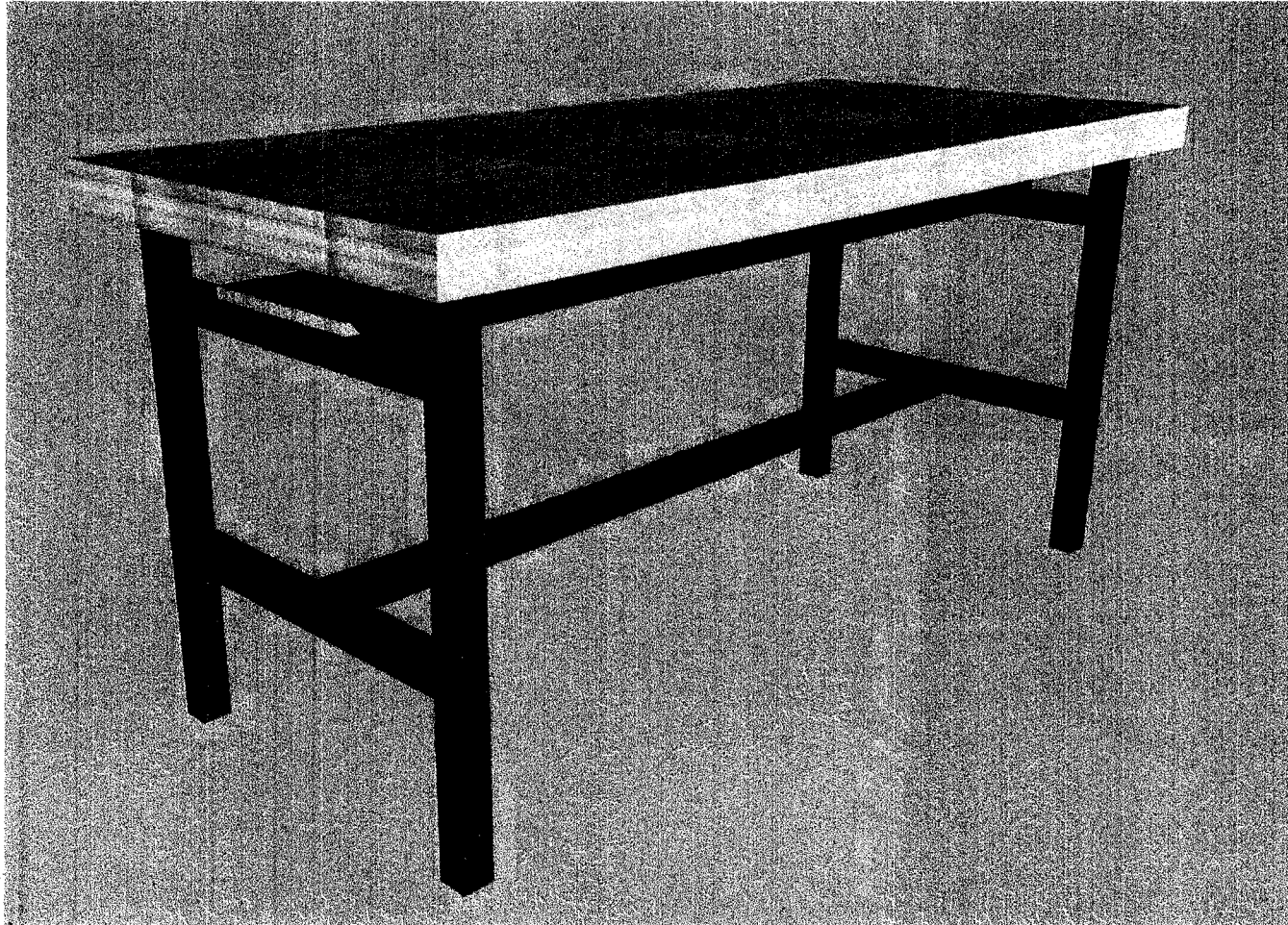
1 PLAN
1 SCALE 1 : 10 M

PAINTING SCHEDULE		
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	2ND/3RD COAT	WHITE QUICK-DRY ENAMEL - SEAT
STEEL	1ST COAT	METAL PRIMER
	2ND/3RD COAT	BLACK QUICK-DRY ENAMEL



3 SIDE ELEVATION
1 SCALE 1 : 10 M

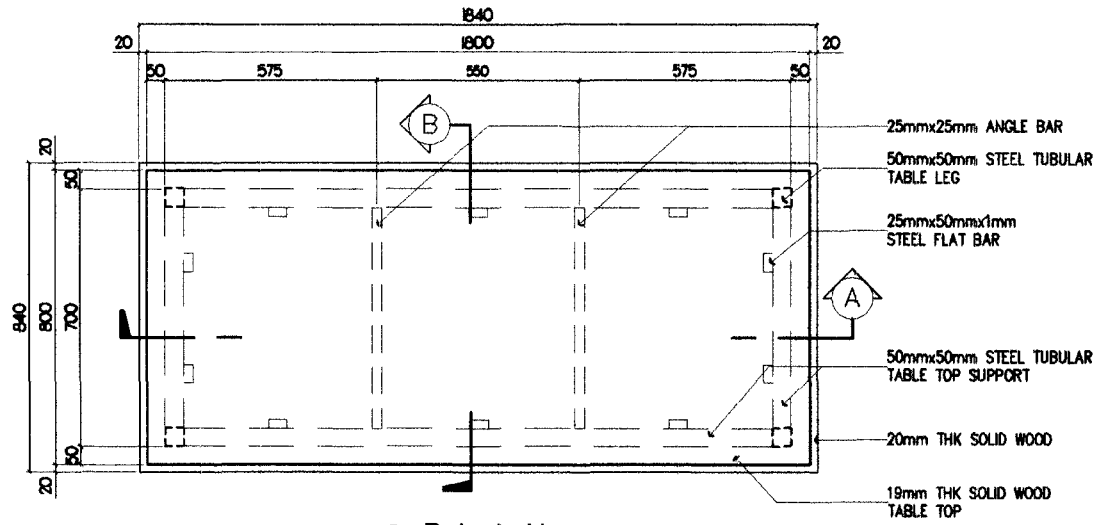
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PERSPECTIVE

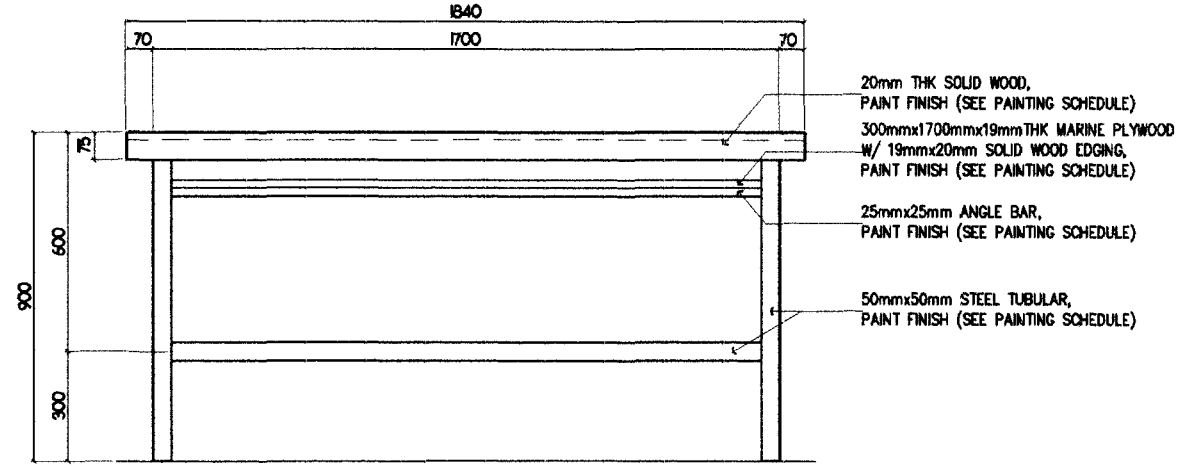
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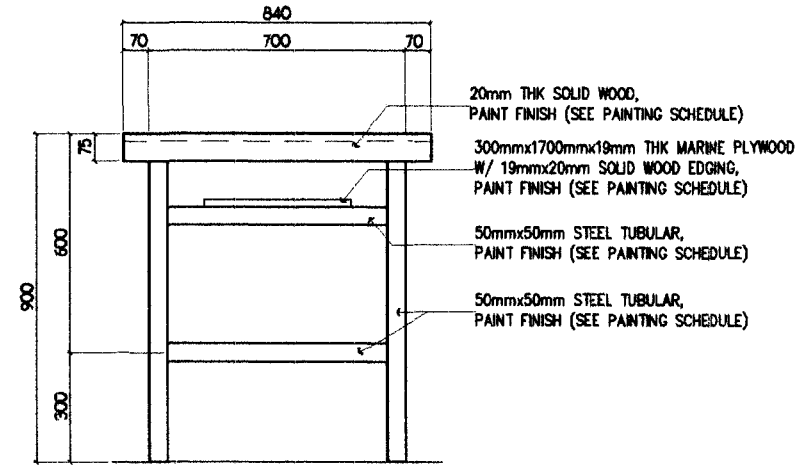


1 PLAN
2 SCALE 1 : 50 M

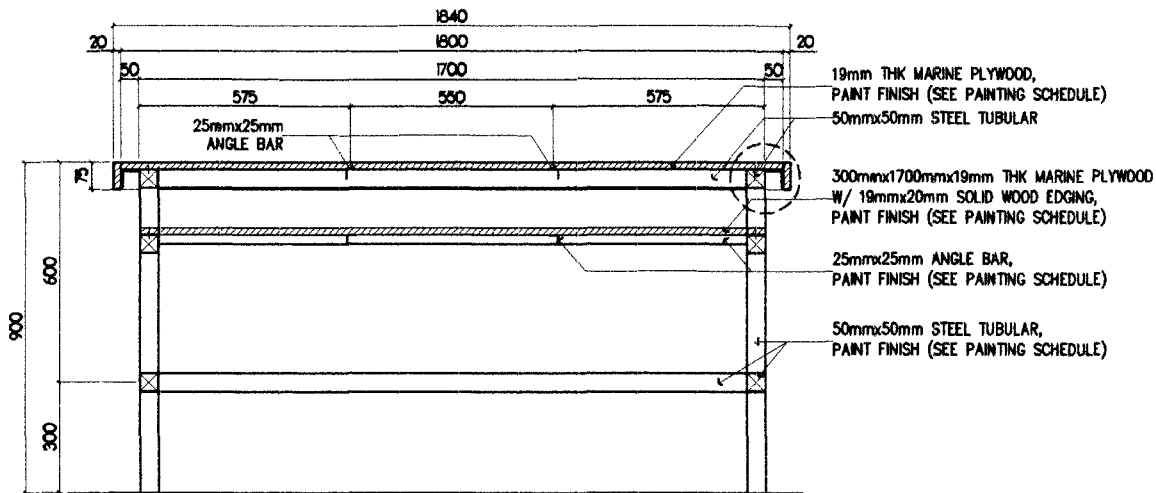
PAINTING SCHEDULE		
WOOD	SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
	1st COAT	OIL WOOD STAIN - OAK FULL COLOR
	INTERMEDIATE COAT	LACQUER SANDING SEALER
	TOP COAT	CLEAR GLOSS LACQUER (2 COATS)
STEEL	1ST COAT	METAL PRIMER
	2ND/3RD COAT	BLACK QUICK-DRY ENAMEL



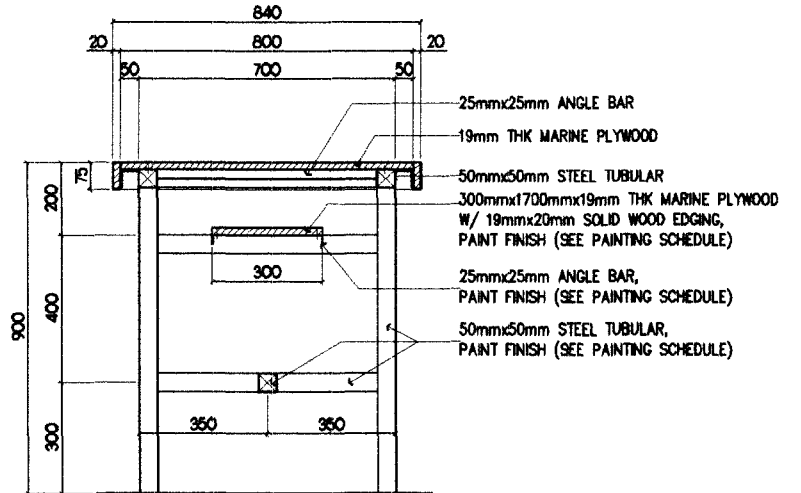
2 FRONT/REAR ELEVATION
2 SCALE 1 : 50 M



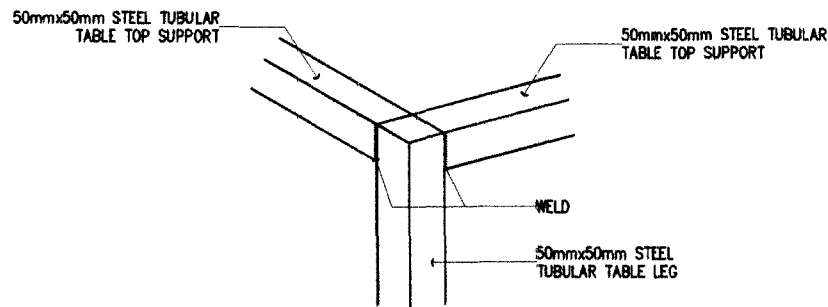
3 SIDE ELEVATION
2 SCALE 1 : 50 M



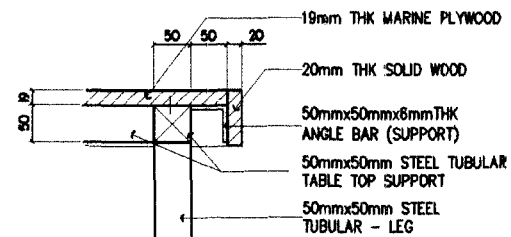
1 SECTION THRU-A
3 SCALE 1 : 50 M



2 SECTION THRU-B
3 SCALE 1 : 50 M



SUPPORT-LEG (FRAMING)
3 SPOT DETAIL
3 SCALE 1 : 25 M

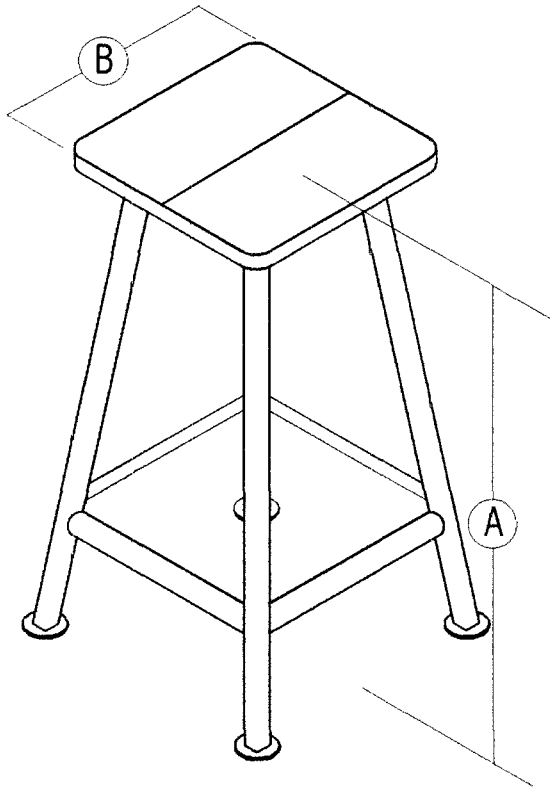


4 SPOT DETAIL
3 SCALE -- M

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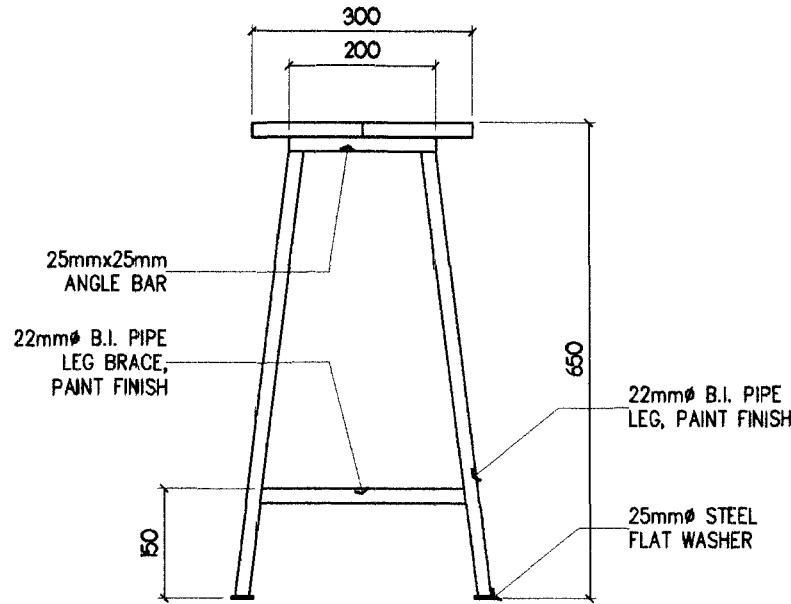
DIMENSIONS OF SCIENCE LABORATORY STOOL

LEVEL	DIMENSIONS (mm)	
A	STOOL HEIGHT	650
B	SEAT DIMENSION	300x300

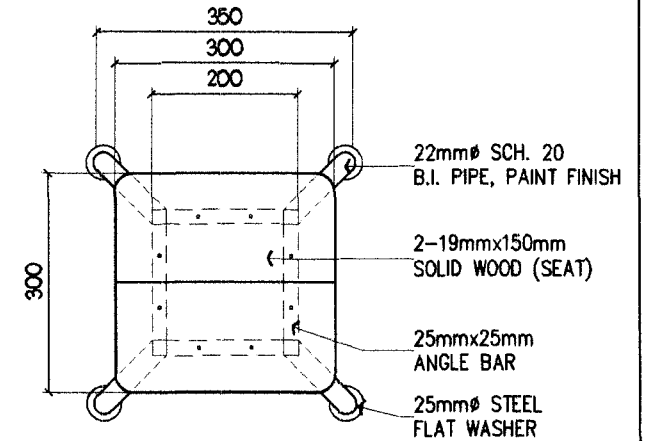


1 ISOMETRIC VIEW
1 SCALE - M

MATERIAL	PAINTING SCHEDULE	
WOOD	SANDING	ALL SURFACE TO BE COATED SHALL BE SMOOTHLY SANDED
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	INTERMEDIATE COAT	LACQUER SANDING SEALER (2 COATS)
	TOP COAT	CLEAR GLOSS LACQUER (2 COATS)
STEEL	1ST COAT	METAL PRIMER
	2ND/3RD COAT	BLACK QUICK-DRY ENAMEL

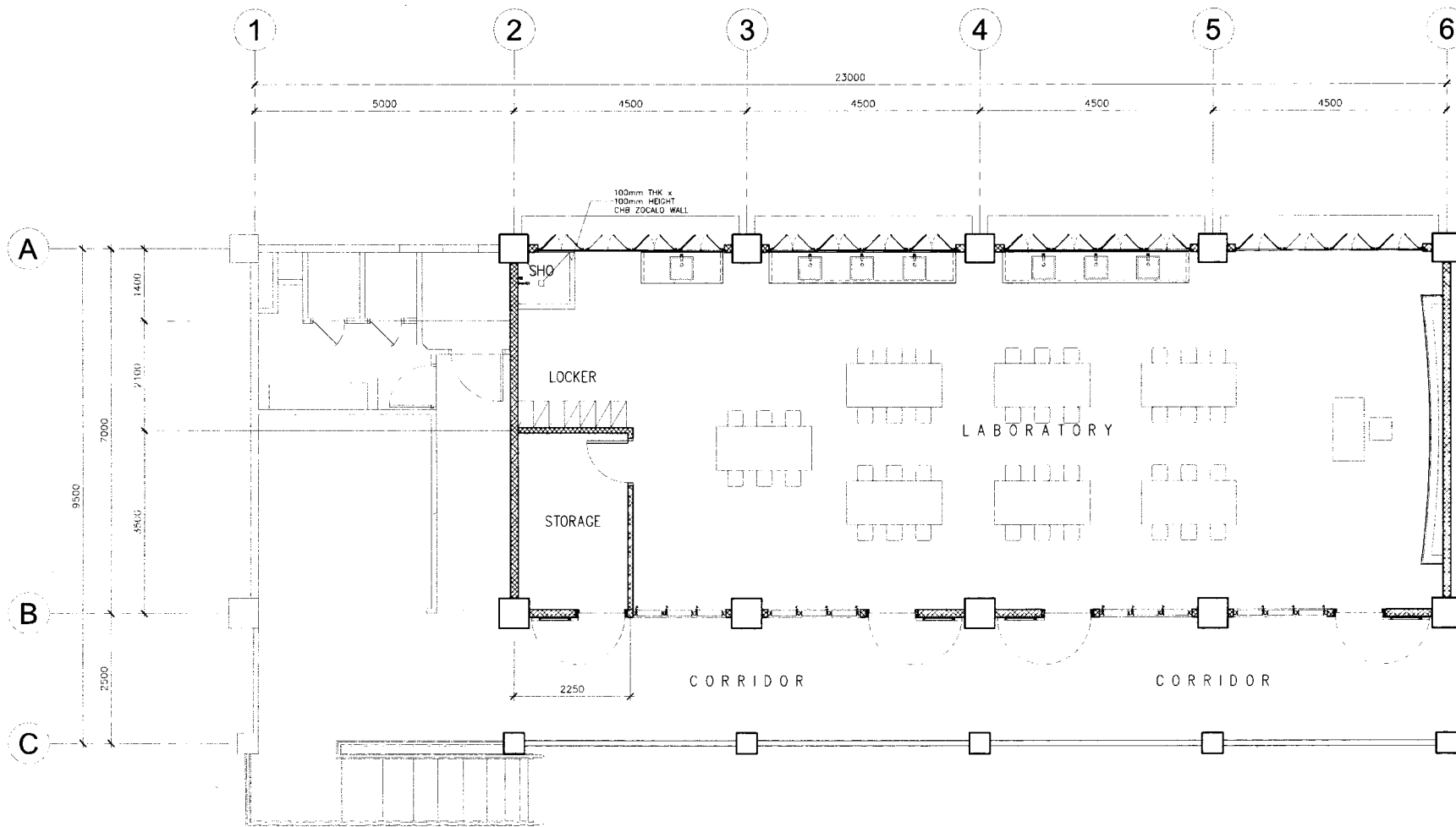


2 SIDE ELEVATION
1 SCALE 1 : 10 M



3 PLAN
1 SCALE 1 : 10 M

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1 FLOOR PLAN OF SCIENCE LABORATORY
 A-1 SCALE 1:100M

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SCIENCE LABORATORY
 (REGULAR WORKSHOP BLDG)

FLOOR PLAN OF SCIENCE LABORATORY
 DETAIL OF SHOWER



Republic of the Philippines
Department of Education

DepEd ORDER
No. **027**, s. 2019

20 SEP 2019

**GUIDELINES ON THE YEARLY COLLECTION OF DATA/INFORMATION
REQUIREMENTS AND VALIDATION PROCESSES**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education issues the enclosed guidelines on the **Yearly Collection of Data/Information Requirements and Validation Processes**, together with the Data Gathering Forms and Matrix of Accountability, Escalation Process, and Data Dictionary to provide guidance to all schools in the data collection of basic education statistics.
2. All public and private elementary, junior and senior high schools, state universities and colleges (SUCs), local universities and colleges (LUCs) and higher education institutions (HEIs) offering Kindergarten to Grade 12 are directed to register and update their learners' profile and quick count enrollment in the Learner Information System (LIS) and update the school's profile and other data elements in the Basic Education Information System (BEIS) through the accomplished data gathering forms.
3. The LIS and BEIS can be accessed on the website <http://lis.deped.gov.ph>. A single sign-on is available, linking in the system.
4. All previous issuances relative to this Order, which are found inconsistent are deemed superseded or modified accordingly.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated
Reference: N o n e

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

BASIC EDUCATION
BUREAUS AND OFFICES
DATA
FORMS

LEARNERS
REQUIREMENTS
RULES AND REGULATIONS
SCHOOLS

(Enclosure to DepEd Order No. 027, s. 2019)

GUIDELINES ON THE YEARLY COLLECTION OF DATA/INFORMATION REQUIREMENTS AND VALIDATION PROCESSES

I. Rationale

Data, information or knowledge has a significant impact in every organization. It is measured, collected, reported and analyzed in various ways to use in decision-making.

As the largest bureaucracy in the government, the Department of Education regularly collects data or information such as, but not limited to learners, teachers, schools, programs, projects and activities etc.

The process of collecting data or information is through the information systems. The Department of Education (DepEd) has implemented the LIS and BEIS to establish an accurate and reliable registry of learners, and profile of schools which are vital in its planning and budgeting, allocation of resources, and setting operational targets.

The LIS maintains the registry of learners and enable the establishment of a centralized Learner Registry where basic learner information is captured, stored and accessed through a secured facility management. Further, the LIS facilitates the systematic tracking of and decision-making on learners. Meanwhile, the BEIS is a web-based system designed to enhance information management at all levels of governance in the education system. (school, division, region, and national level).

The collected data and information from all schools nationwide are vital in its planning and budgeting, allocation of resources to provide equitable and quality basic education that is accessible to all, and setting operational targets as stipulated in the Philippine Development Goals and Ambisyon Natin 2040 for Basic Education.

II. Scope

These guidelines on data collection and validation of basic education statistics and submission in the systems (LIS and BEIS) shall serve as guide to all personnel involved at all governance levels. This includes the Regional Office (RO), Schools Division Office (SDO), and all public and private elementary, junior, and senior high schools,

State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs), and Higher Education Institutions (HEIs) offering elementary, junior, and senior high school.

This Order also prescribes the process of data validation, revised matrix of accountability across governance levels, and updated data elements in the data dictionary according to the policies and issuances of the strand of Curriculum and Instruction.

III. Policy Statement

This DepEd Order provides guidance in conducting collection, validation and updating data and information in the LIS and BEIS. These systems serve as mechanism for sharing and collection of data and are intended to deliver accurate and relevant information to school heads, educational managers, policy makers and various stakeholders in the education system that are integral part of the Department's planning, policy and program development.

IV. Procedures

Updating of the Beginning of the School-Year (BOSY) enrollment and other data requires proper End of School Year (EOSY) status from the previous school year. All schools need to finalize their classes and ensure the correctness of learner's data to smoothly start the encoding for this school year.

1. Enrollment

For Beginning of School Year, the data collection shall commence with the following guidelines:

1.1 Quick Count Enrollment

Quick count enrollment by grade level and sex shall be collected as of **FIRST WEEK** of the Opening of Classes based on actual attendance of learners. The quick count enrollment shall be the basis for the post-planning activities every fiscal year.

Encoding/Uploading of quick count enrollment in the LIS shall start on the first day and will end on the second (2nd) week of the opening of the classes. Please refer to **Attachment I** for the quick count enrollment template.

1.2 Official Enrollment Count

The final enrollment count for every school year will be based on the actual enrollment as of **June 30**.

For private schools, LUCs/SUCs, and other schools (i.e. Philippine Science High School, Philippine High School for the Arts) offering basic education with different school calendar, the cut-off date of enrollment count shall be as of **August 31**.

1.3 Release of Official Enrollment Data for every School Year

The following table outlines the dates for the release of official enrollment data:

Enrollment	Date of Release	Purpose
Quick Count	June 30	Determination of needs for crucial resources for FY Post Planning Activities
Official Enrollment		
<ul style="list-style-type: none"> • Preliminary Enrollment 	July 31	Determination of School MOOE
<ul style="list-style-type: none"> • 2nd Preliminary Enrollment 	August 31	Determination of other crucial resources for Budget Deliberation in the Congress
<ul style="list-style-type: none"> • Final Enrollment 	October 31	Computation of Performance Indicators

The encoding/uploading of enrollment data and other data elements in the system shall start on **July 01**.

2. Issuance of School ID

Each school is given a School Identification Number which serves as basis that it is authorized to operate by DepEd. The Regional Office approves the establishment of the school as stipulated in **DepEd Order 40, s. 2014** "Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education" and **DepEd Order 88, s. 2010** "Revised Manual of Regulations for Private Schools in Basic Education" and amendments therefor.

- 2.1 The Quality Assurance Division (QAD) shall endorse to the Policy, Planning and Research Division (PPRD) of the Regional Office all the approved newly established schools for generation of School ID in the BEIS.
- 2.2 The Regional Director shall endorse the approved schools with legal basis per school corresponding the created school ID generated by the PPRD to the Central Office- Education Management Information System Division -Planning Service (EMISD-PS) for confirmation.

2.3 The EMISD-PS shall confirm the school ID and inform the PPRD and Planning and Research Section-School Governance & Operations Division (PRS-SGOD) through a memorandum copy furnished Budget Division-Finance Service and Department of Budget and Management.

2.4 The PRS-SGOD, upon the receipt of the confirmation of School ID, shall then orient the school or its representative on the information system and provide BEIS username and password.

2.1 School ID Approval Process

Office	Procedure	Timeline
Quality Assurance Division (QAD)	<ul style="list-style-type: none"> • Include in the application requirements the school profile form • Upon the issuance of permit QAD furnish copy of the documents to PPRD 	1-3 working days
Policy, Planning and Research Division (PPRD)	<ul style="list-style-type: none"> • PPRD receives documents and generates school ID based on the approved permit and school profile form • Endorse the generated school ID to EMISD-PS at the Central Office for confirmation • Endorse approved school profile and permit to Schools Division Office (SDO) 	1-3 working days
Education Management Information System Division –Planning Service (EMISD-PS)	<ul style="list-style-type: none"> • EMISD-PS receives request and confirms the school ID • Notifies PPRD and PRS-SGOD through a copy furnished to Budget Division and Department of Budget and Management (DBM) 	1-3 working days
School Governance and Operations Division (SGOD)	<ul style="list-style-type: none"> • PRS-SGOD receives documents and issues username and password (including short orientation on the information system) • PRS-SGOD calls the school head to get approved permit, school ID, account details, and conduct orientation 	1-3 working days

2.2 Generation of Sch2.3 School ID of Philippine Schools Overseas (PSO)

- a. The Bureau of Curriculum Development (BCD) shall endorse to the EMISD-Planning Service the approved PSO for the issuance of School ID.
- b. The EMISD-PS shall generate school ID and orient the duly authorized representative of the PSO on the functions and objectives of the information system.
- c. The PSO shall be given username and password for inclusion of all data/info requirements for BOSY 2019-2020 and onwards.

The creation of school ID in the BEIS will be open up to October 31, 2019. All new schools approved after the closing of the BOSY 2019-2020 shall be created before the start of the next school year.

2.3 Standardization of the numbering for issuance of School ID

The standard first digit numbering for the issuance of School ID is as follows:

Type	School ID First Digit Assignment
Public-DepEd ES	1, 2
Public-DepEd SS including SHS	3
Private	4
Public-Integrated	5
SUCs/LUCs	6
Philippine Schools Overseas	7

3. Approval of New, Changes, and Removal of Senior High School Programs

- a. The requesting school shall determine the new SHS program/s to be offered and/or removed/changed.
- b. The school submits a letter of request to the SDO, addressed to the Schools Division Superintendent (SDS), with the corresponding proposal as contained in **DepEd Order No. 51, s. 2015** entitled *“Guidelines on the Implementation of the SHS Program in Existing Public JHSs and ISs, Establishment of Stand-Alone Public SHSs, and Conversion of Existing Elementary and JHSs into Stand-Alone SHSs”* dated October 29, 2015 and **DepEd**

Memorandum No. 04, s. 2014 entitled *“Guidelines On The Preparation For The National Implementation Of The Senior High School (SHS) Program In Non-Deped Schools For The School Year (SY) 2016-2017 And Onwards”* with modification that the approval of the SHS programs will be lodged at the Regional Office.

- c. The SDO receives and subsequently evaluates the school's submitted letter request with the corresponding proposal in compliance with existing policies.
- d. If approved, the request shall be endorsed to the RO.
- e. However, if the school's request is disapproved, the school should comply with the findings and recommendations of the SDO and re-submit to the SDO upon completion of the requirements.
- f. The RO receives the SDO's endorsement which shall then be evaluated for approval. The Quality Assurance Division (QAD) is in-charge of the evaluation of both public and private schools. For the evaluation of curricular matters (approval of new curricular offering), the Curriculum and Learning Management Division (CLMD) is in-charge.
- g. If approved, the RO through the PPRD, shall make the necessary adjustment in the BEIS.
- h. However, if the SDO's endorsement is disapproved, the SDO should comply with the findings and recommendations of the RO, and re-submit to RO upon completion of the requirements.
- i. For approval of special programs that are not listed in the regular offerings (e.g. Specialization on Maritime) shall be approved by the Bureau of Curriculum Development at the DepEd Central Office.
- j. Please refer to **Attachment II** for the Process Flow for the approval of new, changes/removal of SHS Programs.

4. Deactivation and Reactivation of Account

The PPRD shall submit to the Education Management Information System Division-Planning Service (EMISD-PS) of the DepEd Central Office on the second week of June of every year the list of schools who failed to renew their permit so that their accounts will be deactivated. However, once the renewal of their permit will be granted, the Region shall request the reactivation of their accounts in the system.

5. Data Gathering Forms

Updated data gathering forms designed for electronic processing using the BEIS will be distributed and implemented to maintain the availability of a database for education statistics, sector performance indicators and profile of public and private schools, learning centers and other education service providers.

All schools must update their school information in the BEIS, particularly all Curricular Offering Classification (COC) and other datasets that have implications on the enrolment of learners in the LIS and on the approval of the Schools Division Office.

Data Gathering Forms (Attachment III):

- A: Government Elementary School Profile (GESP)
- B: Government Junior High School (JHS) Profile (GJHSP)
- C: Government Senior High School (SHS) Profile (GSHSP)
- D: State and Local Universities and Colleges School Profile (SUC/LUCSP)
- E: Private School Profile (PSP)

New Data Elements/ Additional Requirements

The additional data requirements/data elements in the data gathering forms have been consulted and deliberated with the different concerned offices in the Department in order to come up with a holistic and comprehensive data gathering tool which is vital in the collection of data from the schools and field offices to efficiently render delivery of data/information to various stakeholders, and for policy formulations.

For **Public Integrated Schools**, they shall accomplish only the data elements in the GESP, GJHSP and GSHSP Forms that are applicable and relevant to the school.

Likewise, for SUCs/LUCs and Private Schools they shall only provide data that are relevant to or applicable to their Curricular Offering Classification.

All schools must ensure to have a copy of the accomplished forms submitted to the Schools Division Office –Planning and Research Section for the validation of all data elements. Further, schools may post the accomplished forms on their respective bulletin boards.

After the issuance of this policy, if there would be any additional/new information requirements, the Planning Service will issue a memorandum informing concerned offices across all governance levels up to the school level of the new information requirements added to those already existing in the system. No new information

requirements shall be added unless it undergoes the required consultation process with program implementers /concerned offices.

6. Data Dictionary

The DepEd's data dictionary will communicate a standardized definition of all the data elements in the system for consistency purposes, and provide common understanding of the terms among stakeholders within and outside DepEd. This set of information defining the content, format, and structure of the database will be orderly managed in details. This serves as a guide and reference of personnel for data collection and encoding.

Please refer to Annex V of **DepEd Order 45, s. 2017** for the additional, changed/revised data elements. Moreover, the same definitions of all data elements shall be retained as indicated in **DepEd Order 52, s. 2016** "*Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017.*"

V. Roles and Responsibilities

1. All public and private elementary and secondary schools, learning centers, SUCs and LUCs offering elementary and secondary education must ensure prompt, complete and accurate accomplishment of LIS and BEIS Forms.
2. Class advisers of public schools and designated school system administrators/school registrar of private schools and SUCs offering elementary and secondary education must ensure that all learners' profiles are updated. School Heads (SHs) must ensure the accuracy and completeness of the school's BOSY data.
3. The Schools Division Superintendent (SDS), through the School Governance and Operations Division – Planning and Research Section (SGOD-PRS) and the Information Technology Officers (ITOs), shall jointly provide technical assistance and resources as necessary to the schools to ensure compliance with the guidelines of the BOSY data collection in the LIS and EBEIS. Particular attention should be given to schools with no or limited access to internet facilities.
4. The Regional Directors (RDs) through the Policy, Planning and Research Division (PPRD) shall monitor the SDO's provision of technical assistance and resources to schools for BOSY data collection.

5. PRS-SGOD in close coordination with the following offices/units shall be responsible for the **validation** of the identified data elements as reflected in the table below:

<ol style="list-style-type: none"> 1. Curriculum related data on learners (i.e. IP, Muslim Ed) 2. DRRM and other data related activities 3. Teaching and Non-Teaching Personnel Data 4. Computers, Internet and other ICT Equipment 5. Instructional/Non-Instructional Rooms including electricity, water and other sanitation facilities 6. School Health Nutrition including solid waste management, tobacco control 7. School Location, Travel details, including School sports, school government program (SSG) 	<p>Curriculum Implementation Division DRR Focal Person HR/Personnel Section IT Section/Unit Engineering Unit</p> <p>Health and Nutrition Unit School Governance and Operations Division</p>
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1. Matrix of Accountability

A Matrix of Accountability is provided below to clearly specify the roles and responsibilities of concerned personnel/unit.

1. 1 Document-related

Process Data	Accountable Office/ Unit
Approval of the following: <ul style="list-style-type: none"> • School permit/recognition (for DepEd and Private Elem, JHS and SHS, SUCs/LUCs) • Separation of annex and extension • Merging of schools • Renaming of schools 	Regional Office-QAD
Creation and issuance of new School ID	Regional Office-PPRD
Confirmation of School ID	EMISD-PS
Change in Administrative level (Division, District, Municipalities, Legislative, and Barangay)	Regional Office-PPRD, Planning Officer III; Schools Division Office-SGOD, PRU
Approval of new programs and removal/changes of programs for SHS	Regional Office-QAD- Both Public and Private

	CLMD- Curricular matters (approval of new curricular offering)
Maintain (add, delete and update) registry of special program offerings for K to 10 and program offerings and/or specializations for SHS	Central Office - BLD & BCD

1.2 System-related

Process Data	Accountable Office/ Unit
A. Maintain School Profile in the BEIS	
Creation of school profile for newly established school in the EBEIS including auto-generation of School ID based on DO 52 s. 2016- F. Standardization of the numbering for issuance of School ID	Regional Office-PPRD
Updating of the following school profile: <i>1. School Level</i> -Address -Contact details (telephone no., email address, website- if any) -Class organization (multigrade, monograde or combination} -Date established <i>2. Division Level</i> -Curricular Offering Classification (COC) -Reopening and closing of a school -Updating of integrated schools -Renaming of school -School classification -Assignment of School Head, updating of Plantilla Position- including assignment of user account and role <i>Change of COC in Public schools from non-integrated to integrated will automatically be assigned a new school ID as based on DO 52 s. 2016</i> <i>3. Regional Level</i> -Change of Administrative level -School Sub-classification and School Type	School Head SGOD- Planning and Research Unit, Planning Officer III Regional Office-PPRD, Planning Officer III; Schools Division Office-SGOD, PRU

B. Maintain Learners Profile in the LIS	
Creation of learner record with system generated Learner Reference Number (LRN)	Class Adviser/ Registrar/ Principal
Updating enrolment data of learners	Class Adviser/ Registrar/ Principal
Defining and maintaining classes for given school year and class adviser's data in the LIS	School System Admin/ School Head
C. Support for Implementing LIS and BEIS	
Users Account Management System Admin	Planning Officer III and SEPS for Research/ IT Officer
Technical Assistance	User Support Division-ICTS EMISD-PS Regional Office-PPRD SGOD-Planning and Research Unit; IT Officer

2. Data Validation

To ensure the accuracy and quality of data reported by schools in the LIS and BEIS, from school level to regional level, a Validating Team will be organized with the corresponding composition and responsibilities.

2.1 School Level

1. Public Schools shall create a School Validating Team (SVT) composed of the following members:
 - School Head – Chairman
 - Master Teacher in charge of Curriculum - Vice Chairman
 - LIS Coordinator*
 - EBEIS Coordinator *

**if applicable*
2. The SVT shall be responsible for conducting orientation to all school personnel on systems updates based on the current guidelines including the proper reporting of data.
3. Grade Level Chairman shall collect supporting documents for LIS validation.

4. Program/Projects/Activity (PPA) Coordinator shall consolidate supporting documents required for School Profile or School Report Card for BEIS validation.

Sample of Activities to be conducted by the School Validating Team:

Data Elements	Source Documents	Cut-off Date
DOFA LRN Name Sex Birthday Age Mother Tongue IP (Ethnic Group) Religion	Basic Enrollment Form SF9, SF10, SPED Assessment, A&E/PEPT, ECCD, CAV, Cert of Completion, Brgy. Cert, Health Card, Affidavit of Undertaking	June 30 for Public August 31 for Private August 31
House # Street Sitio/Purok Barangay Municipality/City Province Father's Name Mother's Maiden Name Guardian - Name Guardian - Relationship Contact Number of Parent Remarks	SF9, SF10, SPED Assessment, A&E/PEPT, ECCD, CAV, Cert of Completion, Brgy. Cert, Health Card, Affidavit of Undertaking	August 31

Sample List of data elements in the LIS to be validated:

Activities	School	Division
LIS		
Pre-work Activities <ul style="list-style-type: none"> • Orientation • Data Gathering 	3 rd Week of June	Last Week of May
BEIS		
Pre-work Activities <ul style="list-style-type: none"> • Orientation • Data Gathering 	3 rd Week of July	Last Week of August

2.2 Division Level

1. Organize, convene and orient division TWG members and other members as needed.
2. The Division shall issue a Memorandum informing the schools of the timelines for reporting, and ensure that schools accomplished the templates ahead of time and the on time reporting of data in the system.
3. Conduct Division Orientation / Workshop two weeks after the issuance of the division memo such as pre-work of accomplished templates and attendees – School Head and LIS or BEIS Coordinator.
4. Ensure the submission of schools of final templates for division validation a week after the orientation to Planning Office.
5. The Division Validation Team shall adhere to the following Division Validation processes:
 - a. 100% of table validation of submitted templates by the program coordinators
 - b. Use of tracking form to monitor progress of division validation
 - c. Actual field validation may be considered if needed (for extreme values or errors in encoding)
6. The School may start the submission of final templates for division validation two weeks after the orientation to Planning Office (Large and Very Large division may adopt applicable strategy if needed).

7. PRS – SGOD in close coordination with the following offices/unit shall be responsible for the validation of the identified data elements as reflected in the table below:

Data Elements	Division Focal Person
Curriculum related data on learners (IP, Muslim ED, SPED)	EPS-in-Charge of Special Programs (ALS, SPED, Sports, Madrasah, IPED, Multi Grade)
DRRM and other related activities	DRRM Coordinator
Teaching and Non-Teaching Personnel Data	HR Personnel
Computer, Internet and other ICT equipment	Information Technology Officer
MOOE	Finance Personnel
Instructional/Non Instructional Rooms including electricity, water and other sanitation facilities, School Location, Travel details	Education Facilities Personnel/ Legal Officer
School Health Nutrition including solid waste management, tobacco control	Health and Nutrition Personnel
School Sports	Sports Coordinator
School Government program	SPG Coordinator
School Government program (Youth Formation, SPG, SSG)	Youth Formation Coordinator

8. The Division will create a Division Validation Team composed of the following members:

Chairperson: SGOD Chief
 Vice-Chairperson: Planning Officer III

Members:

EPS-in-Charge of Special Programs
 (ALS, SPED, Sports, Madrasah, IPED, Multi Grade)
 DRRM Coordinator
 HR Personnel
 Information Technology Personnel
 Education Facilities Personnel
 Health and Nutrition Personnel (Nurse/Dental/Medical Officer)

Legal Officer (if applicable)
Finance Personnel
Youth Formation Coordinator

2.2.1 LIS Process

1. The Division Planning & Research, Monitoring & Evaluation Personnel, Private School Coordinator and Information Technology Officer as LIS Validation Team shall conduct **random** LIS Validation. They may also tap the District/School LIS/EBEIS Coordinator for assistance.
2. During the ocular inspection, the validating team shall compare the generated SF1 of the school, SF2 and Manual Head Count.
3. Findings relative to validation shall be resolved immediately, be properly recorded in the Validation Report tool and be reflected in the system.
4. Validation shall be conducted year round and if possible, unannounced.

2.2.2 BEIS Process

1. Division Table Validation shall be conducted and will be monitored using the prescribed tool duly signed by the Division Focal Person.
2. The SDS shall sign the school's profile.
3. The duly signed validation tool shall be stored at the PRS-SGOD.
4. All Validated School Forms/Profile will be returned to school subject for finalization in the system.
5. Findings shall be resolved immediately.
6. Validating team will conduct ocular inspection for facilities, teachers, learners' data, among others, and review of documented information available at the school level for any inconsistency.
7. The Division will monitor the status of schools' submission online and shall ensure finalization prior to deadline. Any discrepancy between the validated hard copy and uploaded school profile shall be dealt with accordingly.

The Division Validating Team shall use the monitoring tool template as basis for their validation of all the data elements:

Data Element	Findings	Signature	Date of Validation
Curriculum related data on learners (IP, Muslim ED, SPED)			
DRRM and other related activities			
Teaching and Non-Teaching Personnel Data			
Computer, Internet and other ICT equipment			
MOOE			
Instructional/Non Instructional Rooms including electricity, water and other sanitation facilities, School Location, Travel details			
School Health Nutrition including solid waste management, tobacco control			
School Sports			
School Government program			
School Government program (Youth Formation, SPG, SSG)			

2.3. Regional Level

Monitoring:

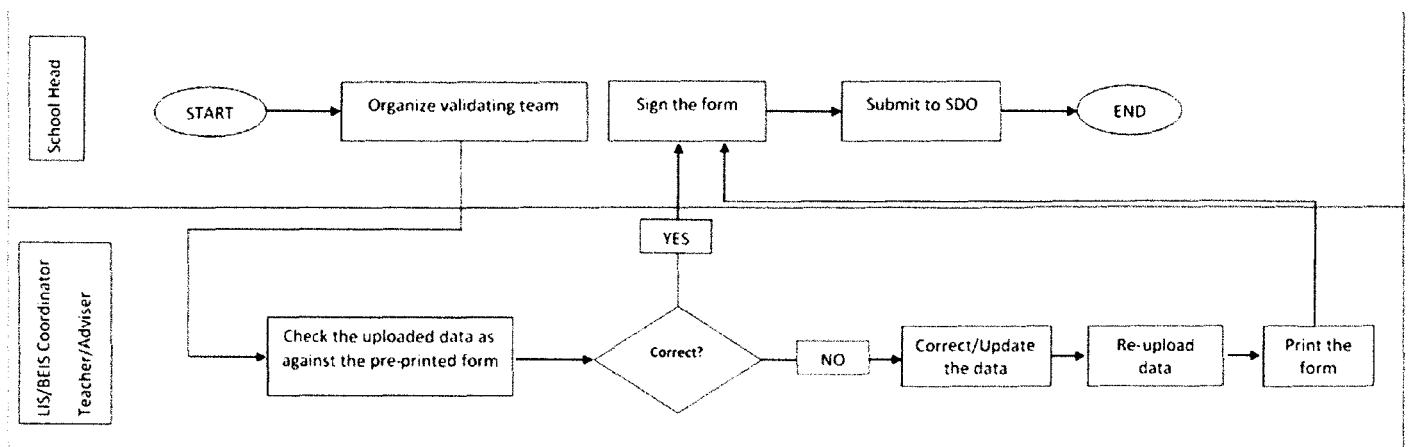
1. Conduct of structured monitoring on the implementation of the different processes at the division and school level
2. Use the existing M&E Tool
3. Provide up-to-date Status of validation to Divisions to ensure 100% compliance

Technical Assistance (TA):

1. Provision of TA during the conduct of orientation of school heads, LIS/BEIS coordinators on the uploading of education data in the system.
2. Provision of TA on the processes, and issues and concerns encountered in the encoding, validation and uploading to ensure timeliness and completeness.
3. Ensure uniform interpretation of Schools Division Offices and School Level in the data elements and definitions.
4. Resolution of all issues and recommendations shall be reported to the Central Office as to policy and systems concerns

Post Validation Process:

1. Monitoring of status of online validation
2. Submission of status report to SDS
3. Check the uploaded data against the pre-printed form.
4. If correct, print the form, if not, correct/update the data then re-upload
5. Sign the form
6. Submit to the Division



VI. Helpdesk Process Flow

The helpdesk process flow (Please refer to **Attachment IV**) shall serve as guide in resolving issues, inquiries and recommendations in the system/guidelines.

VII. Timeline

The following timeline in the conduct of LIS and BEIS activities shall be observed by all Public and Private Schools including SUCs/LUCs offering basic education programs:

Activity	Timeline
LIS	
<i>BOSY 2019-2020</i>	
Quick Count Enrollment	June 05, 2019– June 21, 2019
Encoding/Updating of Learners	June 19, 2019 - October 31, 2019
BEIS	
<i>BOSY 2019-2020</i>	
GESP, GJHSP, GSHSP, PSP, SUCs/LUCs Profile	July 01, 2019- October 31, 2019
Generation of Reports/ Summary of Reports	November 04, 2019 onwards

Encoding of Quick Count Enrollment shall be applicable only to all public schools.

For the succeeding years, the Department through the Education Management Information System Division (EMISD) of Planning Service (PS) will issue a memorandum on the schedule or timelines of the data collection informing concerned personnel and offices across all governance levels of such changes.

VIII. Other Provisions

a. Overtime Services and Payment

All personnel involved in the LIS and BEIS in all the public schools, district, division, and regional offices, are allowed to render overtime (OT) services with pay during weekdays, weekends, and holidays when necessary to meet the target schedules.

At the school level, these OT services can be converted to service credits as provided in **DepEd Order No. 58, s. 2008** “*Authorizing the Grant of Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education System*”, **DepEd Order No. 10, s. 2009** “*Addendum to DepEd Order No. 58, s. 2008 (Authority to Grant Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System (BEIS))*” and

DepEd Order 30, s. 2016 *“Policies and Guidelines on Overtime Services and Payment in the Department of Education”*. The concerned offices (Finance, Budget and Accounting) should ensure that the overtime services rendered are duly compensated.

b. Clarifications and Queries

Further queries on the data collection and validation guidelines may be directed to **Education Management Information System-Planning Service** through the following contact details:

Landline: +63 2 638 2251
+63 2 635 3958
Telefax: +63 2 635 3986
E-mail: ps.emisd@deped.gov.ph
Address: 2nd Floor, Teodora Alonzo Building, DepEd
Complex, Meralco Avenue, Pasig City

Meanwhile, **User Support Division- ICTS** shall guide and assist on the technical concerns in the LIS and BEIS and other relevant information through:

Landline: +63 2 636 4878
+63 2 633 2658
Mobile: +63 939 436 1390 (SMART)

+63 977 771 2285 (GLOBE)
E-mail: support.ebeis-lis@deped.gov.ph
icts.usd@deped.gov.ph
Address: Ground Floor, Bonifacio Building, DepEd
Complex, Meralco Avenue, Pasig City
Facebook: www.facebook.com/groups/lis.helpdesk/

V. Monitoring and Evaluation

The PPRD of the Regional Offices and PRS-SGOD of the Schools Division Offices, together with the EMISD-Planning Service of the Central Office, will conduct structured monitoring on the implementation (e.g. data quality and consistency) of the different processes and guidelines of this DepEd Order at the national, regional, division and school level.

The PPRD and PRS-SGOD shall primarily monitor the online submission of schools and quality assure the data reported in the LIS and BEIS. At the Central Office level, EMISD-PS shall timely monitor the compliance and participation of schools through their regions and divisions.

VI. Effectivity

This Order shall take effect immediately upon its approval.

VII. References

- **DepEd Order No.40, s. 2014** *“Establishment, Merging, Conversion, and Naming/Renaming of Public Schools, and Separation of Public School Annexes in Basic Education”*
- **DepEd Order No.88, s. 2010** *“Revised Manual of Regulations for Private Schools in Basic Education”.*
- **DepEd Order No.51, s. 2015** *“Guidelines on the Implementation of the SHS Program in Existing Public JHSs and ISs, Establishment of Stand-Alone Public SHSs, and Conversion of Existing Elementary and JHSs into Stand-Alone SHSs”* dated October 29, 2015
- **DepEd Memorandum No.04, s. 2014** *“Guidelines On The Preparation For The National Implementation Of The Senior High School (SHS) Program In Non-Deped Schools For The School Year (SY) 2016-2017 And Onwards”*
- **DepEd Order No.52, s. 2016** *“Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017”*
- **DepEd Order No.58, s. 2008** *“Authorizing the Grant of Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education System”*
- **DepEd Order No.10, s. 2009** *“Addendum to DepEd Order No. 58, s. 2008 (Authority to Grant Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System (BEIS))”*
- **DepEd Order No.30, s. 2016** *“Policies and Guidelines on Overtime Services and Payment in the Department of Education”.*

QUICK COUNTS
School Year 2019-2020

ATTACHMENT I

ELEMENTARY

Kindergarten			Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Total Grades 1 to 6			Learners with Special Educational Needs (Non-graded)			Grand Total Kindergarten to Grade 6 Including Learners with Special Educational Needs (Non-graded)		
Male	Female	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total

JUNIOR HIGH SCHOOL

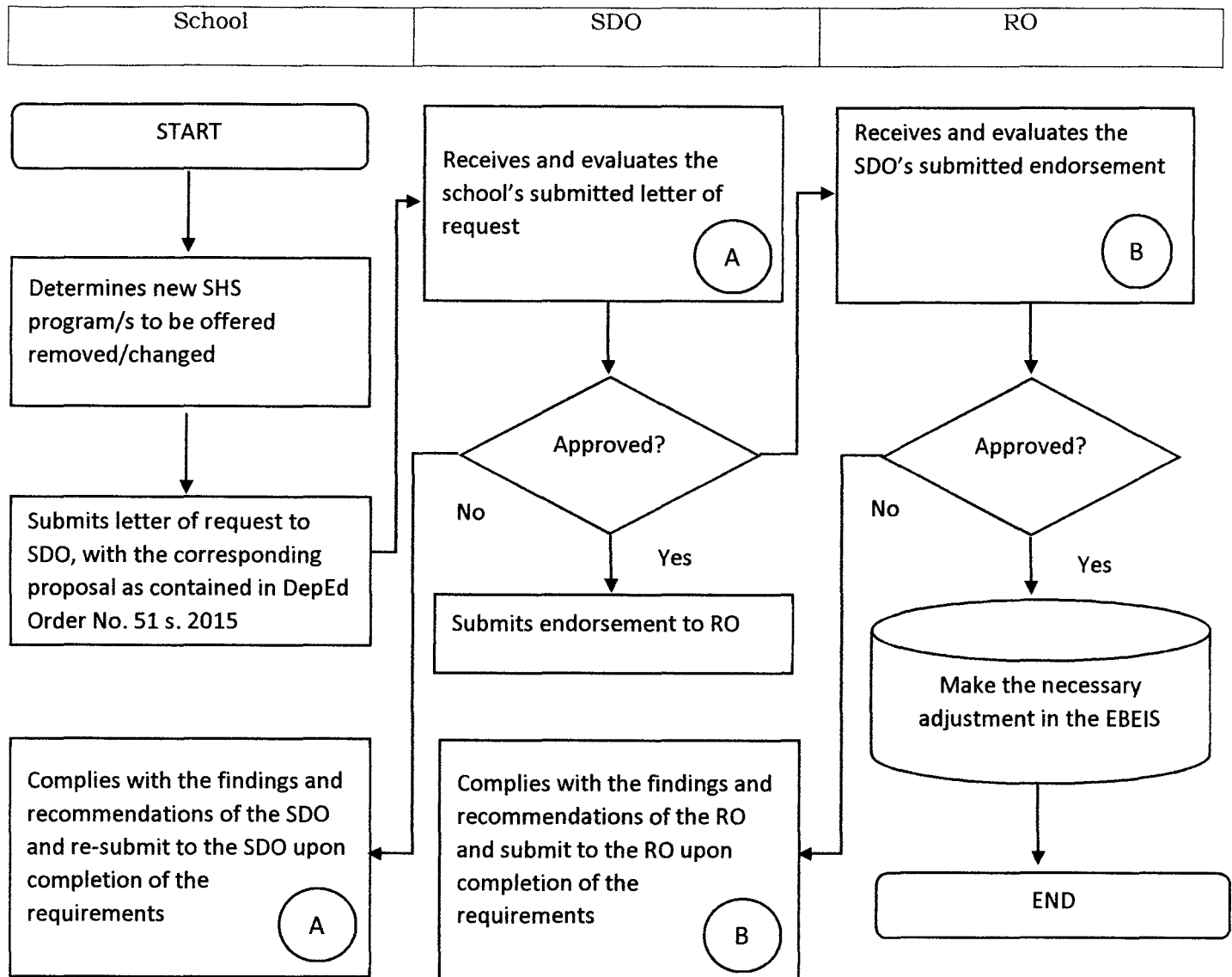
Grade 7		Grade 8		Grade 9		Grade 10		Total Grades 7 to 10			Learners with Special Educational Needs (Non-graded)			Grand Total Grades 7 to 10 Including Learners with Special Educational Needs (Non-graded)		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total

SENIOR HIGH SCHOOL

TRACKS	Grade 11		Grade 12		Grand Total Grades 11 to 12		
	Male	Female	Male	Female	Male	Female	Total
Academic							
Technical-Vocational-Livelihood (TVL)							
Sports							
Arts and Design							
Maritime							
Grand Total							

C

Procedure for the approval of new programs and removal/changes of programs for Senior High School (SHS)





Republic of the Philippines
DEPARTMENT OF EDUCATION
 PLANNING SERVICE



Education Management Information System Division

GOVERNMENT ELEMENTARY SCHOOL PROFILE

INSTRUCTIONS

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

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

Important: Read the definitions/instructions found at the bottom of each table before filling 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 2019-2020

Name of School : _____
(Official Name)

(Previous Name, if any)

Address : _____

No.	Street/Sitio/Purok	Barangay
	Municipality/City	Province
		Zip Code

Region : _____

Division : _____

School District : _____

Legislative District : _____

Telephone Number : _____

Mobile Number : _____

Fax Number : _____

Website (if any) : _____

E-Mail Address : _____

Date Established : _____

Please check (✓) if the school is:

a Central School

a SPED Center

with SPED Classes

an Annex/Extension School (please indicate Mother School ID: _____)

Please check (✓) if the school has the following Curricular Offering Classification (COC):

Kindergarten

Grades 1 to 6

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ **Date** : _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Noted by the Schools Division Office :

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

Position Title : _____ **Date** : _____

Table 1. LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Disabilities (LWDs) (Non-Graded)		TOTAL (Kindergarten to LWDs Non-Graded)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
TOTAL ENROLLMENT																			
Monograde																			
Multigrade																			
CCT/4Ps Recipient																			
Indigenous Peoples Learner																			
Muslim 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																			
Balik-Aral																			
Repeater																			
Transferee from Other Public Schools (in any Previous SY)																			
Transferee from Private Schools (in any Previous SY)																			

Notes:

- Learner** - refers to an individual who may be enrolled in one or multiple programs.
- Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program. This is also the sum of monograde and multigrade classes.
- Elementary Enrollment** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
Kindergarten Enrollment - refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old by August 31 of every school year as pre-requisite for Grade 1. (DepEd Order No. 47 s. 2016 and DO No. 20, s. 2018)
- Learners with Disabilities (Non-Graded) Enrollment** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
- Monograde Enrollment** - refers to learners being taught in classes consisting of a single grade only.
- Multigrade Enrollment** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
- CCT/4Ps Recipient** - refers to a learner ages 3-18 whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
- 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-asciption 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).
- Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
- 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:
 - 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.
 - Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT)** - refers to an intervention infused with technology and aligned with the K to 12 Curriculum of the Department of Education. This approach utilizes the services of parents, community members including the learners themselves in managing teaching and learning. This is implemented from Grades 1-6 using Program Teaching and Peer Instruction. For Program Teaching, Grades 4-6 learners are teaching Grades 1-3 learners. In Peer Instruction, a leader in the higher grades, let say will lead his or her classmates in studying a lesson in a particular subject. This is also to solve lack of teachers and classrooms.
 - Modified In-School Off-School Approach (MISOSA)** - refers to an ADM which serves children under difficult circumstances through community partnership. This is implemented from Grades 4 - 6 because they are considered independent learners
 - Other School-Initiated Intervention** - refer to innovative and homegrown interventions developed by schools to prevent the Student-At-Risk-of-Dropping-Out (SARDOs) from dropping out and to increase their achievement rate.
- Balik-Aral** - refers to a learner who went back to school and resume study after a year/years of dropping out or discontinuing study.
- 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.
- Transferee from Other Public Schools (in any Previous SY)** - refers to a learner who was enrolled in another public school in any previous school year.
- Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.

Reminders: 1. Total Enrollment in this table will tally with the totals in Table 2. 2. Repeater in this table will tally with the totals in Table 3.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 2. LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Disabilities (LWDs) (Non-Graded)		TOTAL (Kindergarten to LWDs Non-Graded)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

- Notes:**
1. The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
 2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 5 years 11 months as of June 30, the age of the learner is counted as 5 years.

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

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

Position Title : _____ Date : _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 3. REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	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
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Notes:

1. The total repeaters of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 6 years 11 months as of June 30, the age of the learner is counted as 6 years.

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

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 4. AGE PROFILE OF LEARNERS WITH DISABILITIES (LWDs), SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Disabilities (LWDs) (Non-Graded)		TOTAL (Kindergarten to LWDs Non-Graded)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

Notes: Table 4 will be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes.

- SPED class** - refers to an organized group of learners with special educational needs receiving care, intervention and educational services in the SPED Center or regular school with SPED Program.
- SPED Center** - refers to the learning center that caters to learners with special educational needs operating within a regular school or of a standalone learning center.

Reminders:

- Age Profile of LWDs (Graded and Non-Graded)
- The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
- Computation of the age of learners** will be based on his/her last birthday. Thus, if the learner is 5 years 11 months as of June 30, the age of the learner is counted as 5

Totals of LWDs (Kindergarten to Grade 6) in this table must be less than to the totals in Table 1 (Total Enrollment, Kindergarten to Grade 6).

Totals of LWDs (Non-Graded) in this table will tally with the totals in Table 1 (Total Enrollment, Learners with Disabilities (Non-Graded)).

Certified True and Correct by :

Validated by Division SPED Coordinator:

Validated by Planning Officer III (PRS-SGOD):

School Head : _____
(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title : _____ Date : _____

Position Title: _____

Signature Over Printed Name / Date

Table 5. LEARNERS DATA BY PROGRAM, SY 2019-2020 (As of June 30, 2019)

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

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

Types of Special Programs:

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

Table 6. GIFTED AND TALENTED LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Kindergarten (Headstart)		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

Notes:

- 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.
Gifted and talented learners are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.
- 2. Kindergarten (Headstart Program for the Gifted)** - refers to a SPED kindergarten program for learners who manifest superior intelligence beyond their chronological age.

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

Certified True and Correct by :

School Head: _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Division SPED Coordinator:

Signature Over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 7. AGE PROFILE OF GIFTED AND TALENTED LEARNERS, SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten (Headstart)		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
Below 5																
5																
6																
7																
8																
9																
10																
11																
12																
TOTAL																

Notes:

1. The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. **Computation of the age of learners** will be based on his/her last birthday. Thus, if the learner is 3 years 11 months as of June 30, the age of the learner is counted as 3 years.

Reminders: Totals in this table will tally with the totals in Table 6 (Gifted and Talented Learners Data).

Table 7 will be accomplished **ONLY** by Elementary Schools and SPED Centers with SPED classes.

Certified True and Correct by :

School Head: _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Division SPED Coordinator:

Signature Over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 8. ENROLLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2019-2020 (As of June 30, 2019)

Particulars	1st Shift		2nd Shift		3rd Shift		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten								
Enrollment								
Number of Classes								
Grades 1 to 6								
Enrollment								
Number of Classes								
Learners with Disabilities (Non-Graded)								
Enrollment								
Number of Classes								

Note: *Shift* - refers to time schedules corresponding to different sets of classes (e.g., morning and afternoon shifts). *Night classes* are not considered a shifting schedule.

Reminders: 1. Table 8 shall be filled even if only one shift is offered by the school.
 2. Totals of the Enrollment in this table will tally with the totals in Table 1 (Total Enrollment).

Box 1. NUMBER OF CLASSES, SY 2019 -2020 (As of June 30, 2019)

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Example, if the school have two (2) Multigrade Classes:

	MG Class 1 :	Grade 5	Grade 6		MG Class 2 :	Grade 1	Grade 2	Grade 3
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG Class 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MG Class 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MG Class 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. For **Madrrasah Education Program ALIVE** classes, please **indicate the number of classes** by grade level and/or Multigrade.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)	Multigrade
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. For **GIFTED and TALENTED Learners** classes, please **indicate the number of classes** by grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	(K to Gr 6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. For **Learners with Disabilities NON-GRADED** classes, please **indicate the number of classes**.

Kindergarten	Level 1	Level 2	Level 3	Transition
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Notes:

- Monograde classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering regular curricula.
- Multigrade classes** - refers to number of classes with a combination of two or more grade levels offering regular curricula.
- ALIVE classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering Arabic Language and Islamic Values Education.
- Gifted and Talented Learners classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering Gifted & Talented Program.
- LWDs Non-Graded classes** - refers to the number of classes organized mainly for learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.

Reminder: Box 1_Numbers 4 & 5 will be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes.

Certified True and Correct by :

Validated by Division SPED Coordinator:

Validated by Planning Officer III (PRS-SGOI)

School Head: _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

(Signature Over Printed Name / Date)

Position Title: _____

(Signature Over Printed Name / Date)

Table 9. LEARNERS WITH DISABILITIES (NON-GRADED) DATA, SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Disabilities (LWDs)	Kindergarten		Primary Level						Transition		TOTAL (Kindergarten to Transition)	
	Male	Female	Level I		Level II		Level III		Male	Female	Male	Female
			Male	Female	Male	Female	Male	Female				
<i>With Diagnosis from Licensed Medical Specialist:</i>												
1. Visual Impairment												
2. Hearing Impairment												
3. Learning Disability												
4. Intellectual Disability												
5. Autism Spectrum Disorder												
6. Emotional-Behavioral Disorder												
7. Orthopedic/ Physical Handicap												
8. Speech / Language Disorder												
9. Cerebral Palsy												
10. Special Health Problem/ Chronic Disease												
11. Multiple Disabilities												
<i>With Manifestations:</i>												
1. Difficulty in Seeing												
2. Difficulty in Hearing												
3. Difficulty in Applying Knowledge												
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding												
5. Difficulty in Applying Adaptive Skills												
6. Difficulty in Displaying Inter-Personal Behavior												
7. Difficulty in Mobility (Walking, Climbing and Grasping)												
8. Difficulty in Communicating												
TOTAL												

Notes:

1. **Non Graded** - refers to learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.
2. **Kindergarten** - refers to the Early Intervention Program for learners with disabilities.
3. **Primary Level** - refers to the level after kindergarten where learners with disabilities are still being prepared for mainstreaming in regular classes. Learners with disabilities are allowed to stay in the program for a maximum of three (3) years in each of the three (3) levels. However, learners with disabilities can be mainstreamed in regular classes if found to be ready based on performance.
 - a. **Level I** - refers to the first two years in SPED classes
 - b. **Level II** - refers to the next two years in SPED classes
 - c. **Level III** - refers to the last two years (5th and 6th) in the SPED Program
4. **Transition** - refers to level/program for learners with disabilities who have completed the primary level that could not pursue academic subjects and/or over-aged for the elementary level.

Classification of Learners with Disabilities:

1. **With Diagnosis from Specialist** - refers to learners who have undergone assessment of licensed professionals like Psychologists, Psychometricians, and Medical Specialists who can determine the level of disability of any learner.
2. **With Manifestations** - refers to learners manifesting difficulties in particular activities (e.g., cognitive, communication, mobility, hearing, seeing, etc.) who were observed by teachers on daily lessons/activities or through anecdotes.

- Reminders:**
1. **LWDs with two or more manifestations or in diagnosis, the data must be included in the primary classification of disability or difficulty.**
 2. **For visible conditions like blind (no eyeball) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.**
 3. **Table 9 will be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes.**

(Continuation of definition on the next page)

Certified True and Correct by :

School Head: _____
(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Division SPED Coordinator:

Signature Over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

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(Cont. of Table 9)

LWDs With Diagnosis from Licensed Medical Specialist:

1. **Visual Impairment** - refers to a learner with an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
2. **Hearing Impairment** - refers to a learner with an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
3. **Learning Disability** - refers to a learner with a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. **Intellectual Disability** - refers to a learner with 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** - refers to a learner characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. **Emotional-Behavioral Disorder** - refers to a learner with 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** - refers to a learner with any condition that interferes with a child's ability to use his or her body.
8. **Speech/Language Disorder** - refers to a learner with a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational
9. **Cerebral Palsy** -refers to a learner that 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** - refers to a learner with a 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** - refers to a learner with a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-

LWDs With Manifestations:

1. **Difficulty in Seeing** - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. They include those that are totally blind, functionally blind or low vision.
2. **Difficulty in Hearing** - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deafness.
3. **Difficulty in Applying Knowledge** - refers to a learner that has a problem that interferes with learning basic skills such as reading, writing, acquiring skills and/or math. It can also delay higher level thinking skills such as organization, time planning, abstract reasoning, long and short term memory and attention.
4. **Difficulty in Remembering, Concentrating, Paying Attention and Understanding** - refers to a learner that manifest significant limitations in general intellectual functioning; in adaptive functioning (communication, self-care, home living, health and safety, social skills, functional academics, community use, leisure and work) which exist concurrently; it includes those medically diagnosed as learners with: Reading Disability or Dyslexia; Written Expression Disability; Spelling Disability; Handwriting Disability or Dysgraphia; Mathematical Disability or Dyscalculia.
5. **Difficulty in performing adaptive skills (self-care)** - refers to a learner manifesting difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.
6. **Difficulty in displaying interpersonal behavior (Emotional and Behavioral)** - refers to a learner whose conditions are characterized by emotional or behavioral responses in school programs so different from appropriate age, cultural or ethnic norms which affects their educational performance (academic, social, vocational or personal skills) more than temporary and responses are stressful to environment behavior is exhibited in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
7. **Difficulty in Mobility (Walking, Climbing and Grasping)** - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. They include those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.
8. **Difficulty in Communicating** - refers to a learner whose developmental conditions are causing problems in communication, learning and social behaviors. It is typically characterized by difficulty in: Understanding others; Producing message; Communicating using devices.

Reminder: Table 9 will be accomplished **ONLY** by Elementary Schools and SPED Centers with SPED classes.

Table 10. LEARNERS WITH DISABILITIES (GRADED) DATA MAINSTREAMED IN REGULAR CLASS, SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Disabilities (LWDs)	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
<i>With Diagnosis from Licensed Medical Specialist:</i>																
1. Visual Impairment																
2. Hearing Impairment																
3. Learning Disability																
4. Intellectual Disability																
5. Autism Spectrum Disorder																
6. Emotional-Behavioral Disorder																
7. Orthopedic/ Physical Handicap																
8. Speech / Language Disorder																
9. Cerebral Palsy																
10. Special Health Problem/ Chronic Disease																
11. Multiple Disabilities																
<i>With Manifestations:</i>																
1. Difficulty in Seeing																
2. Difficulty in Hearing																
3. Difficulty in Applying Knowledge																
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding																
5. Difficulty in Applying Adaptive Skills																
6. Difficulty in Displaying Inter-Personal Behavior																
7. Difficulty in Mobility (Walking, Climbing and Grasping)																
8. Difficulty in Communicating																
TOTAL																

Note: For the definitions, please refer to LWDs Non-Graded Data (Table 9).

Reminder: Table 10 will be accomplished by all schools with learners with disabilities.

Certified True and Correct by :

School Head: _____
(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Division SPED Coordinator:

Signature Over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 11. LEARNERS WITH DISABILITIES (GRADED) DATA IN SELF-CONTAINED CLASS, SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Disabilities	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
<i>With Diagnosis from Licensed Medical Specialist:</i>																
1. Visual Impairment																
2. Hearing Impairment																
3. Learning Disability																
4. Intellectual Disability																
5. Autism Spectrum Disorder																
6. Emotional-Behavioral Disorder																
7. Orthopedic/ Physical Handicap																
8. Speech / Language Disorder																
9. Cerebral Palsy																
10. Special Health Problem/ Chronic Disease																
11. Multiple Disabilities																
<i>With Manifestations:</i>																
1. Difficulty in Seeing																
2. Difficulty in Hearing																
3. Difficulty in Applying Knowledge																
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding																
5. Difficulty in Applying Adaptive Skills																
6. Difficulty in Displaying Inter-Personal Behavior																
7. Difficulty in Mobility (Walking, Climbing and Grasping)																
8. Difficulty in Communicating																
TOTAL																

Notes: *Self-contained class - refers to a class organized for learners with severe to profound disability.*

For the other definitions, please refer to LWDs Non-Graded Data (Table 9).

Reminder: *Table 11 will be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes.*

Certified True and Correct by :

School Head: _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Division SPED Coordinator:

Signature Over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 12. LEARNERS WITH DISABILITIES (LWDs) UNDER THE HOMEBOUND AND HOSPITAL BOUND PROGRAM, SY 2019-2020 (As of June 30, 2019)

Type of LWDs	HOMEBOUND												HOSPITAL BOUND														
	Age Profile					Grade Placement			Length of Time in the Program				Age Profile					Grade Placement			Length of Time in the Program						
	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	K to 6	Transition Program	TOTAL	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	K to 6	Transition Program	TOTAL	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL	
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 Disease																											
Multiple Disability																											
TOTAL																											

Notes:

- Home Bound** - refers to an educational program designed for children with special needs who are enrolled in the nearest school to their residence, but can not go to school on a regular schedule. Community volunteers, para-teacher, parents or any member of the family are trained to assist the child at home.
- Hospital Bound** - refers to an educational program designed for LWDs with severe disturbance, profound level of disability, bed-bound, with crippling, chronic or serious health disabilities/impairments and recovering patient (LWDs).
- Age Profile (Homebound/Hospital bound)** - refers to a range of age per type of learners with disabilities.
- Grade Placement (Homebound/Hospital bound)** - refers to what program the learners are placed or enrolled.
- Length of time (Homebound/Hospital bound)** - refers to the number of years that the learner spent in the program.

Reminder: Table 12 will be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes.

Certified True and Correct by :

Validated by Division SPED Coordinator:

Validated by Planning Officer III (PRS-SGOD):

School Head: _____
(Signature Over Printed Name)

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Position Title : _____ Date : _____

Position Title: _____

Signature Over Printed Name / Date

Table 13. NUMBER OF ASSISTIVE TECHNOLOGY AND ADAPTIVE DEVICES FOR LWDs, SY 2019-2020 (As of June 30, 2019)

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

Notes:

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

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

Reminder: Table 13 will be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes.

Certified True and Correct by :

School Head: _____

(Signature Over Printed Name)

Position Title : _____

Date: _____

Validated by Division SPED Coordinator: _____

Validated by Planning Officer III (PR-SCOD): _____

Signature Over Printed Name / Date
Position Title: _____

Signature Over Printed Name / Date

Table 14. NUMBER OF EQUIPMENT AND TOOLS IN THE SCHOOL FOR LWDs, SY 2019-2020 (As of June 30, 2019)

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

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

Reminder: Table 14 will be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes.

Certified True and Correct by :

Validated by Division SPED Coordinator:

Validated by Planning Officer III (PRS-SGOD):

School Head: _____
(Signature Over Printed Name)

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Position Title : _____ Date: _____

Position Title: _____

**Table 15. LEARNING RESOURCES NEEDED FOR THE LEARNERS WITH DISABILITIES (LWDs),
SY 2019-2020 (As of June 30, 2019)**

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

Notes:

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

LWDs Materials:

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

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

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

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

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

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

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

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

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

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

Bocce Ball Sets - are sport equipment use in paragames.

Goal Ball - is a sport equipment use in paragames.

Duralexglasses, mugs, bowls, and plates - are breakable but LWD friendly.

Reminder: Table 15 will be accomplished **ONLY** by Elementary Schools and SPED Centers with SPED classes.

Certified True and Correct by :

School Head: _____

Position Title : _____ Date: _____

Validated by Division SPED Coordinator:

Signature Over Printed Name / Date

Position Title: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 16. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

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

Notes:

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

These are classified according to the following:

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

- Reminders:** 1. * - *Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.*
 2. - *Total of Locally-funded Teachers can be greater than or equal to the Total of Qualified / Trained Teachers in Table 17.*

Table 17. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL WHO ARE QUALIFIED AND TRAINED, SY 2019-2020 (As of June 30, 2019)

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

Validated by Senior Education Program Specialist (HRTD):

Signature Over Printed Name / Date

Notes:

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

- Reminders:** 1. * - *Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.*
 2. - *Total of Qualified / Trained Teachers must be less than or equal to the Total of Locally-funded Teachers in Table 16.*

Table 18. DEPARTMENT OF EDUCATION (DepEd) SUBSIDIZED CONTRACT OF SERVICE (COS) TEACHERS/ ASATIDZ HANDLING ALIVE CLASSES, SY 2019-2020 (As of June 30, 2019)

Madrasah Education Program (ALIVE)	Number of Asatidz		
	Male	Female	TOTAL
DepEd Subsidized Contract of Service (COS) Teachers/Asatidz			

Validated by Division ALIVE Coordinator:

Signature Over Printed Name / Date

Position Title : _____

Notes:

- 1. *Madrasah Education Program (ALIVE) Teachers* - teachers assigned to teach ALIVE classes.
- 2. *ASATIDZ DepEd Subsidized/COS Teachers* - teachers not having plantilla positions but paid by DepEd through honorarium.

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

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

Validated by Division HR Personnel:

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

Validated by Planning Officer III (PRS-SGOD):

 Signature Over Printed Name / Date

Table 19. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2019-2020 (As of June 30, 2019)

Position Title Col. 1	NATIONALLY-FUNDED PERSONNEL																	
	Number of positions assigned in the school per latest PSI-POP Col. 2	POSITIONS ASSIGNED IN THE SCHOOL										Personnel borrowed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school			
		Number of personnel actually working in the school			On leave Col. 6	Position(s) vacant Col. 7	Personnel detailed to				TOTAL (Col.5+Col.6 + Col.7+Col.11) Col. 12	Male Col. 13	Female Col. 14	TOTAL Col. 15	Male (Col.3+ Col.13) Col. 16	Female (Col.4+ Col.14) Col. 17	TOTAL (Col.16+Col.17) Col. 18	
		Male Col. 3	Female Col. 4	TOTAL Col. 5			DepEd office(s) within the division Col. 8	Secondary school(s) within the division Col. 9	DepEd office(s)/ school(s) outside the division or other government agencies Col. 10	TOTAL Col. 11								
School Principal IV																		
School Principal III																		
School Principal II																		
School Principal I																		
Head Teacher VI																		
Head Teacher V																		
Head Teacher IV																		
Head Teacher III																		
Head Teacher II																		
Head Teacher I																		
Guidance Coordinator III																		
Guidance Coordinator II																		
Guidance Coordinator I																		
Guidance Counselor III																		
Guidance Counselor II																		
Guidance Counselor I																		
Senior Bookkeeper /Administrative Assistant III																		
Disbursing Officer II /Administrative Assistant I																		
Security Guard																		
Utility Worker I																		
TOTAL																		

Reminders: 1. Totals in column 12 must tally with entries in column 2.
2. For the definitions, please refer to Teaching Personnel Data (Table 20).

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

Validated by Division HR Personnel:

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

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 20. TEACHING PERSONNEL DATA (Nationally-funded), SY 2019-2020 (As of June 30, 2019)

Position Title Col. 1	NATIONALLY-FUNDED PERSONNEL																		
	Number of positions assigned in the school per latest PSI-POP			POSITIONS ASSIGNED IN THE SCHOOL									Teachers borrowed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school			
	As of March 31, 2019 (2a)	Items Created from April 1 to June 30, 2019 (2b)	TOTAL (2a+2b) Col. 2	Number of teachers actually working in the school			On leave Col. 6	Position(s) Vacant Col. 7	Teachers detailed to				TOTAL (Col.5+Col.6 + Col.7+Col.11) Col. 12	Male Col. 13	Female Col. 14	TOTAL (Col.13+ Col.14) Col. 15	Male (Col.3+Col.13) Col. 16	Female (Col.4+Col.14) Col. 17	TOTAL (Col.16+Col.17) Col. 18
				Male Col. 3	Female Col. 4	TOTAL (Col.3+Col.4) Col. 5			DepEd office(s) within the division Col. 8	Secondary school(s) within the division Col. 9	DepEd office(s)/ school(s) outside the division or other government agencies Col. 10	TOTAL (Col.8+Col.9+ Col.10) Col. 11							
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 ALIVE classes																			
Handling SPED classes																			
Handling ALS classes (Mobile Teacher)																			
District ALS Coordinator																			
School ALS Coordinator																			
Handling Full Time Ancillary 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 whether existing plantilla or newly created positions.
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 borrowed from other school(s)/ DepEd office(s)** - personnel who are actually working in the school but whose items belong from secondary school(s) or from other DepEd office(s) like the district, division, regional, central office or from other school division(s).

- Reminders:**
1. In Table 20, totals in column 12 must tally with entries in column 2.
 2. In Table 20, 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 20 a, totals in column 18 must tally with entries in Table 21 column 7.
 4. Totals in Tables 20a & 20b must tally.

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

Validated by Division HR Personnel:

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

Validated by Planning Officer III (PRS-SGOD):

 Signature Over Printed Name / Date

Table 21. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2019-2020 (As of June 30, 2019)

Position Title Col. 1	Carries full-time class teaching load (360 min. or more)		Assigned part-time to class teaching, part-time to ancillary services		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 <u>additional load</u> 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 teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not included.
Reminder: Totals in column 7 of this table must be equal to the totals in Table 20a (column 18 - Total Nationally-funded personnel working in the school).

**Table 22. TEACHERS WHO RECEIVED TRAINING WHILE IN-SERVICE FROM JUNE 2018 TO JUNE 2019
(Nationally-funded teachers working in the school), SY 2019-2020 (As of June 30, 2019)**

Position Title	Number of Teachers (June 2018 to June 2019)		
	Male	Female	TOTAL
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			

Validated by Senior Education Program Specialist (HRTD):

Signature Over Printed Name / Date

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

Certified True and Correct by :

School Head: _____

(Signature Over Printed Name)

Position Title : _____ **Date :** _____

Validated by Division HR Personnel:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 23. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) FROM JUNE 2015 TO JUNE 2019
(Nationally-funded teachers actually working in the school), SY 2019-2020 (As of June 30, 2019)

Training on ICT	Number of Teachers (June 2015 to June 2019)								
	Kindergarten			Grades 1 to 6			TOTAL (K to Grade 6)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
ICT Integration									
ICT Literacy/Content									
Software									
Hardware									
Others									
TOTAL									

Notes:

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

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

Table 24. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY FROM JUNE 2015 TO JUNE 2019
(Nationally-funded teachers actually working in the school), SY 2019-2020 (As of June 30, 2019)

Training on Pedagogy	Number of Teachers (June 2015 to June 2019)								
	Kindergarten			Grades 1 to 6			TOTAL (K to Grade 6)		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Constructivist									
Inquiry based									
Reflective									
Collaborative									
Integrative									
Inclusive Education									
Others									
TOTAL									

Notes:

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

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

Certified True and Correct by :

School Head: _____
(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Senior Education Program Specialist (HRTD):

Signature Over Printed Name / Date

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 25. NUMBER OF TEACHERS BY GRADE LEVEL
(Nationally-funded teachers actually working in the school), SY 2019-2020 (As of June 30, 2019)

Grade Level	Number of Teachers (counted only once) *			Number of Teachers (counted more than once) **		
	Male	Female	TOTAL	Male	Female	TOTAL
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
SPED						
TOTAL						

Reminders:

1. * Number of teachers that should be counted only once

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

*Note: TOTALS of the Number of Teachers (counted only once) **must tally** with the TOTALS in Table 20a & 20b columns 3, 4 & 5.*

2. ** Number of teachers that can be counted more than once

If a teacher is teaching more than one grade level, he/she can be counted more than once.

3. Grades 4, 5 and 6 of this table must be less than or equal to Grades 4, 5 and 6 in Table 26.

Certified True and Correct by :

School Head: _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Division HR Personnel:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 26. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT IN GRADES 4 TO 6
(Nationally-funded teachers actually working in the school), SY 2019-2020 (As of June 30, 2019)

Learning Areas	Grade 4			Grade 5			Grade 6		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
English									
Mathematics									
Filipino									
Science									
Araling Panlipunan (AP)									
Edukasyong Pantahanan at Pangkabuhayan (EPP)/ Technology and Livelihood Education (TLE)									
Music, Art, Physical Education, Health (MAPEH)									
Edukasyon sa Pagpapakatao (EsP)									
TOTAL									

Reminders:

- 1. If a teacher is teaching more than one learning area or grade level, he/she can be counted more than once.*
- 2. Grades 4, 5 and 6 of this table can be greater than or equal to Grades 4, 5 and 6 in Table 25.*

**Table 27. TEACHERS' DATA HANDLING LEARNERS WITH DISABILITIES (LWDs)
(Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)**

Position Title	Types of Learners with Disabilities									Years in Service						Years of Teaching LWDs				
	VI/ Difficulty in Seeing	HI/ Difficulty in Hearing	LD/ Difficulty in Applying KNowledge	ID/ Difficulty in Remembering	ASD/ Difficulty in Performing Adaptive Skills	EBD/ Difficulty in Displaying Interpersonal Behavior	OH/ Difficulty in Mobility	ComDics/ Difficulty in Communicating	Multi- Disability/ Combination of 2 or more disabilities	0-3 years	4-6 years	7-9 years	10-12 years	13-15 years	16 years and above	0-3 years	4-6 years	7-9 years	10-12 years	13 years and above
Master Teacher IV																				
Master Teacher III																				
Master Teacher II																				
Master Teacher II																				
Teacher III																				
Teacher II																				
Teacher I																				
SPED Teacher V																				
SPED Teacher IV																				
SPED Teacher III																				
SPED Teacher III																				
SPED Teacher I																				
TOTAL																				

Notes:

1. *If a teacher is handling more than one group of LWDs, he/she can be counted more than once.*
2. *Years in Service* - refers to the number of years in service as a teacher.
3. *Years of Teaching LWDs* - refers to the number of years of teaching LWD.

Validated by Division SPED Coordinator:

Signature Over Printed Name / Date

Position Title : _____

Reminder: Table 27 will be accomplished ONLY by Elementary Schools and SPED Centers with SPED classes.

Certified True and Correct by :

School Head: _____
(Signature Over Printed Name)

Position Title : _____ *Date :* _____

Validated by Division HR Personnel:

Signature Over Printed Name / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 28. NUMBER OF TEACHERS BY HIGHEST EDUCATIONAL ATTAINMENT
 (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Highest Educational Attainment	Number of Teachers		
	Male	Female	TOTAL
Bachelor Degree			
Master Degree Units			
Master Degree			
Doctorate Degree Units			
Doctorate Degree			
TOTAL			

Validated by Division HR Personnel:

 (Signature Over Printed Name) / Date

Position Title : _____

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

Box 2. LEARNING ACTION CELL (LAC) SESSIONS, SY 2019-2020

(Please provide appropriate answers)

1. Do you conduct LAC Session/s in your school?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
If Yes, indicate the number of LAC Session/s conducted:				
1.a. Conducted last SY 2018-2019	_____			
1.b. Planned to be conducted this SY 2019-2020	_____			

Validated by Curriculum and Implementation Division (CID) Personnel:

 (Signature Over Printed Name) / Date

Position Title : _____

Box 3. ACTION RESEARCH, SY 2019-2020

(Please provide appropriate answers)

1. Do you conduct Action Research in your school?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
If Yes, indicate the number of Action Research conducted:				
1.a. Completed last SY 2018-2019	_____			
1.b. On-going	_____			
1.b. To be conducted	_____			

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

 (Signature Over Printed Name) / Date

Certified True and Correct by :

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

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

 Signature Over Printed Name / Date

Box 4 . SCHOOL GOVERNMENT PROGRAM (SGP), SY 2019-2020*(Please check/provide appropriate answers)*

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

Box 5 . SUPREME PUPILS GOVERNMENT (SPG) ACTIVITIES, SY 2019-2020*(Check as appropriate)*

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

Box 6. CAREER GUIDANCE PROGRAM, SY 2019-2020*(Please check/provide appropriate answers)*

1. Do you have a school guidance counselor?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, should have data on Guidance Counselor in Table 19.</i>		
2. How many years he/she is assigned as guidance counselor? _____		
3. Do you have a guidance advocate?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. How many years he/she is as guidance advocate? _____		
5. Have you conducted a career guidance activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Has the school funded a career guidance activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Do you have a guidance office?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Certified True and Correct by :

School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by Division Youth Formation Coordinator:

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 29. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of Computer	NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE							TOTAL
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	
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 an 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 : _____

Validated by Information Technology Officer:

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 30. NUMBER OF FUNCTIONAL ICT EQUIPMENT IN THE SCHOOL BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of ICT Equipment	NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE							TOTAL
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	
Academic Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
Administrative Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
TOTAL								

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

a. LED TV - refers to a type of television that uses light-emitting diodes (LED).

b. Network Switch - refers to a device used to network multiple computers together.

c. Printer - refers to a machine for printing text or illustrations on paper.

d. Projector - refers to a machine that projects images onto a screen or a wall.

e. UPS - Uninterruptible Power Source, refers to an electronic equipment that provides battery backup when the electrical power source fails.

f. Wireless Router - refers to electronic device that works as router and as a wireless access point, to provide access to the internet or a private computer network.

Certified True and Correct by :

School Head: _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Information Technology Officer:

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 7. DATA ON INTERNET CONNECTIVITY, SY 2019-2020 (As of June 30, 2019)

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

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

3. How fast is your internet connection when not in use? Use www.speedtest.net to test the speed.
 Date Tested: _____ Ping (ms): _____ Upload (Mbps): _____
 Time Tested: _____ Download (Mbps) _____

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

Table 31. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of Internet Connection (Wired, Fixed wireless, Satellite, USB Modem)	Internet Service Provider (Select from available ISPs above)	Average Monthly Expense (in PhP)	Funding Source (DepEd 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 in Philippine Peso.

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

Validated by Information Technology Officer: _____
 (Signature Over Printed Name) / Date

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

Table 32. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2018 TO DECEMBER 2018

MOOE	Amount in PhP
Allocation	
Utilization	
Liquidation	

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

Validated by Division Accountant:

(Signature Over Printed Name) / Date

Position Title : _____

Certified True and Correct by School Head:

(Signature Over Printed Name) / Date

Position Title : _____

Box 8. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate).

1. Electrical Supply Sources:

- Grid Supply
- Off Grid Supply
 - Solar Power
 - Generator
 - Others, please specify _____
- No source of electricity

2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

3. What is the funding source?

- School MOOE
- LGU
- PTA
- School Canteen Fund
- Private Individual/Sector
- Others, please specify _____

4. Number of hours that the electricity is usually available in a day: _____

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

Validated by Phy. Facilities Coordinator/Div. Engineer:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 9. SCHOOL SITE DATA, SY 2019-2020 (As of June 30, 2019)

<p>1. School Site Ownership and/or Proof of Occupancy</p> <p>a. Ownership in the name of: (Check as appropriate)</p> <p><input type="checkbox"/> DepEd <input type="checkbox"/> Other Government Agency <input type="checkbox"/> LGU <input type="checkbox"/> Private Entity / Individual/s</p> <p>b. With Document' <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If Yes, what Document Type: (Check as appropriate)</p> <p><input type="checkbox"/> Original Certificate of Title (OCT) <input type="checkbox"/> Transfer Certificate of Title (TCT) <input type="checkbox"/> Certificate of Land Ownership Award (CLOA) <input type="checkbox"/> Special Patent <input type="checkbox"/> Presidential Proclamation <input type="checkbox"/> Tax Declaration <input type="checkbox"/> Deed of Absolute Sale <input type="checkbox"/> Deed of Donation <input type="checkbox"/> Certificate of Stewardship <input type="checkbox"/> Special Land Use Permit (SLUP) <input type="checkbox"/> Contract of Usufruct <input type="checkbox"/> Memorandum of Agreement or Understanding <input type="checkbox"/> Lease Agreement <input type="checkbox"/> Others, pls. specify _____</p>	<p>2. Total Land Area (in square meters) _____</p> <p>3. Mode of Acquisition of School Site: (Check as appropriate)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Mode</th> <th style="width: 20%;">Year Acquired</th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/> Donation</td><td></td></tr> <tr><td><input type="checkbox"/> Purchase</td><td></td></tr> <tr><td><input type="checkbox"/> Usufruct Agreement</td><td></td></tr> <tr><td><input type="checkbox"/> Expropriation</td><td></td></tr> <tr><td><input type="checkbox"/> Deed of Exchange (Land Swapping)</td><td></td></tr> <tr><td><input type="checkbox"/> Presidential Proclamation</td><td></td></tr> <tr><td><input type="checkbox"/> Special Patent</td><td></td></tr> <tr><td><input type="checkbox"/> Certificate of Land Ownership Award (CLOA)</td><td></td></tr> <tr><td><input type="checkbox"/> Special Land Use Permit (SLUP)</td><td></td></tr> <tr><td><input type="checkbox"/> Others, pls. specify _____</td><td></td></tr> </tbody> </table>	Mode	Year Acquired	<input type="checkbox"/> Donation		<input type="checkbox"/> Purchase		<input type="checkbox"/> Usufruct Agreement		<input type="checkbox"/> Expropriation		<input type="checkbox"/> Deed of Exchange (Land Swapping)		<input type="checkbox"/> Presidential Proclamation		<input type="checkbox"/> Special Patent		<input type="checkbox"/> Certificate of Land Ownership Award (CLOA)		<input type="checkbox"/> Special Land Use Permit (SLUP)		<input type="checkbox"/> Others, pls. specify _____		<p>4. Within Ancestral Domain :</p> <p>With Usufruct Agreement? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>With Certificate of Ancestral Domain Title (CADT)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>5. Within Ancestral Land :</p> <p>With Usufruct Agreement? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>With Certificate of Ancestral Land Title (CALT)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6. Legal Ownership Issues : (Check as appropriate)</p> <p><input type="checkbox"/> With Adverse Claim <input type="checkbox"/> Encroachment <input type="checkbox"/> With Illegal Settlers <input type="checkbox"/> Others, pls. specify _____</p> <p>7. School Site within : (Check as appropriate)</p> <p><input type="checkbox"/> Protected Areas <input type="checkbox"/> Areas classified as Timberland and Forestland</p>
Mode	Year Acquired																							
<input type="checkbox"/> Donation																								
<input type="checkbox"/> Purchase																								
<input type="checkbox"/> Usufruct Agreement																								
<input type="checkbox"/> Expropriation																								
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<input type="checkbox"/> Special Patent																								
<input type="checkbox"/> Certificate of Land Ownership Award (CLOA)																								
<input type="checkbox"/> Special Land Use Permit (SLUP)																								
<input type="checkbox"/> Others, pls. specify _____																								

1. School Site Ownership and/or Proof of Occupancy - refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.

Document Type:

Certificate of Title - refers to the transcript of the decree or registration made by the Register of Deeds.

- a. Original Certificate of Title (OCT)** - refers to a document when the land has been adjudicated and decreed in the name of its owner in registration proceeding and the title issued for the first time is pursuant of such decree.
- b. Transfer Certificate of Title (TCT)** - refers to a document when the land title is **cancelled and replaced** by another title by reason of sale or transfer.
- c. Certificate of Land Ownership Award (CLOA)** - refers to a proof of ownership of the agrarian reform beneficiary with respect to private and agricultural land covered under RA 6657.
- d. Special Patent** - refers to grant, cede, and convey full ownership of alienable and disposable lands formerly covered by a reservation of lands of the public domain and is issued upon the promulgation of a special law or act of Congress or by the DENR Secretary as authorized by the President.
- e. Presidential Proclamation** - refers to a proclamation issued by the President reserving an untitled land for public use.
- f. Tax Declaration** - refers to a document issued by the Assessor's Office of the jurisdiction (e.g. city or municipality) evidencing the payment of taxes on the use of the real property.
- g. Deed of Absolute Sale** - refers to a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
- h. Deed of Donation** - refers to a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
- i. Certificate of Stewardship** - refers to a document awarded to individuals or families actually occupying or tilling portions of forest lands pursuant to LOI 1260 for a period of 25 years' renewable for another 25 years.
- j. Special Land Use Permit (SLUP)** - refers to a privilege granted by the State to a person to occupy, possess and manage in consideration of specified return, any public forest lands for a specific use or purpose.
- k. Contract of Usufruct** - refers to a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
- l. Memorandum of Agreement or Understanding/Lease Agreement** - refers to a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
- m. Others** - refers to the other documents that are competent proof of ownership and occupancy.

(Continuation of definition on the next page)

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) / Date

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

 (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

Position Title : _____

(Cont. of Box 9)

2. **Total Land Area** - refers to the size in square meters of all areas designated as land used for some particular purpose such as school building.
3. **Mode of Acquisition of School Site** - refers to the means of acquiring the school site.
 - a. **Donation** - includes the four (4) types of donation:
 - a.1. **Simple Donation** - refers to a type of donation whereby a person, through an act of liberality disposes a piece of land in favor of the government.
 - a.2. **Conditional Donation** - refers to a type of donation which imposes a condition (e.g., "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
 - a.3. **Inter Vivos Donation** - refers to a type of donation that is in effect during the lifetime of the donor.
 - a.4. **Mortis Causa** - refers to a type of donation that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
 - b. **Purchase** - refers to a mode of acquisition of school sites by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the
 - c. **Expropriation** - refers to a mode of acquisition of school sites by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just
 - d. **Exchange (Land Swapping)** - refers to a mode of acquisition of school sites by exchanging an existing school site for a new site for justifiable reasons as identified by law.
 - e. **Presidential Proclamation** - refers to a mode of acquisition of school sites by virtue of a declaration by the President under the procedures established by law.
4. **Within Ancestral Domain** - refers to all areas generally belonging to Indigenous Cultural Communities / Indigenous People (ICCs/IPs) comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, communally or individually since time immemorial. It covers the total environment, including the spiritual and cultural bonds to the
 - a. **Certificate of Ancestral Domain Titles (CADT)** - refers refers to a title formally recognizing the rights of possession and ownership of ICCs/IPs over their ancestral domains identified and delineated in accordance with RA No. 837 otherwise known as the Indigenous People's Rights Act of 1973.
5. **Within Ancestral Land** - refers to occupied land, possessed and utilized by individuals, families and clans who are members of the ICCs/IPs since time immemorial. Ancestral lands include residential lots, rice terraces or paddies, private forests, swidden farms and tree lots. These may be found within ancestral domains.
 - a. **Certificate of Ancestral Land Title (CALT)** - refers to a title formally recognizing the rights of ICCs/IPs over their ancestral lands.
6. **Legal Ownership Issues:**
 - a. **Adverse Claim** - refers to a written statement setting forth claim to the title or right to possession over a registered property, alleging how and under whom such alleged right was acquired.
 - b. **Encroachment** - refers to unlawful interference or gaining upon the land, property, other possessions, or the rights of another.
 - c. **With Illegal Settlers** - refers to groups of housing units illegally constructed on a land that the occupants have no legal claim.
7. **School Site within:**
 - a. **Protected Areas** – refers to identified portions of land and water set aside by reason of their unique physical and biological significance, managed to enhance biological diversity and protected against destructive human exploitation, such as National Parks, Natural Parks, Natural Monuments, Protected Landscape, Protected Seascape, Game Refuge and Bird Sanctuaries, Resource Reserves, Managed Resource Protected Areas, Marine Reserves, Watershed Forest Reserves, Natural Biotic Areas, Wildlife Sanctuaries, and Wilderness Areas.
 - b. **Timberland and Forestland** – refers to lands of the public domain which have been the subject of the present system of land classification and determined to be needed for forest purposes. Eventually, these lands will be proclaimed as forest reserves by the President.

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

Table 33. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2019-2020

For each **ONE-WAY** trip from your school to the specified reference points (i.e., Schools Division Office, Municipal Office, and Nearest Schools), indicate the following:

1. **Travel cost** - How much does it USUALLY* cost to travel from your school to the reference point? Specify your answers in Pesos.
2. **Travel time** - How many minutes does it USUALLY* take to travel from your school to the reference point?
3. **Time spent walking** - Given the USUAL* travel time in item 2, how much of this is spent walking? Specify your answers in minutes.
4. **Travel time if walking the entire way** - If you were to walk the entire way from your school to the reference point, how long would it take? Estimate your answer in minutes.
5. **Crossing any body of water without a bridge** - Do you need to cross any body of water (e.g., river, lake, sea) without a bridge to travel from your school to the reference point? Specify if yes or no.
6. **Passing difficult terrain** - Do you need to pass difficult terrain (e.g., mountains, forests) to travel from your school to the reference point? Specify if yes or no.

Travel Details	From your school to your Schools Division Office (SDO)	From your school to your Municipal Office	Your school's access to the NEAREST:					
			Public School			Private School		
			Elementary	Junior High School	Senior High School	Elementary	Junior High School	Senior High School
			Indicate School ID:	Indicate School ID:	Indicate School ID:	Indicate School ID:	Indicate School ID:	Indicate School ID:
1. Travel cost (in Php)								
2. Travel time (in minutes)								
3. Time spent walking (in minutes)								
4. Travel time if walking the entire way (in minutes)								
5. Crossing any body of water without a bridge (yes/no)								
6. Passing difficult terrain (yes/no)								

Notes : 1. USUAL* - most frequent.

2. For Integrated Schools (Elementary, JHS and/or SHS Schools) and Secondary Schools details should be provided separately for each level (e.g., Integrated School: Elementary - Php 20; JHS - Php 20)

EXAMPLE:

Over the course of 5 years, a school head has travelled from her school to the Schools Division Office 50 times already. During that time, the total cost of travelling from the school to the Schools Division office was as follows:

- P40 when taking public transportation (i.e., two jeepney rides);
- P200 for gas when the school service was available.

And, the travel time was as follows:

- 60 minutes when taking public transportation which required her to walk between jeepney stops;
- 30 minutes when the school service was available which did not require her to walk.

Out of those 50 trips, 40 trips were via the school service. Hence, the USUAL travel cost and travel time from the school to the Schools Division Office should be based on trips using the school service, as follows:

- Travel cost = P200;
- Travel time = 30 minutes;
- Time spent walking = 0 minute.

Box 10. SCHOOL LOCATION, SY 2019-2020

Location descriptions for your school: (Check all applicable)

<input type="checkbox"/> Along the highway *	<input type="checkbox"/> On a small island ****	<input type="checkbox"/> Near a faultline *****
<input type="checkbox"/> By the hillside **	<input type="checkbox"/> Near the coastline *****	<input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> On top of a mountain ***	<input type="checkbox"/> Near a river or waterway *****	

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

Certified True and Correct by :

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

Position Title : _____

Validated by Phy. Facilities Coordinator/Div. Engineer:

 (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

Position Title : _____

Table 34. HEALTH AND NUTRITION, SY 2019-2020

A. Number of learners who were vaccinated by the Department of Health in the school this SY 2019-2020 from June 3, 2019 to August 31, 2019

Types of Vaccines	Grade 1			Grade 4 Female
	Male	Female	Total	
Measles Containing Vaccine				
Tetanus Diphtheria				
Human Papiloma Virus				

B. Number of learners who underwent vision screening according to results from June 3, 2019 to August 31, 2019

Vision Screening Results	Kindergarten		Grade 1		Grade 2		Grade 3		TOTAL (Kindergarten to Grade 3)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Passed										
Failed										
TOTAL										

C. Number of learners by nutritional status as assessed from June 3, 2019 to August 31, 2019

Nutritional Status	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Special Educational Needs (Non-Graded)		TOTAL (Kindergarten to Non- Graded LSENS)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Weight																		
Normal																		
Obese																		
Overweight																		
Severely Wasted																		
Wasted																		
TOTAL																		
Height																		
Severely Stunted																		
Stunted																		
Normal																		
Tall																		
TOTAL																		

Notes:

Learners Nutritional Status in Weight:

- Normal** - refers to a learner with normal weight for his/her age whose BMI-for-age fall between -2 to +2 z-score line or standard deviation (SD).
- Obese** - refers to a learner who is severely overweight for his/her height and whose BMI-for-age fall beyond +3 z-score line or standard deviation (SD).
- Overweight** - refers to a learner weighing too much for his/her height and whose BMI-for-age fall between +2 to +3 z-score line or standard deviation (SD).
- Severely wasted** - refers to a very thin learner whose BMI-for-age is below -3 z-score line or standard deviation (SD).
- Wasted** - refers to a thin learner whose BMI-for-age fall between -2 to -3 z-score line or standard deviation (SD).

Learners Nutritional Status in Height:

- Severely Stunted** - refers to a learner who is very short for his/her age and whose height-for-age (HFA) fall below -3 z-score line or standard deviation (SD).
- Stunted** - refers to a learner who is short for his/her age and whose height-for-age (HFA) fall between -2 to -3 z-score line or standard deviation (SD).
- Normal** - refers to a learner with normal height for his/her age and whose height-for-age (HFA) fall between -2 to +2 z-score line or standard deviation (SD).
- Tall** - refers to a learner who is tall for his/her age and whose height-for-age (HFA) fall beyond +2 z-score line or standard deviation (SD).

D. Number of learners who were dewormed from June 3, 2019 to August 31, 2019

Number of Learners Dewormed	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Disabilities (Non-Graded)		TOTAL (Kindergarten to Non-Graded LWDs)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

Certified True and Correct by :

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 11. SCHOOL CLINIC, SY 2019-2020

(Please check/provide appropriate answers)

1. Does the school have a designated school clinic? Yes No

2. How many weighing scales does the school have?

Type of Weighing Scale	Number of Units Available in the School
Bathroom	
Beam balance	
Others, please specify _____	

3. Which of the following tools does the school use for taking height?

Tape Measure

Microtoise

Others, please specify _____

Steel tape

Stadiometer

4. How many first aid kits does the school have? _____

5. How many medical thermometers does the school have? _____

6. How many blood pressure apparatus does the school have? _____

7. How many school personnel has a training on basic life support and/or first aid? _____

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

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

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 12. AVAILABILITY OF WATER SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate)

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

If Yes,

1.1. Main Water Supply Source:

Piped water from local service provider Rainwater Catchments

Water Well Others, please specify _____

Natural source

1.2. Average Cost of Monthly Bills/Maintenance: *(Please indicate the amount in PhP)* _____

1.3. Who pays for the Cost of Monthly Bills/Maintenance?

School MOOE School Canteen Fund

LGU Private Individual/Sector

PTA Others, please specify _____

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

1.5. Has the water source inside the school been tested to determine safety of the water? Yes No

1.5.a. If Yes, did the test results show that the water source inside the school is safe to drink? Yes No

1.5.b. How frequent is the water source tested for safety?

Monthly Annually

Quarterly Others, please specify _____

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

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

2. Does the school have mechanism to ensure that the learners have safe drinking water? Yes No

2.1. If Yes, what mechanism is used?

Teachers ask the learners to bring their own drinking water to school

Safe water in refillable containers are provided in designated areas within the school

Water from an accessible water source is treated (i.e., boiled, etc.)

Others, 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 thru a rainwater collector.

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

Table 35. NUMBER OF EXISTING WASH FACILITIES, SY 2019-2020 (As of June 30, 2019)

Usage	Functional		Non-Functional	Total Number of Facilities	Number of Water Outlets
	with soap	without soap			
Facilities for group handwashing					
Facilities for individual handwashing					

1. **Group handwashing facility** - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate at least 10 learners.

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

3. **Functional facilities for handwashing** - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.

4. **Non-functional facilities for handwashing** - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

5. **Water Outlet** - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

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

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 36. ORAL HEALTH, PREVIOUS SY 2018-2019

Details	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (Kindergarten to Grade 6)
Number of Learners Examined								
Decayed, Missing, and Filled Teeth (DMFT) - <i>Permanent Teeth</i>								
No. of Learners with DMFT								
No. of DMFT								
Decayed, Missing, and Filled Teeth (DMFT) - <i>Temporary Teeth</i>								
No. of Learners with DMFT								
No. of DMFT								
Number of Learners Found to Have Gum Disease								
Number of Learners with Other Significant Dental Anomalies								
Number of Learners who Underwent Fluoridization								

Notes:

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

Table 37. MEDICAL AND NURSING SERVICES, PREVIOUS SY 2018-2019

Details	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (Kindergarten to Grade 6)
Number of Learners Examined								
Number of Learners with Findings								
Number of Learners Given Interventions by Clinic Teachers and DepEd Health Personnel								
Number of Learners Referred to City/Rural Health Units or Other Private Health Professionals								

Certified True and Correct by :

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

Position Title : _____

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

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 13. MENTAL HEALTH, PREVIOUS SY 2018-2019

(Please provide appropriate answers)

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

Grade Level	Number of Learners
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
TOTAL	

2. Number of cases of *violence against children committed in schools* that were recorded by the school:

Types of Violence Against Children	Cases Committed		
	Against Male Learners	Against Female Learners	Total
Physical violence			
Sexual violence			
Psychological violence			
Other acts of violence			
TOTAL			

3. Number of cases of *bullying or peer abuse* that were recorded by the school:

Grade Level	Number of Cases
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
TOTAL	

4. Number of cases of *suicide and attempted suicide* among learners and school personnel that were recorded by the school:

Cases	Number of Cases	
	Among Learners	Among School Personnel
Suicide		
Attempted suicide		

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

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

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 14. TOBACCO CONTROL, SY 2019-2020

(Please check/provide appropriate answers)

1. Does the school display the following IEC materials:		
1.a. "No Smoking" Signages (EO 26, s.2017, DO 48, s.2016)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
1.b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Does the school have an active Child Protection Committee (CPC)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.a. How frequent does the CPC meet? <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually	<input type="checkbox"/> Others, please specify _____	
2.b. Has the school's CPC met to discuss tobacco control?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.c. When did the CPC last meet to discuss tobacco control? (mm/dd/yyyy)	_____	
2.d. Does the school's CPC monitor stores within the 100-meter perimeter of the school for reporting to authorities stores that sell cigarettes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.e. How frequent does the CPC monitor the stores within the 100-meter perimeter of the school? <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually	<input type="checkbox"/> Others, please specify _____	
2.f. When did the CPC last monitor stores within the school's 100-meter perimeter to report violation to authorities? (mm/dd/yyyy)	_____	
3. Measures Against Tobacco Industry Interference:		
3.a. How many partnerships did the school have from May 2017 to August 2018?	_____	
3.b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD)/deed of acceptance, memorandum of	_____	
3.c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes?	_____	

Box 15. NATIONAL PREVENTIVE DRUG EDUCATION, SY 2019-2020

(Please check/provide appropriate answers)

1. Does the school implement a preventive drug education program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Which of the following components are part of the school's preventive drug education program?		
<input type="checkbox"/> Curriculum integration	<input type="checkbox"/> Partnership with the Barangay Anti-Drug Abuse Council	
<input type="checkbox"/> Extra-curricular activities	<input type="checkbox"/> Others, please specify _____	
3. Does the school have a National Drug Education Program (NDEP) Coordinator?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. How many classrooms have NDEP Corners?	_____	

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

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

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 16. FEEDING PROGRAM, SY 2019-2020 (As of August 31, 2019)

(Check as appropriate)

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

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

School MOOE LGU Fund Barangay Fund School-Based Feeding Program (SBFP)

School Canteen Fund PTA Fund Private Individual/Sector Fund Others, please specify _____

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

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

Legumes Leafy vegetables Fruit-bearing Rootcrops

Fish Pond

Agricultural Crops

Livestock

Others, please specify _____

None

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

If Yes, what is the funding source?

School MOOE LGU Fund Barangay Fund Others, please specify _____

School Canteen Fund PTA Fund Private Individual/Sector Fund

Box 17. FOOD HANDLING, SY 2019-2020 (As of August 31, 2019)

(Please check/provide appropriate answers)

1. Does the school have a canteen? Yes No

If Yes,

1.a. Managed by:	1.b. Sanitary Permit	1.c. Validity Date	1.d. Do canteen personnel/food handlers have health certificates?
<input type="checkbox"/> School	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Teacher-Coop	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Others, please specify _____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

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

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

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

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 18. SOLID WASTE MANAGEMENT, SY 2019-2020 (As of June 30, 2019)

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

2. How is the school implementing Solid Waste Management? *(Check as appropriate)*

<input type="checkbox"/> Composting	<input type="checkbox"/> Posting of signage	<input type="checkbox"/> Use of paper plates/cups instead of plastic
<input type="checkbox"/> Designation of trash collection point	<input type="checkbox"/> Recycling Projects	<input type="checkbox"/> Use of recycled materials are teaching tool
<input type="checkbox"/> Poster making and/or slogan making contest	<input type="checkbox"/> School representative at the Barangay Solid Waste Management Committee	<input type="checkbox"/> Use of reusable food containers
		<input type="checkbox"/> Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management? *(Check as appropriate)*

<input type="checkbox"/> Barangay	<input type="checkbox"/> Local business partners	<input type="checkbox"/> Parents
<input type="checkbox"/> Community leaders	<input type="checkbox"/> Municipal/City government	

Box 19. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2019-2020 (As of June 30, 2019)

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

<input type="checkbox"/> Daily	<input type="checkbox"/> Once a week
<input type="checkbox"/> At least twice a week	<input type="checkbox"/> Less than once a week

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

1.2. Who Pays for the Cost of Monthly Bills/Maintenance? *(Check as appropriate)*

<input type="checkbox"/> School MOOE	<input type="checkbox"/> School Canteen Fund
<input type="checkbox"/> LGU	<input type="checkbox"/> Private Individual/Sector
<input type="checkbox"/> PTA	<input type="checkbox"/> Others, please specify _____

Box 20. MENSTRUAL HYGIENE, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate)

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

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

<input type="checkbox"/> School Canteen	<input type="checkbox"/> Guidance Office
<input type="checkbox"/> School Clinic	<input type="checkbox"/> Others, please specify _____

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

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

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

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 39. DISASTERS/CALAMITIES, For the months of June 2018 to May 2019

(Please indicate the number of times the following hazards occurred in your school and its immediate surroundings)

Disasters/Calamities	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought												
Earthquake												
Fire *												
Flood												
Landslide												
Storm Surge												
Tropical Cyclones ***												
Tsunami												
Volcanic Eruption												
Human-Induced Hazards												
Bomb Threat in School Premises												
Bombing in School Premises												
Crime against learner/s												
Crime against non-teaching personnel												
Crime against school head/s												
Crime against school property												
Crime against teaching personnel												
Fire **												
Hazardous Materials Incident (e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)												
Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)												
Hostage-taking within school premises												
Shooting incident within school vicinity												
Structural collapse (as a result of engineering failures)												
Other security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)												
Others, please specify												

Reminder: For the notes and definitions, continuation on the next page.

Certified True and Correct by :

Validated by DRRM Coordinator:

Validated by Planning Officer III (PRS-SGOD):

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

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

Position Title : _____

Position Title : _____

(Cont. of Table 39)

1. Disaster - A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Source of Definition: UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf

2. Human-Induced Hazards - Are induced entirely or predominantly by human activities and choices that adversely affect other persons. The Sendai Framework for Disaster Risk Reduction 2015-2030 categorized these hazards as one of the following: (a) Environmental hazards may include chemical, natural and biological hazards. They can be created by environmental degradation or physical or chemical pollution in the air, water and soil. Examples include soil degradation, deforestation, loss of biodiversity, salinization and sea-level rise. (b) Technological hazards originate from technological or industrial conditions, dangerous procedures, infrastructure failures or specific human activities. Examples include industrial pollution, nuclear radiation, toxic wastes, dam failures, transport accidents, factory explosions, fires and chemical spills. -----

While the UNISDR subjects armed conflicts and other situations of social instability to the International Humanitarian Law and National Legislation, the DRRMS classifies these violent incidents as human-induced.

Source of Definition: Sendai Framework for Disaster Risk Reduction 2015-2030. https://www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf

3. Crime against learners / personnel - Murder / Homicide, Physical Injuries, etc.

Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf

4. Crime against school property - Theft, Robbery, Arson, etc.

Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf

5. Drought - A long lasting event triggered by a lack of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.

Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: Definition of Terms. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf

6. Earthquake - A weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.

Source of Definition: DOST-PHIVOLCS: Introduction to Earthquake. <https://www.phivolcs.dost.gov.ph/index.php/earthquake/introduction-to-earthquake>

7. Fire - Interaction of heat, fuel and oxygen which will result in a chemical reaction called burning.

* Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.

** Includes fires due to human negligence, such as electrical wiring failure

Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: Definition of Terms. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf

8. Flood - A progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.

Source of Definition: DOST-PAGASA Learning Tools: Floods. bagong.pagasa.dost.gov.ph/learning-tools/floods

9. Landslide - A mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.

Source of Definition: DOST-PHIVOLCS: Introduction to Landslide. <https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide>

10. Storm Surge - An abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall.

Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Storm Surge. <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>

11. Tropical Cyclones - A non-frontal, synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region.

*** Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon

Source of Definition: DOST-PAGASA: About Tropical Cyclones. <http://bagong.pagasa.dost.gov.ph/information/about-tropical-cyclone>

12. Tsunami - An ocean wave produced by a submarine earthquake, landslide, or volcanic eruption that may reach enormous dimensions and have sufficient energy to travel across entire oceans.

Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Tsunami. <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>

13. Volcanic Eruption - The transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions

Source of Definition: DOST PHIVOLCS: Introduction to Volcanoes. <https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes>

Table 40. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict and Grave Child Rights Violations), For the months of June 2018 to May 2019
(Please provide appropriate answers)

Human-Induced Hazards	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
1. Armed Conflict												
1a. Indicate the number of times the following armed conflict occurred in your school and its immediate surroundings.												
Armed conflict incident experienced in the past months												
Indicate the number of times the state/non-state actors were involved in the armed conflict incidents.												
1b1. State Actors:												
Armed Forces of the Philippines (AFP)												
Philippine National Police (PNP)												
Others, please specify												
1b2. Non-State Actors:												
Abu Sayyaf Group (ASG)												
Bangsamoro Islamic Freedom Fighters (BIFF)												
Communist Party of the Philippines/ New People's Army/ National Democratic Front (CPP-NPA-NDF)												
Maute Group												
Moro National Liberation Front (MNLF)												
Others, please specify												
2. Grave Child Rights Violations												
2a. Indicate the number of reports of Grave Child Rights Violations within the school and immediate surroundings that were filed through government channels												
Killing and maiming of children												
Abduction of children												
Attacks against schools or hospitals												
Denial of humanitarian access for children												
Recruitment or use of children as soldiers												
Sexual violence against children												

(Please see definition on the next page)

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

(Cont. of Table 40)

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

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

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

1b1. & 1b2. **State and/or Non-State Actors** - refers to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.

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

2. **Grave Child Rights Violations** - refers to the offenses committed against children that constitute flagrant violations of their human rights and have severe consequences in their lives.

Source of Definition: DepEd Order No. 57, s. 2017 *Policy on the Protection of Children in Armed Conflict, based on UN Security Council Resolution Nos. 1539, 1612, 1882, 1998* http://www.deped.gov.ph/wp-content/uploads/2017/11/DO_s2017_057.pdf

Table 41. RESULT OF DISASTER INCIDENCES, For the months of June 2018 to May 2019

(Please provide appropriate answers)

Result of Disaster Incidences / Emergencies	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Number of Classrooms used as Evacuation Center												
Number of Days the Classrooms were used as Evacuation Center												
Number of School Days lost due to class suspensions resulting from natural hazards												
Number of School Days lost due to class suspensions resulting from human-induced hazards												
Number of School Days lost due to class suspensions resulting from armed conflict												

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

Box 22. ENABLING ENVIRONMENT, For the months of June 2018 to May 2019

(Check the appropriate boxes that correspond to the DRRM / CCA / Peacebuilding initiatives conducted)

1. Adopted / localized existing policies relating to DRRM/CCA/Peacebuilding

Policy No.	Title
DRRM-CCA Policies	
<input type="checkbox"/> DO 82 s.2010	Reiteration of CCA-DRR at the School Level
<input type="checkbox"/> DO 83 s.2011	Disaster Preparedness in Schools
<input type="checkbox"/> DO 43 s.2012	Guidelines on the Implementation of EO 66 (Suspension of Classes)
<input type="checkbox"/> DO 21 s.2015	DepEd DRRM Information Management and Coordination Protocol
<input type="checkbox"/> DO 23 s.2015	School Watching and Hazard Mapping
<input type="checkbox"/> DO 27 s.2015	Family Earthquake Preparedness
<input type="checkbox"/> DO 37 s.2015	Comprehensive DRRM in Basic Education Framework
<input type="checkbox"/> DO 28 s.2016	Strengthening Fire Safety and Awareness Program
<input type="checkbox"/> DM 221 s.2013	Guidelines on the Protection of Children during Armed Conflict
<input type="checkbox"/> DM 041 s.2015	Implementing Brigada Eskwela 2015
<input type="checkbox"/> DM 069 s.2015	Observance of the National Disaster Consciousness Month 2015
Child Protection and EiE in Armed Conflict Policies	
<input type="checkbox"/> DO 44 s.2005	Declaration of Schools as Zones of Peace
<input type="checkbox"/> DO 57 s.2017	Policy on the Protection of Children in Armed Conflict
<input type="checkbox"/> DM 109 s.2017	Public Manifestation of DepEd's Declaration of Schools as Zones of Peace
<input type="checkbox"/> DO 40 s.2012	Child Protection Policy

2. Designated School DRRM Coordinator
3. Formed School DRRM Team
4. School DRRM Team have defined roles and responsibilities/ functions
5. Has a comprehensive School DRRM/CCA Plan
6. For conflict affected schools, has a comprehensive School Peacebuilding Plan
7. School DRRM/CCA/Peacebuilding Plan considers the needs of learners with disabilities
8. School DRRM/CCA/Peacebuilding Plan considers indigenous knowledge systems and practices (IKSP)
9. School DRRM/CCA/Peacebuilding Plan is gender sensitive
10. Supreme Pupil Government (SPG)/Supreme Student Government (SSG) led in the school DRRM planning process
11. Integrated DRRM/CCA into the School Improvement Plan (SIP)
12. For conflict affected schools, have integrated Peacebuilding into the SIP
13. DRRM/CCA/Peacebuilding activities are supported by school budget
14. Funding sources for interventions in the aftermath of a disaster or emergency exist and can easily be tapped.
15. Has partnerships that could be tapped to support its DRRM/CCA programs and activities, including those after a disaster
16. Has partnerships that could be tapped to support its peacebuilding programs and activities, including those after an armed conflict
17. Implemented student-led school watching and hazard mapping (DO 23, s 2015)
18. Student-led school watching and hazard mapping made use of hazard maps of PHIVOLCS, MGB, PAGASA and LGUs
19. Results of school watching and hazard mapping is presented and submitted to the school planning team
20. Learners including those with disabilities, IPs, Muslim, and others participated in risk assessment and DRRM planning
21. Incorporated results of student-led school watching and hazard mapping in the school DRRM/CCA/Peacebuilding Plan and SIP
22. School Planning Team have linked the results of the school watching and hazard mapping with the school's education data to better understand its risk
23. Submitted Rapid Assessment of Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of a hazard in the area, if affected by disaster
24. School carries out monitoring and evaluation to assess sustainable implementation
25. Data collection and consolidation of programs and activities on DRRM/CCA/Peacebuilding to monitor results and impacts

(Please see definition on the next page)

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

(Cont. of Box 22)

- CCA (Climate Change Adaptation)** - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and or the variability of its properties and that persists for an extended period, typically decades or longer. Adaptation is adjustment in natural or human systems in response to actual or expected stimuli or their effects, which moderates harm or exploits benefit opportunities (IPCC).
Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (UNFCCC).
Intergovernmental Panel on Climate Change (IPCC)
United Nations Framework Convention on Climate Change (UNFCCC)
- DRRM (Disaster Risk Reduction and Management)** - is the systemic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of a disaster.
Source of Definition: DepEd Order No. 37, s. 2015 *The Comprehensive Disaster Risk Reduction and Management in Education Framework*. http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf
- EiE (Education in Emergencies)** - refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.
Source of Definition : *International Network for Education in Emergencies Term Bank*. https://toolkit.ineesite.org/term-bank/en/terms/education_in_emergencies
- Peacebuilding** - Refers to a process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building, and political as well as economic transformation. This consists of a set of physical, social, and structural initiatives that are often an integral part of post-conflict reconstruction and rehabilitation.
Source of Definition: *UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding*.
<http://www.unicef-emergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>

Box 23. SAFE LEARNING FACILITIES, For the months of June 2018 to May 2019

(Check appropriate boxes or provide correct numbers for all Safe Learning Facility initiative)

	Instructional	Non-Instructional	Ancillary Facilities									
1. Number of classrooms with risk assessment:												
2. Number of unsafe classrooms identified:												
3. <input type="checkbox"/> School facilities are sensitive to the needs of persons with disability. (ramps, etc.)												
4. <input type="checkbox"/> School conducts regular inspection of school facilities.												
5. Months the maintenance of facilities undertaken (check all appropriate boxes).												
	2018						2019					
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <input type="checkbox"/> School Head has allotted budget for routine maintenance of school building and ancillary facilities.												
7. <input type="checkbox"/> Undertaken regular repair of damaged school building and ancillary facilities												
8. <input type="checkbox"/> There is an ongoing construction in the school.												
9. <input type="checkbox"/> School Head is involved in the quality assurance of the ongoing construction.												
10. <input type="checkbox"/> School Head monitors the progress of the ongoing construction.												
11. Guidance and regulations on DO 40 s 2015 are followed:												
				<input type="checkbox"/> Safe school building site selection for construction				<input type="checkbox"/> Resilient design				<input type="checkbox"/> Resilient construction
12. <input type="checkbox"/> Safety precautions are in place for all new and ongoing building construction (e.g. fencing, signages, access).												
13. <input type="checkbox"/> Access of laborers are limited to the construction site only (e.g. temporary bunk houses, separate entry and exit points, own meters for water and electricity).												
14. <input type="checkbox"/> School Head has a copy of the building plans from the contractor?												

- Ancillary** - refers to a group of buildings having a secondary or dependent use, such as an annex.
Source of Definition: *DepEd Educational Facilities Manual*
- Instructional** - These spaces are designed to directly accommodate the educational program. The basic instructional spaces for elementary schools are classrooms and work education shops or multi-purpose buildings for Home Economics and Industrial Arts Classes. However, for secondary schools offering general curriculum, the basic instructional spaces are classrooms, computer rooms, science laboratories, and Technology and Livelihood Education (TLE) shops. In secondary vocational schools, basic instructional spaces also include specialized shops. Other spaces such as libraries, learning centers, gymnasiums, and similar spaces are classified as instructional spaces when they are used directly in conjunction with the curriculum. In line with the changing curriculum, a modular type of school building has been designed to include components for home economics, industrial arts, agricultural arts, etc. in one building unit known as multipurpose workshop building.
Source of Definition: *DepEd Educational Facilities Manual*
- Non-instructional** - refers to administrative and non-programmed spaces within the school.
Source of Definition: *DepEd Educational Facilities Manual*
- Risk Assessment** - This process includes identification of the hazards present in the location and an assessment of their potential impacts and effects on the built environment based on existing or anticipated vulnerabilities and potential losses.
Source of Definition: *DepEd Educational Facilities Manual*
- Unsafe Classroom** - refers to classrooms that have one or a combination of hazards listed in the School Watching Checklist
Source of Definition: *DO No. 23, s. 2015 Student-led School Watching and Hazard Mapping*

Certified True and Correct by : _____ Validated by DRRM Coordinator: _____ Validated by Planning Officer III (PRS-SGOD): _____
 School Head : _____ (Signature Over Printed Name) / Date _____ (Signature Over Printed Name) / Date _____
 Position Title : _____ Position Title : _____ (Signature Over Printed Name) / Date _____

Box 24. DISASTER RISK MANAGEMENT, For the months of June 2018 to May 2019

(Check appropriate boxes or provide correct numbers for all Disaster Risk Management initiatives)

1. Has a specific Contingency Plan for the hazard/s the school is affected with:

Natural Hazards:

- Drought
- Earthquake
- Fire
- Flood
- Landslide
- Tropical Cyclone
- Tsunami
- Volcanic Eruption

Human-Induced Hazards:

- Armed Conflict
- Bomb Threats / Bombing
- Civilian Violence
- Fire
- Others, please specify _____

- 2. Has an evacuation plan and procedures
- 3. Has a student-family reunification plan that is clearly disseminated to learners, teachers and parents
- 4. School DRRM Planning and Contingency Planning are conducted together with the following:
 - Learners
 - LGUs
 - Parents
 - Partners
 - Personnel
- 5. School is identified as an evacuation center
- 6. School Head has identified school building and ancillary facilities to be used as temporary evacuation centers for disasters
- 7. School Head is aware and knowledgeable of the Joint Memorandum Circular No. 1, series of 2013 and RA 10821 and its corresponding IRR, which stipulates the limited use of schools as evacuation center and the roles of the LGU and DSWD in Camp
- 8. School has documented MoU/MoA with the LGU and DSWD for the use of the school as evacuation center following the JMC 1 s. 2013 and RA 10821

9. Number of emergency supplies and equipment available in the schools:

2-fold Stretcher	<input type="text"/>	Handheld/Base Radios	<input type="text"/>
C-Collar	<input type="text"/>	Life Vest / Life Jacket	<input type="text"/>
Emergency Head Lamp	<input type="text"/>	Safety Coat	<input type="text"/>
Emergency lights/ flashlights	<input type="text"/>	Safety Hat / Helmet	<input type="text"/>
Emergency Whistle	<input type="text"/>	Safety Shoes	<input type="text"/>
Fire Extinguisher	<input type="text"/>	Spine Board with Safety Belts	<input type="text"/>
First Aid Kit	<input type="text"/>	Splinter	<input type="text"/>
Go bag with Multi-Tool for each learner	<input type="text"/>	Universal Head Immobilizer	<input type="text"/>
Go bag with Multi-Tool for each personnel	<input type="text"/>		

10. School has pre-identified spaces for putting up:

- Temporary Learning Spaces (TLS)
- WASH Facilities

- 11. Conducted training for teaching and non-teaching staff to administer first aid to learners and other personnel
- 12. School has psychosocial interventions for learners and personnel
- 13. School has existing resumption strategies and alternative delivery modes to ensure education continuity
- 14. School has implemented these strategies after disasters resulting from natural hazards
- 15. School has implemented these strategies during emergencies resulting from armed conflict
- 16. Resumption strategies the school has implemented and number of days:

Strategies/Alternative Delivery Modes	NO. OF Days
<input type="checkbox"/> E-Impact	<input type="text"/>
<input type="checkbox"/> Make-up classes	<input type="text"/>
<input type="checkbox"/> MISOSA	<input type="text"/>
<input type="checkbox"/> Open High School	<input type="text"/>
<input type="checkbox"/> Others, please specify:	<input type="text"/>

- 14. Ensured that learners completed the Family Earthquake Preparedness Plan (DO No. 27, s. 2015); and school has reported completion to DepEd DRRMS at the Central Office
- 15. Presented Family Earthquake Preparedness Plan results to the PTA and LGU
- 16. School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan
- 17. Established a system in tracking learners and personnel in the event of a disaster
- 18. Conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place
- 19. Learners, teachers, parents and other stakeholders participated in DRRM, CCA, and Peacebuilding activities
- 20. School has a functional early warning system to inform learners and personnel of emergencies (e.g. protocol, warning signs, devices, IEC), with consideration of existing national and LGU warning systems and protocols
- 21. Conducted regular hazard-specific drills (at least 3 priority hazards based on risk assessment) with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)
- 22. Number of learners who participated in the following drills in the appropriate month/s:

Types of Drills	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Tsunami Drill												
Storm Surge Drill												
Lockdown Drill												

- 23. Ensured the participation of children, PWDs, pregnant woman and elderly people during the drills
- 24. Conducted awareness and capacity building for learners and families
- 25. School participated in the different DRRM/CCA/Peacebuilding activities of the LGUs

(Please see definition on the next page)

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

_____ *(Signature Over Printed Name) / Date*

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ *(Signature Over Printed Name) / Date*

Position Title : _____

(Cont. of Box 24)

1. **Bomb Threats / Bombing** - refers to a threat or actual detonation of an explosive or incendiary device to cause property damage, death, or injuries.
Indiana University: Emergency Planning
<https://protect.iu.edu/emergency-planning/procedures/bomb-threats.html>
2. **Civilian Violence** - refers to the use of physical force brought by a noncombatant person, so as to injure, abuse, damage, or destroy. This includes crimes against school heads, teachers, learners, and school property.
Merriam-Webster Dictionary
<https://www.merriam-webster.com/dictionary/violence>
3. **Contingency Plan** - A management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.
UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
4. **E-Impact** - The Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) learning system is a technology-enhanced alternative delivery mode developed by the SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) to address issues in accessibility and quality of education in schools usually handled by a few teachers teaching multigrade classes.
UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_EvaluationI_Philippines-2012-001.pdf
5. **Evacuation Center** - refers to a safe site, building or center hosting internally displaced persons, which includes covered courts, barangay or community halls, camping areas, collective centers, multi-purpose centers, established "tent cities" or schools
DSWD-DILG-DOH-DepEd- Joint Memorandum No. 1, S. 2013 on the Guidelines on Evacuation Center Coordination and Management, Part III.
6. **Lockdown Drill** - An emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/ exit and movement within a facility, emergency personnel are better able to contain and handle any threats.
University of British Columbia: Emergency Procedures. <https://emergency.ok.ubc.ca/procedures/lockdown/>
7. **MISOSA** - Modified In-School, Off-School Approach. MISOSA aims to: (i) solve congestion in schools with big enrolment; (ii) address the need of children for adequate learning materials; (iii) mobilize and strengthen community support; and (iv) improve students' performance.
UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_EvaluationI_Philippines-2012-001.pdf
8. **Open high school** - An alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program. http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf
9. **Temporary Learning Spaces** - refers to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.
Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".
10. **WASH** - Water, Sanitation, and Hygiene Facilities

Box 25. DISASTER RISK REDUCTION IN EDUCATION, For the months of June 2018 to May 2019

(Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives)

1. School teaches DRRM/CCA and Peacebuilding-related concepts

Subjects	DRRM/CCA							Peacebuilding						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyon sa Pagpapakatao (EsP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Number of teachers trained in integrating Peace Education in their daily learning log

3. DRRM/CCA/Peacebuilding related topics are integrated in SpEd program

4. Learning resources (Teachers Guides and Textbooks/Learning Materials and other supplemental materials) are available to aid teaching DRRM, CCA, and Peacebuilding.

5. Skills and competencies of learners are assessed through measurable learning and risk reduction (RR) outcomes

6. Specific activities relating to DRRM, CCA and Peacebuilding with the number of learners who participated

DRRM		CCA		Peacebuilding	
School Activities	No. of Learners	School Activities	No. of Learners	School Activities	No. of Learners
School Watching and Hazard Mapping		Gulayan sa Paaralan		Peace Conferences or Camps	
Family Earthquake Preparedness		Installation of Materials Recovery Facility		Creation of youth networks or organizations for peace	
Fire Drill		Solid Waste Management		Art, essay, slogan, etc. contests for peace	
Earthquake Drill		Recycling		Celebration and commemoration of special events related to peace and human rights	
Tsunami Drill		Tree Planting		Other related activities, please specify	
Lockdown Drill		Other related activities, please specify			
Basic First Aid					
Other related activities, please specify					

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 42. DISASTER RISK REDUCTION IN EDUCATION (DRRM, CCA, and Peacebuilding Trainings), For the months of June 2018 to May 2019

(Provide correct numbers for all Disaster Risk Reduction in Education initiatives)

DRRM, CCA, and Peacebuilding Trainings	Number of Nationally-Funded				Number of Locally-Funded			
	Teaching Personnel		Non-Teaching		Teaching Personnel		Non-Teaching	
	Male	Female	Male	Female	Male	Female	Male	Female
1. DRRM and Climate Change Terminologies								
2. International and National Foundations of DRRM in the Education Sector								
3. The Comprehensive Disaster Risk Reduction and Management in Education Framework and Other DRRM-CCAM Related Policies								
4. Inclusive and Child-centered DRRM								
5. Education in Emergencies (EiE)								
6. Alternative Delivery Modes								
7. Information Management								
8. School-Based DRRM								
9. Camp Management Guidelines for DepEd								
10. Temporary Learning Spaces (TLS)								
11. Basic Education in Emergencies (EiE) Supplies and Logistics								
12. Resource Mobilization and Partnership								
13. Contingency Planning for Basic Education								
14. Understanding Common Hazards								
15. DRRM Mainstreaming in the Planning Cycle								
16. Understanding Climate Change								
17. Climate Change Global, National and Local Frameworks								
18. Understanding Peace and Conflict								
19. Conflict Sensitive Education								
20. Psychological First Aid								
21. Basic Life Support and Occupational First Aid								
22. Staff Safety and Security in the Field								
23. Other related activities, please specify								

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

National Child Traumatic Stress Network: Psychological First Aid

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

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

*_____
(Signature Over Printed Name) / Date*

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

*_____
(Signature Over Printed Name) / Date*

Box 26. DISASTER RISK REDUCTION IN EDUCATION

Information, Education and Communication (IEC) Materials, For the months of June 2018 to May 2019

(Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives)

1. Number of available Information, Education and Communication (IEC) Materials

Disasters/Calaminities	No. of Available IEC Material/s
Natural Hazards	
Drought	
Earthquake	
Fire	
Flood	
Landslide	
Tropical Cyclone	
Tsunami	
Volcanic Eruption	
Human-Induced Hazards	
Armed Conflict	
Bomb Threats / Bombing	
Civilian Violence	
Fire	
Other related activities, please specify _____	

2. Presence of DRR/CCA/Peacebuilding corners, with updated IEC materials posted in it, in every classroom

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 27. ARMED-CONFLICT RELATED INITIATIVES, For the months of June 2018 to May 2019
(Check appropriate boxes or provide correct numbers for all Armed-Conflict related initiatives)

1. Has a lockdown protocol (only for conflict/civilian violence/bomb threat-affected schools)?

2. Has the school been declared as a "Zone of Peace"?

3. Year the school declared as a Zone of Peace

4. Declaration been formalized through a written agreement or code of conduct signed by duly recognized representatives of stakeholders.

Check the appropriate stakeholders:

Armed Forces of the Philippines (AFP)

Philippine National Police (PNP)

Local Government Unit (LGU)

Non-State Armed Group

Others, please specify _____

5. **Activities conducted in relation to the school being a Zone of Peace.**

Setting-up of Peace Corners

Peace conferences or camps

Creation of or membership in youth networks or organizations for peace

Art, essay, slogan, etc. contests for peace

Celebration and commemoration of special events related to peace and human rights

Learning and development interventions (e.g. training on conflict resolution and mediation, conflict analysis, conflict sensitivity)

Inter-faith dialogues

Community dialogues

Others, please specify _____

Schools as Zones of Peace

- A site with sacred, religious, historic, educational, cultural, geographical, or environmental importance which is protected and preserved by its own community and officially recognized by a governmental authority

Safe Schools Declaration

- SZOP is one approach UNICEF and partners are using to protect the right of children to access school in conflict- and crisis-affected areas and to ensure education is not hampered by violence. It parallels the education sector's broader work to support efforts to better predict, prevent and prepare for crises. The aim is to improve the quality of the education response in emergencies and transitions and to use the education system to foster a culture of peace and human rights. Schools are a key entry point for peace advocacy, and also utilize development of "codes of conduct" to prevent impediments to child access to school. In addition to advocacy, SZOP incorporates diverse programming at the school, village and district levels. SZOP programming builds on UNICEF's ongoing efforts to develop holistic schools, in particular through the Child-Friendly Schools Initiative and the roll-out of the Quality Education Resource Package.

UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding

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

- Refers to demarcated spaces for teachers and students to conduct teaching and learning when they can't do so in their school because of displacement or damage/destruction of the school. TLSs can and should be established quickly, yet they also lay a foundation for restarting formal education and enrolling children who were previously out of school. TLSs can also be used as an entry point for protection, nutrition and health services, and to develop communication channels with affected populations.

UN OCHA: Humanitarian Response

<https://www.humanitarianresponse.info/en/operations/south-sudan/document/education-cluster-standards-tlss>

Certified True and Correct by :

Validated by DRRM Coordinator:

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

(Signature Over Printed Name) / Date

Position Title : _____

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date



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



GOVERNMENT JUNIOR HIGH SCHOOL (JHS) PROFILE

INSTRUCTIONS

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

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

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 2019-2020

School Name : _____ (Official Name)

_____ (Previous Name, if any)

Address : _____

No. _____ Street/Sitio/Parok _____ Barangay _____

Municipality/City _____ Province _____ Zip Code _____

Region : _____

Division : _____

Legislative District : _____

Telephone Number : _____

Mobile Number : _____

Fax Number : _____

Website (if any) : _____

E-Mail Address : _____

Date Established : _____

Please check (✓) if the school is:

- Science High School
- Offering Night Classes
- an Annex/Extension School (Please indicate Mother School ID: _____)
- an Implementing Unit (has book of accounts or has fiscal autonomy)

If check (✓), should have any of the finance position: Accountant I, Senior Bookkeeper, Bookkeeper, Disbursing Officer II or I in Table 12.

Certified True and Correct by: _____ Validated by Planning Officer III (PRS-SGOD): _____

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

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

Noted by the Schools Division Office: _____

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

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

Table 1. LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Particulars	Transition (Learners with Disabilities)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLLMENT												
CCT/4Ps Recipient												
Indigenous Peoples Learner												
Muslim Learner												
Learner in Alternative Delivery Modes												
a. Open High School Program (OHSP)												
b. Other School-Initiated Intervention												
Balik-Aral												
Repeater												
Transferee From Other Public Schools (in any Previous SY)												
Transferee From Private Schools (in any Previous SY)												

- Learner** - refers to an individual who may be enrolled in one or multiple programs.
 - Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program.
 - JHS Enrollment** - refers to the second stage of compulsory basic education. It consist of four (4) years of education (Grades 7 to 10).
 - Transition** - refers to level/program for learners with disabilities who are not capable of developing academic skills. They shall be focusing on functional literacy, numeracy skills, and daily living skills; prevocational skills; and on vocational/work families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
 - 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 homogeneous societies identified by self-ascrption 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).
 - Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
 - 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:
 - Open High School Program (OHSP)** - refers to the alternative mode of secondary education that addresses learning problems of Student-At Risk-of-Dropping-Out (SARDOs) who cannot join the regular class program due to justifiable reasons. These reasons may include physical impairment, employment, distance of home to school, education design, family problems and the like. It is implemented in the secondary level with the use of modules. Learners must be capable of independent learning.
 - Other School-Initiated Interventions** - refers to innovative and homegrown interventions developed by schools to prevent the SARDO from dropping out and to increase their achievement rate.
 - Balik-Aral** - refers to a learner who went back to school and resume study after a year/years of dropping out or discontinuing study.
 - 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.
 - Transferee from Other Public Schools (in any Previous SY)** - refers to a learner who was enrolled in another public school in any previous school year.
 - Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.
- Reminders:**
- Total Enrollment in this table will tally with the totals in Table 2 and Table 4.**
 - Transition Enrollment in this table will tally with the Transition Enrollment in Table 2, Table 6 and Table 7.**
 - Repeater in this table will tally with the totals in Table 3.**

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SCOD):

Position Title :

(Signature Over Printed Name) / Date

Table 2. LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	Transition (Learners with Disabilities)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20 & Above												
TOTAL												

1. The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.

Reminders: 1. Totals in this table will tally with the totals in Table 1 (Total Enrollment) and Table 4.
 2. Transition Enrollment in this table will tally with the Transition Enrollment in Table 1, Table 6 and Table 7.

Table 3. REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	Transition (Learners with Disabilities)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20 & Above												
TOTAL												

1. The total repeaters of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. Computation of the age of repeaters will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.

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

Certified True and Correct by:

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

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

Table 4. ENROLLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2019-2020 (As of June 30, 2019)

Particulars	1st Shift		2nd Shift		3rd Shift		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Enrollment								
Number of Classes								

Shift - refers to time schedules corresponding to different sets of classes (e.g., morning and afternoon shifts). Night classes are not considered a shifting schedule.

Reminders: 1. Table 4 shall be filled even if only one shift is offered by the school.

2. Total Enrollment in this table will tally with the totals in Table 1 and Table 2.

3. Total Number of Classes in this table will tally with the totals in Box 1 (Sum of the Total Number of Regular and Transition Classes).

Box 1. NUMBER OF CLASSES, SY 2019-2020 (As of June 30, 2019)

1. For Regular classes, please <u>indicate the number of classes</u> by grade level.				
Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Gr 7 to 10)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. For Transition classes of LWDs, please <u>indicate the number of classes</u> .				Transition (LWDs)
				<input type="text"/>

Regular Classes - refers to the number of classes by grade level from Grades 7 to 10 offering regular curricula.

Reminder: Sum of the Total Number of Regular and Transition Classes in this box will tally with the total in Table 4 (Total Number of Classes).

Table 5. LEARNERS DATA BY PROGRAM, SY 2019-2020 (As of June 30, 2019)

Enrollment by Program	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Regional Science High School										
2. Special Program in the Arts										
3. Special Program in Foreign Language										
4. Special Program in Journalism										
5. Special Program in Science, Technology and Engineering										
6. Special Program in Sports										
7. Special Program in Technical Vocational Education										

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

Types of Special Programs:

- 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.
- Special Program in the Arts** - a program designed to cater to the needs of learners who are talented in the arts.
- Special Program in Foreign Language** - a program which aims to develop learners to understand and appreciate foreign languages.
- 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.
- Special Program in Science, Technology and Engineering** - a program which aims to develop the learners' skills in science, technology and engineering.
- 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.
- 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) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 6. LEARNERS WITH DISABILITIES (LWDs), SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Disabilities	Transition		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnoses from Licensed Medical Specialists:												
1. Visual Impairment												
2. Hearing Impairment												
3. Learning Disability												
4. Intellectual Disability												
5. Autism Spectrum Disorder												
6. Emotional-Behavioral Disorder												
7. Orthopedic / Physical Handicap												
8. Speech / Language Disorder												
9. Cerebral Palsy												
10. Special Health Problem / Chronic Disease												
11. Multiple Disabilities												
With Manifestations:												
1. Difficulty in Seeing												
2. Difficulty in Hearing												
3. Difficulty in Applying Knowledge												
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding												
5. Difficulty in Applying Adaptive Skills												
6. Difficulty in Displaying Inter-Personal Behavior												
7. Difficulty in Mobility (Walking, Climbing and Grasping)												
8. Difficulty in Communicating												
TOTAL												

Note: The data in this table shall include all enrolled JHS learners with disabilities.

(Please see definition on the next page)

- Reminders: 1. Totals in this table will tally with the totals in Table 7.
 2. Transition Enrollment in this table will tally with the Transition Enrollment in Table 1, Table 2 and Table 7.
 3. LWDs with two or more manifestations, the data must be included in the primary classification of disability or difficulty.
 4. For visible conditions like blind (no eyeball) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by: Division SPED Coordinator:

(Signature Over Printed Name) / Date

Position Title :

Validated by: Planning Officer III (PRS-SCOD):

(Signature Over Printed Name) / Date

Classification of Learners with Disabilities:

- **With Diagnosis from Licensed Medical Specialist** - refers to learners who have undergone assessment of licensed professionals like Psychologists, Psychometricians, and Medical Specialists who can determine the level of disability of any learner.
 1. **Visual Impairment** - refers to a learner with an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
 2. **Hearing Impairment** - refers to a learner with an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
 3. **Learning Disability** - refers to a learner with a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
 4. **Intellectual Disability** - refers to a learner with 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** - refers to a learner characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
 6. **Emotional-Behavioral Disorder** - refers to a learner with 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** - refers to a learner with any condition that interferes with a child's ability to use his or her body.
 8. **Speech/Language Disorder** - refers to a learner with 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** - refers to a learner that 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** - refers to a learner with a 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** - refers to a learner with 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.
- **With Manifestations** - refers to learners manifesting difficulties in particular activities (e.g., cognitive, communication, mobility, hearing, seeing, etc.) who were observed by teachers on daily lessons/activities or through anecdotes.
 1. **Difficulty in Seeing** - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. They include those that are totally blind, functionally blind or low vision.
 2. **Difficulty in Hearing** - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deafness.
 3. **Difficulty in Applying Knowledge** - refers to a learner that has a problem that interferes with learning basic skills such as reading, writing, acquiring skills and/or math. It can also delay higher level thinking skills such as organization, time planning, abstract reasoning, long and short term memory and attention.
 4. **Difficulty in Remembering, Concentrating, Paying Attention and Understanding** - refers to a learner that manifest significant limitations in general intellectual functioning; in adaptive functioning (communication, self-care, home living, health and safety, social skills, functional academics, community use, leisure and work) which exist concurrently; it includes those medically diagnosed as learners with: Reading Disability or Dyslexia; Written Expression Disability; Spelling Disability; Handwriting Disability or Dysgraphia; Mathematical Disability or Dyscalculia.
 5. **Difficulty in Performing Adaptive Skills (Self-care)** - refers to a learner manifesting difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.
 6. **Difficulty in Displaying Interpersonal Behavior (Emotional and Behavioral)** - refers to a learner whose conditions are characterized by emotional or behavioral responses in school programs so different from appropriate age, cultural or ethnic norms which affects their educational performance (academic, social, vocational or personal skills) more than temporary and responses are stressful to environment behavior is exhibited in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
 7. **Difficulty in Mobility (Walking, Climbing and Grasping)** - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. They include those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.
 8. **Difficulty in Communicating** - refers to a learner whose developmental conditions are causing problems in communication, learning and social behaviors. It is typically characterized by difficulty in: Understanding others; Producing message; Communicating using devices.

Table 7. AGE PROFILE OF LEARNERS WITH DISABILITIES (LWDs), SY 2019-2020 (As of June 30, 2019)

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

1. The total number of jns learners enrolled in the school with disabilities as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.

2. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.

Reminders: 1. Totals in this table will tally with the totals in Table 6.

2. Transition Enrollment in this table will tally with the Transition Enrollment in Table 1, Table 2 and Table 6.

Certified True and Correct by: _____

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Division SPED Coordinator: _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SCOD): _____

(Signature Over Printed Name) / Date

Table 8. LEARNERS WITH DISABILITIES (LWDs) UNDER THE HOMEBOUND AND HOSPITAL BOUND PROGRAM, SY 2019-2020 (As of June 30, 2019)

Type of LWDs	HOMEBOUND										HOSPITAL BOUND											
	Age Profile				Grade Placement		Length of Time in the Program				Age Profile		Grade Placement		Length of Time in the Program							
	12-15 years old	16-20 years old	21-25 years old	TOTAL	Grade 7 to Grade 10	Transition Program	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL	12-15 years old	16-20 years old	21-25 years old	TOTAL	Grade 7 to Grade 10	Transition Program	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL
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 Disease																						
Multiple Disability																						
TOTAL																						

- Home Bound** - refers to an educational program designed for children with disabilities who are enrolled in the nearest school to their residence, but can not go to school on a regular schedule. Community volunteers, para-teacher, parents or any member of the family are trained to assist the child at home.
- Hospital Bound** - refers to an educational program designed for LWDs with severe disturbance, profound level of disability, bed-bound, with crippling, chronic or serious health disabilities/impairments and recovering patient (LSENS).
- Age Profile (Homebound/Hospital bound)** - refers to a range of age per type of learners with disabilities.
- Grade Placement (Homebound/Hospital bound)** - refers to what program the learners are placed or enrolled.
- Length of time (Homebound/Hospital bound)** - refers to the number of years that the learner spent in the program.

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School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by Division SPED Coordinator:

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRSS-SGOD):

(Signature Over Printed Name) / Date

**Table 9. LEARNING RESOURCES NEEDED FOR THE LEARNERS WITH DISABILITIES (LWDs)
SY 2019-2020 (As of June 30, 2019)**

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

Note:

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

LWDs Materials:

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

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

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

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

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

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

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

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

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

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

Bocce Ball Sets - are sport equipment use in paragames.

Goal Ball - is a sport equipment use in paragames.

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

Certified True and Correct by:

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

Position Title : _____

Validated by Division SPED Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 10. LEARNERS DATA IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2019-2020 (As of June 30, 2019)

SUBJECT	EXPLORATORY YEARS				REGULAR TITLE				TOTAL (Grades 7-10)	
	Grade 7 Male	Grade 7 Female	Grade 8 Male	Grade 8 Female	Grade 9 Male	Grade 9 Female	Grade 10 Male	Grade 10 Female	Male	Female
Home Economics (HE)										
Beauty Care										
Caregiving										
Cookery										
Dressmaking										
Front Office Services										
Handicraft										
Household Services										
Travel Services										
Wellness Massage										
Art-Fiber Arts (AF-1)										
Agri-Crop Production										
Animal Production										
Aquaculture										
Fish Processing										
Industrial Arts (IA)										
Automotive Servicing										
Carpentry										
Electrical Installation and Maintenance										
Electronic Products Assembly and Servicing										
Masonry										
Plumbing										
Refrigeration and Airconditioning										
Shielded Metal Arc Welding										
Information and Communication Technology (ICT)										
Computer Systems Servicing										
Contact Center Services										
Illustration										
Technical Drafting										

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

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD):

_____ (Signature Over Printed Name) / Date

Position Title:

Table 11. TEACHERS WHO HAVE SPECIALIZATION IN THE SUBJECTS THEY ARE TEACHING, SY 2019-2020 (As of June 30, 2019)

SUBJECT	EXPLORATORY YEARS				REGULAR TITLE				TOTAL (Grades 7-10)	
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 7	Grade 8	Grade 9	Grade 10	Male	Female
Home Economics (HE)										
Beauty Care										
Caregiving										
Cookery										
Dressmaking										
Front Office Services										
Handicraft										
Household Services										
Travel Services										
Wellness Massage										
Agri-Fishery Arts (AFA)										
Agri-Crop Production										
Animal Production										
Aquaculture										
Fish Processing										
Industrial Arts (IA)										
Automotive Servicing										
Carpentry										
Electrical Installation and Maintenance										
Electronic Products Assembly and Servicing										
Masonry										
Plumbing										
Refrigeration and Airconditioning										
Shielded Metal Arc Welding										
Information and Communication Technology (ICT)										
Computer Systems Servicing										
Contact Center Services										
Illustration										
Technical Drafting										

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:

Validated by Division HR Personnel:

Validated by Planning Officer III (PRSS-SGOD):

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

Position Title : _____

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

Position Title : _____

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

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

NATIONALLY-FUNDED PERSONNEL

Position Title	Number of plantilla items in school per latest PSL-POP		Number of teachers actually working in the school					SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detached from other school(s)/ DepEd offices)			TOTAL		
	As of March 31, 2019 (2A)	Items Created from April 1 to June 30, 2019 (2A+2B)	Male	Female	TOTAL	On leave	Plantilla item(s) vacant	DepEd office(s) sec. school(s) within the division	Plantilla personnel detailed to DepEd office(s) outside the division or other government agencies	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL	Male	Female	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					
Instructor III																							
Instructor II																							
Instructor I																							
Master Teacher IV																							
Master Teacher III																							
Master Teacher II																							
Master Teacher I																							
Teacher III																							
Teacher II																							
Teacher I																							
Special Science Teacher I																							
SPED Teacher V																							
SPED Teacher IV																							
SPED Teacher III																							
SPED Teacher II																							
SPED Teacher I																							
TOTAL																							

b. Assignment (Number of teachers actually working in the school):

Handling Grades 7-10																			
Handling Grades 11-12																			
Handling ALIVE classes																			
Handling SPED classes																			
Handling Full Time Ancillary Services																			
TOTAL																			

- Nationally-funded personnel - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
- Number of plantilla items in school per latest PSL-POP - number of plantilla items allocated to the school.
- Number of teachers actually working in the school - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
- On leave personnel - personnel who are on leave for the whole school year approved by the School Division Superintendent.
- Plantilla item(s) vacant - plantilla positions that are unfilled whether existing plantilla or newly created positions.
- 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.
- Plantilla personnel detailed to Elementary school(s) within the division - personnel assigned/designated to elementary schools within the division.
- 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.
- Plantilla personnel borrowed/detached 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).

Reminders: 1. In Table 13, totals in column 12 must tally with entries in column 2.
 2. In Table 13, 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 13, totals in column 18 must tally with entries in Table 14 column 7.
 4. Totals in Tables 13 a & 13 b must tally.

Certified True and Correct by: _____
 School Head : _____ (Signature Over Printed Name) / Date _____
 Validated by Division HR Personnel: _____
 Position Title : _____ (Signature Over Printed Name) / Date _____
 Validated by Planning Officer III (PRS-SGOD): _____
 Position Title : _____ (Signature Over Printed Name) / Date _____

Table 14. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2019-2020 (As of June 30, 2019)

Position Title Col. 1	Carries full-time class teaching load (360 min. or more)		Assigned part-time to class teaching, part-time to ancillary services		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						
Special Science Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher III						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (A.L.S, 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 13 a (column 18 - Total Nationally-funded teachers working in the school).

Certified True and Correct by: _____ *Validated by Division HR Personnel:* _____ *Validated by Planning Officer III (PRSS-GOD):* _____

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

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

**Table 15. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL, BY FUNDING SOURCE
SY 2019-2020 (As of June 30, 2019)**

Special Education Fund (SEF)		Local Gov't Unit (LGU) funded		Others		TOTAL	
Provincial	Municipal/City					Locally-funded	

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. *Others* - teachers who are being funded by other sources not mentioned above (e.g., Parents-Teachers Association, etc.).

**Table 16. NUMBER OF TEACHERS BY GRADE LEVEL AND SEX
(Nationally-funded teachers actually working in the school), SY 2019-2020 (As of June 30, 2019)**

Grade Level	Counted only once *		Counted more than once **		TOTAL
	Male	Female	Male	Female	
Grade 7					
Grade 8					
Grade 9					
Grade 10					
TOTAL					

Reminders:

1. * *Number of teachers that should be counted only once*
If a teacher is teaching more than one grade, he/she should be counted to the grade level where he/she teaches the most number of hours.
However, if he/she teaches an equal number of hours per grade level, he/she should be counted to the highest grade level assignment.
2. ** *Number of teachers that can be counted more than once*
If a teacher is teaching more than one grade level, he/she can be counted more than once.

Note: TOTALS of the Number of Teachers (counted only once) must tally with the TOTALS in Tables 15a & 15b columns 3, 4 & 5.

Table 17. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND SEX (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Learning Areas	Junior High School						Senior High School					
	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
English	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mathematics												
Filipino												
Science												
Araling Panlipunan (AP)												
Edukasyon sa Pagpapakatao (Esp)												
Technology and Livelihood Education (TLE)												
Music, Art, Physical Education, Health (MAPEH)												
* SHS Subjects												

*Note: * - Number of teachers with Junior High School plantilla items teaching Senior High School subjects*

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

Certified True and Correct by:

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

Position Title : _____

Validated by Division HR Personnel:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Position Title : _____

Table 18. NUMBER OF TEACHERS BY HIGHEST EDUCATIONAL ATTAINMENT (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Highest Educational Attainment	Number of Teachers		
	Male	Female	TOTAL
Bachelor Degree			
Master Degree Units			
Master Degree			
Doctorate Degree Units			
Doctorate Degree			
TOTAL			

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

Table 20. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT AND AREA OF SPECIALIZATION (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Teaching Assignment	With Major/Minor				Not Their Major/Minor	
	Graduate Degree Major	Bachelor's Degree Major	Bachelor's Degree Minor	With Special Training	Without Special Training	
English	2			2		
Mathematics	2					
Filipino						
Science		3				
Araling Panlipunan (AP)						
Edukasyon sa Pagpapakatao (Esp)						
Technology and Livelihood Education (TLE)	2					
Music, Art, Physical Education, Health (MAPEH)						

1. *With Major/Minor* - refers to the number of teachers who have specialization in the subject area they are teaching.
2. *Not Their Major/Minor* - refers to the number of teachers who have NO specialization in the subject area they are teaching, and can be classified as either with or without special training.

Reminders:

1. *A teacher who is teaching more than one teaching assignment can be counted more than once (vertical).*
2. *A teacher can only be counted once as either "With Major/Minor" or "Not Their Major/Minor" (horizontal).*

Table 19. NUMBER OF SCIENCE TEACHERS WITH SCIENCE EDUCATION MAJOR (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Area of Specialization	Number of Teachers		
	Male	Female	TOTAL
General Science			
Biology			
Chemistry			
Physics			
Others			
TOTAL			

Table 21. NUMBER OF ENGLISH, FILIPINO, MATHEMATICS AND SCIENCE TEACHERS BY SPECIALIZATION (Nationally-funded teachers actually working in the school), SY 2019-2020 (As of June 30, 2019)

Teaching Assignment	Full-Time Teachers									
	Major in					Minor in				
	English	Filipino	Mathematics	Science	English	Filipino	Mathematics	Science	Major / Minor in Other Subjects	
English										
Filipino										
Mathematics										
Science										
TOTAL										

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

Certified True and Correct by: _____ Validated by Division HR Personnel: _____
 School Head: _____ (Signature Over Printed Name) / Date _____ Validated by Planning Officer III (PRS-SCOD): _____
 Position Title: _____ Position Title: _____ (Signature Over Printed Name) / Date _____

Table 22. TEACHERS WHO RECEIVED TRAINING WHILE IN-SERVICE FROM JUNE 2018 TO JUNE 2019 (Nationally-funded teachers working in the school) SY 2019-2020 (As of June 30, 2019)

Position Title	Number of Teachers		
	Male	Female	TOTAL
Instructor III			
Instructor II			
Instructor I			
Master Teacher IV			
Master Teacher III			
Master Teacher II			
Master Teacher I			
Teacher III			
Teacher II			
Teacher I			
Special Science Teacher I			
SPED Teacher V			
SPED Teacher IV			
SPED Teacher III			
SPED Teacher III			
SPED Teacher I			
TOTAL			

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

Table 23. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL WHO ARE QUALIFIED AND TRAINED SY 2019-2020 (As of June 30, 2019)

	Qualified Teachers			Trained Teachers		
	Male	Female	TOTAL	Male	Female	TOTAL

Qualified teacher - locally-funded teacher who has the minimum academic qualifications necessary to teach at a specific level of education. He/She must be a Licensee Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and the Department of Education, Culture and Sports

Trained teacher - locally-funded teacher who received at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education.

Table 24. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) FROM JUNE 2015 TO JUNE 2019 (Nationally-funded teachers working in the school) SY 2019-2020 (As of June 30, 2019)

Training on ICT	Number of Teachers		
	Male	Female	TOTAL
ICT Integration			
ICT Literacy/Content			
Software			
Hardware			
Others			
TOTAL			

1. ICT Integration - it is a strategy to incorporate information and communications technology into all facets of education and training, including the administrative functions and models required to support learning.

2. ICT Literacy/Content - knowledge to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society.

3. Software - the programs and other operating information used by a computer.

4. Hardware - the machines, writing, and other physical components of a computer or other electronic system.

Table 25. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY FROM JUNE 2015 TO JUNE 2019 (Nationally-funded teachers working in the school) SY 2019-2020 (As of June 30, 2019)

Training on Pedagogy	Number of Teachers		
	Male	Female	TOTAL
Constructivist			
Inquiry based			
Reflective			
Collaborative			
Integrative			
Inclusive Education			
Others			
TOTAL			

1. Pedagogy - strategies/approaches in teaching and learning. Based on RA 10533, Rule 2, Section 10.2.

2. Constructivist teaching - based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.

3. Inquiry based - is a form of active learning that starts by posing questions, problems or scenarios-rather than simply presenting established facts or portraying a smooth path to knowledge.

4. Reflective teaching - means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

5. Collaborative learning - is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project.

6. Integrated approach - allows learners to explore, gather, process, refine and represent information about topics they want to investigate without the constraints imposed by traditional subject barriers (Pigdon and Wolly, 1992).

7. Inclusive Education - embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, learners, parents and the community (DepED Order No. 72, s. 2009).

Certified True and Correct by:

School Head

(Signature Over Printed Name) / Date

Position Title

Validated by Senior Education Program Specialist (HRTD):

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRSS-GOD):

(Signature Over Printed Name) / Date

Box 2. LEARNING ACTION CELL (LAC) SESSION, SY 2019-2020

(Please provide appropriate answers)

1. Do you conduct LAC Session/s in your school? Yes No
 If Yes, indicate the number of LAC Session/s conducted:
 1.a. Conducted last SY 2018-2019 _____
 1.b. Planned to be conducted this SY 2019-2020 _____

Validated by Curriculum Instruction Division (CID) Personnel:

(Signature Over Printed Name) / Date

Position Title : _____

Table 26. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2018 TO DECEMBER 2018

MOOE	Amount in Php
Allocation	
Utilization	
Liquidation	

1. **Maintenance and Other Operating Expenses (MOOE)** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.

2. **MOOE Allocation** - refers to the MOOE provided for the previous fiscal year.
3. **MOOE Utilization** - refers to the amount of MOOE utilized from the MOOE allocation of the previous fiscal year.
4. **MOOE Liquidation** - refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous fiscal year.

Validated by Division Accountant:

(Signature Over Printed Name) / Date

Position Title : _____

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Box 3. ACTION RESEARCH, SY 2019-2020

(Please provide appropriate answers)

1. Do you conduct Action Research in your school? Yes No
 If Yes, indicate the number of Action Research conducted:
 1.a. Completed last SY 2018-2019 _____
 1.b. On-going _____
 1.c. To be conducted _____

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

(Signature Over Printed Name) / Date

Box 4. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate)

1. **Electrical Supply Sources:**
 Grid Supply
 Off Grid Supply
 Solar Power
 Generator
 Others, please specify _____
 No source of electricity

2. **Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in Php)** _____

3. **What is the funding source?**
 School MOOE School Canteen Fund
 LGU Private Individual/Sector
 PTA Others, please specify _____

4. **Number of hours that the electricity is usually available in a day:** _____

1. **Grid Supply** - electricity coming from major or local power distributors (e.g., electric cooperatives, Merlaco, 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.

Validated by Pky. Facilities Coordinator/Div. Engineer:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 27. NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of Computer	NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE							TOTAL
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	
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 Parents-Teachers Association (PTA).
 - 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, enrollment, attendance, disbursements, financial statements, and other reports).

Certified True and Correct by:

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

Validated by Information Technology Officer:

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PR-SGOD):

(Signature Over Printed Name) / Date

Position Title : _____

Table 28. NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of ICT Equipment	NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE							TOTAL
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	
Academic Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
Administrative Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
TOTAL								

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

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

Certified True and Correct by:

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

Validated by Information Technology Officer:

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

Validated by Planning Officer III (PRR-SGOD):

(Signature Over Printed Name) / Date

Box 5. DATA ON INTERNET CONNECTIVITY, SY 2019-2020 (As of June 30, 2019)

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

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

3. How fast is your internet connection when not in use? Use www.speedtest.net to test the speed.
 Date Tested: _____ Ping (ms): _____ Upload (Mbps): _____
 Time Tested: _____ Download (Mbps): _____

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

Table 29. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of Internet Connection (Wired, Fixed wireless, Satellite, USB Modem)	Internet Service Provider (Select from available ISPs above)	Average Monthly Expense (in PHP)	Funding Source (DepEd 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 in Philippine Peso.

Certified True and Correct by:

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

Validated by Information Technology Officer:

 (Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

1. School Site Ownership and / or Proof of Occupancy
 a. Ownership in the name of: *(Check as appropriate)*

- DepEd Other Government Agency
- LGU Private Entity / Individual/s

b. With Document? Yes No

If Yes, what Document Type: *(Check as appropriate)*

- Original Certificate of Title (OCT)
- Transfer Certificate of Title (TCT)
- Certificate of Land Ownership Award (CLOA)
- Special Patent
- Presidential Proclamation
- Tax Declaration
- Deed of Absolute Sale
- Deed of Donation
- Certificate of Stewardship
- Special Land Use Permit (SLUP)
- Contract of Usufruct
- Memorandum of Agreement or Understanding
- Lease Agreement
- Others, pls. specify _____

2. Total Land Area *(in square meters)* : _____

3. Mode of Acquisition of School Site: *(Check as appropriate)*

Mode	Year Acquired
<input type="checkbox"/> Donation	
<input type="checkbox"/> Purchase	
<input type="checkbox"/> Usufruct Agreement	
<input type="checkbox"/> Expropriation	
<input type="checkbox"/> Deed of Exchange (Land Swapping)	
<input type="checkbox"/> Presidential Proclamation	
<input type="checkbox"/> Special Patent	
<input type="checkbox"/> Certificate of Land Ownership Award (CLOA)	
<input type="checkbox"/> Special Land Use Permit (SLUP)	
<input type="checkbox"/> Others, pls. specify _____	

4. Within Ancestral Domain:
 With Usufruct Agreement?

- Yes No
- With Certificate of Ancestral Domain Title (CADT)?
- Yes No

5. Within Ancestral Land :

With Usufruct Agreement?

- Yes No

With Certificate of Ancestral Land Title (CALT)?

- Yes No

6. Legal Ownership Issues : *(Check as appropriate)*

- With Adverse Claim
- Encroachment
- With Illegal Settlers
- Others, pls. specify _____

7. School Site within : *(Check as appropriate)*

- Protected Areas
- Areas classified as Timberland and Forestland

1. School Site Ownership and / or Proof of Occupancy - refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.

Document Type:

Certificate of Title - refers to the transcript of the decree or registration made by the Register of Deeds.

- a. **Original Certificate of Title (OCT)** - refers to a document when the land has been adjudicated and decreed in the name of its owner in registration proceeding and the title issued for the **first time** is pursuant of such decree.
- b. **Transfer Certificate of Title (TCT)** - refers to a document when the land title is **cancelled and replaced** by another title by reason of sale or transfer.
- c. **Certificate of Land Ownership Award (CLOA)** - refers to a proof of ownership of the agrarian reform beneficiary with respect to private and agricultural land covered under RA 6657.
- d. **Special Patent** - refers to grant, cede, and convey full ownership of alienable and disposable lands formerly covered by a reservation of lands of the public domain and is issued upon the promulgation of a special law or act of Congress or by the DENR Secretary as authorized by the President.
- e. **Presidential Proclamation** - refers to a proclamation issued by the President reserving an untitled land for public use.
- f. **Tax Declaration** - refers to a document issued by the Assessor's Office of the jurisdiction (e.g., city or municipality) evidencing the payment of taxes on the use of the real property.
- g. **Deed of Absolute Sale** - refers to a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
- h. **Deed of Donation** - refers to a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
- i. **Certificate of Stewardship** - refers to a document awarded to individuals or families actually occupying or tiling portions of forest lands pursuant to LOI 1260 for a period of 25 years' renewable for another 25 years.
- j. **Special Land Use Permit (SLUP)** - refers to a privilege granted by the State to a person to occupy, possess and manage in consideration of specified return, any public forest lands for a specific use or purpose.
- k. **Contract of Usufruct** - refers to a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
- l. **Memorandum of Agreement or Understanding/Lease Agreement** - refers to a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
- m. **Others** - refers to the other documents that are competent proof of ownership and occupancy.

(Continuation of definition on the next page)

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by: **Phy. Facilities Coordinator/Div. Engineer:**

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

(Continuation of Definition)

2. **Total Land Area** - refers to the size in square meters of all areas designated as land used for some particular purpose such as school building.
3. **Mode of Acquisition of School Site** - refers to the means of acquiring the school site.
 - a. **Donation** - includes the four (4) types of donation:
 - a.1. **Simple Donation** - refers to a type of donation whereby a person, through an act of liberality, disposes a piece of land in favor of the government.
 - a.2. **Conditional Donation** - refers to a type of donation which imposes a condition (e.g., "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
 - a.3. **Inter Vivos Donation** - refers to a type of donation that is in effect during the lifetime of the donor.
 - a.4. **Mortis Causa** - refers to a type of donation that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
 - b. **Purchase** - refers to a mode of acquisition of school sites by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
 - c. **Expropriation** - refers to a mode of acquisition of school sites by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
 - d. **Exchange (Land Swapping)** - refers to a mode of acquisition of school sites by exchanging an existing school site for a new site for justifiable reasons as identified by law.
 - e. **Presidential Proclamation** - refers to a mode of acquisition of school sites by virtue of a declaration by the President under the procedures established by law.
4. **Within Ancestral Domain** - refers to all areas generally belonging to Indigenous Cultural Communities / Indigenous People (ICCs/IPs) comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, communally or individually since time immemorial. It covers the total environment, including the spiritual and cultural bonds to the areas which the ICCs/IPs possess, occupy and use.
 - a. **Certificate of Ancestral Domain Titles (CADT)** - refers refers to a title formally recognizing the rights of possession and ownership of ICCs/IPs over their ancestral domains identified and delineated in accordance with RA No. 837 otherwise known as the Indigenous People's Rights Act of 1973.
5. **Within Ancestral Land** - refers to occupied land, possessed and utilized by individuals, families and clans who are members of the ICCs/IPs since time immemorial. Ancestral lands include residential lots, rice terraces or paddies, private forests, swidden farms and tree lots. These may be found within ancestral domains.
 - a. **Certificate of Ancestral Land Title (CALT)** - refers to a title formally recognizing the rights of ICCs/IPs over their ancestral lands.
6. **Legal Ownership Issues:**
 - a. **Adverse Claim** - refers to a written statement setting forth claim to the title or right to possession over a registered property, alleging how and under whom such alleged right was acquired.
 - b. **Encroachment** - refers to unlawful interference or gaining upon the land, property, other possessions, or the rights of another.
 - c. **With Illegal Settlers** - refers to groups of housing units illegally constructed on a land that the occupants have no legal claim.
7. **School Site within:**
 - a. **Protected Areas** – refers to identified portions of land and water set aside by reason of their unique physical and biological significance, managed to enhance biological diversity and protected against destructive human exploitation, such as National Parks, Natural Parks, Natural Monuments, Protected Landscape, Protected Seascape, Game Refuge and Bird Sanctuaries, Resource Reserves, Managed Resource Protected Areas, Marine Reserves, Watershed Forest Reserves, Natural Biotic Areas, Wildlife Sanctuaries, and Wilderness Areas.
 - b. **Timberland and Forestland** – refers to lands of the public domain which have been the subject of the present system of land classification and determined to be needed for forest purposes. Eventually, these lands will be proclaimed as forest reserves by the President.

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

Table 30. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2019-2020

For each ONE-WAY trip from your school to the specified reference points (i.e., Schools Division Office, Municipal Office, and Nearest Schools), indicate the following:

1. **Travel cost** - How much does it USUALLY* cost to travel from your school to the reference point? Specify your answers in Pesos.
2. **Travel time** - How many minutes does it USUALLY* take to travel from your school to the reference point?
3. **Time spent walking** - Given the USUAL* travel time in item 2, how much of this is spent walking? Specify your answers in minutes.
4. **Travel time if walking the entire way** - If you were to walk the entire way from your school to the reference point, how long would it take? Estimate your answer in minutes.
5. **Crossing any body of water without a bridge** - Do you need to cross any body of water (e.g., river, lake, sea) without a bridge to travel from your school to the reference point? Specify if yes or no.
6. **Passing difficult terrain** - Do you need to pass difficult terrain (e.g., mountains, forests) to travel from your school to the reference point? Specify if yes or no.

Travel Details	From your school to your Schools Division Office (SDO)	From your school to your Municipal Office	Your school's access to the NEAREST:				
			Public School			Private School	
			Elementary	Junior High School	Senior High School	Elementary	Junior High School
	Indicate School ID:	Indicate School ID:	Indicate School ID:	Indicate School ID:	Indicate School ID:	Indicate School ID:	
1. Travel cost (in PHP)							
2. Travel time (in minutes)							
3. Time spent walking (in minutes)							
4. Travel time if walking the entire way (in minutes)							
5. Crossing any body of water without a bridge (yes/no)							
6. Passing difficult terrain (yes/no)							

- Notes:
1. USUAL* - most frequent.
 2. For Integrated Schools (Elementary, JHS and/or SHS Schools) and Secondary Schools details should be provided separately for each level (e.g., Integrated School: Elementary - Pnp 20; JHS - Pnp 20)

EXAMPLE:

Over the course of 5 years, a school head has travelled from her school to the Schools Division Office 50 times already. During that time, the total cost of travelling from the school to the Schools Division office was as follows:

- P40 when taking public transportation (i.e., two jeepney rides);
- P200 for gas when the school service was available.

And, the travel time was as follows:

- 60 minutes when taking public transportation which required her to walk between jeepney stops;
- 30 minutes when the school service was available which did not require her to walk.

Out of those 50 trips, 40 trips were via the school service. Hence, the USUAL travel cost and travel time from the school to the Schools Division Office should be based on trips using the school service, as follows:

- Travel cost = P200;
- Travel time = 30 minutes;
- Time spent walking = 0 minute

Box 7. SCHOOL LOCATION, SY 2019-2020

Location descriptions for your school: (Check all applicable)

<input type="checkbox"/> Along the highway *	<input type="checkbox"/> On a small island ****	<input type="checkbox"/> Near a faultline *****
<input type="checkbox"/> By the hillside **	<input type="checkbox"/> Near the coastline *****	<input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> On top of a mountain ***	<input type="checkbox"/> Near a river or waterway *****	

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

Certified True and Correct by :

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

Position Title : _____

Validated by Phs. Facilities Coordinator/Div. Engineer:

 (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRs-SGDD):

 (Signature Over Printed Name) / Date

Table 31. HEALTH AND NUTRITION, SY 2019-2020

A. Number of learners who were vaccinated by the Department of Health in the school this SY 2019-2020 from June 3, 2019 to August 31, 2019

Type of Vaccines	Grade 7		TOTAL
	Male	Female	
Measles Rubella			
Tetanus Diphtheria			

B. Number of learners by nutritional status as assessed from June 3, 2019 to August 31, 2019.

Nutritional Status	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7 to 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Height										
Normal										
Obese										
Overweight										
Severely Wasted										
Wasted										
TOTAL										
Height										
Severely Stunted										
Stunted										
Normal										
Tall										
TOTAL										

Learners Nutritional Status in Weight:

- Normal** - refers to a learner with normal weight for his/her age whose BMI-for-age fall between -2 to +2 z-score line or standard deviation (SD).
- Obese** - refers to a learner who is severely overweight for his/her height and whose BMI-for-age fall beyond +3 z-score line or standard deviation (SD).
- Overweight** - refers to a learner weighing too much for his/her height and whose BMI-for-age fall between +2 to +3 z-score line or standard deviation (SD).
- Severely wasted** - refers to a very thin learner whose BMI-for-age is below -3 z-score line or standard deviation (SD).
- Wasted** - refers to a thin learner whose BMI-for-age fall between -2 to -3 z-score line or standard deviation (SD).

Learners Nutritional Status in Height:

- Severely Stunted** - refers to a learner who is very short for his/her age and whose height-for-age (HFA) fall below -3 z-score line or standard deviation (SD).
- Stunted** - refers to a learner who is short for his/her age and whose height-for-age (HFA) fall between -2 to -3 z-score line or standard deviation (SD).
- Normal** - refers to a learner with normal height for his/her age and whose height-for-age (HFA) fall between -2 to +2 z-score line or standard deviation (SD).
- Tall** - refers to a learner who is tall for his/her age and whose height-for-age (HFA) fall beyond +2 z-score line or standard deviation (SD).

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD):

School Head :

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

Position Title :

Position Title :

Position Title :

C. Number of learners who were dewormed from June 3, 2019 to August 31, 2019

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

D. Number of female learners who received Weekly Iron Folic Acid (WIFA) Supplementation for the previous SY 2018-2019

Details	Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Grades 7 to 10)
Number of female learners with consent					
Number of female learners given WIFA Supplements from July to September 2018					
Number of female learners given WIFA Supplements from January to March 2019					

Box 8. SCHOOL CLINIC, SY 2019-2020

(Please provide appropriate answers)

1. Does the school have a designated school clinic? Yes No

2. How many weighing scales does the school have?

Type of Weighing Scale	Number of Units Available in the School
Bathroom	
Beam balance	
Others, please specify _____	

3. Which of the following tools does the school use for taking height? (Check as appropriate)

Tape Measure Microtoise Others, please specify _____

Steel tape Stadiometer

4. How many first aid kits does the school have? _____

5. How many medical thermometers does the school have? _____

6. How many blood pressure apparatus does the school have? _____

7. How many school personnel has a training on basic life support and/or first aid? _____

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SCOD):

(Signature Over Printed Name) / Date

Box 9. AVAILABILITY OF WATER SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate)

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

If Yes,

1.1. What is the Water Supply Source:

Piped water from local service provider Rainwater Catchments
 Water Well Others, please specify _____
 Natural source

1.2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

1.3. Who pays for the Cost of Monthly Bills/Maintenance?

School MOOE School Canteen Fund
 LGU Private Individual/Sector
 PTA Others, please specify _____

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

1.5. Has the water source inside the school been tested to determine safety of the water? Yes No

1.5.a. If Yes, did the test results show that the water source inside the school is safe to drink? Yes No

1.5.b. How frequent is the water source tested for safety?

Monthly Annually
 Quarterly Others, please specify _____

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

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

2. Does the school have mechanism to ensure that the learners have safe drinking water? Yes No

2.1. If Yes, what mechanism is used?

Teachers ask the learners to bring their own drinking water to school
 Safe water in refillable containers are provided in designated areas within the school
 Water from an accessible water source is treated (i.e., boiled, etc.)
 Others, 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 thru a rainwater collector.

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

Table 32. NUMBER OF EXISTING WASH FACILITIES, SY 2019-2020 (As of June 30, 2019)

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

1. **Group handwashing facility** - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate at least 10 learners.

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

3. **Functional facilities for handwashing** - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.

4. **Non-functional facilities for handwashing** - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

5. **Water Outlet** - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Certified True and Correct by :

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

Position Title : _____

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

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 33. ORAL HEALTH, PREVIOUS SY 2018-2019

Details	Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Grades 7 to 10)
Number of learners examined					
Decayed, Missing, and Filled Teeth (DMFT) - <i>Permanent Teeth</i>					
No. of learners with DMFT					
No. of DMFT					
Decayed, Missing, and Filled Teeth (DMFT) - <i>Temporary Teeth</i>					
No. of learners with DMFT					
No. of DMFT					
Number of learners found to have gum disease					
Number of learners with other significant dental anomalies					

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

Table 34. MEDICAL AND NURSING SERVICES, PREVIOUS SY 2018-2019

Details	Grade 7	Grade 8	Grade 9	Grade 10	TOTAL (Grades 7 to 10)
Number of learners examined					
Number of learners with findings					
Number of learners given interventions by clinic teachers and DepEd health personnel					
Number of learners referred to city/rural health units or other private health professionals					

Certified True and Correct by: _____ *Validated by Division School Health Coordinator/Medical Officer/Nurse:* _____ *Validated by Planning Officer III (PRS-SCOD):* _____
School Head : _____ *(Signature Over Printed Name) / Date* _____
Position Title : _____ *(Signature Over Printed Name) / Date* _____

Box 10. MENTAL HEALTH, PREVIOUS SY 2018-2019

(Please provide appropriate answers)

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

Grade Level	Number of Learners
Grade 7	
Grade 8	
Grade 9	
Grade 10	
TOTAL	

2. Number of cases of *violence against children committed in schools* that were recorded by the school:

Types of Violence Against Children	Cases Committed		
	Against Male Learners	Against Female Learners	TOTAL
Physical violence			
Sexual violence			
Psychological violence			
Other acts of violence			
TOTAL			

3. Number of cases of *bullying or peer abuse* that were recorded by the school:

Grade Level	Number of Cases
Grade 7	
Grade 8	
Grade 9	
Grade 10	
TOTAL	

4. Number of cases of *suicide and attempted suicide* among learners and school personnel that were recorded by the school:

Cases	Number of Cases	
	Among Learners	Among School Personnel
Suicide		
Attempted suicide		

Certified True and Correct by :

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 11. TOBACCO CONTROL, SY 2019-2020

(Please provide appropriate answers)

1. Does the school display the following IEC materials:

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

1 b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017) Yes No

2. Does the school have an active Child Protection Committee (CPC)?

2 a. How frequent does the CPC meet? Monthly Quarterly Annually

2 b. Has the school's CPC met to discuss tobacco control? Yes No

2 c. When did the CPC last meet to discuss tobacco control? (mm/dd/yyyy) Yes No

2 d. Does the school's CPC monitor stores within the 100-meter perimeter of the school for reporting to authorities stores that sell cigarettes? Yes No

2 e. How frequent does the CPC monitor the stores within the 100-meter perimeter of the school? Monthly Quarterly Annually

2 f. When did the CPC last monitor stores within the school's 100-meter perimeter to report violation to authorities? (mm/dd/yyyy) Others, please specify _____

3. Measures Against Tobacco Industry Interference:

3 a. How many partnerships did the school have from May 2018 to August 2019? _____

3 b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD)/deed of acceptance, memorandum of _____

3 c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes? _____

Box 12. NATIONAL PREVENTIVE DRUG EDUCATION, SY 2019-2020

(Please provide appropriate answers)

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

2. Which of the following components are part of the school's preventive drug education program? *(Check as appropriate)*

Curriculum integration Partnership with the Barangay Anti-Drug Abuse Council

Extra-curricular activities Others, please specify _____

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

4. How many classrooms have NDEP Corners? _____

5. Does the school have an established chapter of *Barkada Kontra Droga*? Yes No

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Position Title :

Box 13. FEEDING PROGRAM, SY 2019-2020 (As of August 31, 2019)

(Check as appropriate)

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

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

School MOOE LGU Fund Barangay Fund School-Based Feeding Program (SBFP)

School Canteen Fund PTA Fund Private Individual/Sector Fund Others, please specify _____

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

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

Legumes Leafy vegetables Fruit-bearing Root crops

Fish Pond

Agricultural Crops

Livestock

Others, please specify _____

None

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

If Yes, what is the funding source?

School MOOE LGU Fund Barangay Fund Others, please specify _____

School Canteen Fund PTA Fund Private Individual/Sector Fund

Box 14. FOOD HANDLING, SY 2019-2020 (As of August 31, 2019)

(Check as appropriate)

1. Does the school have a canteen? Yes No

If Yes,

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

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

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Box 15. SOLID WASTE MANAGEMENT, SY 2019-2020 (As of June 30, 2019)

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. How is the school implementing Solid Waste Management? (Check as appropriate)		
<input type="checkbox"/> Composting	<input type="checkbox"/> Posting of signage	<input type="checkbox"/> Use of paper plates/cups instead of plastic
<input type="checkbox"/> Designation of trash collection point	<input type="checkbox"/> Recycling Projects	<input type="checkbox"/> Use of recycled materials are teaching tool
<input type="checkbox"/> Poster making and/or slogan making contest	<input type="checkbox"/> School representative at the Barangay Solid Waste Management Committee	<input type="checkbox"/> Use of reusable food containers
3. Who are the school stakeholders actively engaged on the implementation of solid waste management? (Check as appropriate)		
<input type="checkbox"/> Barangay	<input type="checkbox"/> Local business partners	<input type="checkbox"/> Parents
<input type="checkbox"/> Community leaders	<input type="checkbox"/> Municipal/City government	

Box 16. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2019-2020 (As of June 30, 2019)

1. How often are the sanitation facilities cleaned? (Check only one)	<input type="checkbox"/> Daily	<input type="checkbox"/> Once a week
	<input type="checkbox"/> At least twice a week	<input type="checkbox"/> Less than once a week
1.1. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount)		
1.2. Who Pays for the Cost of Monthly Bills/Maintenance? (Check as appropriate)		
<input type="checkbox"/> School MOOE	<input type="checkbox"/> School Canteen Fund	
<input type="checkbox"/> LGU	<input type="checkbox"/> Private Individual/Sector	
<input type="checkbox"/> PTA	<input type="checkbox"/> Others, please specify _____	

Box 17. MENSTRUAL HYGIENE, SY 2019-2020 (As of June 30, 2019)
(Check as appropriate)

Does the school have a provision for availability of sanitary pads?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, where can the learners avail the sanitary pads?		
<input type="checkbox"/> School Canteen	<input type="checkbox"/> Guidance Office	
<input type="checkbox"/> School Clinic	<input type="checkbox"/> Others, please specify _____	

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SCOD):

(Signature Over Printed Name) / Date

Box 18. SCHOOL GOVERNMENT PROGRAM (SGP), SY 2019-2020

(Please check/provide appropriate answers)

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

Box 19. SUPREME STUDENT GOVERNMENT (SSG) ACTIVITIES, SY 2019-2020

(Check as appropriate)

1. Have the SSG organized the participation of learners in Brigada Eskwela?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Have the school lead in National Greening Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Have the school SSG conducted activities to prevent learners from dropping-out of schools?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Have the school SSG conducted English Speaking Campaigns and Reading and Tutorial Services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Have the school SSG conducted activities to support Anti-Drug Abuse Education and Campaign?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Have the school SSG assisted in ensuring that the school is a smoke/tobacco free place?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Have the school SSG lead learners in organizing activities which start during the Teachers' Month Campaign every September and which culminate during the World Teachers' Day celebration on October 5?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Have the school SSG encourage and support the participation of learners in recognized co-curricular clubs/organizations and activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Box 20. CAREER GUIDANCE PROGRAM, SY 2019-2020

(Please check/provide appropriate answers)

1. Do you have a school guidance counselor? <i>If yes, should have data on Guidance Counselor in Table 12.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. How many years he/she is assigned as guidance counselor?	_____	
3. Do you have a guidance advocate?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. How many years he/she is as guidance advocate?	_____	
5. Have you conducted a career guidance activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Has the school funded a career guidance activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Do you have a guidance office?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Certified True and Correct by :

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

Position Title : _____

Validated by Division Youth Formation Coordinator:

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 21. SCHOOL SPORTS PROGRAM, SY 2019-2020 (As of June 30, 2019)
AVAILABLE SPORTS EVENTS, CLUBS, AND FACILITIES

(Check multiple sports events, clubs, and facilities being offered in the school)

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

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

Certified True and Correct by:

Validated by Division Sports Coordinator:

Validated by Planning Officer III (PRSS-SGOD):

School Head :

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

Position Title :

 Position Title :

 Position Title :

Table 35. SCHOOL SPORTS PROGRAM, SY 2019-2020 (As of June 30, 2019)
SPORTS PERSONNEL (DepEd Funded) DATA

(Please provide appropriate answers)

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

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

- Reminders:**
1. **PE teacher/s** may identify multiple sporting events.
 2. **Non PE teacher/s** may identify multiple sporting events.
 3. **Non-teaching personnel** may identify multiple sporting events.

Certified True and Correct by:

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

Position Title : _____

Validated by Division Sports Coordinator:

_____ (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ (Signature Over Printed Name) / Date

Table 36. DISASTERS/CALAMITIES, For the months of June 2018 to May 2019
 (Please indicate the number of times the following hazards occurred in your school and its immediate surroundings.)

Disasters/Calamities	2018						2019					
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought												
Earthquake												
Fire *												
Flood												
Landslide												
Storm Surge												
Tropical Cyclones ***												
Tsunami												
Volcanic Eruption												
Human-Induced Hazards												
Bomb Threat in School Premises												
Bombing in School Premises												
Crime against learner/s												
Crime against non-teaching personnel												
Crime against school head/s												
Crime against school property												
Crime against teaching personnel												
Fire **												
Hazardous Materials Incident (e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)												
Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)												
Hostage-taking within school premises												
Shooting incident within school vicinity												
Structural collapse (as a result of engineering failures)												
Other security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)												
Others, please specify												

(Please see definition on the next page)

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRSS-GOD):

(Signature Over Printed Name) / Date

Position Title :

1. **Disaster** - A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
Source of Definition: UNISDR Terminologies. https://www.unisdr.org/files/7817_unisdrterminologyenglish.pdf
2. **Human-Induced Hazards** - Are induced entirely or predominantly by human activities and choices that adversely affect other persons. The Sendai Framework for Disaster Risk Reduction 2015-2030 categorized these hazards as one of the following: (a) Environmental hazards may include chemical, natural and biological hazards. They can be created by environmental degradation or physical or chemical pollution in the air, water and soil. Examples include soil degradation, deforestation, loss of biodiversity, salinization and sea-level rise. (b) Technological hazards originate from technological or industrial conditions, dangerous procedures, infrastructure failures or specific human activities. Examples include industrial pollution, nuclear radiation, toxic wastes, dam failures, transport accidents, factory explosions, fires and chemical spills. -----
 While the UNISDR subjects armed conflicts and other situations of social instability to the International Humanitarian Law and National Legislation, the DRRMS classifies these violent incidents as human-induced.
Source of Definition: Sendai Framework for Disaster Risk Reduction 2015-2030. https://www.unisdr.org/files/43291_sendaiframeworkkordren.pdf
3. **Crime against learners / personnel** - Murder / Homicide, Physical Injuries, etc.
Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
4. **Crime against school property** - Theft, Robbery, Arson, etc.
Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
5. **Drought** - A long lasting event triggered by a lack of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.
Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: **Definition of Terms.** http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
6. **Earthquake** - A weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.
Source of Definition: DOST-PHIVOLCS: **Introduction to Earthquake.** <https://www.phivolcs.dost.gov.ph/index.php/earthquake/introduction-to-earthquake>
7. **Fire** - Interaction of heat, fuel and oxygen which will result in a chemical reaction called burning.
 * Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.
 ** Includes fires due to human negligence, such as electrical wiring failure
Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: **Definition of Terms.** http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
8. **Flood** - A progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.
Source of Definition: DOST-PAGASA Learning Tools: **Floods.** <http://www.phivolcs.dost.gov.ph/learning-tools/floods>
9. **Landslide** - A mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.
Source of Definition: DOST-PHIVOLCS: **Introduction to Landslide.** <https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide>
10. **Storm Surge** - An abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall.
Source of Definition: DOST-PAGASA Learning Tools: **Meteorological Terms, Storm Surge.** <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
11. **Tropical Cyclones** - A non-frontal synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region.
 *** Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon
Source of Definition: DOST-PAGASA: **About Tropical Cyclones.** <http://bagong.pagasa.dost.gov.ph/information/about-tropical-cyclone>
12. **Tsunami** - An ocean wave produced by a submarine earthquake, landslide, or volcanic eruption that may reach enormous dimensions and have sufficient energy to travel across entire oceans.
Source of Definition: DOST-PAGASA Learning Tools: **Meteorological Terms, Tsunami.** <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
13. **Volcanic Eruption** - The transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions.
Source of Definition: DOST PHIVOLCS: **Introduction to Volcanoes.** <https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes>

Table 37. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict and Grave Child Rights Violations), For the months of June 2018 to May 2019
(Please provide appropriate answers.)

Human-Induced Hazards	2018												2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May					
I. Armed Conflict																	
Ia. Indicate the number of times the following armed conflict occurred in your school and its immediate surroundings.																	
Armed conflict incident experienced in the past months																	
Ib. Indicate the number of times the state/non-state actors were involved in the armed conflict incidents.																	
Ib1. State Actors:																	
Armed Forces of the Philippines (AFP)																	
Philippine National Police (PNP)																	
Others, please specify																	
Ib2. Non-State Actors:																	
Abu Sayyaf Group (ASG)																	
Bangsamoro Islamic Freedom Fighters (BIFF)																	
Communist Party of the Philippines/ New People's Army/ National Democratic Front (CPP-NPA-NDF)																	
Maute Group																	
Moro National Liberation Front (MNLF)																	
Others, please specify																	
2. Grave Child Rights Violations																	
2a. Indicate the number of reports of Grave Child Rights Violations within the school and immediate surroundings that were filed through government channels																	
Killing and maiming of children																	
Abduction of children																	
Attacks against schools or hospitals																	
Denial of humanitarian access for children																	
Recruitment or use of children as soldiers																	
Sexual violence against children																	

(Please see definition on the next page)

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

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

- Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others
Source of Definition: R.A. 11188, or the Special Protection of Children in Situations of Armed Conflict (2017)

1b1. & 1b2. State and/or Non-State Actors - refers to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.

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

2. Grave Child Rights Violations - refers to the offenses committed against children that constitute flagrant violations of their human rights and have severe consequences in their lives.
Source of Definition: DepEd Order No. 57, s. 2017 Policy on the Protection of Children in Armed Conflict, based on UN Security Council Resolution Nos. 1539, 1612, 1882, 1998 http://www.deped.gov.ph/wp-content/uploads/2017/11/DO_s2017_057.pdf

Table 38. RESULT OF DISASTER INCIDENCES, For the months of June 2018 to May 2019
(Please provide appropriate answers.)

Result of Disaster Incidences / Emergencies	2018						2019					
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Number of Classrooms used as Evacuation Center												
Number of Days the Classrooms were used as Evacuation Center												
Number of School Days lost due to class suspensions resulting from natural hazards												
Number of School Days lost due to class suspensions resulting from human-induced hazards												
Number of School Days lost due to class suspensions resulting from armed conflict												

Certified True and Correct by:

School Head :

 (Signature Over Printed Name) / Date

Position Title :

Validated by DRKM Coordinator:

 (Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

Box 22. ENABLING ENVIRONMENT, For the months of June 2018 to May 2019

Check the appropriate boxes that correspond to the DRRM / CCA / Peacebuilding initiatives conducted.

1. Adopted / localized existing policies relating to DRRM/CCA/Peacebuilding

Policy No.	Title
DRRM-CCA Policies	
<input type="checkbox"/> DO 82 s.2010	Reiteration of CCA-DRR at the School Level
<input type="checkbox"/> DO 83 s.2011	Disaster Preparedness in Schools
<input type="checkbox"/> DO 43 s.2012	Guidelines on the Implementation of EO 66 (Suspension of Classes)
<input type="checkbox"/> DO 21 s.2015	DepEd DRRM Information Management and Coordination Protocol
<input type="checkbox"/> DO 23 s.2015	School Watching and Hazard Mapping
<input type="checkbox"/> DO 27 s.2015	Family Earthquake Preparedness
<input type="checkbox"/> DO 37 s.2015	Comprehensive DRRM in Basic Education Framework
<input type="checkbox"/> DO 28 s.2016	Strengthening Fire Safety and Awareness Program
<input type="checkbox"/> DM 221 s.2013	Guidelines on the Protection of Children during Armed Conflict
<input type="checkbox"/> DM 041 s.2015	Implementing Brigada Eskwela 2015
<input type="checkbox"/> DM 069 s.2015	Observance of the National Disaster Consciousness Month 2015
Child Protection and EiE in Armed Conflict Policies	
<input type="checkbox"/> DO 44 s.2005	Declaration of Schools as Zones of Peace
<input type="checkbox"/> DO 57 s.2017	Policy on the Protection of Children in Armed Conflict
<input type="checkbox"/> DM 109 s.2017	Public Manifestation of DepEd's Declaration of Schools as Zones of Peace
<input type="checkbox"/> DO 40 s.2012	Child Protection Policy

2. Designated School DRRM Coordinator
3. Formed School DRRM Team
4. School DRRM Team have defined roles and responsibilities/ functions
5. Has a comprehensive School DRRM/CCA Plan
6. For conflict affected schools, has a comprehensive School Peacebuilding Plan
7. School DRRM/CCA/Peacebuilding Plan considers the needs of learners with disabilities
8. School DRRM/CCA/Peacebuilding Plan considers indigenous knowledge systems and practices (IKSP)
9. School DRRM/CCA/Peacebuilding Plan is gender sensitive
10. Supreme Pupil Government (SPG)/Supreme Student Government (SSG) led in the school DRRM planning process
11. Integrated DRRM/CCA into the School Improvement Plan (SIP)
12. For conflict affected schools, have integrated Peacebuilding into the SIP
13. DRRM/CCA/Peacebuilding activities are supported by school budget
14. Funding sources for interventions in the aftermath of a disaster or emergency exist and can easily be tapped.
15. Has partnerships that could be tapped to support its DRRM/CCA programs and activities, including those after a disaster
16. Has partnerships that could be tapped to support its Peacebuilding programs and activities, including those after an armed conflict
17. Implemented student-led school watching and hazard mapping (DO 23, s 2015)
18. Student-led school watching and hazard mapping made use of hazard maps of PHIVOLCS, MGB, PAGASA and LGUs
19. Results of school watching and hazard mapping is presented and submitted to the school planning team
20. Learners including those with disabilities, IPs, Muslim, and others participated in risk assessment and DRRM planning
21. Incorporated results of student-led school watching and hazard mapping in the School DRRM/CAA/Peacebuilding Plan and SIP
22. School Planning Team have linked the results of the school watching and hazard mapping with the school's education data to better understand its risk
23. Submitted Rapid Assessment of Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of a hazard in the area, if affected by disaster
24. School carries out monitoring and evaluation to assess sustainable implementation
25. Data collection and consolidation of programs and activities on DRRM/CCA/Peacebuilding to monitor results and impacts

(Please see definition on the next page)

Certified True and Correct by :

Validated by DRRM Coordinator:

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

(Signature Over Printed Name) / Date

Position Title : _____

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

- CCA (Climate Change Adaptation)** - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. Adaptation is adjustment in natural or human systems in response to actual or expected stimuli or their effects, which moderates harm or exploits benefit opportunities (IPCC).
Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (UNFCCC).
Intergovernmental Panel on Climate Change (IPCC)
United Nations Framework Convention on Climate Change (UNFCCC)
- DRRM (Disaster Risk Reduction and Management)** - is the systemic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of a disaster.
Source of Definition: DepEd Order No. 37, s. 2015 *The Comprehensive Disaster Risk Reduction and Management in Education Framework*. http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf
- EiE (Education in Emergencies)** - refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.
Source of Definition : *International Network for Education in Emergencies Term Bank*. https://toolkit.ineesite.org/term-bank/en/terms/education_in_emergencies
- Peacebuilding** - Refers to a process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building, and political as well as economic transformation. This consists of a set of physical, social, and structural initiatives that are often an integral part of post-conflict reconstruction and rehabilitation.
Source of Definition: *UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding*.
<http://www.unicef.inemergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>

Box 23. SAFE LEARNING FACILITIES, For the months of June 2018 to May 2019

Check appropriate boxes or provide correct numbers for all Safe Learning Facility initiative.

	Instructional	Non-Instructional	Ancillary Facilities																																					
1. Number of classrooms with risk assessment:																																								
2. Number of unsafe classrooms identified:																																								
3. <input type="checkbox"/> School facilities are sensitive to the needs of persons with disability. (ramps, etc.)																																								
4. <input type="checkbox"/> School conducts regular inspection of school facilities.																																								
5. Months the maintenance of facilities undertaken (check all appropriate boxes).																																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7">2018</th> <th colspan="5">2019</th> </tr> <tr> <th>June</th> <th>July</th> <th>Aug.</th> <th>Sept.</th> <th>Oct.</th> <th>Nov.</th> <th>Dec.</th> <th>Jan.</th> <th>Feb.</th> <th>Mar.</th> <th>April</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>				2018							2019					June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2018							2019																																	
June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May																													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																													
6. <input type="checkbox"/> School Head has allotted budget for routine maintenance of school building and ancillary facilities.																																								
7. <input type="checkbox"/> Undertaken regular repair of damaged school building and ancillary facilities																																								
8. <input type="checkbox"/> There is an ongoing construction in the school.																																								
9. <input type="checkbox"/> School Head is involved in the quality assurance of the ongoing construction.																																								
10. <input type="checkbox"/> School Head monitors the progress of the ongoing construction.																																								
11. Guidance and regulations on DO 40 s 2015 are followed:																																								
<input type="checkbox"/> Safe school building site selection for construction	<input type="checkbox"/> Resilient design	<input type="checkbox"/> Resilient construction																																						
12. <input type="checkbox"/> Safety precautions are in place for all new and ongoing building construction (e.g. fencing, signages, access).																																								
13. <input type="checkbox"/> Access of laborers are limited to the construction site only (e.g. temporary bunk houses, separate entry and exit points, own meters for water and electricity).																																								
14. <input type="checkbox"/> School Head has a copy of the building plans from the contractor?																																								

- Ancillary** - refers to a group of buildings having a secondary or dependent use, such as an annex.
Source of Definition: *DepEd Educational Facilities Manual*
- Instructional** - These spaces are designed to directly accommodate the educational program. The basic instructional spaces for elementary schools are classrooms and work education shops or multi-purpose buildings for Home Economics and Industrial Arts Classes. However, for secondary schools offering general curriculum, the basic instructional spaces are classrooms, computer rooms, science laboratories, and Technology and Livelihood Education (TLE) shops. In secondary vocational schools, basic instructional spaces also include specialized shops. Other spaces such as libraries, learning centers, gymnasiums, and similar spaces are classified as instructional spaces when they are used directly in conjunction with the curriculum. In line with the changing curriculum, a modular type of school building has been designed to include components for home economics, industrial arts, agricultural arts, etc. in one building unit known as multipurpose workshop building.
Source of Definition: *DepEd Educational Facilities Manual*
- Non-instructional** - refers to administrative and non-programmed spaces within the school.
Source of Definition: *DepEd Educational Facilities Manual*
- Risk Assessment** - This process includes identification of the hazards present in the location and an assessment of their potential impacts and effects on the built environment based on existing or anticipated vulnerabilities and potential losses.
Source of Definition: *DepEd Educational Facilities Manual*
- Unsafe Classroom** - refers to classrooms that have one or a combination of hazards listed in the School Watching Checklist
Source of Definition: *DO No. 23, s. 2015 Student-led School Watching and Hazard Mapping*

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

_____ (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ (Signature Over Printed Name) / Date

Box 24. DISASTER RISK MANAGEMENT, For the months of June 2018 to May 2019
 Check appropriate boxes or provide correct numbers for all Disaster Risk Management Initiatives.

1. Has a specific Contingency Plan for the hazard/s the school is affected with:

Natural Hazards:

- Drought Flood Tsunami
 Earthquake Landslide Volcanic Eruption
 Fire Tropical Cyclone

Human-Induced Hazards:

- Armed Conflict Fire
 Bomb Threats / Bombing Others, please specify _____
 Civilian Violence

2. Has an evacuation plan and procedures
 3. Has a student-family reunification plan that is clearly disseminated to learners, teachers and parents
 4. School DRRM Planning and Contingency Planning are conducted together with the following:
 Learners LGUs Parents Partners Personnel
 5. School is identified as an evacuation center
 6. School Head has identified school building and ancillary facilities to be used as temporary evacuation centers for disasters
 7. School Head is aware and knowledgeable of the Joint Memorandum Circular No. 1, series of 2013 and RA 10821 and its corresponding IRR, which stipulates the limited use of schools as evacuation center and the roles of the LGU and DSWD in Camp Management
 8. School has documented MoU/MoA with the LGU and DSWD for the use of the school as evacuation center following the JMC 1 s. 2013 and RA 10821

9. Number of emergency supplies and equipment available in the schools:

2-fold Stretcher	<input type="text"/>	First Aid Kit	<input type="text"/>	Safety Hat / Helmet	<input type="text"/>
C-Collar	<input type="text"/>	Go bag with Multi-Tool for each learner	<input type="text"/>	Safety Shoes	<input type="text"/>
Emergency Head Lamp	<input type="text"/>	Go bag with Multi-Tool for each personnel	<input type="text"/>	Spine Board with Safety Belts	<input type="text"/>
Emergency lights/ flashlights	<input type="text"/>	Handheld/Base Radios	<input type="text"/>	Splinter	<input type="text"/>
Emergency Whistle	<input type="text"/>	Life Vest / Life Jacket	<input type="text"/>	Universal Head Immobilizer	<input type="text"/>
Fire Extinguisher	<input type="text"/>	Safety Coat	<input type="text"/>		

10. School has pre-identified spaces for putting up:
 Temporary Learning Spaces (TLS) WASH Facilities
 11. Conducted training for teaching and non-teaching staff to administer first aid to learners and other personnel
 12. School has psychosocial interventions for learners and personnel
 13. School has existing resumption strategies and alternative delivery modes to ensure education continuity
 14. School has implemented these strategies after disasters resulting from natural hazards
 15. School has implemented these strategies during emergencies resulting from armed conflict
 16. Resumption strategies the school has implemented and number of days:

Strategies/Alternative Delivery Modes	No. of days
<input type="checkbox"/> E-Impact	
<input type="checkbox"/> Make-up classes	
<input type="checkbox"/> MISOSA	
<input type="checkbox"/> Open High School	
<input type="checkbox"/> Others, please specify:	

14. Ensured that learners completed the Family Earthquake Preparedness Plan (DO No. 27, s. 2015); and school has reported completion to DepEd DRRMS at the Central Office
 15. Presented Family Earthquake Preparedness Plan results to the PTA and LGU
 16. School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan
 17. Established a system in tracking learners and personnel in the event of a disaster
 18. Conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place
 19. Learners, teachers, parents and other stakeholders participated in DRRM, CCA, and Peacebuilding activities
 20. School has a functional early warning system to inform learners and personnel of emergencies (e.g. protocol, warning signs, devices, IEC), with consideration of existing national and LGU warning systems and protocols
 21. Conducted regular hazard-specific drills (at least 3 priority hazards based on risk assessment) with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)
 22. Number of learners who participated in the following drills in the appropriate month/s:

Types of Drills	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Tsunami Drill												
Storm Surge Drill												
Lockdown Drill												

23. Ensured the participation of children, PWDs, pregnant woman and elderly people during the drills
 24. Conducted awareness and capacity building for learners and families
 25. School participated in the different DRRM/CCA/Peacebuilding activities of the LGUs

(Please see definition on the next page)

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

 (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

1. **Bomb Threats / Bombing** - refers to a threat or actual detonation of an explosive or incendiary device to cause property damage, death, or injuries.
Indiana University: Emergency Planning
<https://protect.iu.edu/emergency-planning/procedures/bomb-threats.html>
2. **Civilian Violence** - refers to the use of physical force brought by a noncombatant person, so as to injure, abuse, damage, or destroy. This includes crimes against school heads, teachers, learners, and school property.
Merriam-Webster Dictionary
<https://www.merriam-webster.com/dictionary/violence>
3. **Contingency Plan** - A management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.
UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
4. **E-Impact** - The Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) learning system is a technology-enhanced alternative delivery mode developed by the SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) to address issues in accessibility and quality of education in schools usually handled by a few teachers teaching multigrade classes.
UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation1_Philippines-2012-001.pdf
5. **Evacuation Center** - refers to a safe site, building or center hosting internally displaced persons, which includes covered courts, barangay or community halls, camping areas, collective centers, multi-purpose centers, established "tent cities" or schools
DSWD-DILG-DOH-DepEd-Joint Memorandum No. 1, S. 2013 on the Guidelines on Evacuation Center Coordination and Management, Part III.
6. **Lockdown Drill** - An emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/ exit and movement within a facility, emergency personnel are better able to contain and handle any threats.
University of British Columbia: Emergency Procedures. <https://emergency.ok.ubc.ca/procedures/lockdown/>
7. **MISOSA** - Modified In-School, Off-School Approach. MISOSA aims to: (i) solve congestion in schools with big enrollment; (ii) address the need of children for adequate learning materials; (iii) mobilize and strengthen community support; and (iv) improve students' performance.
UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation1_Philippines-2012-001.pdf
8. **Open high school** - An alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program. http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf
9. **Temporary Learning Spaces** - refers to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.
Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".
10. **WASH** - Water, Sanitation, and Hygiene Facilities

Box 25. DISASTER RISK REDUCTION IN EDUCATION, For the months of June 2018 to May 2019

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives.

1. School teaches DRRM/CCA and Peacebuilding-related concepts

Subjects	DRRM/CCA				Peacebuilding			
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 7	Grade 8	Grade 9	Grade 10
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyon sa Pagpapakatao (Esp)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Number of teachers trained in integrating Peace Education in their daily learning log

3. DRRM/CCA/Peacebuilding related topics are integrated in SpEd program

4. Learning resources (Teachers Guides and Textbooks/Learning Materials and other supplemental materials) are available to aid teaching DRRM, CCA, and Peacebuilding.

5. Skills and competencies of learners are assessed through measurable learning and risk reduction (RR) outcomes

6. Specific activities relating to DRRM, CCA and Peacebuilding with the number of learners who participated

DRRM		CCA		Peacebuilding	
School Activities	No. of Learners	School Activities	No. of Learners	School Activities	No. of Learners
School Watching and Hazard Mapping		Gulayan sa Paaralan		Peace Conferences or Camps	
Family Earthquake Preparedness		Installation of Materials Recovery Facility		Creation of youth networks or organizations for peace	
Fire Drill		Solid Waste Management		Art, essay, slogan, etc. contests for peace	
Earthquake Drill		Recycling		Celebration and commemoration of special events related to peace and human rights	
Tsunami Drill		Tree Planting			
Lockdown Drill		Other related activities, please specify			
Basic First Aid					
Other related activities, please specify				Other related activities, please specify	

Certified True and Correct by:

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

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRSS-SGOD):

(Signature Over Printed Name) / Date

Position Title : _____

Position Title : _____

Position Title : _____

Table 39. DISASTER RISK REDUCTION IN EDUCATION (DRRM, CCA, and Peacebuilding Trainings), For the months of June 2018 to May 2019
Provide correct numbers for all Disaster Risk Reduction in Education initiatives.

DRRM, CCA, and Peacebuilding Trainings	Number of Nationally-Funded				Number of Locally-Funded				
	Teaching Personnel		Non-Teaching Personnel		Teaching Personnel		Non-Teaching Personnel		
	Male	Female	Male	Female	Male	Female	Male	Female	
1. DRRM and Climate Change Terminologies									
2. International and National Foundations of DRRM in the Education Sector									
3. The Comprehensive Disaster Risk Reduction and Management in Education Framework and Other DRRM-CCAM Related Policies									
4. Inclusive and Child-centered DRRM									
5. Education in Emergencies (EiE)									
6. Alternative Delivery Modes									
7. Information Management									
8. School-Based DRRM									
9. Camp Management Guidelines for DepeD									
10. Temporary Learning Spaces (TLS)									
11. Basic Education in Emergencies (EiE) Supplies and Logistics									
12. Resource Mobilization and Partnership									
13. Contingency Planning for Basic Education									
14. Understanding Common Hazards									
15. DRRM Mainstreaming in the Planning Cycle									
16. Understanding Climate Change									
17. Climate Change Global, National and Local Frameworks									
18. Understanding Peace and Conflict									
19. Conflict Sensitive Education									
20. Psychological First Aid									
21. Basic Life Support and Occupational First Aid									
22. Staff Safety and Security in the Field									
23. Other related activities, please specify									

Psychological First Aid - An evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Individuals affected by a disaster or traumatic incident, whether survivors, witnesses, or responders to such events, may struggle with or face new challenges following the event. PFA was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response.
National Child Traumatic Stress Network: Psychological First Aid
<https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa>

Certified True and Correct by: _____ *Validated by DRRM Coordinator:* _____ *Validated by Planning Officer III (PRS-SGOD):* _____

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

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

Box 26. DISASTER RISK REDUCTION IN EDUCATION

(Information, Education and Communication (IEC) Materials), For the months of June 2018 to May 2019

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives.

1. Number of available Information, Education and Communication (IEC) Materials

Disasters/Calaminities	No. of Available IEC Material/s
Natural Hazards	
Drought	
Earthquake	
Fire	
Flood	
Landslide	
Tropical Cyclone	
Tsunami	
Volcanic Eruption	
Human-Induced Hazards	
Armed Conflict	
Bomb Threats / Bombing	
Civilian Violence	
Fire	
Other related activities, please specify	

2. Presence of DRR/CCA/Peacebuilding corners, with updated IEC materials posted in it, in every classroom

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date



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



GOVERNMENT SENIOR HIGH SCHOOL (SHS) PROFILE

INSTRUCTIONS

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

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

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 2019-2020

<p>School Name : _____ (Official Name)</p> <p>_____ (Previous Name, if any)</p> <p>Address : _____ No. _____ Street/Street/Purok _____ Barangay _____ Municipality/City _____ Province _____ Zip Code _____</p>	<p>Region : _____</p> <p>Division : _____</p> <p>Legislative District : _____</p> <p>Telephone Number : _____</p> <p>Mobile Number : _____</p> <p>Fax Number : _____</p> <p>Website (if any) : _____</p> <p>E-Mail Address : _____</p> <p>Date Established : _____</p>
--	---

Please check (✓) if the school is:

an Annex/Extension School (Please indicate Mother School ID: _____)

an Implementing Unit (has book of accounts or has fiscal autonomy)

If check (✓), should have any of the finance positions: Accountant I, Senior Bookkeeper or Disbursing Officer II in Table 10.

<p>Certified True and Correct by:</p> <p>School Head : _____ (Signature Over Printed Name) / Date _____</p> <p>Position Title : _____</p>	<p>Validated by Planning Officer III (PRS-SGOD):</p> <p>_____</p> <p>(Signature Over Printed Name) / Date _____</p>
<p>Noted by the Schools Division Office:</p> <p>Head of the Office : _____ (Signature Over Printed Name) / Date _____</p> <p>Position Title : _____</p>	

Table 1. SHS LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Particulars	Academic Track				Arts and Design Track				TVL Track				Sports Track				TOTAL		
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
TOTAL ENROLLMENT																			
CCT/4Ps Recipient																			
Indigenous Peoples Learner																			
Muslim Learner																			
Balik-Aral																			
Repeater																			
Transferee From Other Public Schools (in any Previous SY)																			
Transferee From Private Schools (in any Previous SY)																			
Total Number of Classes																			

1. **Learner** - refers to an individual who may be enrolled in one or multiple programs.
2. **Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program.
3. **SHS Enrollment** - refers to the last stage of compulsory basic education. It consist of two (2) years of *Senior High School* education (Grades 11 to 12).
4. **Balik-Aral** - refers to a learner who went back to school and resume study after a year/years of dropping out or discontinuing study.
5. **CCT/4Ps Recipient** - refers to a learner ages 3-18 whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
6. **Indigenous Peoples Learner** - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups of people or homogenous societies identified by self-ascrption and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
7. **Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
8. **Repeater** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
9. **Transferee from Other Public Schools (in any Previous SY)** - refers to a learner who was enrolled in another public school in any previous school year.
10. **Transferees from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.
11. **Total Number of Classes** - refers to the number of classes by grade level from Grades 11 to 12.

Reminders: 1. Total Enrollment in this table will tally with the totals in Table 2.
 2. Repeater in this table will tally with the totals in Table 3.

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

Validated by Planning Officer III (PRS-SCOD): _____
 Position Title : _____
 (Signature Over Printed Name) / Date

Table 2. SHS LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

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

1. The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and by sex.
2. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of June 30, the age of the learner is counted as 16 years.

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

Table 3. SHS REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

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

1. The total repeaters of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and by sex.
2. Computation of the age of repeaters will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of June 30, the age of the learner is counted as 16 years.

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

Certified True and Correct by:

Validated by Planning Officer III (PRS-SGOD):

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

(Signature Over Printed Name) / Date

Position Title : _____

Table 4. SHS LEARNERS DATA BY TRACK, SY 2019-2020 (As of June 30, 2019)

Enrollment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Pre-Baccalaureate Maritime						
Technical-Vocational-Livelihood (TVL) Track						
Arts and Design Track						
Sports Track						
TOTAL						

- Enrollment by Track** - refers to the number of learners according to track offered in SHS.
- Track** - refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livelihood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
- Strand** - refers to the specialized curricular offerings under a particular track.
- Academic Track** - designed for SHS learners who intend to pursue higher education or careers along four (4) specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
- Arts and Design Track** - designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations: SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.
- Sports Track** - designed for SHS learners who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and officiating.
- Technical-Vocational-Livelihood Track** - designed for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agr-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

Certified True and Correct by:

School Head :

_____ (Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

_____ (Signature Over Printed Name) / Date

Table 5a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2019-2020 (As of June 30, 2019)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Home Economics (HE)						
Attractions and Theme Parks Operations with Ecotourism (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (Apparel) (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft (Basketry, Macrame) (Non-NC)						
Handicraft (Fashion Accessories, Paper Craft) (Non-NC)						
Handicraft (Needlecraft) (Non-NC)						
Handicraft (Woodcraft, Leathercraft) (Non-NC)						
Housekeeping (NC II)						
Local Guiding Services (NC II)						
Tailoring (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
Agri-Fishery Arts (AFA)						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (Poultry-Chicken) (NC II)						
Animal Production (Large Ruminants) (NC II)						
Animal Production (Swine) (NC II)						
Aquaculture (NC II)						
Artificial Insemination (Large Ruminants) (NC II)						
Artificial Insemination (Swine) (NC II)						
Fish Capture (NC II)						
Fishing Gear Repair and Maintenance (NC III)						
Fish-Products Packaging (NC II)						
Fish Wharf Operation (NC I)						
Food Processing (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operations (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC II)						
Slaughtering Operations (Hog/Swine/Pig) (NC II)						

Reminder: A learner can be counted more than once.

Certified True and Correct by:

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

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 5b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2019-2020 (As of June 30, 2019)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Industrial Arts (I A)						
Automotive Servicing (NC I)						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II)						
Driving (NC II)						
Electrical Installation and Maintenance (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (EPAS) (NC II)						
Furniture Making (Finishing) (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding (GMAW) (NC II)						
Gas Tungsten Arc Welding (GTAW) (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit (PACU)/Commercial Refrigeration Equipment (CRE) Servicing (NC III)						
Shielded Metal Arc Welding (SMAW) (NC I)						
Shielded Metal Arc Welding (SMAW) (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						
Information and Communication Technology (ICT)						
Animation (NC II)						
Broadband Installation (Fixed Wireless Systems) (NC II)						
Computer Programming (.Net Technology) (NC III)						
Computer Programming (Java) (NC III)						
Computer Programming (Oracle Database) (NC III)						
Computer Systems Servicing (NC II)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)						
Telecom OSP Installation (Fiber Optic Cable) (NC II)						
Technical-Vocational-Livelihood Maritime						
Navigational Watch 1						
Navigational Watch 2						
Navigational Watch 3						
Engine Watch 1						
Engine Watch 2						
Safety 1						
Safety 2						
Ship's Catering Services (NC I)						

Reminder: A learner can be counted more than once.

Certified True and Correct by:

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

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 6a. GRADE 12 LEARNERS IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2018-2019

SPECIALIZATION	TOOK THE NATIONAL CERTIFICATION		PASSED THE NATIONAL CERTIFICATION	
	Male	Female	Male	Female
Home Economics (HE)				
Attractions and Theme Parks Operations with Ecotourism (NC II)				
Barbering (NC II)				
Bartending (NC II)				
Beauty/Nail Care (NC II)				
Bread and Pastry Production (NC II)				
Caregiving (NC II)				
Commercial Cooking (NC III)				
Cookery (NC II)				
Dressmaking (NC II)				
Events Management Services (NC III)				
Fashion Design (Apparel) (NC III)				
Food and Beverage Services (NC II)				
Front Office Services (NC II)				
Hairdressing (NC II)				
Hairdressing (NC III)				
Handicraft (Basketry, Macrame) (Non-NC)				
Handicraft (Fashion Accessories, Paper Craft) (Non-NC)				
Handicraft (Needlecraft) (Non-NC)				
Handicraft (Woodcraft, Leathercraft) (Non-NC)				
Housekeeping (NC II)				
Local Guiding Services (NC II)				
Tailoring (NC II)				
Tourism Promotion Services (NC II)				
Travel Services (NC II)				
Wellness Massage (NC II)				
Agri-Fishery Arts (AFI)				
Agricultural Crops Production (NC I)				
Agricultural Crops Production (NC II)				
Agricultural Crops Production (NC III)				
Animal Health Care Management (NC III)				
Animal Production (Poultry-Chicken) (NC II)				
Animal Production (Large Ruminants) (NC II)				
Animal Production (Swine) (NC II)				
Aquaculture (NC II)				
Artificial Insemination (Large Ruminants) (NC II)				
Artificial Insemination (Swine) (NC II)				
Fish Capture (NC II)				
Fishing Gear Repair and Maintenance (NC III)				
Fish-Products Packaging (NC II)				
Fish Wharf Operation (NC I)				
Food Processing (NC II)				
Horticulture (NC III)				
Landscape Installation and Maintenance (NC II)				
Organic Agriculture (NC II)				
Pest Management (NC II)				
Rice Machinery Operations (NC II)				
Rubber Processing (NC II)				
Rubber Production (NC II)				
Slaughtering Operations (Hog/Swine/Pig) (NC II)				

Reminder: A learner can be counted more than once.

Certified True and Correct by:

Validated by Planning Officer III (PRS-SGOD):

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

(Signature Over Printed Name) / Date

Position Title : _____

Table 6b. GRADE 12 LEARNERS IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2018-2019

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

Reminder: A learner can be counted more than once.

Certified True and Correct by:

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

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 7. SHS LEARNERS WITH DISABILITIES (LWDs), SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Disabilities	Academic Track				TVL Track				Arts and Design Track				Sports Track				TOTAL (Grades 11-12)		
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Male	Female	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
If the Diagnosis from Revised Medical Specialist:																			
1. Visual Impairment																			
2. Hearing Impairment																			
3. Learning Disability																			
4. Intellectual Disability																			
5. Autism Spectrum Disorder																			
6. Emotional-Behavioral Disorder																			
7. Orthopedic / Physical Handicap																			
8. Speech / Language Disorder																			
9. Cerebral Palsy																			
10. Special Health Problem / Chronic Disease																			
11. Multiple Disabilities																			
If the Manifestations:																			
1. Difficulty in Seeing																			
2. Difficulty in Hearing																			
3. Difficulty in Applying Knowledge																			
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding																			
5. Difficulty in Applying Adaptive Skills																			
6. Difficulty in Displaying Inter-Personal Behavior																			
7. Difficulty in Mobility (Walking, Climbing and Grasping)																			
8. Difficulty in Communicating																			
TOTAL																			

Note: The data in this table shall include all enrolled SHS learners with disabilities.

(Please see definition on the next page)

Reminders: 1. Totals in this table will tally with the totals in Table 8.

2. LWDs with two or more manifestations, the data must be included in the primary classification of disability or difficulty.

3. For visible conditions like blind (no eyegall) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.

Certified True and Correct by:

Validated by Division SPED Coordinator:

Validated by Planning Officer III (PRSS-SCOD):

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

(Signature Over Printed Name) / Date

Position Title : _____

(Signature Over Printed Name) / Date

Classification of Learners with Disabilities:

- **With Diagnosis from Licensed Medical Specialist** - refers to learners who have undergone assessment of licensed professionals like Psychologists, Psychometricians, and Medical Specialist who can determine the level of disability of any learner.
 1. **Visual Impairment** - refers to a learner with an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
 2. **Hearing Impairment** - refers to a learner with an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
 3. **Learning Disability** - refers to a learner with a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
 4. **Intellectual Disability** - refers to a learner with significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adaptive behavior like maturation, learning and social adjustment.
 5. **Autism Spectrum Disorder** - refers to a learner characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
 6. **Emotional-Behavioral Disorder** - refers to a learner with 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** - refers to a learner with any condition that interferes with a child's ability to use his or her body.
 8. **Speech/Language Disorder** - refers to a learner with 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** -refers to a learner that 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** - refers to a learner with a 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** - refers to a learner with 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.
- **With Manifestations** - refers to learners manifesting difficulties in particular activities (e.g., cognitive, communication, mobility, hearing, seeing, etc.) who were observed by teachers on daily lessons/activities or through anecdotes.
 1. **Difficulty in Seeing** - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. They include those that are totally blind, functionally blind or low vision.
 2. **Difficulty in Hearing** - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deafness.
 3. **Difficulty in Applying Knowledge** - refers to a learner that has a problem that interferes with learning basic skills such as reading, writing, acquiring skills and/or math. It can also delay higher level thinking skills such as organization, time planning, abstract reasoning, long and short term memory and attention.
 4. **Difficulty in Remembering, Concentrating, Paying Attention and Understanding** - refers to a learner that manifest significant limitations in general intellectual functioning; in adaptive functioning (communication, self-care, home living, health and safety, social skills, functional academics, community use, leisure and work) which exist concurrently; it includes those medically diagnosed as learners with: Reading Disability or Dyslexia; Written Expression Disability; Handwriting Disability or Dysgraphia; Mathematical Disability or Dyscalculia.
 5. **Difficulty in Performing Adaptive Skills (self-care)** - refers to a learner manifesting difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.
 6. **Difficulty in Displaying Interpersonal Behavior (Emotional and Behavioral)** - refers to a learner whose conditions are characterized by emotional or behavioral responses in school programs so different from appropriate age, cultural or ethnic norms which affects their educational performance (academic, social, vocational or personal skills) more than temporary and responses are stressful to environment behavior is exhibited in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
 7. **Difficulty in Mobility (Walking, Climbing and Grasping)** - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. They include those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.
 8. **Difficulty in Communicating** - refers to a learner whose developmental conditions are causing problems in communication, learning and social behaviors. It is typically characterized by difficulty in: Understanding others; Producing message; Communicating using devices.

Table 8. SHS LEARNERS WITH DISABILITIES (LWDS) AGE PROFILE DATA, SY 2019-2020 (As of June 30, 2019)

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

1. The total number of SHS learners enrolled in the school with disabilities as of June 30, 2019 will be distributed across grade levels, by single age or age
2. *Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of June 30, the age of the learner is counted as 16 years.*

Reminders: Totals in this table will tally with the totals in Table 7.

Certified True and Correct by : _____ **Validated by Division SPED Coordinator:** _____
(Signature Over Printed Name) / Date *(Signature Over Printed Name) / Date*

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

Position Title : _____ **Validated by Planning Officer III (PRSS-SGOD):** _____
(Signature Over Printed Name) / Date *(Signature Over Printed Name) / Date*

Table 9a. NUMBER OF SHS TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 20

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Training Management	Total
Home Economics (HE)							
Attractions and Theme Parks Operations with Ecotourism							
Barbering							
Bartending							
Beauty/ Nail Care							
Bread and Pastry Production							
Caregiving							
Commercial Cooking							
Cookery							
Dressmaking							
Events Management Services							
Fashion Design (Apparel)							
Food and Beverage Services							
Front Office Services							
Hairdressing							
Handicraft- Basketry, Macrame							
Handicraft- Fashion Accessories, Paper Craft							
Handicraft- Needlecraft							
Handicraft- Woodcraft, Leathercraft							
Housekeeping							
Tailoring							
Local Guiding Services							
Tourism Promotion Services							
Travel Services							
Wellness Massage							
Agri-Fishery Arts (AFA)							
Agricultural Crops Production							
Animal Health Care Management							
Animal Production							
Aquaculture							
Artificial Insemination- Ruminants							
Artificial Insemination- Swine							
Fish Capture							
Fish Products Packaging							
Fishport/ Wharf Operation							
Fishing Gear Repair and Maintenance							
Food (Fish) Processing							
Horticulture							
Landscape Installation and Maintenance							
Organic Agriculture							
Pest Management							
Rice Machinery Operation							
Rubber Processing							
Rubber Production							
Slaughtering Operation							

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

Certified True and Correct by:

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

Position Title : _____

Validated by Division HR Personnel:

 (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

Table 9b. NUMBER OF SHS TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 20

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Training Management	Total
Industrial Arts (IA)							
Automotive Servicing							
Carpentry							
Construction Painting							
Consumer Electronics Servicing							
Domestic Refrigeration and Airconditioning - DOMRAC Servicing							
Driving							
Electric Power Distribution Line Construction							
Electronic Products Assembly and Servicing							
Electrical Installation and Maintenance							
Furniture Making- Finishing							
Instrumentation and Control Servicing							
Gas Metal Arc Welding- GMAW							
Gas Tungsten Arc Welding- GTAW							
Machining							
Masonry							
Mechatronics Servicing							
Motorcycle/ Small Engine Servicing							
Plumbing							
Refrigeration and Air-Conditioning - Packaged Air-Conditioning Unit (PACU) / Commercial Refrigeration Equipment (CRE) Servicing							
Shielded Metal Arc Welding							
Tile Setting							
Transmission Line Installation and Maintenance							
Information and Communication Technology (ICT)							
Animation							
Broadband Installation- Fixed Wireless Systems							
Computer Hardware Servicing							
Computer Programming (NC IV)							
Contact Center Services							
Illustration							
Medical Transcription							
Technical Drafting							
Telecom OSP and Subscriber Line Installation - Copper Cable / POTS and DSL							
Telecom OSP Installation- Fiber Optic Cable							
Other							
Navigational Watch							
Engine Watch							
Safety							
Ship's Catering Services							

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

Certified True and Correct by:

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

Position Title : _____

Validated by Division HR Personnel:

 (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PR-SGOD):

 (Signature Over Printed Name) / Date

Position Title : _____

Table 10. SHS TEACHING-RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2019-2020 (As of June 30, 2019) **NATIONALLY-FUNDED PERSONNEL**

Position Title	Number of positions assigned in school per latest PSL-POP	Number of personnel actually working in the school			On leave	Plantilla personnel detailed to			TOTAL (Col.5-Col.6+ Col.7+Col.11)	Plantilla personnel borrowed/detailed from other school(s)/ DepEd offices)			TOTAL Nationally-funded personnel working in the school					
		Male	Female	TOTAL		Plantilla item(s) vacant	DepEd office(s) sec. school(s) within the division	Elementary school(s) within the division		DepEd office(s) school(s) outside the division or other government agencies	TOTAL	Male	Female	TOTAL	Male (Col.13+Col.15)	Female (Col.14+Col.16)	TOTAL (Col.13+Col.14+ Col.15+Col.16)	
																		Col. 2
School Principal IV																		
School Principal III																		
School Principal II																		
School Principal I																		
Assistant School Principal III																		
Assistant School Principal II																		
Assistant School Principal I																		
Head Teacher VI																		
Head Teacher V																		
Head Teacher IV																		
Head Teacher III																		
Head Teacher II																		
Head Teacher I																		
School Nurse II																		
Administrative Officer IV																		
Administrative Officer II																		
School Librarian III																		
School Librarian II																		
School Librarian I																		
Guidance Service Specialist II																		
Guidance Counselor III																		
Guidance Counselor II																		
Guidance Counselor I																		
* Accountant I																		
Project Development Officer I																		
Registrar I																		
Cashier I																		
Supply Officer I																		
* Administrative Assistant III (Senior Bookkeeper)																		
* Administrative Assistant II (Disbursing Officer II)																		
Administrative Assistant I																		
Administrative Aide VI																		
Administrative Aide VI																		
Heavy Equipment Operator I																		
Security Guard I																		
Light Equipment Operator I																		
Utility Worker I																		
TOTAL																		

Note: * - Applicable only in the school that are Implementing Unit

Reminder: 1. Totals in column 12 must tally with entries in column 2

2. For the definitions, please refer to Teaching Personnel Data (Table 11a).

Certified True and Correct by:

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

Validated by Division HR Personnel:

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SG0D):

(Signature Over Printed Name) / Date

Table 11a. SHS TEACHING PERSONNEL DATA (Nationally-funded), SY 2019-2020 (As of June 30, 2019)

Position Title	Number of positions in school per latest PSY-POP			SCHOOL PLANTILLA ITEMS											Plantilla personnel borrowed/detached from other school(s)/ DepEd office(s) *			TOTAL		
	as of March 31, 2019 (2a)	Items Created from April 1 to June 30, 2019 (2b)	TOTAL (2a+2b) Col. 2	Number teachers actually working in the school			On leave (Col. 6)	Plantilla item(s) vacant (Col. 7)	Plantilla personnel detailed to			TOTAL (Col. 11)	Plantilla personnel borrowed/detached from other school(s)/ DepEd office(s) *			Male (Col. 16)	Female (Col. 17)	TOTAL (Col. 18)		
				Male Col. 3	Female Col. 4	TOTAL Col. 5			DepEd office(s) sec. in the division (Col. 8)	Elementary school(s) within the division (Col. 9)	DepEd office(s)/ school(s) outside the division or other government agencies (Col. 10)		Male Col. 13	Female Col. 14	TOTAL Col. 15					
Master Teacher IV																				
Master Teacher III																				
Master Teacher II																				
Master Teacher I																				
Teacher III																				
Teacher II																				
Teacher I																				
Special Science Teacher I																				
TOTAL																				

- Nationally-funded personnel - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
- Number of plantilla items in school per latest PSY-POP - number of plantilla items allocated to the school.
- Number actually working in the school - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
- On leave personnel - personnel who are on leave for the whole school year approved by the School Division Superintendent.
- Plantilla item(s) vacant - plantilla positions that are unfilled, whether existing plantilla or newly created position.
- 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.
- Plantilla personnel detailed to Elementary school(s) within the division - personnel assigned/designated to elementary schools within the division.
- 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.
- Plantilla personnel borrowed/detached 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 divisions).

Note: * - Including those Junior High School teacher borrowed for Senior High School assigned in the same school.

- Reminders: 1. Totals in column 12 must tally with entries in column 2.
 2. Totals in column 18 must tally with entries in Table 12 column 7.

Certified True and Correct by: _____ Validated by Division HR Personnel: _____ Validated by Planning Officer III (PRS-SGOD): _____
 School Head : _____ (Signature Over Printed Name) / Date _____ Position Title : _____ (Signature Over Printed Name) / Date _____
 Position Title : _____ (Signature Over Printed Name) / Date _____

Table 11b. SHS TEACHING PERSONNEL DATA (Nationally-funded), SY 2019-2020 (As of June 30, 2019)

Position Title Col. 1	Number of Plantilla Items in the school per Schools Division PSI-POP Col. 2	Employment Status			
		Permanent Col. 3	Provisional Col. 4	Contractual	
				Full-time Col. 5	Part-time Col. 6
Master Teacher IV					
Master Teacher III					
Master Teacher II					
Master Teacher I					
Teacher III					
Teacher II					
Teacher I					
Special Science Teacher I					
TOTAL					

- Permanent** - refers to the employment status issued to a person who meets all the minimum qualification requirements of the position to which he/she is being appointed, including the appropriate eligibility prescribed, in accordance with the provisions of law, rules and standards promulgated in pursuance thereof. This includes all level of positions (As amended by CSC MC No. 15, s. 1999).
- Provisional** - refers to the employment status issued to a teacher who meets all the requirements of the position except eligibility (professional teaching).
- Contractual** - refers to employment status issued to a person who obtains a rating of 70 and above but opts to work on contractual a basis, and or those who lacks the eligibility requirement but obtains a rating of between 65.00-69.99.
 - Full-time Contractual** - person who receive the full salary of the teaching rank for which he/she is qualified; required teaching load weekly is 30 hours with additional 10 hours or 40 hours of work per week to be spent within or outside school premises.
 - Part-time Contractual** - person who receive half the salary of the teaching rank for which he/she is qualified; required load is 15 hours per week with additional 5 hours or total of 20 hours of work a week to be spent within or outside school premises.

Note: Plantilla items of the school shall tally with the total employment status.

Reminder: Totals in column 2 of this table must be equal to the totals in Table 11a column 2.

Table 12. SHS TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2019-2020 (As of June 30, 2019)

Position Title Col. 1	Carries full-time class teaching load (360 min. or more) Col. 2		Assigned part-time to class teaching, part-time to ancillary services Col. 4		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 <u>additional load</u> 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						
Special Science Teacher I						
TOTAL						

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

Reminder: Totals in column 7 of this table must be equal to the totals in Table 11a (column 18 - Total Nationally-funded personnel working in the school).

Certified True and Correct by :

Validated by Division HR Personnel:

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

(Signature Over Printed Name) / Date

Position Title : _____

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 13. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Special Education Fund (SEF)		Funding Source		
Provincial	Municipal/City	Local Gov't Unit (LGU) funded	Others	TOTAL Locally-funded

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. *Others* - teachers who are being funded by other sources not mentioned above (e.g., Parents-Teachers Association, etc.).

Table 14. NUMBER OF TEACHERS BY GRADE LEVEL AND SEX (Nationally-funded teachers actually working in the school), SY 2019-2020 (As of June 30, 2019)

Grade Level	Number of Teachers					
	Counted only once *			Counted more than once **		
	Male	Female	TOTAL	Male	Female	TOTAL
Grade 11						
Grade 12						
TOTAL						

Reminders:

1. * *Number of teachers that should be counted only once*
If a teacher is teaching more than one grade, he/she should be counted to the grade level where he/she teaches the most number of hours. However, if he/she teaches an equal number of hours per grade level, he/she should be counted to the highest grade level assignment.

Note: TOTALS of the Number of Teachers (counted only once) must tally with the TOTALS in Tables 15a & 15b columns 3, 4 & 5.

2. ** *Number of teachers that can be counted more than once*
If a teacher is teaching more than one grade level, he/she can be counted more than once.

Table 15. NUMBER OF SHS TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND SEX (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Teaching Assignment	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
LANGUAGE						
Oral Communication						
Reading & Writing						
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino						
Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik						
HUMANITIES						
21st Century Literature from the Philippines and the World						
Contemporary Philippine Arts from the Regions						
COMMUNICATION						
Media & Information Literacy						
MATHEMATICS						
General Mathematics						
Statistics & Probability						
SCIENCE						
Earth and Life Science (Lecture and Laboratory)						
Physical Science (Lecture and Laboratory)						
SOCIAL SCIENCE						
Personal Development / Pansariling Kaunlaran						
Understanding Culture, Society and Politics						
PHILOSOPHY						
Introduction to the Philosophy of the Human Person / Pambungad sa Pilosopiya ng Tao						
PE AND HEALTH						
Physical Education and Health						
DISASTER READINESS AND RISK REDUCTION						

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

Certified True and Correct by:

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

Position Title : _____

Validated by Division HR Personnel:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Position Title : _____

Table 16. NUMBER OF SHS TEACHERS BY HIGHEST EDUCATIONAL ATTAINMENT (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Highest Educational Attainment	Number of Teachers		
	Male	Female	TOTAL
Bachelor Degree			
Master Degree Units			
Master Degree			
Doctorate Degree Units			
Doctorate Degree			
TOTAL			

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

Table 17. NUMBER OF SHS SCIENCE TEACHERS WITH SCIENCE EDUCATION MAJOR (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Area of Specialization	Number of Teachers		
	Male	Female	TOTAL
General Science			
Biology			
Chemistry			
Physics			
Others			
TOTAL			

Table 18. NUMBER OF SHS TEACHERS BY TEACHING ASSIGNMENT AND AREA OF SPECIALIZATION (Nationally-funded teachers only), SY 2019-2020 (As of June 30, 2019)

Teaching Assignment	With Major/Minor						Not Their Major/Minor												
	Graduate Degree Major			Bachelor's Degree Major			Bachelor Degree Minor			With Special Training			Without Special Training						
	Number of classes with class size not greater than 50	Number of classes with class size greater than 50	TOTAL	Number of classes with class size not greater than 50	Number of classes with class size greater than 50	TOTAL	Number of classes with class size not greater than 50	Number of classes with class size greater than 50	TOTAL	Number of classes with class size not greater than 50	Number of classes with class size greater than 50	TOTAL							
English																			
Filipino																			
Humanities																			
Communication																			
Mathematics																			
Science																			
Social Science																			
Philosophy																			
PE and Health																			

- 1. With Major/Minor - refers to the number of teachers who have specialization in the subject area they are teaching.
 - 2. Not Their Major/Minor - refers to the number of teachers who have NO specialization in the subject area they are teaching, and can be classified as either with or without special training.
- Reminders: 1. A teacher who is teaching more than one teaching assignment can be counted more than once (vertical).
 2. A teacher can only be counted once as either "With Major/Minor" or "Not Their Major/Minor" (horizontal).

Table 19. NUMBER OF ENGLISH, FILIPINO, MATHEMATICS AND SCIENCE TEACHERS BY SPECIALIZATION (Nationally-funded teachers actually working in the school), SY 2019-2020 (As of June 30, 2019)

Teaching Assignment	Full-Time Teachers												Major / Minor in Other Subjects						
	Major in						Minor in												
	English	Filipino	Mathematics	Science	English	Filipino	Mathematics	Science	English	Filipino	Mathematics	Science							
English																			
Filipino																			
Mathematics																			
Science																			
TOTAL																			

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

Certified True and Correct by:

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

Validated by Division HR Personnel:

 (Signature Over Printed Name) / Date

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

Position Title : _____

Position Title : _____

Position Title : _____

Table 20. TEACHERS WHO RECEIVED TRAINING WHILE IN-SERVICE FROM JUNE 2018 TO JUNE 2019 (Nationally-funded teachers working in the school) SY 2019-2020 (As of June 30, 2019)

Position Title	Number of Teachers		
	Male	Female	TOTAL
Instructor III			
Instructor II			
Instructor I			
Master Teacher IV			
Master Teacher III			
Master Teacher II			
Master Teacher I			
Teacher III			
Teacher II			
Teacher I			
Special Science Teacher I			
SPED Teacher V			
SPED Teacher IV			
SPED Teacher III			
SPED Teacher III			
SPED Teacher I			
TOTAL			

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

Table 21. LOCALLY-FUNDED TEACHERS WORKING IN THE SCHOOL WHO ARE QUALIFIED AND TRAINED SY 2019-2020 (As of June 30, 2019)

	Qualified Teachers			Trained Teachers		
	Male	Female	TOTAL	Male	Female	TOTAL

Qualified teacher - locally-funded teacher who has the minimum academic qualifications necessary to teach at a specific level of education. He/She must be a Licensee Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and the Department of Education, Culture and Sports.

Trained teacher - locally-funded teacher who received at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education.

Certified True and Correct by:

School Head

(Signature Over Printed Name) / Date

Position Title

Table 22. TEACHERS WHO RECEIVED TRAINING ON INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) FROM JUNE 2015 TO JUNE 2019 (Nationally-funded teachers working in the school) SY 2019-2020 (As of June 30, 2019)

Training on ICT	Number of Teachers		
	Male	Female	TOTAL
ICT Integration			
ICT Literacy/Content			
Software			
Hardware			
Others			
TOTAL			

1. **ICT Integration** - it is a strategy to incorporate information and communications technology into all facets of education and training, including the administrative functions and models required to support learning.

2. **ICT Literacy/Content** - knowledge to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society.

3. **Software** - the programs and other operating information used by a computer.

4. **Hardware** - the machines, writing, and other physical components of a computer or other electronic system.

Table 23. TEACHERS WHO RECEIVED TRAINING ON PEDAGOGY FROM JUNE 2015 TO JUNE 2019 (Nationally-funded teachers working in the school) SY 2019-2020 (As of June 30, 2019)

Training on Pedagogy	Number of Teachers		
	Male	Female	TOTAL
Constructivist			
Inquiry based			
Reflective			
Collaborative			
Integrative			
Inclusive Education			
Others			
TOTAL			

1. **Pedagogy** - strategies/approaches in teaching and learning. Based on RA 10533, Rule 2, Section 10.2.

2. **Constructivist teaching** - based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.

3. **Inquiry based** - is a form of active learning that starts by posing questions, problems or scenarios-rather than simply presenting established facts or portraying a smooth path to knowledge.

4. **Reflective teaching** - means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

5. **Collaborative learning** - is a method of teaching and learning in which learners team together to explore a significant question or create a meaningful project.

6. **Integrated approach** - allows learners to explore, gather, process, refine and represent information about topics they want to investigate without the constraints imposed by traditional subject barriers (Pigdon and Wolly, 1992).

7. **Inclusive Education** - embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, learners, parents and the community (DepED Order No. 72, s. 2009).

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 1. LEARNING ACTION CELL (LAC) SESSION, SY 2019-2020

(Please provide appropriate answers)

1. Do you conduct LAC Session/s in your school? Yes No
 If Yes, indicate the number of LAC Session/s conducted:
 1.a. Conducted last SY 2018-2019 _____
 1.b. Planned to be conducted this SY 2019-2020 _____

Validated by Curriculum Instruction Division (CID) Personnel:

(Signature Over Printed Name) / Date

Position Title : _____

Table 24. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JANUARY 2018 TO DECEMBER 2018

MOOE	Amount in Php
Allocation	_____
Utilization	_____
Liquidation	_____

1. **Maintenance and Other Operating Expenses (MOOE)** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.

2. **MOOE Allocation** - refers to the MOOE provided for the previous fiscal year.

3. **MOOE Utilization** - refers to the amount of MOOE utilized from the MOOE allocation of the previous fiscal year.

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

Validated by Division Accountant:

(Signature Over Printed Name) / Date

Position Title : _____

Certified True and Correct by:

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

Position Title : _____

Box 2. ACTION RESEARCH, SY 2019-2020

(Please provide appropriate answers)

1. Do you conduct Action Research in your school? Yes No
 If Yes, indicate the number of Action Research conducted:
 1.a. Completed last SY 2018-2019 _____
 1.b. On-going _____
 1.c. To be conducted _____

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

(Signature Over Printed Name) / Date

Box 3. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate)

1. **Electrical Supply Sources:**
 Grid Supply
 Off Grid Supply
 Solar Power
 Generator
 Others, please specify _____
 No source of electricity

2. **Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in Php)** _____

3. **What is the funding source?**
 School MOOE School Canteen Fund
 LGU Private Individual/Sector
 PTA Others, please specify _____

4. **Number of hours that the electricity is usually available in a day:** _____

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.

Validated by Phy. Facilities Coordinator/Div. Engineer:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 25. NUMBER OF FUNCTIONAL COMPUTERS OF SHS BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of Computer	NUMBER OF FUNCTIONAL COMPUTERS BY FUNDING SOURCE							TOTAL
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	
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 DITL, 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) / Date

Validated by Information Technology Officer:

Position Title : _____

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRs-SGOD):

(Signature Over Printed Name) / Date

Table 26. NUMBER OF FUNCTIONAL ICT EQUIPMENT OF SHS BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of ICT Equipment	NUMBER OF FUNCTIONAL ICT EQUIPMENT BY FUNDING SOURCE							TOTAL
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	
Academic Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
Administrative Use								
LED TV								
Network Switch								
Printer								
Projector								
UPS								
Wireless Router								
TOTAL								

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

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

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Information Technology Officer:

(Signature Over Printed Name) / Date

Validated by Planning Officer III (PRR-SGOD):

(Signature Over Printed Name) / Date

Box 4. DATA ON SHS INTERNET CONNECTIVITY, SY 2019-2020 (As of June 30, 2019)

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

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

3. How fast is your internet connection when not in use? Use www.speedtest.net to test the speed.
 Date Tested: _____ Ping (ms): _____ Upload (Mbps): _____
 Time Tested: _____ Download (Mbps): _____

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

Table 27. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2019-2020 (As of June 30, 2019)

Types of Internet Connection (Wired, Fixed wireless, Satellite, USB Modem)	Internet Service Provider (Select from available ISPs above)	Average Monthly Expense (in PHP)	Funding Source (Depled 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 in Philippine Peso.

Certified True and Correct by:

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

Validated by Information Technology Officer:

_____ / Date

Validated by Planning Officer III (PRSSGOD):

_____ / Date

Position Title : _____

_____ / Date

_____ / Date

1. School Site Ownership and / or Proof of Occupancy
 a. Ownership in the name of: *(Check as appropriate)*

- Depled
- Other Government Agency
- LGU
- Private Entity / Individual/s

b. With Document? Yes No

If Yes, what Document Type: *(Check as appropriate)*

- Original Certificate of Title (OCT)
- Transfer Certificate of Title (TCT)
- Certificate of Land Ownership Award (CLOA)
- Special Patent
- Presidential Proclamation
- Tax Declaration
- Deed of Absolute Sale
- Deed of Donation
- Certificate of Stewardship
- Special Land Use Permit (SLUP)
- Contract of Usufruct
- Memorandum of Agreement or Understanding
- Lease Agreement
- Others, pls. specify _____

2. Total Land Area *(in square meters)* : _____

3. Mode of Acquisition of School Site: *(Check as appropriate)*

Mode	Year Acquired
<input type="checkbox"/> Donation	
<input type="checkbox"/> Purchase	
<input type="checkbox"/> Usufruct Agreement	
<input type="checkbox"/> Expropriation	
<input type="checkbox"/> Deed of Exchange (Land Swapping)	
<input type="checkbox"/> Presidential Proclamation	
<input type="checkbox"/> Special Patent	
<input type="checkbox"/> Certificate of Land Ownership Award (CLOA)	
<input type="checkbox"/> Special Land Use Permit (SLUP)	
<input type="checkbox"/> Others, pls. specify _____	

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

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

6. Legal Ownership Issues : *(Check as appropriate)*

- With Adverse Claim
- Encroachment
- With Illegal Settlers
- Others, pls. specify _____

7. School Site within : *(Check as appropriate)*

- Protected Areas
- Areas classified as Timberland and Forestland

1. School Site Ownership and / or Proof of Occupancy - refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.

Document Type:

- Certificate of Title* - refers to the transcript of the decree or registration made by the Registrar of Deeds.
- Original Certificate of Title (OCT)* - refers to a document when the land has been adjudicated and decreed in the name of its owner in registration proceeding and the title issued for the first time is pursuant of such decree.
- Transfer Certificate of Title (TCT)* - refers to a document when the land title is cancelled and replaced by another title by reason of sale or transfer.
- Certificate of Land Ownership Award (CLOA)* - refers to a proof of ownership of the agrarian reform beneficiary with respect to private and agricultural land covered under RA 6657 of Congress or by the DENR Secretary as authorized by the President.
- Presidential Proclamation* - refers to a proclamation issued by the President reserving an unutilized land for public use.
- Tax Declaration* - refers to a document issued by the Assessor's Office of the jurisdiction (e.g., city or municipality) evidencing the payment of taxes on the use of the real property.
- Deed of Absolute Sale* - refers to a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
- Deed of Donation* - refers to a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
- Certificate of Stewardship* - refers to a document awarded to individuals or families actually occupying or tilling portions of forest lands pursuant to LOI 1260 for a period of 25 years' renewable for another 25 years.
- Special Land Use Permit (SLUP)* - refers to a privilege granted by the State to a person to occupy, possess and manage in consideration of specified return, any public forest lands for a specific use or purpose.
- Contract of Usufruct* - refers to a document which stipulates that Depled/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.
- Memorandum of Agreement or Understanding/Lease Agreement* - refers to a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
- Others* - refers to the other documents that are competent proof of ownership and occupancy.

(Continuation of definition on the next page)

Certified True and Correct by:

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

Validated by: **Phy. Facilities Coordinator/Div. Engineer:**

(Signature Over Printed Name) / Date

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

(Signature Over Printed Name) / Date

Position Title : _____

Position Title : _____

Position Title : _____

(Continuation of Definition)

2. **Total Land Area** - refers to the size in square meters of all areas designated as land used for some particular purpose such as school building.
3. **Mode of Acquisition of School Site** - refers to the means of acquiring the school site.
 - a. **Donation** - includes the four (4) types of donation:
 - a.1. **Simple Donation** - refers to a type of donation whereby a person, through an act of liberality, disposes a piece of land in favor of the government.
 - a.2. **Conditional Donation** - refers to a type of donation which imposes a condition (e.g., "that the land shall be used only for education") In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
 - a.3. **Inter Vivos Donation** - refers to a type of donation that is in effect during the lifetime of the donor.
 - a.4. **Mortis Causa** - refers to a type of donation that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
 - b. **Purchase** - refers to a mode of acquisition of school sites by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
 - c. **Expropriation** - refers to a mode of acquisition of school sites by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
 - d. **Exchange (Land Swapping)** - refers to a mode of acquisition of school sites by exchanging an existing school site for a new site for justifiable reasons as identified by law.
 - e. **Presidential Proclamation** - refers to a mode of acquisition of school sites by virtue of a declaration by the President under the procedures established by law.
4. **Within Ancestral Domain** - refers to all areas generally belonging to Indigenous Communities / Indigenous People (ICCs/IPs) comprising lands, inland waters, coastal areas, and natural resources therein, held under a claim of ownership, occupied or possessed by ICCs/IPs, communally or individually since time immemorial. It covers the total environment, including the spiritual and cultural bonds to the areas which the ICCs/IPs possess, occupy and use 837 otherwise known as the Indigenous People's Rights Act of 1973.
 - a. **Certificate of Ancestral Domain Titles (CADT)** - refers refers to a title formally recognizing the rights of possession and ownership of ICCs/IPs over their ancestral domains identified and delineated in accordance with RA No. 837
5. **Within Ancestral Land** - refers to occupied land, possessed and utilized by individuals, families and clans who are members of the ICCs/IPs since time immemorial. Ancestral lands include residential lots, rice terraces or paddies, private forests, swidden farms and tree lots. These may be found within ancestral domains.
 - a. **Certificate of Ancestral Land Title (CALT)** - refers to a title formally recognizing the rights of ICCs/IPs over their ancestral lands.
6. **Legal Ownership Issues:**
 - a. **Adverse Claim** - refers to a written statement setting forth claim to the title or right to possession over a registered property, alleging how and under whom such alleged right was acquired.
 - b. **Encroachment** - refers to unlawful interference or gaining upon the land, property, other possessions, or the rights of another.
 - c. **With Illegal Settlers** - refers to groups of housing units illegally constructed on a land that the occupants have no legal claim.
7. **School Site within:**
 - a. **Protected Areas** – refers to identified portions of land and water set aside by reason of their unique physical and biological significance, managed to enhance biological diversity and protected against destructive human exploitation, such as National Parks, Natural Parks, Natural Monuments, Protected Landscape, Protected Seascapes, Game Refuge and Bird Sanctuaries, Resource Reserves, Managed Resource Protected Areas, Marine Reserves, Watershed Forest Reserves, Natural Biotic Areas, Wildlife Sanctuaries, and Wilderness Areas.
 - b. **Timberland and Forestland** – refers to lands of the public domain which have been the subject of the present system of land classification and determined to be needed for forest purposes. Eventually, these lands will be proclaimed as forest reserves by the President.

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

Table 28. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2019-2020

For each ONE-WAY trip from your school to the specified reference points (i.e., Schools Division Office, Municipal Office, and Nearest Schools), indicate the following:

1. **Travel cost** - How much does it USUALLY* cost to travel from your school to the reference point? Specify your answers in Pesos.
2. **Travel time** - How many minutes does it USUALLY* take to travel from your school to the reference point?
3. **Time spent walking** - Given the USUAL* travel time in item 2, how much of this is spent walking? Specify your answers in minutes.
4. **Travel time if walking the entire way** - If you were to walk the entire way from your school to the reference point, how long would it take? Estimate your answer in minutes.
5. **Crossing any body of water without a bridge** - Do you need to cross any body of water (e.g., river, lake, sea) without a bridge to travel from your school to the reference point? Specify if yes or no.
6. **Passing difficult terrain** - Do you need to pass difficult terrain (e.g., mountains, forests) to travel from your school to the reference point? Specify if yes or no.

Travel Details	From your school to your Schools Division Office (SDO)	From your school to your Municipal Office	Your school's access to the NEAREST:							
			Public School			Private School				
			Elementary Indicate School ID:	Junior High School Indicate School ID:	Senior High School Indicate School ID:	Elementary Indicate School ID:	Junior High School Indicate School ID:	Senior High School Indicate School ID:		
1. Travel cost (in PHP)										
2. Travel time (in minutes)										
3. Time spent walking (in minutes)										
4. Travel time if walking the entire way (in minutes)										
5. Crossing any body of water without a bridge (yes/no)										
6. Passing difficult terrain (yes/no)										

- Notes: 1. USUAL* - most frequent.
 2. For Integrated Schools (Elementary, JHS and/or SHS Schools) and Secondary Schools details should be provided separately for each level (e.g., Integrated School: Elementary - Ppp 20; JHS - Ppp 20)

EXAMPLE:

Over the course of 5 years, a school head has travelled from her school to the Schools Division Office 50 times already. During that time, the total cost of travelling from the school to the Schools Division office was as follows:
 - P40 when taking public transportation (i.e., two jeepney rides);
 - P200 for gas when the school service was available.
 And, the travel time was as follows:
 - 60 minutes when taking public transportation which required her to walk between jeepney stops;
 - 30 minutes when the school service was available which did not require her to walk.
 Out of those 50 trips, 40 trips were via the school service. Hence, the USUAL travel cost and travel time from the school to the Schools Division Office should be based on trips using the school service, as follows:
 - Travel cost = P200;
 - Travel time = 30 minutes;
 - Time spent walking = 0 minute.

Box 6. SCHOOL LOCATION, SY 2019-2020

Location descriptions for your school: (Check all applicable)

<input type="checkbox"/> Along the highway *	<input type="checkbox"/> On a small island *****	<input type="checkbox"/> Near a faultline *****
<input type="checkbox"/> By the hillside **	<input type="checkbox"/> Near the coastline *****	<input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> On top of a mountain ***	<input type="checkbox"/> Near a river or waterway *****	

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

Certified True and Correct by :

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

Validated by Phy. Facilities Coordinator/Div. Engineer:

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

Validated by Planning Officer III (PRS-SGDD):

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

A. Number of learners who were vaccinated by the Department of Health in the school this SY 2019-2020 from June 3, 2019 to August 31, 2019

Type of Vaccines	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Measles Rubella						
Tetanus Diphtheria						

B. Number of learners by nutritional status as assessed from June 3, 2019 to August 31, 2019.

Nutritional Status	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Height						
Normal						
Obese						
Overweight						
Severely Wasted						
Wasted						
TOTAL						
Height						
Severely Stunted						
Stunted						
Normal						
Tall						
TOTAL						

Learners Nutritional Status in Weight:

1. **Normal** - refers to a learner with normal weight for his/her age whose BMI-for-age fall between -2 to +2 z-score line or standard deviation (SD).
2. **Obese** - refers to a learner who is severely overweight for his/her height and whose BMI-for-age fall beyond +3 z-score line or standard deviation (SD).
3. **Overweight** - refers to a learner weighing too much for his/her height and whose BMI-for-age fall between +2 to +3 z-score line or standard deviation (SD).
4. **Severely wasted** - refers to a very thin learner whose BMI-for-age is below -3 z-score line or standard deviation (SD).
5. **Wasted** - refers to a thin learner whose BMI-for-age fall between -2 to -3 z-score line or standard deviation (SD).

Learners Nutritional Status in Height:

1. **Severely Stunted** - refers to a learner who is very short for his/her age and whose height-for-age (HFA) fall below -3 z-score line or standard deviation (SD).
2. **Stunted** - refers to a learner who is short for his/her age and whose height-for-age (HFA) fall between -2 to -3 z-score line or standard deviation (SD).
3. **Normal** - refers to a learner with normal height for his/her age and whose height-for-age (HFA) fall between -2 to +2 z-score line or standard deviation (SD).
4. **Tall** - refers to a learner who is tall for his/her age and whose height-for-age (HFA) fall beyond +2 z-score line or standard deviation (SD).

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRSGOD):

(Signature Over Printed Name) / Date

C. Number of learners who were dewormed from June 3, 2019 to August 31, 2019

Number of Learners Dewormed	Grade 11		Grade 12		TOTAL (Grades 11 to 12)	
	Male	Female	Male	Female	Male	Female

D. Number of female learners who received Weekly Iron Folic Acid (WIFA) Supplementation for the previous SY 2018-2019

Details	Grade 11	Grade 12	TOTAL (Grades 11 to 12)
Number of female learners with consent			
Number of female learners given WIFA Supplements from July to September 2018			
Number of female learners given WIFA Supplements from January to March 2019			

Box 7. SCHOOL CLINIC, SY 2019-2020

(Please provide appropriate answers)

1. Does the school have a designated school clinic? Yes No

2. How many weighing scales does the school have?

Type of Weighing Scale	Number of Units Available in the School
Bathroom	
Beam balance	
Others, please specify _____	

3. Which of the following tools does the school use for taking height? (Check as appropriate)

Tape Measure Microtoise Others, please specify _____

Steel tape Stadiometer

4. How many first aid kits does the school have? _____

5. How many medical thermometers does the school have? _____

6. How many blood pressure apparatus does the school have? _____

7. How many school personnel has a training on basic life support and/or first aid? _____

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 8. AVAILABILITY OF WATER SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate)

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

If Yes,

1.1. What is the Water Supply Source:

Piped water from local service provider Rainwater Catchments
 Water Well Others, please specify _____
 Natural source

1.2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

1.3. Who pays for the Cost of Monthly Bills/Maintenance?

School MOOE School Canteen Fund
 LGU Private Individual/Sector
 PTA Others, please specify _____

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

1.5. Has the water source inside the school been tested to determine safety of the water? Yes No

1.5.a. If Yes, did the test results show that the water source inside the school is safe to drink? Yes No

1.5.b. How frequent is the water source tested for safety?

Monthly Annually
 Quarterly Others, please specify _____

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

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

2. Does the school have mechanism to ensure that the learners have safe drinking water? Yes No

2.1. If Yes, what mechanism is used?

Teachers ask the learners to bring their own drinking water to school
 Safe water in refillable containers are provided in designated areas within the school
 Water from an accessible water source is treated (i.e., boiled, etc.)
 Others, 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 thru a rainwater collector.

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

Table 30. NUMBER OF EXISTING WASH FACILITIES, SY 2019-2020 (As of June 30, 2019)

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

1. **Group handwashing facility** - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate at least 10 learners.

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

3. **Functional facilities for handwashing** - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.

4. **Non-functional facilities for handwashing** - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

5. **Water Outlet** - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Certified True and Correct by :

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

Position Title : _____

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

_____ *(Signature Over Printed Name) / Date*

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ *(Signature Over Printed Name) / Date*

Table 31. ORAL HEALTH, PREVIOUS SY 2018-2019

Details	Grade 11	Grade 12	TOTAL (Grades 11 to 12)
Number of learners examined			
Decayed, Missing, and Filled Teeth (DMFT) - <i>Permanent Teeth</i>			
No. of learners with DMFT			
No. of DMFT			
Decayed, Missing, and Filled Teeth (DMFT) - <i>Temporary Teeth</i>			
No. of learners with DMFT			
No. of DMFT			
Number of learners found to have gum disease			
Number of learners with other significant dental anomalies			

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

Table 32. MEDICAL AND NURSING SERVICES, PREVIOUS SY 2018-2019

Details	Grade 11	Grade 12	TOTAL (Grades 11 to 12)
Number of learners examined			
Number of learners with findings			
Number of learners given interventions by clinic teachers and DepEd health personnel			
Number of learners referred to city/rural health units or other private health professionals			

Certified True and Correct by:

School Head :

Position Title :

(Signature Over Printed Name) / Date

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SCOD):

(Signature Over Printed Name) / Date

Box 9. MENTAL HEALTH, PREVIOUS SY 2018-2019

(Please provide appropriate answers)

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

Grade Level	Number of Learners
Grade 11	
Grade 12	
TOTAL	

2. Number of cases of *violence against children committed in schools* that were recorded by the school:

Types of Violence Against Children	Cases Committed		
	Against Male Learners	Against Female Learners	TOTAL
Physical violence			
Sexual violence			
Psychological violence			
Other acts of violence			
TOTAL			

3. Number of cases of *bullying or peer abuse* that were recorded by the school:

Grade Level	Number of Cases
Grade 11	
Grade 12	
TOTAL	

4. Number of cases of *suicide and attempted suicide* among learners and school personnel that were recorded by the school:

Cases	Number of Cases	
	Among Learners	Among School Personnel
Suicide		
Attempted suicide		

Certified True and Correct by :

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

Position Title : _____

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

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 10. TOBACCO CONTROL, SY 2019-2020

(Please provide appropriate answers)

1. Does the school display the following IEC materials:

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

1 b. Poster at the school gate about prohibition of selling of cigarettes within 100 meters from the perimeter of the school (EO 26, s.2017) Yes No

2. Does the school have an active Child Protection Committee (CPC)? Yes No

2 a. How frequent does the CPC meet? Monthly Quarterly Annually

2 b. Has the school's CPC met to discuss tobacco control? Yes No

2 c. When did the CPC last meet to discuss tobacco control? (mm/dd/yyyy) Yes No

2 d. Does the school's CPC monitor stores within the 100-meter perimeter of the school for reporting to authorities stores that sell cigarettes? Yes No

2 e. How frequent does the CPC monitor the stores within the 100-meter perimeter of the school? Monthly Quarterly Annually

2 f. When did the CPC last monitor stores within the school's 100-meter perimeter to report violation to authorities? (mm/dd/yyyy) Others, please specify _____

3. Measures Against Tobacco Industry Interference:

3 a. How many partnerships did the school have from May 2018 to August 2019? _____

3 b. How many of these partnerships have the proper partnership instrument needed (e.g., service contract, memorandum of agreement (MOA), deed of donation (DOD)/deed of acceptance, memorandum of MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes? _____

3 c. How many of the partnerships with memoranda of agreement/deeds of donation include a provision in the MOA/DOD that the partner/donor is not connected to the tobacco industry, does not received funding from tobacco companies, or does not sell cigarettes? _____

Box 11. NATIONAL PREVENTIVE DRUG EDUCATION, SY 2019-2020

(Please provide appropriate answers)

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

2. Which of the following components are part of the school's preventive drug education program? *(Check as appropriate)*

Curriculum integration Partnership with the Barangay Anti-Drug Abuse Council

Extra-curricular activities Others, please specify _____

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

4. How many classrooms have NDEP Corners? _____

5. Does the school have an established chapter of *Barkada Kontra Droga*? Yes No

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Box 12. SHS FEEDING PROGRAM, SY 2019-2020 (As of August 31, 2019)

(Check as appropriate)

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

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

School MOOE LGU Fund Barangay Fund School-Based Feeding Program (SBFP)

School Canteen Fund PTA Fund Private Individual/Sector Fund Others, please specify _____

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

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

Legumes Leafy vegetables Fruit-bearing Root crops

Fish Pond

Agricultural Crops

Livestock

Others, please specify _____

None

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

If Yes, what is the funding source?

School MOOE LGU Fund Barangay Fund Others, please specify _____

School Canteen Fund PTA Fund Private Individual/Sector Fund

Box 13. FOOD HANDLING, SY 2019-2020 (As of August 31, 2019)

(Check as appropriate)

1. Does the school have a canteen? Yes No

If Yes,

1.a. Managed by:	1.b. Sanitary Permit	1.c. Validity Date	1.d. Do canteen personnel/food handlers have health certificates?
<input type="checkbox"/> School	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Teacher-Coop	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Others, please specify _____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD):

School Head :

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

Position Title :

Position Title :

Box 14. SOLID WASTE MANAGEMENT, SY 2019-2020 (As of June 30, 2019)

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

2. How is the school implementing Solid Waste Management? *(Check as appropriate)*

Composting Posting of signage Use of paper plates/cups instead of plastic

Designation of trash collection point Recycling Projects Use of recycled materials are teaching tool

Poster making and/or slogan making contest School representative at the Barangay Solid Waste Management Committee Use of reusable food containers

Waste Management Committee Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management? *(Check as appropriate)*

Barangay Local business partners Parents

Community leaders Municipal/City government

Box 15. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2019-2020 (As of June 30, 2019)

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

Daily Once a week

At least twice a week Less than once a week

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

1.2. Who Pays for the Cost of Monthly Bills/Maintenance? *(Check as appropriate)*

School MOOE School Canteen Fund

LGU Private Individual/Sector

PTA Others, please specify _____

Box 16. MENSTRUAL HYGIENE, SY 2019-2020 (As of June 30, 2019)
(Check as appropriate)

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

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

School Canteen Guidance Office

School Clinic Others, please specify _____

Certified True and Correct by:

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

Validated by Planning Officer III (PSS-SGOD):

School Head :

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

Position Title :

Position Title :

Position Title :

Box 17. SCHOOL GOVERNMENT PROGRAM (SGP), SY 2019-2020

(Please check/provide appropriate answers)

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

Box 18. SUPREME STUDENT GOVERNMENT (SSG) ACTIVITIES, SY 2019-2020

(Check as appropriate)

1. Have the SSG organized the participation of learners in Brigada Eskwela?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Have the school lead in National Greening Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Have the school SSG conducted activities to prevent learners from dropping-out of schools?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Have the school SSG conducted English Speaking Campaigns and Reading and Tutorial Services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Have the school SSG conducted activities to support Anti-Drug Abuse Education and Campaign?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Have the school SSG assisted in ensuring that the school is a smoke/tobacco free place?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Have the school SSG lead learners in organizing activities which start during the Teachers' Month Campaign every September and which culminate during the World Teachers' Day celebration on October 5?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Have the school SSG encourage and support the participation of learners in recognized co-curricular clubs/organizations and activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Box 19. CAREER GUIDANCE PROGRAM, SY 2019-2020

(Please check/provide appropriate answers)

1. Do you have a school guidance counselor? <i>If yes, should have data on Guidance Counselor in Table 12.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. How many years he/she is assigned as guidance counselor?	_____	
3. Do you have a guidance advocate?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. How many years he/she is as guidance advocate?	_____	
5. Have you conducted a career guidance activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Has the school funded a career guidance activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Do you have a guidance office?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Certified True and Correct by :

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

Position Title : _____

Validated by Division Youth Formation Coordinator:

_____ *(Signature Over Printed Name) / Date*

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ *(Signature Over Printed Name) / Date*

**Box 20. SCHOOL SPORTS PROGRAM, SY 2019-2020 (As of June 30, 2019)
AVAILABLE SPORTS EVENTS, CLUBS, AND FACILITIES**

(Check multiple sports events, clubs, and facilities being offered in the school)

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

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

Certified True and Correct by:

Validated by Division Sports Coordinator:

Validated by Planning Officer III (PRSS-GOD):

School Head :

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

Position Title :

Position Title :

Position Title :

Table 33. SCHOOL SPORTS PROGRAM, SY 2019-2020 (As of June 30, 2019)
SPORTS PERSONNEL (DepEd Funded) DATA

(Please provide appropriate answers)

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

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

- Reminders:**
1. **PE teacher/s** may identify multiple sporting events.
 2. **Non PE teacher/s** may identify multiple sporting events.
 3. **Non-teaching personnel** may identify multiple sporting events.

Certified True and Correct by:

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

Position Title : _____

Validated by Division Sports Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

Table 34. DISASTERS/CALAMITIES, For the months of June 2018 to May 2019
 (Please indicate the number of times the following hazards occurred in your school and its immediate surroundings.)

Disasters/Calamities	2018												2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May					
Drought																	
Earthquake																	
Fire *																	
Flood																	
Landslide																	
Storm Surge																	
Tropical Cyclones ***																	
Tsunami																	
Volcanic Eruption																	
Bomb Threat in School Premises																	
Bombing in School Premises																	
Crime against learner/s																	
Crime against non-teaching personnel																	
Crime against school head/s																	
Crime against school property																	
Crime against teaching personnel																	
Fire **																	
Hazardous Materials Incident (e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)																	
Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)																	
Hostage-taking within school premises																	
Shooting incident within school vicinity																	
Structural collapse (as a result of engineering failures)																	
Other security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)																	
Others, please specify																	

(Please see definition on the next page)

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by: DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title :

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

(Signature Over Printed Name) / Date

1. **Disaster** - A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
Source of Definition: UNISDR Terminologies. https://www.unisdr.org/files/7817_unisdrterminologyenglish.pdf
2. **Human-Induced Hazards** - Are induced entirely or predominantly by human activities and choices that adversely affect other persons. The Sendai Framework for Disaster Risk Reduction 2015-2030 categorized these hazards as one of the following: (a) Environmental hazards may include chemical, natural and biological hazards. They can be created by environmental degradation or physical or chemical pollution in the air, water and soil. Examples include soil degradation, deforestation, loss of biodiversity, salinization and sea-level rise. (b) Technological hazards originate from technological or industrial conditions, dangerous procedures, infrastructure failures or specific human activities. Examples include industrial pollution, nuclear radiation, toxic wastes, dam failures, transport accidents, factory explosions, fires and chemical spills. -----
 While the UNISDR subjects armed conflicts and other situations of social instability to the International Humanitarian Law and National Legislation, the DRRMS classifies these violent incidents as human-induced.
Source of Definition: Sendai Framework for Disaster Risk Reduction 2015-2030. https://www.unisdr.org/files/43291_sendaiframeworkordren.pdf
3. **Crime against learners / personnel** - Murder / Homicide, Physical Injuries, etc.
Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
4. **Crime against school property** - Theft, Robbery, Arson, etc.
Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
5. **Drought** - A long lasting event triggered by a lack of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.
Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: **Definition of Terms.** http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
6. **Earthquake** - A weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.
Source of Definition: DOST-PHIVOLCS: **Introduction to Earthquake.** <https://www.phivolcs.dost.gov.ph/index.php/earthquake/introduction-to-earthquake>
7. **Fire** - Interaction of heat, fuel and oxygen which will result in in a chemical reaction called burning.
 * Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.
 ** Includes fires due to human negligence, such as electrical wiring failure
Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: **Definition of Terms.** http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
8. **Flood** - A progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.
Source of Definition: DOST-PAGASA Learning Tools: **Floods.** bagong.pagasa.dost.gov.ph/learning-tools/floods
9. **Landslide** - A mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.
Source of Definition: DOST-PHIVOLCS: **Introduction to Landslide.** <https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide>
10. **Storm Surge** - An abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall.
Source of Definition: DOST-PAGASA Learning Tools: **Meteorological Terms, Storm Surge.** <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
11. **Tropical Cyclones** - A non-frontal, synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region.
 *** Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon
Source of Definition: DOST-PAGASA: **About Tropical Cyclones.** <http://bagong.pagasa.dost.gov.ph/information/about-tropical-cyclone>
12. **Tsunami** - An ocean wave produced by a submarine earthquake, landslide, or volcanic eruption that may reach enormous dimensions and have sufficient energy to travel across entire oceans.
Source of Definition: DOST-PAGASA Learning Tools: **Meteorological Terms, Tsunami.** <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
13. **Volcanic Eruption** - The transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions.
Source of Definition: DOST PHIVOLCS: **Introduction to Volcanoes.** <https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes>

Table 35. DISASTERS/CALAMITIES (Human-Induced Hazards - Armed Conflict and Grave Child Rights Violations), For the months of June 2018 to May 2019
(Please provide appropriate answers.)

Human-Induced Hazards	2018												2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May					
I. Armed Conflict																	
Ia. Indicate the number of times the following armed conflict occurred in your school and its immediate surroundings.																	
Armed conflict incident experienced in the past months																	
Ib. Indicate the number of times the state/non-state actors were involved in the armed conflict incidents.																	
Ib1. State Actors:																	
Armed Forces of the Philippines (AFP)																	
Philippine National Police (PNP)																	
Others, please specify																	
Ib2. Non-State Actors:																	
Abu Sayyaf Group (ASG)																	
Bangsamoro Islamic Freedom Fighters (BIFF)																	
Communist Party of the Philippines/ New People's Army/ National Democratic Front (CPP-NPA-NDF)																	
Maute Group																	
Moro National Liberation Front (MNLF)																	
Others, please specify																	
2. Grave Child Rights Violations																	
2a. Indicate the number of reports of Grave Child Rights Violations within the school and immediate surroundings that were filed through government channels																	
Killing and maiming of children																	
Abduction of children																	
Attacks against schools or hospitals																	
Denial of humanitarian access for children																	
Recruitment or use of children as soldiers																	
Sexual violence against children																	

(Please see definition on the next page)

Certified True and Correct by:

School Head :

(Signature Over Printed Name) / Date

Position Title :

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title :

Validated by Planning Officer III (PRSS-SGOD):

(Signature Over Printed Name) / Date

Position Title :

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

- Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others
Source of Definition: R.A. 11188, or the Special Protection of Children in Situations of Armed Conflict (2017)

1b1. & 1b2. State and/or Non-State Actors - refers to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.

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

2. Grave Child Rights Violations - refers to the offenses committed against children that constitute flagrant violations of their human rights and have severe consequences in their lives.
Source of Definition: DepEd Order No. 57, s. 2017 Policy on the Protection of Children in Armed Conflict, based on UN Security Council Resolution Nos. 1539, 1612, 1882, 1998 http://www.deped.gov.ph/wp-content/uploads/2017/11/DO_s2017_057.pdf

Table 36. RESULT OF DISASTER INCIDENCES, For the months of June 2018 to May 2019
(Please provide appropriate answers.)

Result of Disaster Incidences / Emergencies	2018						2019					
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Number of Classrooms used as Evacuation Center												
Number of Days the Classrooms were used as Evacuation Center												
Number of School Days lost due to class suspensions resulting from natural hazards												
Number of School Days lost due to class suspensions resulting from human-induced hazards												
Number of School Days lost due to class suspensions resulting from armed conflict												

Certified True and Correct by:

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

Position Title : _____

Validated by DRRM Coordinator:

_____ (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ (Signature Over Printed Name) / Date

Position Title : _____

Box 21. ENABLING ENVIRONMENT, For the months of June 2018 to May 2019

Check the appropriate boxes that correspond to the DRRM / CCA / Peacebuilding initiatives conducted.

1. Adopted / localized existing policies relating to DRRM/CCA/Peacebuilding

Policy No.	Title
DRRM-CCA Policies	
<input type="checkbox"/> DO 82 s.2010	Reiteration of CCA-DRR at the School Level
<input type="checkbox"/> DO 83 s.2011	Disaster Preparedness in Schools
<input type="checkbox"/> DO 43 s.2012	Guidelines on the Implementation of EO 66 (Suspension of Classes)
<input type="checkbox"/> DO 21 s.2015	DepEd DRRM Information Management and Coordination Protocol
<input type="checkbox"/> DO 23 s.2015	School Watching and Hazard Mapping
<input type="checkbox"/> DO 27 s.2015	Family Earthquake Preparedness
<input type="checkbox"/> DO 37 s.2015	Comprehensive DRRM in Basic Education Framework
<input type="checkbox"/> DO 28 s.2016	Strengthening Fire Safety and Awareness Program
<input type="checkbox"/> DM 221 s.2013	Guidelines on the Protection of Children during Armed Conflict
<input type="checkbox"/> DM 041 s.2015	Implementing Brigada Eskwela 2015
<input type="checkbox"/> DM 069 s.2015	Observance of the National Disaster Consciousness Month 2015
Child Protection and EiE in Armed Conflict Policies	
<input type="checkbox"/> DO 44 s.2005	Declaration of Schools as Zones of Peace
<input type="checkbox"/> DO 57 s.2017	Policy on the Protection of Children in Armed Conflict
<input type="checkbox"/> DM 109 s.2017	Public Manifestation of DepEd's Declaration of Schools as Zones of Peace
<input type="checkbox"/> DO 40 s.2012	Child Protection Policy

2. Designated School DRRM Coordinator
3. Formed School DRRM Team
4. School DRRM Team have defined roles and responsibilities/ functions
5. Has a comprehensive School DRRM/CCA Plan
6. For conflict affected schools, has a comprehensive School Peacebuilding Plan
7. School DRRM/CCA/Peacebuilding Plan considers the needs of learners with disabilities
8. School DRRM/CCA/Peacebuilding Plan considers indigenous knowledge systems and practices (IKSP)
9. School DRRM/CCA/Peacebuilding Plan is gender sensitive
10. Supreme Pupil Government (SPG)/Supreme Student Government (SSG) led in the school DRRM planning process
11. Integrated DRRM/CCA into the School Improvement Plan (SIP)
12. For conflict affected schools, have integrated Peacebuilding into the SIP
13. DRRM/CCA/Peacebuilding activities are supported by school budget
14. Funding sources for interventions in the aftermath of a disaster or emergency exist and can easily be tapped.
15. Has partnerships that could be tapped to support its DRRM/CCA programs and activities, including those after a disaster
16. Has partnerships that could be tapped to support its Peacebuilding programs and activities, including those after an armed conflict
17. Implemented student-led school watching and hazard mapping (DO 23, s 2015)
18. Student-led school watching and hazard mapping made use of hazard maps of PHIVOLCS, MGB, PAGASA and LGUs
19. Results of school watching and hazard mapping is presented and submitted to the school planning team
20. Learners including those with disabilities, IPs, Muslim, and others participated in risk assessment and DRRM planning
21. Incorporated results of student-led school watching and hazard mapping in the School DRRM/CAA/Peacebuilding Plan and SIP
22. School Planning Team have linked the results of the school watching and hazard mapping with the school's education data to better understand its risk
23. Submitted Rapid Assessment of Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of a hazard in the area, if affected by disaster
24. School carries out monitoring and evaluation to assess sustainable implementation
25. Data collection and consolidation of programs and activities on DRRM/CCA/Peacebuilding to monitor results and impacts

(Please see definition on the next page)

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

(Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

- CCA (Climate Change Adaptation)** - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. Adaptation is adjustment in natural or human systems in response to actual or expected stimuli or their effects, which moderates harm or exploits benefit opportunities (IPCC).
Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (UNFCCC).
Intergovernmental Panel on Climate Change (IPCC)
United Nations Framework Convention on Climate Change (UNFCCC)
- DRRM (Disaster Risk Reduction and Management)** - is the systemic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of a disaster.
Source of Definition: DepEd Order No. 37, s. 2015 The Comprehensive Disaster Risk Reduction and Management in Education Framework. http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf
- EiE (Education in Emergencies)** - refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.
Source of Definition : International Network for Education in Emergencies Term Bank. https://toolkit.ineesite.org/term-bank/en/terms/education_in_emergencies
- Peacebuilding** - Refers to a process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building, and political as well as economic transformation. This consists of a set of physical, social, and structural initiatives that are often an integral part of post-conflict reconstruction and rehabilitation.
Source of Definition: UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding.
<http://www.unicef-emergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>

Box 22. SAFE LEARNING FACILITIES, For the months of June 2018 to May 2019

Check appropriate boxes or provide correct numbers for all Safe Learning Facility initiative.

	Instructional	Non-Instructional	Ancillary Facilities																																					
1. Number of classrooms with risk assessment:																																								
2. Number of unsafe classrooms identified:																																								
3. <input type="checkbox"/> School facilities are sensitive to the needs of persons with disability. (ramps, etc.)																																								
4. <input type="checkbox"/> School conducts regular inspection of school facilities.																																								
5. Months the maintenance of facilities undertaken (check all appropriate boxes).																																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7">2018</th> <th colspan="5">2019</th> </tr> <tr> <th>June</th> <th>July</th> <th>Aug.</th> <th>Sept.</th> <th>Oct.</th> <th>Nov.</th> <th>Dec.</th> <th>Jan.</th> <th>Feb.</th> <th>Mar.</th> <th>April</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>				2018							2019					June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2018							2019																																	
June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May																													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																													
6. <input type="checkbox"/> School Head has allotted budget for routine maintenance of school building and ancillary facilities.																																								
7. <input type="checkbox"/> Undertaken regular repair of damaged school building and ancillary facilities																																								
8. <input type="checkbox"/> There is an ongoing construction in the school.																																								
9. <input type="checkbox"/> School Head is involved in the quality assurance of the ongoing construction.																																								
10. <input type="checkbox"/> School Head monitors the progress of the ongoing construction.																																								
11. Guidance and regulations on DO 40 s 2015 are followed:																																								
<input type="checkbox"/> Safe school building site selection for construction	<input type="checkbox"/> Resilient design	<input type="checkbox"/> Resilient construction																																						
12. <input type="checkbox"/> Safety precautions are in place for all new and ongoing building construction (e.g. fencing, signages, access).																																								
13. <input type="checkbox"/> Access of laborers are limited to the construction site only (e.g. temporary bunk houses, separate entry and exit points, own meters for water and electricity).																																								
14. <input type="checkbox"/> School Head has a copy of the building plans from the contractor?																																								

- Ancillary** - refers to a group of buildings having a secondary or dependent use, such as an annex.
Source of Definition: DepEd Educational Facilities Manual
- Instructional** - These spaces are designed to directly accommodate the educational program. The basic instructional spaces for elementary schools are classrooms and work education shops or multi-purpose buildings for Home Economics and Industrial Arts Classes. However, for secondary schools offering general curriculum, the basic instructional spaces are classrooms, computer rooms, science laboratories, and Technology and Livelihood Education (TLE) shops. In secondary vocational schools, basic instructional spaces also include specialized shops. Other spaces such as libraries, learning centers, gymnasiums, and similar spaces are classified as instructional spaces when they are used directly in conjunction with the curriculum. In line with the changing curriculum, a modular type of school building has been designed to include components for home economics, industrial arts, agricultural arts, etc. in one building unit known as multipurpose workshop building.
Source of Definition: DepEd Educational Facilities Manual
- Non-instructional** - refers to administrative and non-programmed spaces within the school.
Source of Definition: DepEd Educational Facilities Manual
- Risk Assessment** - This process includes identification of the hazards present in the location and an assessment of their potential impacts and effects on the built environment based on existing or anticipated vulnerabilities and potential losses.
Source of Definition: DepEd Educational Facilities Manual
- Unsafe Classroom** - refers to classrooms that have one or a combination of hazards listed in the School Watching Checklist
Source of Definition: DO No. 23, s. 2015 Student-led School Watching and Hazard Mapping

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

_____ (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

_____ (Signature Over Printed Name) / Date

1. Has a specific Contingency Plan for the hazard/s the school is affected with:

Natural Hazards:

- Drought
- Earthquake
- Fire
- Flood
- Landslide
- Tropical Cyclone
- Tsunami
- Volcanic Eruption

Human-Induced Hazards:

- Armed Conflict
- Bomb Threats / Bombing
- Civilian Violence
- Fire
- Others, please specify _____

- 2. Has an evacuation plan and procedures
- 3. Has a student-family reunification plan that is clearly disseminated to learners, teachers and parents
- 4. School DRRM Planning and Contingency Planning are conducted together with the following:
 - Learners
 - LGUs
 - Parents
 - Partners
 - Personnel
- 5. School is identified as an evacuation center
- 6. School Head has identified school building and ancillary facilities to be used as temporary evacuation centers for disasters
- 7. School Head is aware and knowledgeable of the Joint Memorandum Circular No. 1, series of 2013 and RA 10821 and its corresponding IRR, which stipulates the limited use of schools as evacuation center and the roles of the LGU and DSWD in Camp Management
- 8. School has documented MoU/MoA with the LGU and DSWD for the use of the school as evacuation center following the JMC 1 s. 2013 and RA 10821

9. Number of emergency supplies and equipment available in the schools:

2-fold Stretcher	<input type="text"/>	First Aid Kit	<input type="text"/>	Safety Hat / Helmet	<input type="text"/>
C-Collar	<input type="text"/>	Go bag with Multi-Tool for each learner	<input type="text"/>	Safety Shoes	<input type="text"/>
Emergency Head Lamp	<input type="text"/>	Go bag with Multi-Tool for each personnel	<input type="text"/>	Spine Board with Safety Belts	<input type="text"/>
Emergency lights/ flashlights	<input type="text"/>	Handheld/Base Radios	<input type="text"/>	Splinter	<input type="text"/>
Emergency Whistle	<input type="text"/>	Life Vest / Life Jacket	<input type="text"/>	Universal Head Immobilizer	<input type="text"/>
Fire Extinguisher	<input type="text"/>	Safety Coat	<input type="text"/>		

- 10. School has pre-identified spaces for putting up:
 - Temporary Learning Spaces (TLS)
 - WASH Facilities
- 11. Conducted training for teaching and non-teaching staff to administer first aid to learners and other personnel
- 12. School has psychosocial interventions for learners and personnel
- 13. School has existing resumption strategies and alternative delivery modes to ensure education continuity
- 14. School has implemented these strategies after disasters resulting from natural hazards
- 15. School has implemented these strategies during emergencies resulting from armed conflict

16. Resumption strategies the school has implemented and number of days:

Strategies/Alternative Delivery Modes	No. of days
<input type="checkbox"/> E-Impact	
<input type="checkbox"/> Make-up classes	
<input type="checkbox"/> MISOSA	
<input type="checkbox"/> Open High School	
<input type="checkbox"/> Others, please specify:	

- 14. Ensured that learners completed the Family Earthquake Preparedness Plan (DO No. 27, s. 2015); and school has reported completion to DepEd DRRMS at the Central Office
- 15. Presented Family Earthquake Preparedness Plan results to the PTA and LGU
- 16. School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan
- 17. Established a system in tracking learners and personnel in the event of a disaster
- 18. Conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place
- 19. Learners, teachers, parents and other stakeholders participated in DRRM, CCA, and Peacebuilding activities
- 20. School has a functional early warning system to inform learners and personnel of emergencies (e.g. protocol, warning signs, devices, IEC), with consideration of existing national and LGU warning systems and protocols
- 21. Conducted regular hazard-specific drills (at least 3 priority hazards based on risk assessment) with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)

22. Number of learners who participated in the following drills in the appropriate month/s:

Types of Drills	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Tsunami Drill												
Storm Surge Drill												
Lockdown Drill												

- 23. Ensured the participation of children, PWDs, pregnant woman and elderly people during the drills
- 24. Conducted awareness and capacity building for learners and families
- 25. School participated in the different DRRM/CCA/Peacebuilding activities of the LGUs

(Please see definition on the next page)

Certified True and Correct by :

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

Position Title : _____

Validated by DRRM Coordinator:

 (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

 (Signature Over Printed Name) / Date

1. **Bomb Threats / Bombing** - refers to a threat or actual detonation of an explosive or incendiary device to cause property damage, death, or injuries.
Indiana University: Emergency Planning
<https://project.iu.edu/emergency-planning/procedures/bomb-threats.html>
2. **Civilian Violence** - refers to the use of physical force brought by a noncombatant person, so as to injure, abuse, damage, or destroy. This includes crimes against school heads, teachers, learners, and school property.
Merriam-Webster Dictionary
<https://www.merriam-webster.com/dictionary/violence>
3. **Contingency Plan** - A management process that analyzes specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.
UNISDR Terminologies. https://www.unisdr.org/files/7817_unisdrterminologyenglish.pdf
4. **E-Impact** - The Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT) learning system is a technology-enhanced alternative delivery mode developed by the SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) to address issues in accessibility and quality of education in schools usually handled by a few teachers teaching multigrade classes.
UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation1_Philippines-2012-001.pdf
5. **Evacuation Center** - refers to a safe site, building or center hosting internally displaced persons, which includes covered courts, barangay or community halls, camping areas, collective centers, multi-purpose centers, established "tent cities" or schools
DSWD-DILG-DOH-DepEd- Joint Memorandum No. 1, S. 2013 on the Guidelines on Evacuation Center Coordination and Management, Part III.
6. **Lockdown Drill** - An emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/ exit and movement within a facility, emergency personnel are better able to contain and handle any threats.
University of British Columbia: Emergency Procedures. <https://emergency.ok.ubc.ca/procedures/lockdown/>
7. **MISOSA** - Modified In-School, Off-School Approach. MISOSA aims to: (i) solve congestion in schools with big enrollment; (ii) address the need of children for adequate learning materials; (iii) mobilize and strengthen community support; and (iv) improve students' performance.
UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation1_Philippines-2012-001.pdf
8. **Open high school** - An alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program. http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf
9. **Temporary Learning Spaces** - refers to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.
Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".
10. **WASH** - Water, Sanitation, and Hygiene Facilities

Box 24. DISASTER RISK REDUCTION IN EDUCATION, For the months of June 2018 to May 2019

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives.

1. School teaches DRRM/CCA and Peacebuilding-related concepts

Subjects	DRRM/CCA		Peacebuilding	
	Grade 11	Grade 12	Grade 11	Grade 12
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyon sa Pagpapakatao (ESP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Number of teachers trained in integrating Peace Education in their daily learning log

3. DRRM/CCA/Peacebuilding related topics are integrated in SpEd program

4. Learning resources (Teachers Guides and Textbooks/Learning Materials and other supplemental materials) are available to aid teaching DRRM, CCA, and Peacebuilding.

5. Skills and competencies of learners are assessed through measurable learning and risk reduction (RR) outcomes

6. Specific activities relating to DRRM, CCA and Peacebuilding with the number of learners who participated

DRRM		CCA		Peacebuilding	
School Activities	No. of Learners	School Activities	No. of Learners	School Activities	No. of Learners
School Watching and Hazard Mapping		Gulayan sa Paralan		Peace Conferences or Camps	
Family Earthquake Preparedness		Installation of Materials Recovery Facility		Creation of youth networks or organizations for peace	
Fire Drill		Solid Waste Management		Art, essay, slogan, etc. contests for peace	
Earthquake Drill		Recycling		Celebration and commemoration of special events related to peace and human rights	
Tsunami Drill		Tree Planting			
Lockdown Drill		Other related activities, please specify			
Basic First Aid					
Other related activities, please specify				Other related activities, please specify	

Certified True and Correct by:

Validated by DRRM Coordinator:

Validated by Planning Officer III (PRSS-GOD):

School Head :

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

(Signature Over Printed Name) / Date

Position Title :

Position Title :

Position Title :

Table 37. DISASTER RISK REDUCTION IN EDUCATION (DRRM, CCA, and Peacebuilding Trainings). For the months of June 2018 to May 2019
Provide correct numbers for all Disaster Risk Reduction in Education initiatives.

DRRM, CCA, and Peacebuilding Trainings	Number of Nationally-Funded				Number of Locally-Funded				
	Teaching Personnel		Non-Teaching Personnel		Teaching Personnel		Non-Teaching Personnel		
	Male	Female	Male	Female	Male	Female	Male	Female	
1. DRRM and Climate Change Terminologies									
2. International and National Foundations of DRRM in the Education Sector									
3. The Comprehensive Disaster Risk Reduction and Management in Education Framework and Other DRRM-CCAM Related Policies									
4. Inclusive and Child-centered DRRM									
5. Education in Emergencies (EiE)									
6. Alternative Delivery Modes									
7. Information Management									
8. School-Based DRRM									
9. Camp Management Guidelines for DepEd									
10. Temporary Learning Spaces (TLS)									
11. Basic Education in Emergencies (EiE) Supplies and Logistics									
12. Resource Mobilization and Partnership									
13. Contingency Planning for Basic Education									
14. Understanding Common Hazards									
15. DRRM Mainstreaming in the Planning Cycle									
16. Understanding Climate Change									
17. Climate Change Global, National and Local Frameworks									
18. Understanding Peace and Conflict									
19. Conflict Sensitive Education									
20. Psychological First Aid									
21. Basic Life Support and Occupational First Aid									
22. Staff Safety and Security in the Field									
23. Other related activities, please specify									

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

National Child Traumatic Stress Network: Psychological First Aid
<https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa>

Certified True and Correct by:

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

Position Title : _____

Validated by DRRM Coordinator:

 (Signature Over Printed Name) / Date

Position Title : _____

Validated by Planning Officer III (PRSS-GOD):

 (Signature Over Printed Name) / Date

Position Title : _____

Box 25. DISASTER RISK REDUCTION IN EDUCATION

(Information, Education and Communication (IEC) Materials), For the months of June 2018 to May 2019

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives.

1. Number of available Information, Education and Communication (IEC) Materials

Disasters/Calaminities	No. of Available IEC Material/s
Natural Hazards	
Drought	
Earthquake	
Fire	
Flood	
Landslide	
Tropical Cyclone	
Tsunami	
Volcanic Eruption	
Human-Induced Hazards	
Armed Conflict	
Bomb Threats / Bombing	
Civilian Violence	
Fire	
Other related activities, please specify	

2. Presence of DRR/CCA/Peacebuilding corners, with updated IEC materials posted in it, in every classroom

Certified True and Correct by :

Validated by DRRM Coordinator:

School Head :

_____ *(Signature Over Printed Name) / Date*

_____ *(Signature Over Printed Name) / Date*

Position Title :

Position Title :

Validated by Planning Officer III (PRS-SGOD):

_____ *(Signature Over Printed Name) / Date*

Check appropriate boxes or provide correct numbers for all Armed-Conflict related initiatives.

1. Has a lockdown protocol (only for conflict/civilian violence/bomb threat-affected schools)?

2. Has the school been declared as a "Zone of Peace"?

3. Year the school declared as a Zone of Peace

4. Declaration been formalized through a written agreement or code of conduct signed by duly recognized representatives of stakeholders.

Check the appropriate stakeholders:

Armed Forces of the Philippines (AFP)

Philippine National Police (PNP)

Local Government Unit (LGU)

Non-State Armed Group

Others, please specify _____

5. Activities conducted in relation to the school being a Zone of Peace.

Setting-up of Peace Corners

Peace conferences or camps

Creation of or membership in youth networks or organizations for peace

Art, essay, slogan, etc. contests for peace

Celebration and commemoration of special events related to peace and human rights

Learning and development interventions (e.g. training on conflict resolution and mediation, conflict analysis, conflict sensitivity)

Inter-faith dialogues

Community dialogues

Others, please specify _____

Schools as Zones of Peace

- A site with sacred, religious, historic, educational, cultural, geographical, or environmental importance which is protected and preserved by its own community and officially recognized by a governmental authority

Safe Schools Declaration

- SZOP is one approach UNICEF and partners are using to protect the right of children to access school in conflict- and crisis-affected areas and to ensure education is not hampered by violence. It parallels the education sector's broader work to support efforts to better predict, prevent and prepare for crises. The aim is to improve the quality of the education response in emergencies and transitions and to use the education system to foster a culture of peace and human rights. Schools are a key entry point for peace advocacy, and also utilize development of "codes of conduct" to prevent impediments to child access to school. In addition to advocacy, SZOP incorporates diverse programming at the school, village and district levels. SZOP programming builds on UNICEF's ongoing efforts to develop holistic schools, in particular through the Child-Friendly Schools Initiative and the roll-out of the Quality Education Resource Package.

UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding

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

- Refers to demarcated spaces for teachers and students to conduct teaching and learning when they can't do so in their school because of displacement or damage/destruction of the school. TLSs can and should be established quickly, yet they also lay a foundation for restarting formal education and enrolling children who were previously out of school. TLSs can also be used as an entry point for protection, nutrition and health services, and to develop communication channels with affected populations.

UN OCHA: Humanitarian Response

<https://www.humanitarianresponse.info/en/operations/south-sudan/document/education-cluster-standards-tlss>

Certified True and Correct by :

Validated by DRRM Coordinator:

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

(Signature Over Printed Name) / Date

Position Title : _____

Position Title : _____

Validated by Planning Officer III (PRS-SGOD):

(Signature Over Printed Name) / Date

School ID

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



STATE and LOCAL UNIVERSITIES and COLLEGES SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of the laboratory school of State and Local Universities and Colleges (SUCs and LUCs) offering elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.

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

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 2019-2020

<p>School Name : _____ (Official Name)</p> <p>_____</p> <p>(Previous Name, if any)</p> <p>Address : _____</p> <p>No. _____ Barangay _____ Street/State/Purok _____ Municipality/City _____ Province _____ Zip Code _____</p>	<p>Region : _____</p> <p>Division : _____</p> <p>Legislative District : _____</p> <p>Telephone Number : _____</p> <p>Mobile Number : _____</p> <p>Fax Number : _____</p> <p>Website (if any) : _____</p> <p>E-Mail Address : _____</p> <p>Date Established : _____</p> <p>Date of Opening of Classes : _____</p>
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<p>Type of School: (Tick as appropriate)</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> Grades 1 to 6</p> <p><input type="checkbox"/> Junior High School</p> <p><input type="checkbox"/> Senior High School</p>	<p style="text-align: center;">Level of Education Offered</p>
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Certified True and Correct by: _____ Validated by Planning Officer III (PRS-SGOD): _____ Noted by the Schools Division Office: _____

School Head: _____ Signature Over Printed Name _____ Head of the office: _____
 Position Title: _____ Date: _____ Signature Over Printed Name _____
 Position Title: _____ Date: _____

Table 1. ELEMENTARY LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Disability (LWDs) (Non-Graded)		TOTAL (Kindergarten to LWDs Non-Graded)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
TOTAL ENROLLMENT																			
Monograde																			
Multigrade																			
Indigenous Peoples Learner																			
Learner in ALIVE classes																			
Muslim Learner																			
Balik-Aral																			
Repeater																			
Transferee from Public Schools (in any Previous SY)																			
Transferee from Private Schools (in any Previous SY)																			

Notes:

- Learner** - refers to an individual who may be enrolled in one or multiple programs.
 - Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program. This is also the sum of monograde and multigrade classes.
 - Elementary Enrollment** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
 - Kindergarten Enrollment** - refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old by August 31 of every school year as pre-requisite for Grade 1. (DepEd Order No. 47 s. 2016)
 - Learners with Disability (Non-Graded) Enrollment** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
 - Monograde Enrollment** - refers to learners being taught in classes consisting of a single grade only.
 - Multigrade Enrollment** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
 - Indigenous Peoples Learner** - refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups of people or homogeneous societies identified by self-ascorption and ascption 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)
 - Learner in Arabic Language and Islamic Values Education (ALIVE) classes** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education curriculum).
 - Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
 - Balik-Aral** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
 - Transferee from Public Schools (in any Previous SY)** - refers to a learner who was enrolled in public school in any previous school year.
 - Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.
 - Repeater** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
- Reminders: 1. Total Enrollment in this table will tally with the totals in Table 2.
 2. Repeater in this table will tally with the totals in Table 3.

Certified True and Correct by:

School Head: _____
 Position Title: _____
 Date: _____

(Signature Over Printed Name)

Validated by Planning Officer- III (PRS-SCOD):

Signature Over Printed Name / Date

Table 2. ELEMENTARY LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Disabilities (LWDs) (Non-Graded)		TOTAL (Kindergarten to LWDs Non-Graded)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Below 5																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			
19 & above																			
TOTAL																			

Notes:

1. The total enrollment of the school as of June 30, 2019 distributed across grade levels, by single age or age group and by sex.
2. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 5 years 11 months as of June 30, 2019 the age of the learner is counted as 5 years.

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

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SCOD):

 Signature Over Printed Name / Date

Table 3. ELEMENTARY REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	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
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Notes:

1. The total repeaters of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 6 years 11 months as of June 30, the age of the learner is counted as 6 years.

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

Certified True and Correct by:

Validated by Planning Officer III (PRS-SCOD):

School Head:

(Signature Over Printed Name)

Position Title:

Date:

Signature Over Printed Name / Date

Table 4. AGE PROFILE OF LEARNERS WITH DISABILITIES (LWD), SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Disabilities (LWDs) (Non-Graded)		TOTAL (Kindergarten to LWDs Non-Graded)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Below 5																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			
19 & above																			
TOTAL																			

Notes: Table 4 will be accomplished ONLY by elementary schools/SPED Centers with SPED classes.

1. SPED class - refers to an organized group of learners with special educational needs receiving care, intervention and educational services in the SPED Center or regular school with SPED
2. SPED Center - refers to the learning center that caters to learners with special educational needs operating within a regular school or of a standalone learning center.

Reminders:

1. Age Profile of LWDs (Graded and Non-Graded)
 2. The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
 3. **Computation of the age of learners will be based on his/her last birthday.** Thus, if the learner is 5 years 11 months as of June 30, the age of the learner is counted as 5 years.
- Totals of LWDs (Kindergarten to Grade 6) in this table must be less than to the totals in Table 1 (Total Enrollment, Kindergarten to Grade 6).**
Totals of LWDs (Non-Graded) in this table will tally with the totals in Table 1 (Total Enrollment, Learners with Disabilities (Non-Graded)).

Certified True and Correct by:

Validated by Planning Officer III (PRS-SGOD):

School Head :

(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title :

Date :

Table 5. AGE PROFILE OF GIFTED AND TALENTED LEARNERS, SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten (Headstart)		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
Below 5																
5																
6																
7																
8																
9																
10																
11																
12																
TOTAL																

Notes:

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.
Gifted and talented learners - are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

2. *Kindergarten (Headstart Program for the Gifted)* - refers to a SPED kindergarten program for learners who manifest superior intelligence beyond their chronological age.

Reminders:

1. The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 3 years 11 months as of June 30, the age of the learner is counted as 3 years.

Totals in this table will tally with the totals in Table 6 (Gifted Learners Data).

Table 5 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Certified True and Correct by:

Validated by Planning Officer III (PRS-SCOD):

School Head :

(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title :

Date :

Table 6. GIFTED AND TALENTED LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Kindergarten (Headstart)		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

Note: For the definitions, please refer to Table 4 and Table 5

Reminder: Table 6 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Box 1. NUMBER OF CLASSES, SY 2018 -2019 (As of June 30, 2019)

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. For Multigrade classes, please check the appropriate grade levels combined.
 Example, if the school have two (2) Multigrade Classes:

MG Class	Grade 5	Grade 6	MG Class	Grade 1	Grade 2	Grade 3	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
MG Class	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG Class 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG Class 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. For GIFTED LEARNERS Classes, please indicate the number of classes by grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. For Learners with Disabilities NON-GRADED Classes, please indicate the number of classes.

Kindergarten	Level 1	Level 2	Level 3	Transition
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Notes:

1. **Monograde Classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering regular curricula.
2. **Multigrade Classes** - refers to number of classes with a combination of two or more grade levels offering regular curricula.
3. **ALIVE Classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering Arabic Language and Islamic Values Education.
4. **Gifted and Talented Classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering Gifted & Talented Program.
5. **LWDs Non-Graded Classes** - refers to the number of classes organized mainly for learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.

Reminder: Box 1 Numbers 4 & 5 will be accomplished ONLY by elementary schools/SPED centers with SPED classes.

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD):

 Signature Over Printed Name / Date

Table 7. LEARNERS WITH DISABILITIES (NON-GRADED) DATA, SY 2019-2020 (As of June 30, 2019)

Classification/Type of Learners with Disabilities (LWDs)	Kindergarten		Primary Level						Transition		TOTAL (Kindergarten to Transition)	
	Male	Female	Level I		Level II		Level III		Male	Female	Male	Female
			Male	Female	Male	Female	Male	Female				
1. Visual Impairment												
2. Hearing Impairment												
3. Learning Disability												
4. Intellectual Disability												
5. Autism Spectrum Disorder												
6. Emotional-Behavioral Disorder												
7. Orthopedic/ Physical Handicap												
8. Speech / Language Disorder												
9. Cerebral Palsy												
10. Special Health Problem/ Chronic Disease												
11. Multiple Disabilities												
1. Difficulty in Seeing												
2. Difficulty in Hearing												
3. Difficulty in Applying Knowledge												
4. Difficulty in Remembering, Concentrating, Paying Attention and												
5. Difficulty in Applying Adaptive Skills												
6. Difficulty in Displaying Inter-Personal Behavior												
7. Difficulty in Mobility (Walking, Climbing and Grasping)												
8. Difficulty in Communicating												
TOTAL												

Notes:

- 1. Non Graded** - refers to learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.
- 2. Kindergarten** - refers to the Early Intervention Program for learners with disabilities.
- 3. Primary Level** - refers to the level after kindergarten where learners with disabilities are still being prepared for mainstreaming in regular classes. Learners with disabilities are allowed to stay in the program for a maximum of three years in each of the three (3) levels. However, learners with disabilities can be mainstreamed in regular classes if found to be ready based on performance.
 - a. Level I** - refers to the first two years in SPED Classes
 - b. Level II** - refers to the next two years in SPED Classes
 - c. Level III** - refers to the last two years (5th and 6th) in the SPED Program
- 4. Transition** - refers to level/program for learners with disabilities who have completed the primary level that could not pursue academic subjects and/or over-aged for the elementary level.

Classification of Learners with Disabilities:

- 1. With Diagnosis from Specialist** - refers to learners who have undergone assessment of licensed professionals like Psychologists, Psychometricians, and Medical Specialists who can determine the level of disability of any learner.
 - 2. With Manifestations** - refers to learners manifesting difficulties in particular activities like, cognitive, communication, mobility, hearing, seeing... who were observed by teachers on daily lessons/activities or through anecdotes.
- Reminders:**
- 1. LWDs with two or more manifestations or in diagnosis, the data must be included in the primary classification of disability or difficulty.**
 - 2. For visible conditions like blind (no eyeball) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.**
 - 3. Table 7 will be accomplished ONLY by elementary schools/SPED Centers with SPED classes.**
- (Continuation of definition on the next page)*

Certified True and Correct by :

Certified True and Correct by:

Validated by Planning Officer III (PRSSGOD):

School Head :

(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title :

Date:

(Cont. of Table 7)

LWDs With Diagnosis from Licensed Medical Specialist:

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, 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 adaptive 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.

LWDs With Manifestations:

1. **Difficulty in Seeing** - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. They include those that are totally blind, functionally blind or low vision.
2. **Difficulty in Hearing** - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deafness.
3. **Difficulty in Applying Knowledge** - refers to a learner that has a problem that interferes with learning basic skills such as reading, writing, acquiring skills and/or math. It can also delay higher level thinking skills such as organization, time planning, abstract reasoning, long and short term memory and attention.
4. **Difficulty in Remembering, Concentrating, Paying Attention and Understanding** - refers to a learner that manifest significant limitations in general intellectual functioning; in adaptive functioning (communication, self-care, home living, health and safety, social skills, functional academics, community use, leisure and work) which exist concurrently; it includes those medically diagnosed as learners with: Reading Disability or Dyslexia, Written Expression Disability, Spelling Disability, Handwriting Disability or Dysgraphia, Mathematical Disability or Dyscalculia.
5. **Difficulty in performing adaptive skills (self-care)** - refers to a learner manifesting difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.
6. **Difficulty in displaying interpersonal behavior (Emotional and Behavioral)** - refers to a learner whose conditions are characterized by emotional or behavioral responses in school programs so different from appropriate age, cultural or ethnic norms which affects their educational performance (academic, social, vocational or personal skills) more than temporary and responses are stressful to environment behavior is exhibited in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
7. **Difficulty in Mobility (Walking, Climbing and Grasping)** - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. They include those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.
8. **Difficulty in Communicating** - refers to a learner whose developmental conditions are causing problems in communication, learning and social behaviors. It is typically characterized by difficulty in: Understanding others; Producing message; Communicating using devices.

Reminder: Table 7 will be accomplished ONLY by elementary schools/SPED centers with SPED classes.

Table 8. LEARNERS WITH DISABILITIES (GRADED) DATA MAINSTREAMED IN REGULAR CLASS, SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Disabilities (LWDs)	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. Visual Impairment																
2. Hearing Impairment																
3. Learning Disability																
4. Intellectual Disability																
5. Autism Spectrum Disorder																
6. Emotional/Behavioral Disorder																
7. Orthopedic/ Physical Handicap																
8. Speech / Language Disorder																
9. Cerebral Palsy																
10. Special Health Problem/ Chronic Disease																
11. Multiple Disabilities																
1. Difficulty in Seeing																
2. Difficulty in Hearing																
3. Difficulty in Applying Knowledge																
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding																
5. Difficulty in Applying Adaptive Skills																
6. Difficulty in Displaying Inter-Personal Behavior																
7. Difficulty in Mobility (Walking, Climbing and Grasping)																
8. Difficulty in Communicating																
TOTAL																

Note: For the definitions, please refer to LWDs Data (Table 7).

Reminder: Table 8 will be accomplished by all schools with learners with disabilities.

Certified True and Correct by:

School Head :

(Signature Over Printed Name)

Position Title :

Date :

Validated by Planning Officer III (PRS-SCOD):

(Signature Over Printed Name / Date)

Table 9. LEARNERS WITH DISABILITIES (GRADED) DATA IN SELF-CONTAINED CLASS, SY 2018-2019 (As of June 30, 2019)

Classification/Types of Learners with Disabilities	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. Visual Impairment																
2. Hearing Impairment																
3. Learning Disability																
4. Intellectual Disability																
5. Autism Spectrum Disorder																
6. Emotional-Behavioral Disorder																
7. Orthopedic/ Physical Handicap																
8. Speech / Language Disorder																
9. Cerebral Palsy																
10. Special Health Problem/ Chronic Disease																
11. Multiple Disabilities																
1. Difficulty in Seeing																
2. Difficulty in Hearing																
3. Difficulty in Applying Knowledge																
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding																
5. Difficulty in Applying Adaptive Skills																
6. Difficulty in Displaying Inter-Personal Behavior																
7. Difficulty in Mobility (Walking, Climbing and Grasping)																
8. Difficulty in Communicating																
TOTAL																

Notes: Self-contained class - refers to a class organized for learners with severe to profound disability.

For the other definitions, please refer to LWDs Data (Table 7).

Reminder: Table 9 will be accomplished ONLY by elementary schools/SPED centers with SPED classes

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Planning Officer III (PRS-SCOD):

Signature Over Printed Name / Date _____

Table 10. LEARNERS WITH DISABILITIES (LWDs) UNDER THE HOMEBOUND AND HOSPITAL BOUND PROGRAM, SY 2019-2020 (As of June 30, 2019)

Type of LWDs	HOMEBOUND					HOSPITAL BOUND											
	Age Profile					Grade Placement		Length of Time in the Program									
	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	K to 6 Transition Program	TOTAL	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL
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 Disease																	
Multiple Disability																	
TOTAL																	

Notes: For the definitions, please refer to LWDs Data (Table 7).

- Home Bound** - refers to an educational program designed for children with special needs who are enrolled in the nearest school to their residence, but can not go to school on a regular schedule. Community volunteers, para-teacher, parents or any member of the family are trained to assist the child at home.
- Hospital Bound** - refers to an educational program designed for LWDs with severe disturbance, profound level of disability, bed-bound, with crippling, chronic or serious health disabilities/impairments and recovering patient (LWDs)
- Age Profile (Homebound/Hospital bound)** - refers to a range of age per type of learners with disabilities.
- Grade Placement (Homebound/Hospital bound)** - refers to what program the learners are placed or enrolled
- Length of time (Homebound/Hospital bound)** - refers to the number of years that the learner spent in the program.

Reminder: Table 10 will be accomplished ONLY by elementary schools/SPELD Centers with SPELD classes.

Certified True and Correct by:

School Head:

Position Title: _____ Date: _____

Validated by Planning Officer III (PRSS-COD):

Signature Over Printed Name / Date _____

Table 11. JUNIOR HIGH SCHOOL (JHS) LEARNERS DATA, SY 2018-2019 (As of June 30, 2019)

Particulars	TRANSITION (Learners w/ Disability)				Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL Enrollment														
CCT/4Ps Recipient														
Indigenous Peoples Learner														
Muslim Learner														
Learner enrolled in ALIVE classes														
Balik-Aral														
Repeater														
Transferee From Public Schools (in any Previous SY)														
Transferee From Private Schools (in any Previous SY)														
Total Number of Classes														

- Learner** - refers to an individual who may be enrolled in one or multiple programs.
- Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program.
- JHS Enrollment** - refers to the second stage of compulsory basic education. It consist of four (4) years of education (Grades 7 to 10).
- Transition** - refers to level/program for learners with disabilities who are not capable of developing academic skills. They shall be focusing on functional literacy, numeracy skills, and daily living skills, prevocational skills, and on vocational/work skills. (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
- Balik-aral** - refers to a learner who went back to school and resume study after a year/years of dropping out or discontinuing study.
- 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-assertion and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of languages, customs, traditions and other distinctive cultural traits).
- Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
- Repeater** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed. For SY 2017-2018, this refers to the repeaters 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.
- Transferee from Public Schools (in any Previous SY)** - refers to a learner who was enrolled in public school in any previous school year.
- Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.
- Total Number of Classes** - refers to the number of classes by grade level from Grades 7 to 10.

Transition - refers to level/program for learners with disability (LWDs) who have completed the secondary level and who could not pursue academic subjects and/or over-aged for the secondary level

- Reminders:**
- Total Enrollment in this table will tally with the totals in Table 12.**
 - Repeater in this table will tally with the totals in Table 13.**

Certified True and Correct by: _____ Validated by: Planning Officer III (PRS-SCOD): _____
 School Head: _____ (Signature Over Printed Name) _____
 Signature Over Printed Name / Date

Position Title : _____ Date : _____

Table 12. JHS LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	TRANSITION (Learners w/ Disability)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20 & Above												
TOTAL												

1. The total enrollment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
 2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, 2018, the age of the learner is counted as 12 years.
- Reminder: Totals in this table will tally with the totals in Table 11 (Total Enrollment).**

Certified True and Correct by:

Validated by Planning Officer- III (PRS-SCOD):

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

 Signature Over Printed Name / Date

Table 13. JHS REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	TRANSITION (Learners with Disability)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20 & Above												
TOTAL												

1. The total repeaters of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. Computation of the age of repeaters will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table II (Total Enrollment).

Certified True and Correct by:

Validated by Planning Officer III (PRR-SGOD):

School Head : _____
(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title : _____ Date : _____

Table 14. JHS AGE PROFILE OF LEARNERS WITH DISABILITY (LWDS), SY 2019-2020 (As of June 30, 2019)

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

1. The total number of jhs learners enrolled in the school with special educational needs as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.

Certified True and Correct by:

Validated by Planning Officer III (PRS-SCOD):

School Head : _____
(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title : _____
Date : _____

Table 15. JHS LEARNERS WITH DISABILITY (PwDs) UNDER THE HOMEBOUND AND HOSPITAL BOUND PROGRAM, SY 2019-2020 (As of June 30, 2019)

Classification/Type of Learners with Disability (LWDs)	HOMEBOUND				HOSPITAL BOUND							
	Age Profile				Grade Placement		Length of Time in the Program					
	12-15 years old	16-20 years old	21-25 years old	TOTAL	Grade 7 to Grade 10	Transition Program	TOTAL	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL
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 Disease												
Multiple Disability												
TOTAL												

- Home Bound** - refers to an educational program designed for children with special needs who are enrolled in the nearest school to their residence, but can not go to school on a regular schedule. Community volunteers, para-teacher, parents or any member of the family are trained to assist the child at home.
- Hospital Bound** - refers to an educational program designed for LWDs with severe disturbance, profound level of disability, bed-bound, with crippling, chronic or serious health disabilities/impairments and recovering patient (LWDs).
- Age Profile (Homebound/Hospital bound)** - refers to a range of age per type of learners with special educational needs.
- Grade Placement (Homebound/Hospital bound)** - refers to what program the learners are placed or enrolled.
- Length of time (Homebound/Hospital bound)** - refers to the number of years that the learner spent in the program.

Certified True and Correct by:

Validated by Planning Officer III (PRS-SCOD):

School Head : _____
 Position Title : _____
 Date : _____

(Signature Over Printed Name)
 Signature Over Printed Name / Date

Table 16. JHS LEARNERS WITH DISABILITY, SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Special Educational Needs	Transition		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Visual Impairment												
2. Hearing Impairment												
3. Learning Disability												
4. Intellectual Disability												
5. Autism Spectrum Disorder												
6. Emotional-Behavioral Disorder												
7. Orthopedic / Physical Handicap												
8. Speech / Language Disorder												
9. Cerebral Palsy												
10. Special Health Problem / Chronic Disease												
11. Multiple Disabilities												
1. Difficulty in Seeing												
2. Difficulty in Hearing												
3. Difficulty in Applying Knowledge												
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding												
5. Difficulty in Applying Adaptive Skills												
6. Difficulty in Displaying Inter-Personal Behavior												
7. Difficulty in Mobility (Walking, Climbing and Grasping)												
8. Difficulty in Communicating												
TOTAL												

Notes: The data in this table shall include all enrolled JHS learners with disability.

For the definitions, please refer to LWDs Data (Table 7).

Mainstreamed in Regular Class - refers to a learner with special educational needs who are placed in regular classes.

Classification of Learners with Disability :

1. *With Diagnosis from Specialist* - refers to learners who have undergone assessment of licensed professionals like Psychologists, Psychometricians, and Medical Specialists who can determine the level of disability of any learner.
 2. *With Manifestations* - refers to learners manifesting difficulties in particular activities (e.g., cognitive, communication, mobility, hearing, seeing, etc.) who were observed by teachers on daily lessons/activities or through anecdotes.

Reminders: 1. LWDs with two or more manifestations or in diagnosis, the data must be included in the primary classification of disability or difficulty.

2. For visible conditions like blind (no eyeball) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.

3. All learners with special educational needs in JHS are mainstreamed in regular classes.

Certified True and Correct by:

Validated by Planning Officer III (PRS-SCOD):

School Head :

(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title :

Date :

Table 17. SENIOR HIGH SCHOOL (SHS) LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Particulars	Academic Track				Arts and Design Track				TVL Track				Sports Track				TOTAL		
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		(Grades 11-12)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
TOTAL Enrollment																			
CCT/4Ps Recipient																			
Indigenous Peoples Learner																			
Muslim Learner																			
Balik-Aral																			
Repeater																			
Transferee From Public Schools (in any Previous SY)																			
Transferee From Private Schools (in any Previous SY)																			
Total Number of Classes																			

- Learner** - refers to an individual who may be enrolled in one or multiple programs.
- Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program.
- SHS Enrollment** - refers to the last stage of compulsory basic education. It consists of two (2) years of education (Grades 11 to 12).
- CCT/4Ps Recipient** - refers to a learner ages 3-18 whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
- 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-assertion 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).
- Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
- Balik-Aral** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
- 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.
- Transferee from Public Schools (in any Previous SY)** - refers to a learner who was enrolled in public school in any previous school year.
- Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.
- Total Number of Classes** - refers to the number of classes by grade level from Grades 11 to 12.

Reminders: 1. Total Enrollment in this table will tally with the totals in Table 18.

2. Repeater in this table will tally with the totals in Table 19.

Certified True and Correct by:

School Head : _____

(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Planning Officer III (PRs-SCOD):

Signature Over Printed Name / Date

Table 18. SHS LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

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

1. The total enrollment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 16 years.

Table 19. SHS REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

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

1. The total repeaters of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name)

Position Title : _____ Date : _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 20. SHS LEARNERS DATA BY TRACK, SY 2019-2020 (As of June 30, 2019)

Enrollment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical-Vocational-Livelihood (TVL) Track						
Arts and Design Track						
Sports Track						
TOTAL						

- Enrollment by Track - refers to the number of learners according to track offered in SHS.**
- Track** - refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livelihood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
- Strand** - refers to the specialized curricular offerings under a particular track.
- Academic Track** - designed for SHS learners who intend to pursue higher education or careers along four (4) specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
- Arts and Design Track** - designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations. SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.
- Sports Track** - designed for SHS learners who intend to pursue sports-related careers, i.e., athletic development, fitness training, coaching and officiating.
- Technical-Vocational-Livelihood Track** - designed for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

Certified True and Correct by:

Validated by Planning Officer III (PRR-SGOD):

School Head: _____

 (Signature Over Printed Name)

Position Title : _____ **Date :** _____

 (Signature Over Printed Name / Date)

Table 21a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2019-2020 (As of June 30,

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Attractions and Theme Parks Operations with Ecotourism (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (Apparel) (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft (Basketry, Macrame) (Non-NC)						
Handicraft (Fashion Accessories, Paper Craft) (Non-NC)						
Handicraft (Needlecraft) (Non-NC)						
Handicraft (Woodcraft, Leathercraft) (Non-NC)						
Housekeeping (NC II)						
Local Guiding Services (NC II)						
Tailoring (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (Poultry-Chicken) (NC II)						
Animal Production (Large Ruminants) (NC II)						
Animal Production (Swine) (NC II)						
Aquaculture (NC II)						
Artificial Insemination (Large Ruminants) (NC II)						
Artificial Insemination (Swine) (NC II)						
Fish Capture (NC II)						
Fishing Gear Repair and Maintenance (NC III)						
Fish-Products Packaging (NC II)						
Fish Wharf Operation (NC I)						
Food Processing (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operations (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC II)						
Slaughtering Operations (Hog/Swine/Pig) (NC II)						
TOTAL						

Reminder: A learner can be counted more than once.

Certified True and Correct by:

School Head : _____
(Signature Over Printed Name)

Position Title : _____
Date: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 21b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2019-2020 (As of June 30, 2019)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Automotive Servicing (NC I) D195						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II)						
Driving (NC II)						
Electrical Installation and Maintenance (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (EPAS) (NC II)						
Furniture Making (Finishing) (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding (GMAW) (NC II)						
Gas Tungsten Arc Welding (GTAW) (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit (PACU)/Commercial Refrigeration Equipment (CRE) Servicing (NC III)						
Shielded Metal Arc Welding (SMAW) (NC I)						
Shielded Metal Arc Welding (SMAW) (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						
Animation (NC II)						
Broadband Installation (Fixed Wireless Systems) (NC II)						
Computer Programming (.Net Technology) (NC III)						
Computer Programming (Java) (NC III)						
Computer Programming (Oracle Database) (NC III)						
Computer Systems Servicing (NC II)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)						
Telecom OSP Installation (Fiber Optic Cable) (NC II)						
Navigational Watch 1						
Navigational Watch 2						
Navigational Watch 3						
Engine Watch 1						
Engine Watch 2						
Safety 1						
Safety 2						
Ship's Catering Services (NC I)						
TOTAL						

Reminder: A learner can be counted more than once.

Certified True and Correct by:

School Head: _____

(Signature Over Printed Name)

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 22. SHS LEARNERS WITH DISABILITIES (LWDs), SY 2019-2020 (as of June 30, 2019)

Classification/Type of Learners with Disabilities (LWDs)	Academic Track				TVL Track				Arts and Design Track				Sports Track				TOTAL (Grades 11 - 12)		
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Male	Female	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Visual Impairment																			
Hearing Impairment																			
Learning Disability																			
Intellectual Disability																			
Autism Spectrum Disorder																			
Emotional-Behavior Disorder																			
Orthopedic/Physical Handicap																			
Speech/Language Disorder																			
Cerebral Palsy																			
Special Health Problem/Chronic Disease																			
Multiple Disabilities																			
Difficulty in Seeing																			
Difficulty in Hearing																			
Difficulty in Walking, Climbing and Grasping																			
Difficulty in Remembering, Concentrating, Paying Attention and Understanding																			
Difficulty in Communicating																			
Difficulty in Applying Knowledge																			
Difficulty in Applying Adaptive Skills																			
Difficulty in Displaying Inter-Personal Behavior																			
TOTAL																			

Notes: The data in this table shall include all enrolled SHS learners with disabilities.

For the definitions, please refer to LWDs Data (Table 7).

Reminders:

1. Totals in this table will tally with the totals in Table 23.
2. LWDs with two or more manifestations or in diagnosis, the data must be included in the primary classification of disability or difficulty.
3. For visible conditions like blind (no eyeball) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.

Certified True and Correct by:

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

Validated by Planning Officer III (PRSSGOD):

 Signature Over Printed Name / Title

Table 23. SHS LEARNERS WITH DISABILITY SPECIAL EDUCATIONAL NEEDS AGE PROFILE DATA, SY 2019 -2020 (As of June 30, 2019)

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

1. The total enrollment of SHS Learners with special educational needs - graded as of June 30, 2019 will be distributed across grade levels, by single age or age group and by sex.

2. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of June 30, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 22 (SHS Learners with Disability).

Certified True and Correct by:

Validated by Planning Officer III (PRS-SGOD):

School Head:

(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title :

Date :

Table 24a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2018-2019

SPECIALIZATION	TOOK THE NATIONAL CERTIFICATION EXAMINATION			PASSED THE NATIONAL CERTIFICATION CERTIFICATION		
	GRADE 12			GRADE 12		
	Male	Female	TOTAL	Male	Female	TOTAL
Attractions and Theme Parks Operations with Ecotourism (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (Apparel) (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft (Basketry, Macrame) (Non-NC)						
Handicraft (Fashion Accessories, Paper Craft) (Non-NC)						
Handicraft (Needlecraft) (Non-NC)						
Handicraft (Woodcraft, Leathercraft) (Non-NC)						
Housekeeping (NC II)						
Local Guiding Services (NC II)						
Tailoring (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
AGRICULTURE						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (Poultry-Chicken) (NC II)						
Animal Production (Large Ruminants) (NC II)						
Animal Production (Swine) (NC II)						
Aquaculture (NC II)						
Artificial Insemination (Large Ruminants) (NC II)						
Artificial Insemination (Swine) (NC II)						
Fish Capture (NC II)						
Fishing Gear Repair and Maintenance (NC III)						
Fish-Products Packaging (NC II)						
Fish Wharf Operation (NC I)						
Food Processing (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operations (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC II)						
Slaughtering Operations (Hog/Swine/Pig) (NC II)						
TOTAL						

Reminder:

Took the National Certification Examination - refers to the number of SHS Learner in the TVL Track that took the National Certification Examination in School Year 2018-2019.
Passed the National Certification Exam - refers to the number of SHS Learner in TVL who took and passed the National Certification Examination and are now NC Holder in School Year 2018-2019.

Certified True and Correct by:

School Head: _____
 (Signature Over Printed Name)

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD):

 Signature Over Printed Name / Date

Table 24b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2018-2019

SPECIALIZATION	TOOK THE NATIONAL CERTIFICATION EXAMINATION			PASSED THE NATIONAL CERTIFICATION		
	GRADE 12			GRADE 12		
	Male	Female	TOTAL	Male	Female	TOTAL
Automotive Servicing (NC I) D195						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II)						
Driving (NC II)						
Electrical Installation and Maintenance (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (EPAS) (NC II)						
Furniture Making (Finishing) (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding (GMAW) (NC II)						
Gas Tungsten Arc Welding (GTAW) (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit (PACU)/Commercial Refrigeration Equipment (CRE) Servicing (NC III)						
Shielded Metal Arc Welding (SMAW) (NC I)						
Shielded Metal Arc Welding (SMAW) (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						
Animation (NC II)						
Broadband Installation (Fixed Wireless Systems) (NC II)						
Computer Programming (.Net Technology) (NC III)						
Computer Programming (Java) (NC III)						
Computer Programming (Oracle Database) (NC III)						
Computer Systems Servicing (NC II)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)						
Telecom OSP Installation (Fiber Optic Cable) (NC II)						
Navigational Watch 1						
Navigational Watch 2						
Navigational Watch 3						
Engine Watch 1						
Engine Watch 2						
Safety 1						
Safety 2						
Ship's Catering Services (NC I)						
TOTAL						

Reminder: A learner can be counted more than once.

Certified True and Correct by:

School Head: _____

(Signature Over Printed Name)

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 27. TEACHERS WHO RECEIVED TRAINING ON ICT from June 2015 to June 2019

Training on ICT	Number of Trained Elementary Teachers (June 2015 to June 2019)						Number of Trained Secondary Teachers (June 2015 to June 2019)												
	Kindergarten			Grade 1 to 6			Total Elementary			Junior High School			Senior High School			Total Secondary			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
ICT integration																			
ICT literacy/content																			
Software																			
Hardware																			
Others																			
TOTAL																			

Notes:

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

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

Table 28. TEACHING PERSONNEL WHO RECEIVED TRAININGS ON PEDAGOGY from June 2015 to June 2019

Training on Pedagogy	Number of Trained Elementary Teachers (June 2015 to June 2019)						Number of Trained Secondary Teachers (June 2015 to June 2019)												
	Kindergarten			Grade 1 to 6			Total Elementary			Junior High School			Senior High School			Total Secondary			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Constructivist																			
Inquiry based																			
Reflective																			
Collaborative																			
Integrative																			
Inclusive Education																			
Others																			
TOTAL																			

Notes:

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

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

Certified True and Correct by:

School Head: _____
 Position Title: _____

(Signature Over Printed Name)
 Date: _____

Validated by Planning Officer III (PRR-SCOD):

 (Signature Over Printed Name / Date)

BOX 2. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2019-2020 (As of June 30, 2019)
(Check as appropriate)

Level of Education	Electricity Supply Sources:					No Source of Electricity
	GRID	Solar Power	OFF-GRID SUPPLY Generator	Others, Please specify		
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Junior High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Senior High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

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

Table 29. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL (As of June 30, 2019)

Level of Education	Number of Computers for ACADEMIC USE			
	Desktop	Notebook/Netbook	Tablet	Desktop Virtual Terminal
Elementary				
Junior High School				
Senior High School				

- Computer* - refers to electronic devices for storing and processing data such as :
 - Desktop* - refers to a computer that is designed to be used on a table.
 - Notebook/Netbook* - refers to a laptop computer that can easily be transported.
 - Tablet* - refers to a portable computer that has a touchscreen feature as the primary means of input.
 - 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).

Box 3. DATA ON INTERNET CONNECTIVITY, SY 2019-2020 (As of June 30, 2019)

Particulars	Elementary		Junior High School		Senior High School	
	Yes	No	Yes	No	Yes	No
1. Are there internet service providers in the area? If Yes, check the appropriate internet service provider/s servicing the area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BAYANTEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLOBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SMART	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WTT Global (Satellite)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIGITEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLDT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others, please specify						
2. Does the school subscribe to any of the service provider/s listed above?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If yes, indicate the purpose:						
2.a. For administrative use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.b. For classroom instruction use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How fast is your internet connection when not in use? Use www.speedtest.net to test the speed	Date Tested	Time Tested	Ping (ms)	Download Speed (Mbps)	Upload Speed (Mbps)	

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

Certified True and Correct by:

Validated by Planning Officer III (PRSSGDD):

School Head: _____
Position Title: _____
Date: _____

(Signature Over Printed Name)
Date: _____

Table 30. NUMBER OF EXISTING INSTRUCTIONAL ROOMS IN THE SCHOOL (Kinder - Grade 12), SY 2019-2020

Level of Education	Used as Academic Classroom (Instructional Rooms)					Total instructional rooms
	Used as Academic Classroom	Used as Science Laboratories	Used as H.E. rooms	Used as Industrial Arts/ Workshops	Used as computer rooms	
Kindergarten						
Grade 1 to 6						
Junior High School						
Senior High School						

Table 31. NUMBER OF EXISTING NON-INSTRUCTIONAL ROOMS IN THE SCHOOL (Kinder - Grade 12), SY 2019-2020

Level of Education	Used as Non-instructional rooms						Total non-instructional rooms
	Used as libraries	Used as clinic	Used as canteen	Used as offices	Other uses	Not currently used	
Kindergarten							
Grade 1 to 6							
Junior High School							
Senior High School							

Table 32. NUMBER OF EXISTING CLASSROOM FURNITURE, SY 2019 - 2020 (Kinder - Grade 12), SY 2019-2020

Level of Education	Classroom furniture for pupils			
	Desks	Sets of chairs and tables	Armchairs	
Kindergarten				
Grade 1 to 6				
Junior High School				
Senior High School				

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SCOD):

Signature Over Printed Name / Date _____

Box 3. AVAILABILITY OF WATER SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate)

Particulars	Level of Education					
	Elementary		Junior High School		Senior High School	
1. Is there a water source inside the school ground? (Yes or No)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.1 If Yes, What is the Water Supply Source:						
Piped water from local service provider	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Water Well	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Natural source	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Rainwater Catchments	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Others, Please specify						
1.2 Is the water source inside the school ground being used for drinking?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.3 Has the water source inside the school been tested to determine safety of the water?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.3.a. If Yes, did the test results show that the water source inside the school is safe to drink?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.3.b. How frequent is the water source tested for safety?						
Monthly	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Quarterly	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Annually	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Others, Please specify						
1.3.c. When was the last time the water source was tested?						
1.4 Are there times in the year when water is not available for an extended period of time?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Does the school have mechanism to ensure that the learners have safe drinking water?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2.1. If Yes, what mechanism is used?						
Teachers ask the learners to bring their own drinking water to school	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Safe water in refillable containers are provided in designated areas within the school	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Water from an accessible water source is treated (i.e., boiled, etc.)	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
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 thru a rainwater collector.

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

Table 33. NUMBER OF EXISTING WASH FACILITIES, SY 2019-2020 (As of August 31, 2019)

Usage	Level of Education	Functional		Non-Functional	Total Number of Wash Facilities	Number of Water Outlets
		With Soap	Without Soap			
Facilities for group handwashing	Elementary					
	Junior High School					
	Senior High School					
Facilities for individual handwashing	Elementary					
	Junior High School					
	Senior High School					

1. **Group handwashing facility** - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate at least 10 learners.

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

3. **Functional facilities for handwashing** - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.

4. **Non-functional facilities for handwashing** - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

5. **Water Outlet** - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Table 34. NUMBER OF SANITATION FACILITIES SY 2019-2020 (As of August 31, 2019)

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

Certified True and Correct by:

School Head: _____

(Signature Over Printed Name)

Position Title : _____ **Date:** _____

Validated by Planning Officer III (PRS-SGOD):

Signature Over Printed Name / Date

Table 35. DISASTERS/ CALAMITIES, For the months of June 2018 to May 2019
 (Please indicate the number of times the following hazards occurred in your school and its immediate surroundings.)

Disaster/Calamities	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Drought												
Earthquake												
Fire*												
Flood												
Landslide												
Storm Surge												
Tropical Cyclones***												
Tsunami												
Volcanic Eruption												
Bomb Threat in School Premises												
Bombing in School Premises												
Crime against learner/s												
Crime against non-teaching personnel												
Crime against school head/s												
Crime against school property												
Crime against teaching personnel												
Fire**												
Hazardous Materials Incident (e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)												
Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)												
Hostage-taking within school premises												
Shooting incident within school vicinity												
Structural collapse (as a result of engineering failures)												
Other security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)												
Others. Please specify _____												

1. **Disaster** - A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Source of Definition: UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf

2. **Human-Induced Hazards** - Are induced entirely or predominantly by human activities and choices that adversely affect other persons. The Sendai Framework for Disaster Risk Reduction 2015-2030 categorized these hazards as one of the following: (a) Environmental hazards may include chemical, natural and biological hazards. They can be created by environmental degradation or physical or chemical pollution in the air, water and soil. Examples include soil degradation, deforestation, loss of biodiversity, salinization and sea-level rise. (b) Technological hazards originate from technological or industrial conditions, dangerous procedures, infrastructure failures or specific human activities. Examples include industrial pollution, nuclear radiation, toxic wastes, dam failures, transport accidents, factory explosions, fires and chemical spills. -----

While the UNISDR subjects armed conflicts and other situations of social instability to the International Humanitarian Law and National Legislation, the DRRMS classifies these violent incidents as human-induced.

Source of Definition: Sendai Framework for Disaster Risk Reduction 2015-2030. https://www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf

3. **Crime against learners / personnel** - Murder / Homicide, Physical Injuries, etc.

Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf

4. **Crime against school property** - Theft, Robbery, Arson, etc.

Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf

5. **Drought** - A long lasting event triggered by a lack of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.

Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: Definition of Terms. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf

6. **Earthquake** - A weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.

Source of Definition: DOST-PHIVOLCS: Introduction to Earthquake. <https://www.phivolcs.dost.gov.ph/index.php/earthquake/introduction-to-earthquake>

7. **Fire** - Interaction of heat, fuel and oxygen which will result in a chemical reaction called burning.

*Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.

**Includes fires due to human negligence, such as electrical wiring failure

Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: Definition of Terms. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf

8. **Flood** - A progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.

Source of Definition: DOST-PAGASA Learning Tools: Floods. bagong.pagasa.dost.gov.ph/learning-tools/floods

9. **Landslide** - A mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.

Source of Definition: DOST-PHIVOLCS: Introduction to Landslide. <https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide>

10. **Storm Surge** - An abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall

Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Storm Surge. <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>

11. **Tropical Cyclones** - A non-frontal, synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region.

***Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon

Source of Definition: DOST-PAGASA: About Tropical Cyclones. <http://bagong.pagasa.dost.gov.ph/information/about-tropical-cyclone-oceans>

Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Tsunami. <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>

13. **Volcanic Eruption** - The transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions

Source of Definition: DOST PHIVOLCS: Introduction to Volcanoes. <https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes>

Certified True and Correct by:

School Head:

_____ *(Signature Over Printed Name)*

Position Title: _____ *Date:* _____

Validated by Planning Officer III (PRS-SGOD):

_____ *Signature Over Printed Name / Date*

TABLE 36. DISASTERS/ CALAMITIES (Human-Induced Hazards, Armed Conflict and Grave Child Rights Violations)
 For the months of June 2018 to May 2019, (Please provide appropriate answers)

1. Human - Induced Hazards (Armed Conflict)	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Armed conflict incident experienced in the past months												
Armed Forces of the Philippines												
Philippine National Police												
Others, please specify												
Abu Sayyaf Group												
Bangsamoro Islamic Freedom Fighters												
Communist Party of the Philippines/ New People's Army/ National Democratic Front												
Maute Group												
Moro National Liberation Front												
Others, please specify:												
2. Human - Induced Hazards (Grave Child Rights Violations)	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Killing and maiming of children												
Abduction of children												
Attacks against schools or hospitals												
Denial of humanitarian access for children												
Recruitment or use of children as soldiers												
Sexual violence against children												

Table 37. RESULT OF DISASTER INCIDENCES.
 For the month of June 2018 to May 2019, please provide appropriate answers

Result of Disaster Incidences/Emergencies	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Number of Classrooms used as Evacuation Center												
Number of Days the Classrooms were used as Evacuation Center												
Number of School Days lost due to class suspensions resulting from human-induced hazards												
Number of School Days lost due to class suspensions resulting from armed conflict												
Number of School Days lost due to class suspensions resulting from natural hazards												

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

-Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others
 Source of Definition: R.A. 11188, or the Special Protection of Children in Situations of Armed Conflict (2017)

1.2.a & 1.2.b **State and/or Non-State Actors** - Refer to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.

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

2. **Grave Child Rights Violations** - Refer to the offenses committed against children that constitute flagrant violations of their human rights and have severe consequences in their lives.
 Source of Definition: DepEd Order No. 57, s. 2017 Policy on the Protection of Children in Armed Conflict, based on UN Security Council Resolution Nos. 1539, 1612, 1882, 1998
http://www.deped.gov.ph/wp-content/uploads/2017/11/DO_s2017_057.pdf

Certified True and Correct by:

School Head: _____
 (Signature Over Printed Name)

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD):

 Signature Over Printed Name / Date

Box 4. ENABLING ENVIRONMENT, For the months of June 2018 to May 2019

(Check the appropriate boxes that correspond to the DRRM / CCA / Peacebuilding)

Adopted/ localized existing policies relating to DRRM/CCA/Peacebuilding		
DRRM-CCA Policies		
Policy No.	Title	
<input type="checkbox"/>	DO 82 s 2010	Reiteration of CCA-DRR at the School Level
<input type="checkbox"/>	DO 83 s 2011	Disaster Preparedness in Schools
<input type="checkbox"/>	DO 43 s 2012	Guidelines on the Implementation of EO 66 (Suspension of Classes)
<input type="checkbox"/>	DO 21 s 2015	DepEd DRRM Information Management and Coordination Protocol
<input type="checkbox"/>	DO 23 s 2015	School Watching and Hazard Mapping
<input type="checkbox"/>	DO 27 s 2015	Family Earthquake Preparedness
<input type="checkbox"/>	DO 37 s 2015	Comprehensive DRRM in Basic Education Framework
<input type="checkbox"/>	DO 28 s 2016	Strengthening Fire Safety and Awareness Program
<input type="checkbox"/>	DM 221 s 2013	Guidelines on the Protection of Children during Armed Conflict
<input type="checkbox"/>	DM 041 s 2015	Implementing Brigada Eskwela 2015
<input type="checkbox"/>	DM 069 s 2015	Observance of the National Disaster Consciousness Month 2015
Child Protection and EiE in Armed Conflict Policies		
<input type="checkbox"/>	DO 44 s 2005	Declaration of Schools as Zones of Peace
<input type="checkbox"/>	DO 57 s 2017	Policy on the Protection of Children in Armed Conflict
<input type="checkbox"/>	DM 109 s 2017	Public Manifestation of DepEd's Declaration of Schools as Zones of Peace
<input type="checkbox"/>	DO 40 s 2012	Child Protection Policy
2	<input type="checkbox"/>	Designated School DRRM Focal Person
3	<input type="checkbox"/>	Formed School DRRM Team
4	<input type="checkbox"/>	School DRRM Team have defined roles and responsibilities/ functions
5	<input type="checkbox"/>	Has a comprehensive School DRRM/CCA Plan
6	<input type="checkbox"/>	For conflict affected schools, has a comprehensive School Peacebuilding Plan
7	<input type="checkbox"/>	School DRRM/CCA/Peacebuilding Plan considers the needs of learners with disabilities
8	<input type="checkbox"/>	School DRRM/CCA/Peacebuilding Plan considers indigenous knowledge systems and practices (IKSP)
9	<input type="checkbox"/>	School DRRM/CCA/Peacebuilding Plan is gender sensitive
10	<input type="checkbox"/>	Supreme Pupil Government(SPG)/Supreme Student Government (SSG) led in the school DRRM planning process
11	<input type="checkbox"/>	Integrated DRRM/CCA into the School Improvement Plan (SIP)
12	<input type="checkbox"/>	For conflict affected schools, have integrated Peacebuilding into the SIP
13	<input type="checkbox"/>	DRRM/CCA/Peacebuilding activities are supported by school budget
14	<input type="checkbox"/>	Funding sources for interventions in the aftermath of a disaster or emergency exist and can easily be tapped.
15	<input type="checkbox"/>	Has partnerships that could be tapped to support its DRRM/CCA programs and activities, including those after a disaster
16	<input type="checkbox"/>	Has partnerships that could be tapped to support its Peacebuilding programs and activities, including those after an armed conflict
17	<input type="checkbox"/>	Implemented student-led school watching and hazard mapping (DO 23, s 2015)
18	<input type="checkbox"/>	Student-led school watching and hazard mapping made use of hazard maps of PHIVOLCS, MGB, PAGASA and LGUs
19	<input type="checkbox"/>	Results of school watching and hazard mapping is presented and submitted to the school planning team
20	<input type="checkbox"/>	Learners including those with disabilities, IPs, Muslim, and others participated in risk assessment and DRRM planning
21	<input type="checkbox"/>	Incorporated results of student-led school watching and hazard mapping in the School DRRM/CAA/Peacebuilding Plan and SIP
22	<input type="checkbox"/>	School Planning Team have linked the results of the school watching and hazard mapping with the school's education data to better understand its risk
23	<input type="checkbox"/>	Submitted Rapid Assessment of Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of a hazard in the area, if affected by disaster
24	<input type="checkbox"/>	School carries out monitoring and evaluation to assess sustainable implementation
25	<input type="checkbox"/>	Data collection and consolidation of programs and activities on DRRM/CCA/Peacebuilding to monitor results and impacts

CCA (Climate Change Adaptation) - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. Adaptation is adjustment in natural or human systems in response to actual or expected stimuli or their effects, which moderates harm or exploits benefit opportunities (IPCC).

Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (UNFCCC).

Intergovernmental Panel on Climate Change (IPCC)

United Nations Framework Convention on Climate Change (UNFCCC)

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

Source of Definition: DepEd Order No. 37, s. 2015 *The Comprehensive Disaster Risk Reduction and Management in Education Framework*. http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf

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

Source of Definition : *International Network for Education in Emergencies Term Bank*. https://toolkit.ineesite.org/term-bank/en/terms/education_in_emergencies

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

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

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

Certified True and Correct by:

School Head: _____
(Signature Over Printed Name)

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD):

School Head: _____
Signature Over Printed Name / Date

Part II. Comprehensive School Safety
 Box 5. PILLAR 1: SAFE LEARNING FACILITIES

Check appropriate boxes or provide correct numbers for all Safe Learning Facility initiatives from June 2018 to May 2019

		Instructional	Non-instructional	Ancillary facilities								
1	Number of classrooms with risk assessment:											
2	Number of unsafe* classrooms identified:											
3	<input type="checkbox"/> School facilities are sensitive to the needs of persons with disability. (ramps, etc.)											
4	<input type="checkbox"/> School conducts regular inspection of school facilities.											
5	<i>Months the maintenance of facilities undertaken (check all appropriate boxes).</i>											
	2018											
	2019											
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> School Head has allotted budget for routine maintenance of school building and ancillary facilities.											
7	<input type="checkbox"/> Undertaken regular repair of damaged school building and ancillary facilities											
8	<input type="checkbox"/> There is an ongoing construction in the school.											
9	<input type="checkbox"/> School Head is involved in the quality assurance of the ongoing construction.											
10	<input type="checkbox"/> School Head monitors the progress of the ongoing construction.											
11	<i>Guidance and regulations on DO 40 s 2015 are followed:</i>											
	<input type="checkbox"/> a. Safe school building site selection for construction											
	<input type="checkbox"/> b. Resilient design											
	<input type="checkbox"/> c. Resilient construction											
12	<input type="checkbox"/> Safety precautions are in place for all new and ongoing building construction (e.g. fencing, signages, access).											
13	<input type="checkbox"/> Access of laborers are limited to the construction site only (e.g. temporary bunk houses, separate entry and exit points, own meters for water and electricity).											
14	<input type="checkbox"/> School Head has a copy of the building plans from the contractor?											

Ancillary - Refers to a group of buildings having a secondary or dependent use, such as an annex.
 Source of Definition: DepEd Educational Facilities Manual

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

Non-instructional - Refers to administrative and non-programmed spaces within the school.
 Source of Definition: DepEd Educational Facilities Manual

Risk Assessment - This process includes identification of the hazards present in the location and an assessment of their potential impacts and effects on the built environment based on existing or anticipated vulnerabilities and potential losses.
 Source of Definition: DepEd Educational Facilities Manual

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

Certified True and Correct by:

School Head: _____
 (Signature Over Printed Name)

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD):

 Signature Over Printed Name / Date

Part II. Comprehensive School Safety

Box 6. PILLAR 2: DISASTER RISK MANAGEMENT

Check appropriate boxes or provide correct numbers for all Disaster Risk Management initiatives from June 2018 to May 2019

1 Has a specific Contingency Plan for the hazard/s the school is affected with:

<p>Natural Hazards</p> <input type="checkbox"/> Drought <input type="checkbox"/> Earthquake <input type="checkbox"/> Fire <input type="checkbox"/> Flood <input type="checkbox"/> Landslide <input type="checkbox"/> Tropical Cyclone <input type="checkbox"/> Tsunami <input type="checkbox"/> Volcanic Eruption	<p>Human-Induced Hazards</p> <input type="checkbox"/> Armed Conflict <input type="checkbox"/> Bomb Threats / Bombing <input type="checkbox"/> Civilian Violence <input type="checkbox"/> Fire <input type="checkbox"/> Others, please specify:
---	---

2 Has an evacuation plan and procedures

3 Has a student-family reunification plan that is clearly disseminated to learners, teachers and parents

4 School DRRM Planning and Contingency Planning are conducted together with the following:

<input type="checkbox"/> Learners	<input type="checkbox"/> Partners
<input type="checkbox"/> LGUs	<input type="checkbox"/> Personnel
<input type="checkbox"/> Parents	

5 School is identified as an evacuation center

6 School Head has identified school building and ancillary facilities to be used as temporary evacuation centers for disasters

7 School Head is aware and knowledgeable of the Joint Memorandum Circular No. 1, series of 2013 and RA 10821 and its corresponding IRR, which stipulates the limited use of schools as evacuation center and the roles of the LGU and DSWD in Camp Management

8 School has documented MoU/MoA with the LGU and DSWD for the use of the school as evacuation center following the JMC 1 s 2013 and RA 10821

9 Number of emergency supplies and equipment available in the schools:

<input type="checkbox"/> 2-fold Stretcher	<input type="checkbox"/> Han
<input type="checkbox"/> C-Collar	<input type="checkbox"/> Life Vest / Life Jacket
<input type="checkbox"/> Emergency Head	<input type="checkbox"/> Safety Coat
<input type="checkbox"/> Emergency lights/	<input type="checkbox"/> Safety Hat / Helmet
<input type="checkbox"/> Emergency Whistle	<input type="checkbox"/> Safety Shoes
<input type="checkbox"/> Fire Extinguisher	<input type="checkbox"/> Spine Board with Safety Belts
<input type="checkbox"/> First Aid Kit	<input type="checkbox"/> Splinter
<input type="checkbox"/> Go bag with Multi-	<input type="checkbox"/> Universal Head Immobilizer
<input type="checkbox"/> Go bag with Multi-	

10 School has pre-identified spaces for putting up:

<input type="checkbox"/> Temporary Learning Spaces (TLS)	<input type="checkbox"/> WASH facilities
--	--

11 Conducted training for teaching and non-teaching staff to administer first aid to learners and other personnel

12 School has psychosocial interventions for learners and personnel

13 School has existing resumption strategies and alternative delivery modes to ensure education continuity

14 School has implemented these strategies after disasters resulting from natural hazards

15 School has implemented these strategies during emergencies resulting from armed conflict

16 Resumption strategies the school has implemented and number of days:

Strategies/Alternative Delivery Modes	No. of days
<input type="checkbox"/> E-Impact	
<input type="checkbox"/> Make-up classes	
<input type="checkbox"/> MISOSA	
<input type="checkbox"/> Open High School	
<input type="checkbox"/> Others, please specify:	

17 Ensured that learners completed the Family Earthquake Preparedness Plan (DO No. 27, s. 2015); and school has reported completion to DepEd DRRMS at the Central Office

18 Presented Family Earthquake Preparedness Plan results to the PTA and LGU

19 School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan

20 Established a system in tracking learners and personnel in the event of a disaster

21 Conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place

22 Learners, teachers, parents and other stakeholders participated in DRRM, CCA, and Peacebuilding activities

23 School has a functional early warning system to inform learners and personnel of emergencies (e.g. protocol, warning signs, devices, IEC), with consideration of existing national and LGU warning systems and protocols

24 Conducted regular hazard-specific drills (at least 3 priority hazards based on risk assessment) with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)

25 Number of learners who participated in the following drills in the appropriate month/s:

Types of Drills	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Tsunami Drill												
Storm Surge Drill												
Lockdown Drill												

26 Ensured the participation of children, PWDs, pregnant woman and elderly people during the drills

27 Conducted awareness and capacity building for learners and families

28 School participated in the different DRRM/CCA/Peacebuilding activities of the LGUs

Definitions please see next page

Certified True and Correct by:

School Head: _____

Cont... for PILLAR 2: DISASTER RISK MANAGEMENT

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

Indiana University: **Emergency Planning**
<https://protect.iu.edu/emergency-planning/procedures/bomb-threats.html>

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

Merriam-Webster Dictionary
<https://www.merriam-webster.com/dictionary/violence>

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

UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf

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

UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation1_Philippines-2012-001.pdf

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

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

Lockdown Drill - An emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry/ exit and movement within a facility, emergency personnel are better able to contain and handle any threats.

University of British Columbia: **Emergency Procedures**. <https://emergency.ok.ubc.ca/procedures/lockdown/>

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

UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation1_Philippines-2012-001.pdf

Open high school - An alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.

DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program. http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf

Temporary Learning Spaces - Refer to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.

Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".

WASH - Water, Sanitation, and Hygiene Facilities

Box 7: DISASTER RISK REDUCTION IN EDUCATION

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives from June 2018 to May 2019

1. School teaches DRRM/CCA-related concepts

Subjects	ELEMENTARY							JUNIOR HIGH SCHOOL				
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Edukasyon sa Pagpapakatao (EsP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strands	SHS											
	Gr 11	Gr 12										
Academic - ABM	<input type="checkbox"/>	<input type="checkbox"/>										
Academic - GAS	<input type="checkbox"/>	<input type="checkbox"/>										
Academic - HUMSS	<input type="checkbox"/>	<input type="checkbox"/>										
Academic - STEM	<input type="checkbox"/>	<input type="checkbox"/>										
Arts and Design	<input type="checkbox"/>	<input type="checkbox"/>										
Sports	<input type="checkbox"/>	<input type="checkbox"/>										
TVL-Agri Fishery Arts	<input type="checkbox"/>	<input type="checkbox"/>										
TVL-Home Economics	<input type="checkbox"/>	<input type="checkbox"/>										
TVL-ICT	<input type="checkbox"/>	<input type="checkbox"/>										

Certified True and Correct by:

School Head: _____

Cont.. Pillar 2: DISASTER RISK REDUCTION IN EDUCATION

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives from June 2018 to May 2019

Pillar 2. School teaches Peacebuilding-related concepts

Subjects	ELEMENTARY							JUNIOR HIGH SCHOOL			
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyon sa Pagpapakatao (EsP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strands	SHS	
	Gr 11	Gr 12
Academic - ABM	<input type="checkbox"/>	<input type="checkbox"/>
Academic - GAS	<input type="checkbox"/>	<input type="checkbox"/>
Academic - HUMSS	<input type="checkbox"/>	<input type="checkbox"/>
Academic - STEM	<input type="checkbox"/>	<input type="checkbox"/>
Arts and Design	<input type="checkbox"/>	<input type="checkbox"/>
Sports	<input type="checkbox"/>	<input type="checkbox"/>
TVL-Agri Fishery Arts	<input type="checkbox"/>	<input type="checkbox"/>
TVL-Home Economics	<input type="checkbox"/>	<input type="checkbox"/>
TVL-ICT	<input type="checkbox"/>	<input type="checkbox"/>

- Number of teachers trained in integrating Peace Education in their daily learning log
- DRRM/CCA/Peacebuilding related topics are integrated in SpEd program
- Learning resources (Teachers Guides and Textbooks/Learning Materials and other supplemental materials) are available to aid teaching DRRM, CCA, and Peacebuilding.
- Skills and competencies of learners are assessed through measurable learning and risk reduction (RR) outcomes

7. Specific activities relating to DRRM/CCA and the number of learners who participated

DRRM and CCA School Activities		No. of Learners
DRMM		
<input type="checkbox"/>	School Watching and Hazard Mapping	
<input type="checkbox"/>	Family Earthquake Preparedness	
<input type="checkbox"/>	Fire Drill	
<input type="checkbox"/>	Earthquake Drill	
<input type="checkbox"/>	Tsunami Drill	
<input type="checkbox"/>	Lockdown Drill	
<input type="checkbox"/>	Basic First Aid	
<input type="checkbox"/>	Other related activities, please specify: _____	
CCA		
<input type="checkbox"/>	Gulayan sa Paaralan	
<input type="checkbox"/>	Installation of Materials Recovery Facility	
<input type="checkbox"/>	Solid Waste Management	
<input type="checkbox"/>	Recycling	
<input type="checkbox"/>	Tree Planting	
<input type="checkbox"/>	Other related activities, please specify: _____	

8. Specific activities relating to Peacebuilding and the number of learners who participated

Peacebuilding School Activities		No. of Learners
<input type="checkbox"/>	Peace Conferences or Camps	
<input type="checkbox"/>	Creation of youth networks or organizations for peace	
<input type="checkbox"/>	Art, essay, slogan, etc. contests for peace	
<input type="checkbox"/>	Celebration and commemoration of special events related to peace and human rights	
<input type="checkbox"/>	Other related activities, please specify: _____	

Certified True and Correct by:

School Head: _____

(Signature Over Printed Name)

Position Title: _____

Date: _____

Table 38. DISASTER RISK REDUCTION IN EDUCATION (DRRM, CCA, and Peacebuilding Trainings)

Provide correct number of trained personnel on all Disaster Risk Reduction in Education initiatives from June 2018 to May 2019

Disaster , CCA, and Peacebuilding Trainings		Teaching Personnel			Administrative and Support Personnel			Total Trained Personnel		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	DRRM and Climate Change Terminologies									
2.	International and National Foundations of DRRM in the Education Sector									
3.	The Comprehensive Disaster Risk Reduction and Management in Education Framework and Other DRRM-CCAM Related Policies									
4.	Inclusive and Child-centered DRRM									
5.	Education in Emergencies (EiE)									
6.	Alternative Delivery Modes									
7.	Information Management									
8.	School-Based DRRM									
9.	Camp Management Guidelines for DepEd									
10.	Temporary Learning Spaces (TLS)									
11.	Basic Education in Emergencies (EiE) Supplies and Logistics									
12.	Resource Mobilization and Partnership									
13.	Contingency Planning for Basic Education									
14.	Understanding Common Hazards									
15.	DRRM Mainstreaming in the Planning Cycle									
16.	Understanding Climate Change									
17.	Climate Change Global, National and Local Frameworks									
18.	Understanding Peace and Conflict									
19.	Conflict Sensitive Education									
20.	Psychological First Aid									
21.	Basic Life Support and Occupational First Aid									
22.	Staff Safety and Security in the Field									
	Other related trainings, please specify:									

Box 8. NUMBER OF AVAILABLE INFORMATION, EDUCATION AND COMMUNICATION (IEC) MATERIALS

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives from June 2018 to May 2019

Available IEC Material /s	
<input type="checkbox"/>	Drought
<input type="checkbox"/>	Earthquake
<input type="checkbox"/>	Fire
<input type="checkbox"/>	Flood
<input type="checkbox"/>	Landslide
<input type="checkbox"/>	Tropical Cyclone
<input type="checkbox"/>	Tsunami
<input type="checkbox"/>	Volcanic Eruption
<input type="checkbox"/>	Armed Conflict
<input type="checkbox"/>	Bomb Threats / Bombing
<input type="checkbox"/>	Civilian Violence
<input type="checkbox"/>	Fire
<input type="checkbox"/>	Landslide
<input type="checkbox"/>	Others, please specify: _____

Certified True and Correct by:

School Head:

_____ (Signature Over Printed Name)

Position Title: _____ *Date:* _____

Box 9. ARMED-CONFLICT RELATED INITIATIVES

Check appropriate boxes or provide correct numbers for all Armed-Conflict related initiatives from June 2018 to May 2019

1	<input type="checkbox"/>	Has a lockdown protocol (only for conflict/civilian violence/bomb threat-affected schools)
2	<input type="checkbox"/>	Has the school been declared as a "Zone of Peace"?
3		Year the school declared as a Zone of Peace _____
4		Declaration been formalized through a written agreement or code of conduct signed by duly recognized representatives of stakeholders.
		Check the appropriate stakeholders:
	<input type="checkbox"/>	Armed Forces of the Philippines (AFP)
	<input type="checkbox"/>	Philippine National Police (PNP)
	<input type="checkbox"/>	Local Government Unit (LGU)
	<input type="checkbox"/>	Non-State Armed Group
	<input type="checkbox"/>	Others, please specify _____
5		Activities conducted in relation to the school being a Zone of Peace.
	<input type="checkbox"/>	Setting-up of Peace Corners
	<input type="checkbox"/>	Peace conferences or camps
	<input type="checkbox"/>	Creation of or membership in youth networks or organizations for peace
	<input type="checkbox"/>	Art, essay, slogan, etc. contests for peace
	<input type="checkbox"/>	Celebration and commemoration of special events related to peace and human rights
	<input type="checkbox"/>	Learning and development interventions (e.g. training on conflict resolution and mediation, conflict analysis, conflict sensitivity)
	<input type="checkbox"/>	Inter-faith dialogues
	<input type="checkbox"/>	Community dialogues
	<input type="checkbox"/>	Others, please specify _____

Schools as Zones of Peace -

-A site with sacred, religious, historic, educational, cultural, geographical, or environmental importance which is protected and preserved by its own community and officially recognized by a governmental authority
Safe Schools Declaration

-SZOP is one approach UNICEF and partners are using to protect the right of children to access school in conflict- and crisis-affected areas and to ensure education is not hampered by violence. It parallels the education sector's broader work to support efforts to better predict, prevent and prepare for crises. The aim is to improve the quality of the education response in emergencies and transitions and to use the education system to foster a culture of peace and human rights. Schools are a key entry point for peace advocacy, and also utilize development of "codes of conduct" to prevent impediments to child access to school. In addition to advocacy, SZOP incorporates diverse programming at the school, village and district levels. SZOP programming builds on UNICEF's ongoing efforts to develop holistic schools, in particular through the Child-Friendly Schools Initiative and the roll-out of the Quality Education Resource Package.

-UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding
<http://www.unicefemergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>

-Refer to demarcated spaces for teachers and students to conduct teaching and learning when they can't do so in their school because of displacement or damage/destruction of the school. TLSs can and should be established quickly, yet they also lay a foundation for restarting formal education and enrolling children who were previously out of school. TLSs can also be used as an entry point for protection, nutrition and health services, and to develop communication channels with affected populations.

'UN OCHA: Humanitarian Response
<https://www.humanitarianresponse.info/en/operations/south-sudan/document/education-cluster-standards-tlss>

Certified True and Correct by:

School Head:

_____ (Signature Over Printed Name)

Position Title: _____ **Date:** _____

Validated by Planning Officer III (PRS-SGOD):

_____ Signature Over Printed Name / Date



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



PRIVATE SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of the private school offering elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.
 Only private schools whose establishment has been approved by the DepEd Regional Office shall be issued a Private School Profile. Private Schools whose documents have been submitted to the Regional/Division Office but are still undergoing evaluation at the time of the distribution of the Private School Profile can also be issued this form.
 The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Schools Division Office (SDO).
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 2019-2020

School Name : _____ (Official Name)
 _____ (Previous Name, if any)

Address : _____
 No. _____ Street/Street/Purok _____ Barangay _____
 Municipality/City _____ Province _____
 Zip Code _____

Please check (✓) if the school is: Local Foreign / International Private Madaris

Region	:	_____
Division	:	_____
Legislative District	:	_____
Telephone Number	:	_____
Mobile Number	:	_____
Fax Number	:	_____
Website (if any)	:	_____
E-Mail Address	:	_____
Date Established	:	_____
Date of Opening of Classes	:	_____

Write appropriate information

With Permit With Recognition Permit on Process (Permit No.) (Recognition No.) (Date of submission of documents to Regional/Division Office)	Kindergarten	_____	Grades 1 to 6	_____	Junior High School	_____	Senior High School	_____
	_____	_____	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	_____	_____	

Certified True and Correct by: _____
 School Head: _____
 Signature Over Printed Name / Date

Validated by Senior Education Program Specialist for Monitoring and Evaluation: (SGOD) _____
 Signature Over Printed Name / Date

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

Table 1. ELEMENTARY LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Disability (LWDs) (Non-Graded)		TOTAL (Kindergarten to LWDs Non-Graded)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
TOTAL ENROLLMENT																			
Monograde																			
Multigrade																			
Indigenous Peoples Learner																			
Learner in ALIVE classes																			
Muslim Learner																			
Balik-Aral																			
Repeater																			
Transferee from Public Schools (in any Previous SY)																			
Transferee from Private Schools (in any Previous SY)																			

Notes:

- Learner** - refers to an individual who may be enrolled in one or multiple programs.
 - Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program. This is also the sum of monograde and multigrade classes.
 - Elementary Enrollment** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
Kindergarten Enrollment - refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old by August 31 of every school year as pre-requisite for Grade 1. (DepEd Order No. 47 s. 2016)
For schools commencing their school year in July, Kindergarten learners should be five (5) years old by July 1 and the extension period shall be until September 30. (DepEd Order No. 20 s. 2018)
 - Learners with Disability (Non-Graded) Enrollment** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
For schools commencing their school year in August, Kindergarten learners should be five (5) years old by August 1 and the extension period shall be until October 31. (DepEd Order No. 20 s. 2018)
 - Monograde Enrollment** - refers to learners being taught in classes consisting of a single grade only.
 - Multigrade Enrollment** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
 - Indigenous Peoples Learner** - refers to a learner born of either or both parents who is IP as defined in R.A. 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups of people or homogenous societies identified by self-ascorption 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).
 - Learner in Arabic Language and Islamic Values Education (ALIVE) classes** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education curriculum).
 - Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
 - Balik-Aral** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
 - Transferee from Public Schools (in any Previous SY)** - refers to a learner who was enrolled in public school in any previous school year.
 - Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.
 - Repeater** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
- Reminders:** 1. Total Enrollment in this table will tally with the totals in Table 2.
2. Repeater in this table will tally with the totals in Table 3.

Certified True and Correct by:

School Head:

(Signature Over Printed Name)

Position Title:

Date:

Validated by Planning Officer III (PRS-SGOD)

(Signature Over Printed Name / Date)

Table 2. ELEMENTARY LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Disabilities (LWDS) (Non-Graded)		TOTAL (Kindergarten to LWDS Non-Graded)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Below 5																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			
19 & above																			
TOTAL																			

Notes:

1. The total enrollment of the school as of June 30, 2019 distributed across grade levels, by single age or age group and by sex.
 2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 5 years 11 months as of June 30, 2019 the age of the learner is counted as 5 years.
- Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrollment).**

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SCOD)

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

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Table 3. ELEMENTARY REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	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
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Notes:

1. The total repeaters of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
 2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 6 years 11 months as of June 30, the age of the learner is counted as 6 years.
- Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).**

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD)

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

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Table 4. AGE PROFILE OF LEARNERS WITH DISABILITIES (LWD), SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners w/ Disabilities (LWDs) (Non-Graded)		TOTAL (Kindergarten to LWDs Non-Graded)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Below 5																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			
19 & above																			
TOTAL																			

Notes: Table 4 will be accomplished ONLY by elementary schools/SPED Centers with SPED classes.

1. SPED class - refers to an organized group of learners with special educational needs receiving care, intervention and educational services in the SPED Center or regular school with SPED
2. SPED Center - refers to the learning center that caters to learners with special educational needs operating within a regular school or of a standalone learning center.

Reminders:

1. Age Profile of LWDs (Graded and Non-Graded)
 2. The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
 3. Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 5 years 11 months as of June 30, the age of the learner is counted as 5 years.
- Totals of LWDs (Kindergarten to Grade 6) in this table must be less than to the totals in Table 1 (Total Enrollment, Kindergarten to Grade 6).**
Totals of LWDs (Non-Graded) in this table will tally with the totals in Table 1 (Total Enrollment, Learners with Disabilities (Non-Graded)).

Certified True and Correct by: _____ Validated by Senior Education Program Specialist for Monitoring and Evaluation: (SGOD) _____ Validated by Planning Officer III (PRS-SCOD) _____

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

Position Title : _____ Date : _____

Table 5. AGE PROFILE OF GIFTED AND TALENTED LEARNERS, SY 2019-2020 (As of June 30, 2019)

Age	Kindergarten (Headstart)		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
Below 5																
5																
6																
7																
8																
9																
10																
11																
12																
TOTAL																

Notes:

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.
Gifted and talented learners - are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

2. *Kindergarten (Headstart Program for the Gifted)* - refers to a SPED kindergarten program for learners who manifest superior intelligence beyond their chronological age.

Reminders:

1. The total enrollment of the school as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 3 years 11 months as of June 30, the age of the learner is counted as 3 years.

Totals in this table will tally with the totals in Table 6 (Gifted Learners Data).

Table 5 will be accomplished ONLY by elementary schools/SPED Centers with SPED classes.

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD)

School Head:

(Signature Over Printed Name)

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Position Title:

Date:

Table 6. GIFTED AND TALENTED LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Kindergarten (Headstart)		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

Note: For the definitions, please refer to Table 4 and Table 5

Reminder: Table 6 will be accomplished ONLY by elementary schools/SPED Centers with SPED classes.

Box 1. NUMBER OF CLASSES, SY 2018 -2019 (As of June 30, 2019)

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. For Multigrade classes, please check the appropriate grade levels combined.
 Example, if the school have two (2) Multigrade Classes:

MG Class	Grade 5	Grade 6	MG Class	Grade 1	Grade 2	Grade 3
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG Class 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG Class 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. For Madrasah Education Program **ALIVE** classes, please indicate the number of classes by grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. For GIFTED LEARNERS Classes, please indicate the number of classes by grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. For Learners with Disabilities **NON-GRADED** Classes, please indicate the number of classes.

Kindergarten	Level 1	Level 2	Level 3	Transition
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Notes:

1. **Monograde Classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering regular curricula.
2. **Multigrade Classes** - refers to number of classes with a combination of two or more grade levels offering regular curricula.
3. **ALIVE Classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering Arabic Language and Islamic Values Education.
4. **Gifted and Talented Classes** - refers to the number of classes by grade level from Kindergarten to Grade 6 offering Gifted & Talented Program.
5. **LWDs Non-Graded Classes** - refers to the number of classes organized mainly for learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.

Reminder: Box 1_Numbers 4 & 5 will be accomplished ONLY by elementary schools/SPED centers with SPED classes.

Certified True and Correct by:

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

School Head: _____

(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD)

Signature Over Printed Name / Date

Table 7. LEARNERS WITH DISABILITIES (NON-GRADED) DATA, SY 2019-2020 (As of June 30, 2019)

Classification/Type of Learners with Disabilities (L/WDs)	Kindergarten		Primary Level						Transition		TOTAL (Kindergarten to Transition)	
	Male	Female	Level I		Level II		Level III		Male	Female	Male	Female
			Male	Female	Male	Female	Male	Female				
1. Visual Impairment												
2. Hearing Impairment												
3. Learning Disability												
4. Intellectual Disability												
5. Autism Spectrum Disorder												
6. Emotional-Behavioral Disorder												
7. Orthopedic/ Physical Handicap												
8. Speech / Language Disorder												
9. Cerebral Palsy												
10. Special Health Problem/ Chronic Disease												
11. Multiple Disabilities												
1. Difficulty in Seeing												
2. Difficulty in Hearing												
3. Difficulty in Applying Knowledge												
4. Difficulty in Remembering, Concentrating, Paying Attention and												
5. Difficulty in Applying Adaptive Skills												
6. Difficulty in Displaying Inter-Personal Behavior												
7. Difficulty in Mobility (Walking, Climbing and Grasping)												
8. Difficulty in Communicating												
TOTAL												

Notes:

- Non Graded** - refers to learners with severe or profound difficulties who are provided with interventions focused on self-help skills and other life skills in a self-contained class.
- Kindergarten** - refers to the Early Intervention Program for learners with disabilities.
- Primary Level** - refers to the level after kindergarten where learners with disabilities are still being prepared for mainstreaming in regular classes. Learners with disabilities are allowed to stay in the program for a maximum of three years in each of the three (3) levels. However, learners with disabilities can be mainstreamed in regular classes if found to be ready based on performance.
 - Level I** - refers to the first two years in SPED Classes
 - Level II** - refers to the next two years in SPED Classes
 - Level III** - refers to the last two years (5th and 6th) in the SPED Program
- Transition** - refers to level/program for learners with disabilities who have completed the primary level that could not pursue academic subjects and/or over-aged for the elementary level.

Classification of Learners with Disabilities:

- With Diagnosis from Specialist** - refers to learners who have undergone assessment of licensed professionals like Psychologists, Psychometricians, and Medical Specialists who can determine the level of disability of any learner.
 - With Manifestations** - refers to learners manifesting difficulties in particular activities like, cognitive, communication, mobility, hearing, seeing, ... who were observed by teachers on daily lessons/activities or through anecdotes.
- Reminders:**
- LWIDs with two or more manifestations or in diagnosis, the data must be included in the primary classification of disability or difficulty.**
 - For visible conditions like blind (no eyeball) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.**
 - Table 7 will be accomplished ONLY by elementary schools/SPED Centers with SPED classes.**
- (Continuation of definition on the next page)*

Certified True and Correct by :

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD)

School Head :

(Signature Over Printed Name)

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Position Title :

Date:

(Cont. of Table 7)

LWIDs With Diagnosis from Licensed Medical Specialist:

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 adaptive 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.

LWIDs With Manifestations:

1. **Difficulty in Seeing** - refers to a learner that manifest difficulty in vision that even with correction, adversely affects a child educational performance. They include those that are totally blind, functionally blind or low vision.
2. **Difficulty in Hearing** - refers to a learner that have difficulty in hearing, hard of hearing, suffering from hearing loss or deafness.
3. **Difficulty in Applying Knowledge** - refers to a learner that has a problem that interferes with learning basic skills such as reading, writing, acquiring skills and/or math. It can also delay higher level thinking skills such as organization, time planning, abstract reasoning, long and short term memory and attention.
4. **Difficulty in Remembering, Concentrating, Paying Attention and Understanding** - refers to a learner that manifest significant limitations in general intellectual functioning; in adaptive functioning (communication, self-care, home living, health and safety, social skills, functional academics, community use, leisure and work) which exist concurrently; it includes those medically diagnosed as learners with: Reading Disability or Dyslexia; Written Expression Disability; Spelling Disability; Handwriting Disability or Dysgraphia; Mathematical Disability or Dyscalculia.
5. **Difficulty in performing adaptive skills (self-care)** - refers to a learner manifesting difficulty in washing oneself, caring of body parts, toileting, dressing, eating and drinking.
6. **Difficulty in displaying interpersonal behavior (Emotional and Behavioral)** - refers to a learner whose conditions are characterized by emotional or behavioral responses in school programs so different from appropriate age, cultural or ethnic norms which affects their educational performance (academic, social, vocational or personal skills) more than temporary and responses are stressful to environment behavior is exhibited in two different settings (one of which is school related). They are also unresponsive to direct intervention in general education.
7. **Difficulty in Mobility (Walking, Climbing and Grasping)** - refers to a learner that manifest difficulty in maintaining one's position or changing a body position. They include those diagnosed as having cerebral palsy, spina bifida and muscular dystrophy.
8. **Difficulty in Communicating** - refers to a learner whose developmental conditions are causing problems in communication, learning and social behaviors. It is typically characterized by difficulty in: Understanding others; Producing message; Communicating using devices.

Reminder: Table 7 will be accomplished ONLY by elementary schools/SPED centers with SPED classes.

Table 8. LEARNERS WITH DISABILITIES (GRADED) DATA MAINSTREAMED IN REGULAR CLASS, SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Disabilities (LWDs)	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. Visual Impairment																
2. Hearing Impairment																
3. Learning Disability																
4. Intellectual Disability																
5. Autism Spectrum Disorder																
6. Emotional-Behavioral Disorder																
7. Orthopedic/ Physical Handicap																
8. Speech / Language Disorder																
9. Cerebral Palsy																
10. Special Health Problem/ Chronic Disease																
11. Multiple Disabilities																
1. Difficulty in Seeing																
2. Difficulty in Hearing																
3. Difficulty in Applying Knowledge																
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding																
5. Difficulty in Applying Adaptive Skills																
6. Difficulty in Displaying Inter-Personal Behavior																
7. Difficulty in Mobility (Walking, Climbing and Grasping)																
8. Difficulty in Communicating																
TOTAL																

Note: For the definitions, please refer to LWDs Data (Table 7).

Reminder: Table 8 will be accomplished by all schools with learners with disabilities.

Certified True and Correct by:

School Head : _____ (Signature Over Printed Name)

Position Title : _____ Date : _____

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

Signature Over Printed Name / Date

Validated by Planning Officer III (PRS-SCOD)

Signature Over Printed Name / Date

Table 9. LEARNERS WITH DISABILITIES (GRADED) DATA IN SELF-CONTAINED CLASS, SY 2018-2019 (As of June 30, 2019)

Classification/Types of Learners with Disabilities	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. Visual Impairment																
2. Hearing Impairment																
3. Learning Disability																
4. Intellectual Disability																
5. Autism Spectrum Disorder																
6. Emotional-Behavioral Disorder																
7. Orthopedic/ Physical Handicap																
8. Speech / Language Disorder																
9. Cerebral Palsy																
10. Special Health Problem/ Chronic Disease																
11. Multiple Disabilities																
1. Difficulty in Seeing																
2. Difficulty in Hearing																
3. Difficulty in Applying Knowledge																
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding																
5. Difficulty in Applying Adaptive Skills																
6. Difficulty in Displaying Inter-Personal Behavior																
7. Difficulty in Mobility (Walking, Climbing and Crasping)																
8. Difficulty in Communicating																
TOTAL																

Notes: Self-contained class - refers to a class organized for learners with severe to profound disability.

For the other definitions, please refer to LWDs Data (Table 7).

Reminder: Table 9 will be accomplished ONLY by elementary schools/SPED Centers with SPED classes.

Certified True and Correct by:

School Head:

(Signature Over Printed Name)

Position Title:

Date:

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

(Signature Over Printed Name / Date)

Validated by Planning Officer III (PRS-SGOD)

(Signature Over Printed Name / Date)

Table 10. LEARNERS WITH DISABILITIES (LWDs) UNDER THE HOMEBOUND AND HOSPITAL BOUND PROGRAM, SY 2019-2020 (As of June 30, 2019)

Type of LWDs	HOMEBOUND										HOSPITAL BOUND																
	Age Profile					Grade Placement		Length of Time in the Program					Age Profile					Grade Placement		Length of Time in the Program							
	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	K to 6	Transition Program	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	K to 6	Transition Program	TOTAL	5-10 years old	11-15 years old	16-20 years old	21-25 years old	TOTAL	K to 6	Transition Program	TOTAL	5-10 years old	11-15 years old	16-20 years old	21-25 years old
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 Disease																											
Multiple Disability																											
TOTAL																											

Notes: For the definitions, please refer to LWDs Data (Table 7).

- 1. **Home Bound** - refers to an educational program designed for children with special needs who are enrolled in the nearest school to their residence, but can not go to school on a regular schedule. Community volunteers, para-teacher, parents or any member of the family are trained to assist the child at home.
- 2. **Hospital Bound** - refers to an educational program designed for LWDs with severe disturbance, profound level of disability, bed-bound, with crippling, chronic or serious health disabilities/impairments and recovering patient (LWDs)
- 3. **Age Profile (Homebound/Hospital bound)** - refers to a range of age per type of learners with disabilities.
- 4. **Grade Placement (Homebound/Hospital bound)** - refers to what program the learners are placed or enrolled.
- 5. **Length of time (Homebound/Hospital bound)** - refers to the number of years that the learner spent in the program.

Reminder: Table 10 will be accomplished ONLY by elementary schools/SPEED Centers with SPEED classes.

Certified True and Correct by:
School Head:

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

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

Signature Over Printed Name / Date

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

Signature Over Printed Name / Date

Table 11. JUNIOR HIGH SCHOOL (JHS) LEARNERS DATA, SY 2018-2019 (As of June 30, 2019)

Particulars	TRANSITION (Learners w/ Disability)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL Enrollment												
CCT/4Ps Recipient												
Indigenous Peoples Learner												
Muslim Learner												
Learner enrolled in ALIVE classes												
Balik-Aral												
Repeater												
Transferee From Public Schools (in any Previous SY)												
Transferee From Private Schools (in any Previous SY)												
Total Number of Classes												

- Learner** - refers to an individual who may be enrolled in one or multiple programs.
- Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program.
- JHS Enrollment** - refers to the second stage of compulsory basic education. It consist of four (4) years of education (Grades 7 to 10).
- Transition** - refers to level/program for learners with disabilities who are not capable of developing academic skills. They shall be focusing on functional literacy, numeracy skills, and daily living skills; prevocational skills; and on vocational/work skills (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
- Balik-Aral** - refers to a learner who went back to school and resume study after a year/years of dropping out or discontinuing study.
- 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-assertion 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).
- Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
- Repeater** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed. For SY 2017-2018, this refers to the repeaters 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.
- Transferee from Public Schools (in any Previous SY)** - refers to a learner who was enrolled in public school in any previous school year.
- Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.
- Total Number of Classes** - refers to the number of classes by grade level from Grades 7 to 10.

Transition - refers to level/program for learners with disability (LWDs) who have completed the secondary level and who could not pursue academic subjects and/or over-aged for the secondary level

Reminders: 1. Total Enrollment in this table will tally with the totals in Table 12.

2. Repeater in this table will tally with the totals in Table 13.

Certified True and Correct by:

School Head:

(Signature Over Printed Name)

Position Title:

Date:

Validated by Planning Officer-III (PRS-SCOD)

(Signature Over Printed Name / Date)

Table 12. JHS LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	TRANSITION (Learners w/ Disability)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20 & Above												
TOTAL												

1. The total enrollment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, 2018, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 11 (Total Enrollment).

Certified True and Correct by: _____ Validated by Senior Education Program Specialist
for Monitoring and Evaluation: (SGOD) _____ Validated by Planning Officer III (PRR-SGOD)

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

Table 13. JHS REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

Age	TRANSITION (Learners with Disability)		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20 & Above												
TOTAL												

1. The total repeaters of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. Computation of the age of repeaters will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 11 (Total Enrollment).

Certified True and Correct by: _____ Validated by Senior Education Program Specialist
for Monitoring and Evaluation: (SGOD) _____ Validated by Planning Officer III (PRS-SGOD)

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

Position Title: _____ Date: _____

Table 14. JHS AGE PROFILE OF LEARNERS WITH DISABILITY (LWDS), SY 2019-2020 (As of June 30, 2019)

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

1. The total number of jhs learners enrolled in the school with special educational needs as of June 30, 2019 will be distributed across grade levels, by single age or age group and sex.
2. *Computation of the age of learners will be based on his/her last birthday. Thus, if the learner is 12 years 11 months as of June 30, the age of the learner is counted as 12 years.*

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD)

School Head:

(Signature Over Printed Name)

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Position Title:

Date:

Table 15. JHS LEARNERS WITH DISABILITY (PWDs) UNDER THE HOMEBOUND AND HOSPITAL BOUND PROGRAM, SY 2019-2020 (As of June 30, 2019)

Classification/Type of Learners with Disability (LWDs)	HOMEBOUND				HOSPITAL BOUND																	
	Age Profile				Grade Placement		Length of Time in the Program															
	12-15 years old	16-20 years old	21-25 years old	TOTAL	Grade 7 to Grade 10	TOTAL	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL	12-15 years old	16-20 years old	21-25 years old	TOTAL	Grade 7 to Grade 10	TOTAL	5-10 years	11-15 years	16-20 years	21-25 years	TOTAL
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 Disease																						
Multiple Disability																						
TOTAL																						

- Home Bound** - refers to an educational program designed for children with special needs who are enrolled in the nearest school to their residence, but can not go to school on a regular schedule. Community volunteers, para-teacher, parents or any member of the family are trained to assist the child at home.
- Hospital Bound** - refers to an educational program designed for LWDs with severe disturbance, profound level of disability, bed-bound, with crippling, chronic or serious health disabilities/impairments and recovering patient (LWDs).
- Age Profile (Homebound/Hospital bound)** - refers to a range of age per type of learners with special educational needs.
- Grade Placement (Homebound/Hospital bound)** - refers to what program the learners are placed or enrolled.
- Length of time (Homebound/Hospital bound)** - refers to the number of years that the learner spent in the program.

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD)

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

(Signature Over Printed Name / Date

(Signature Over Printed Name / Date

Table 16. JHS LEARNERS WITH DISABILITY, SY 2019-2020 (As of June 30, 2019)

Classification/Types of Learners with Special Educational Needs	Transition		Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Transition to Grade 10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. Visual Impairment												
2. Hearing Impairment												
3. Learning Disability												
4. Intellectual Disability												
5. Autism Spectrum Disorder												
6. Emotional-Behavioral Disorder												
7. Orthopedic / Physical Handicap												
8. Speech / Language Disorder												
9. Cerebral Palsy												
10. Special Health Problem / Chronic Disease												
11. Multiple Disabilities												
1. Difficulty in Seeing												
2. Difficulty in Hearing												
3. Difficulty in Applying Knowledge												
4. Difficulty in Remembering, Concentrating, Paying Attention and Understanding												
5. Difficulty in Applying Adaptive Skills												
6. Difficulty in Displaying Inter-Personal Behavior												
7. Difficulty in Mobility (Walking, Climbing and Grasping)												
8. Difficulty in Communicating												
TOTAL												

Notes: The data in this table shall include all enrolled JHS learners with disability.

For the definitions, please refer to LWDs Data (Table 7).

Mainstreamed in Regular Class - refers to a learner with special educational needs who are placed in regular classes.

Classification of Learners with Disability :

1. With Diagnosis from Specialist - refers to learners who have undergone assessment of licensed professionals like Psychologists, Psychometricians, and Medical Specialists who can determine the level of disability of any learner.
2. With Manifestations - refers to learners manifesting difficulties in particular activities (e.g., cognitive, communication, mobility, hearing, seeing, etc.) who were observed by teachers on daily lessons/activities or through anecdotes.

Reminders: 1. LWDs with two or more manifestations or in diagnosis, the data must be included in the primary classification of disability or difficulty.

2. For visible conditions like blind (no eyehall) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.

3. All learners with special educational needs in JHS are mainstreamed in regular classes.

Certified True and Correct by:

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

Validated by Planning Officer III (PRSSGOD)

School Head: _____
(Signature Over Printed Name)

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Position Title: _____
Date: _____

Table 17. SENIOR HIGH SCHOOL (SHS) LEARNERS DATA, SY 2019-2020 (As of June 30, 2019)

Particulars	Academic Track				Arts and Design Track				TVL Track				Sports Track				TOTAL (Grades 11-12)		
	Grade 11	Grade 11	Grade 12	Grade 12	Grade 11	Grade 11	Grade 12	Grade 12	Grade 11	Grade 11	Grade 12	Grade 12	Grade 11	Grade 11	Grade 12	Grade 12	Male	Female	
TOTAL Enrollment																			
CCT/4Ps Recipient																			
Indigenous Peoples Learner																			
Muslim Learner																			
Balik-Aral																			
Repeater																			
Transferee From Public Schools (in any Previous SY)																			
Transferee From Private Schools (in any Previous SY)																			
Total Number of Classes																			

Notes:

- Learner** - refers to an individual who may be enrolled in one or multiple programs.
- Total Enrollment** - refers to the total number of learners enrolled in the school regardless of program.
- SHS Enrollment** - refers to the last stage of compulsory basic education. It consists of two (2) years of education (Grades 11 to 12).
- CCT/4Ps Recipient** - refers to a learner ages 3-18 whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or ten months at P300.00/month per learner in elementary level and P5,000.00 for one school year or ten months at P500.00/month per learner in secondary level (JHS and SHS) for educational expenses on condition that these learners attend school. Maximum of three learners per household is allowed.
- 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-ascension 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).
- Muslim Learner** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
- Balik-Aral** - refers to a learner who went back to school and resume study after year/years of dropping out or discontinuing study.
- 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.
- Transferee from Public Schools (in any Previous SY)** - refers to a learner who was enrolled in public school in any previous school year.
- Transferee from Private Schools (in any Previous SY)** - refers to a learner who was enrolled in a private school in any previous school year.
- Total Number of Classes** - refers to the number of classes by grade level from Grades 11 to 12.

Reminders: 1. Total Enrollment in this table will tally with the totals in Table 18.

2. Repeater in this table will tally with the totals in Table 19.

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD)

 Signature Over Printed Name / Date

Table 18. SHS LEARNERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

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

1. The total enrollment of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as 16 years.

Table 19. SHS REPEATERS AGE PROFILE, SY 2019-2020 (As of June 30, 2019)

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

Note: Table 12 data is FINAL based on Learner Information System (LIS) for Beginning of the School Year 2018-2019.

1. The total repeaters of the school as of last school day of the opening month of the school year will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of repeaters* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of last school day of the opening month of the school year, the age of the learner is counted as

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School Head: _____
(Signature Over Printed Name)

Position Title: _____ Date: _____

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

Signature Over Printed Name / Date

Validated by Planning Officer III (PRS-SGOD)

Signature Over Printed Name / Date

Table 20. SHS LEARNERS DATA BY TRACK, SY 2019-2020 (As of June 30, 2019)

Enrollment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical-Vocational-Livelihood (TVL) Track						
Arts and Design Track						
Sports Track						
TOTAL						

- Enrollment by Track - refers to the number of learners according to track offered in SHS.**
- Track** - refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livelihood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
- Strand** - refers to the specialized curricular offerings under a particular track.
- Academic Track** - designed for SHS learners who intend to pursue higher education or careers along four (4) specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
- Arts and Design Track** - designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations. SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.
- Sports Track** - designed for SHS learners who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and officiating.
- Technical-Vocational-Livelihood Track** - designed for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agr-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

Certified True and Correct by:

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

Validated by Planning Officer III (PRS-SGOD)

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

Position Title: _____ **Date:** _____

Table 21a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2019-2020 (As of June 30,

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Attractions and Theme Parks Operations with Ecotourism (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (Apparel) (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft (Basketry, Macrame) (Non-NC)						
Handicraft (Fashion Accessories, Paper Craft) (Non-NC)						
Handicraft (Needlecraft) (Non-NC)						
Handicraft (Woodcraft, Leathercraft) (Non-NC)						
Housekeeping (NC II)						
Local Guiding Services (NC II)						
Tailoring (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (Poultry-Chicken) (NC II)						
Animal Production (Large Ruminants) (NC II)						
Animal Production (Swine) (NC II)						
Aquaculture (NC II)						
Artificial Insemination (Large Ruminants) (NC II)						
Artificial Insemination (Swine) (NC II)						
Fish Capture (NC II)						
Fishing Gear Repair and Maintenance (NC III)						
Fish-Products Packaging (NC II)						
Fish Wharf Operation (NC I)						
Food Processing (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operations (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC II)						
Slaughtering Operations (Hog/Swine/Pig) (NC II)						
TOTAL						

Reminder: A learner can be counted more than once.

Certified True and Correct by:

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

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

 Signature Over Printed Name / Date

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 Signature Over Printed Name / Date

Table 21b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2019-2020 (As of June 30, 2019)

SPECIALIZATION	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Automotive Servicing (NC I) D195						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II)						
Driving (NC II)						
Electrical Installation and Maintenance (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (EPAS) (NC II)						
Furniture Making (Finishing) (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding (GMAW) (NC II)						
Gas Tungsten Arc Welding (GTAW) (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit (PACU)/Commercial Refrigeration Equipment (CRE) Servicing (NC III)						
Shielded Metal Arc Welding (SMAW) (NC I)						
Shielded Metal Arc Welding (SMAW) (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						
Animation (NC II)						
Broadband Installation (Fixed Wireless Systems) (NC II)						
Computer Programming (.Net Technology) (NC III)						
Computer Programming (Java) (NC III)						
Computer Programming (Oracle Database) (NC III)						
Computer Systems Servicing (NC II)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)						
Telecom OSP Installation (Fiber Optic Cable) (NC II)						
Navigational Watch 1						
Navigational Watch 2						
Navigational Watch 3						
Engine Watch 1						
Engine Watch 2						
Safety 1						
Safety 2						
Ship's Catering Services (NC I)						
TOTAL						

Reminder: A learner can be counted more than once.

Certified True and Correct by:

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

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

 Signature Over Printed Name / Date

Validated by Planning Officer III (PRS-SGOD)

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Table 22. SHS LEARNERS WITH DISABILITIES (LWDs), SY 2019-2020 (as of June 30, 2019)

Classification/Type of Learners with Disabilities (LWDs)	Academic Track				TVL Track				Arts and Design Track				Sports Track				TOTAL (Grades 11 - 12)		
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Male	Female	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Visual Impairment																			
Hearing Impairment																			
Learning Disability																			
Intellectual Disability																			
Autism Spectrum Disorder																			
Emotional-Behavior Disorder																			
Orthopedic/Physical Handicap																			
Speech/Language Disorder																			
Cerebral Palsy																			
Special Health Problem/Chronic Disease																			
Multiple Disabilities																			
Difficulty in Seeing																			
Difficulty in Hearing																			
Difficulty in Walking, Climbing and Grasping																			
Difficulty in Remembering, Concentrating, Focusing Attention and Understanding																			
Difficulty in Communicating																			
Difficulty in Applying Knowledge																			
Difficulty in Applying Adaptive Skills																			
Difficulty in Displaying Inter-Personal Behavior																			
TOTAL																			

Notes: The data in this table shall include all enrolled SHS learners with disabilities.

For the definitions, please refer to LWDs Data (Table 7).

Reminders:

1. Totals in this table will tally with the totals in Table 23.
2. LWDs with two or more manifestations or in diagnosis, the data must be included in the primary classification of disability or difficulty.
3. For visible conditions like blind (no eyeball) physical (no legs) or closed ears, even without a diagnosis, the data must be entered in the visible disability.

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

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Table 23. SHS LEARNERS WITH DISABILITY SPECIAL EDUCATIONAL NEEDS AGE PROFILE DATA, SY 2019 -2020 (As of June 30, 2019)

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

1. The total enrollment of SHS Learners with special educational needs - graded as of June 30, 2019 will be distributed across grade levels, by single age or age group and by sex.
2. *Computation of the age of learners* will be based on his/her last birthday. Thus, if the learner is 16 years 11 months as of June 30, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 22 (SHS Learners with Disability).

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

Validated by Planning Officer III (PRS-SGOD)

School Head:

(Signature Over Printed Name)

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Position Title:

Date: _____

Table 24a. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2018-2019

SPECIALIZATION	TOOK THE NATIONAL CERTIFICATION EXAMINATION			PASSED THE NATIONAL CERTIFICATION CERTIFICATION		
	GRADE 12			GRADE 12		
	Male	Female	TOTAL	Male	Female	TOTAL
Attractions and Theme Parks Operations with Ecotourism (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (Apparel) (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft (Basketry, Macrame) (Non-NC)						
Handicraft (Fashion Accessories, Paper Craft) (Non-NC)						
Handicraft (Needlecraft) (Non-NC)						
Handicraft (Woodcraft, Leathercraft) (Non-NC)						
Housekeeping (NC II)						
Local Guiding Services (NC II)						
Tailoring (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
TOTAL						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (Poultry-Chicken) (NC II)						
Animal Production (Large Ruminants) (NC II)						
Animal Production (Swine) (NC II)						
Aquaculture (NC II)						
Artificial Insemination (Large Ruminants) (NC II)						
Artificial Insemination (Swine) (NC II)						
Fish Capture (NC II)						
Fishing Gear Repair and Maintenance (NC III)						
Fish-Products Packaging (NC II)						
Fish Wharf Operation (NC I)						
Food Processing (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operations (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC II)						
Slaughtering Operations (Hog/Swine/Pig) (NC II)						
TOTAL						

Reminder:

Took the National Certification Examination - refers to the number of SHS Learner in the TVL Track that took the National Certification Examination in School Year 2018-2019.
Passed the National Certification Exam - refers to the number of SHS Learner in TVL who took and passed the National Certification Examination and are now NC Holder in School Year 2018-2019.

Certified True and Correct by:

School Head: _____
 (Signature Over Printed Name)

Position Title: _____ Date: _____

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

 Signature Over Printed Name / Date

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Table 24b. SHS LEARNERS DATA IN TECHNICAL-VOCATIONAL-LIVELIHOOD (TVL) TRACK SPECIALIZATIONS WHO TOOK AND PASSED THE NATIONAL CERTIFICATION, PREVIOUS SY 2018-2019

SPECIALIZATION	TOOK THE NATIONAL CERTIFICATION EXAMINATION			PASSED THE NATIONAL CERTIFICATION CERTIFICATION		
	GRADE 12			GRADE 12		
	Male	Female	TOTAL	Male	Female	TOTAL
Automotive Servicing (NC I) D195						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II)						
Driving (NC II)						
Electrical Installation and Maintenance (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (EPAS) (NC II)						
Furniture Making (Finishing) (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding (GMAW) (NC II)						
Gas Tungsten Arc Welding (GTAW) (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit (PACU)/Commercial Refrigeration Equipment (CRE) Servicing (NC III)						
Shielded Metal Arc Welding (SMAW) (NC I)						
Shielded Metal Arc Welding (SMAW) (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						
Animation (NC II)						
Broadband Installation (Fixed Wireless Systems) (NC II)						
Computer Programming (.Net Technology) (NC III)						
Computer Programming (Java) (NC III)						
Computer Programming (Oracle Database) (NC III)						
Computer Systems Servicing (NC II)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)						
Telecom OSP Installation (Fiber Optic Cable) (NC II)						
Navigational Watch 1						
Navigational Watch 2						
Navigational Watch 3						
Engine Watch 1						
Engine Watch 2						
Safety 1						
Safety 2						
Ship's Catering Services (NC I)						
TOTAL						

Reminder: A learner can be counted more than once.

Certified True and Correct by:

School Head: _____

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

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

 Signature Over Printed Name / Date

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Table 25. DATA ON ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION AND NON-DEPDED PUBLIC SCHOOLS PROGRAM, SY 2019-2020 (as of June 30, 2019)

Particular	Education Service Contracting (ESC)												Senior High School Voucher Program (SHS VP)				TOTAL
	Grade 7		Grade 8		Grade 9		Grade 10		Sub-total (Grades 7-10)		Grade 11		Sub-total (Grades 11-12)				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Enrollment																	
Number of Slots																	

1. *Assistance to Students and Teachers in Private Education and in Non-Depded Public Schools* - a program which aims to improve access to quality secondary education through government extension of financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools and in non-DepEd public schools.
2. *Education Service Contracting Program (ESC)* - a program which aims to democratize and improve access to quality education by extending financial assistance (in the form of tuition subsidy) to qualified elementary school graduates who wish to pursue secondary education in private schools. It geared towards reducing the class size to manageable levels in public junior high schools (JHS), especially those experiencing shortage of classrooms and teachers. Through this program, the government is not only able to increase to secondary education but also improve the quality of learning in public schools.
3. *Senior High School Voucher Program (SHS VP)* - a mechanism that will provide financial assistance to senior high school students to enroll in non-DepEd schools which will offer SHS, including private JHSs, private higher education institutions (HEIs), state and local colleges and universities (SLUCs and LUCs), and technical-vocational institutions (TVIs). The value of voucher based on the income class of the municipality, province or city where the non-DepEd SHS is located.
4. *Number of Slots* - number of allocated slots given to the participating private schools and non-DepEd public schools in the said program.

Table 26. PERSONNEL DATA, SY 2019-2020 (as of June 30, 2019)

Particulars	Total Teachers (A - 12)	Elementary						Secondary						Teacher under Teacher Salary Subsidy (TSS) Program						
		Kindergarten			Grades 1 to 6			Total			Junior High School			Senior High School			Total			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
No. of Teachers																				
a. Full-time																				
b. Part-time																				
Qualified Teachers																				
Trained Teachers																				
No. of Administrative and Support Personnel																				

Notes:

1. *Teacher Salary Subsidy (TSS)* - a program provides a salary subsidy to licensed secondary school teachers in participating private schools in the ESC Program.
2. *Qualified teacher* - locally-funded teacher who has the minimum academic qualifications necessary to teach at a specific level of education. He/She must be a Licensee Examination for Teacher (LET) passer given by the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) or a Professional Board Examination for Teachers (PBET) passer given by the Civil Service Commission (CSC) and Department of Education, Culture and Sports (DECS).
3. *Trained teacher* - teacher who received at least the minimum organized teacher-training requirements (pre-service or in-service) to teach a specific level of education.
4. *Total Teachers* - The total number of teachers in Elementary and/or Secondary Level

Reminders:

1. A teacher handling 2 or more levels shall be counted **ONCE** and counted where the **MOST NUMBER OF TEACHING LOAD**.
2. Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.
3. The total number of Qualified and Trained, full-time and part-time teachers should be equal to the No. of Teachers

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School Head: _____ Signature Over Printed Name / Date _____
 _____ Signature Over Printed Name / Date _____
 Position Title: _____ Date: _____

Table 27. TEACHERS WHO RECEIVED TRAINING ON ICT from June 2015 to June 2019

Training on ICT	Number of Trained Elementary Teachers (June 2015 to June 2019)						Number of Trained Secondary Teachers (June 2015 to June 2019)								
	Kindergarten			Grade 1 to 6			Total Elementary		Junior High School			Senior High School			Total Secondary
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
ICT integration															
ICT literacy/content															
Software															
Hardware															
Others															
TOTAL															

Notes:

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

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

Table 28. TEACHING PERSONNEL WHO RECEIVED TRAININGS ON PEDAGOGY from June 2015 to June 2019

Training on Pedagogy	Number of Trained Elementary Teachers (June 2015 to June 2019)						Number of Trained Secondary Teachers (June 2015 to June 2019)								
	Kindergarten			Grade 1 to 6			Total Elementary		Junior High School			Senior High School			Total Secondary
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Constructivist															
Inquiry based															
Reflective															
Collaborative															
Integrative															
Inclusive Education															
Others															
TOTAL															

Notes:

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

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

Certified True and Correct by:

School Head: _____
 Position Title : _____
 Date: _____

(Signature Over Printed Name)

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 for Monitoring and Evaluation: (SCOD)

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BOX 2. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate).

Level of Education	Electricity Supply Sources:				No Source of Electricity
	GRID	Solar Power	OFF-GRID SUPPLY Generator	Others, Please specify	
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junior High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Table 29. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL (As of June 30, 2019)

Level of Education	Number of Computers for ACADEMIC USE			
	Desktop	Notebook/Netbook	Tablet	Desktop/Virtual Terminal
Elementary				
Junior High School				
Senior High School				

1. *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)

Box 3. DATA ON INTERNET CONNECTIVITY, SY 2019-2020 (As of June 30, 2019)

Particulars	Elementary		Junior High School		Senior High School	
	Yes	No	Yes	No	Yes	No
1. Are there internet service providers in the area? If Yes, check the appropriate internet service provider/s servicing the area:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BAYANTEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLOBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SMART	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WIT Global (Satellite)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIGITEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLDT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others, please specify:						
2. Does the school subscribe to any of the service provider/s listed above?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If yes, Indicate the purpose:						
2. a. For administrative use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. b. For classroom instruction use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How fast is your internet connection when not in use? Use www.speedtest.net to test the speed						
	Date Tested	Time Tested	Ping (ms)	Download Speed (Mbps)	Upload Speed (Mbps)	

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

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

Validated by Planning Officer III (PRS-SGOD)

School Head:

(Signature Over Printed Name)

Signature Over Printed Name / Date

Signature Over Printed Name / Date

Position Title:

Date:

Table 30. NUMBER OF EXISTING INSTRUCTIONAL ROOMS IN THE SCHOOL. (Kinder - Grade 12), SY 2019-2020

Level of Education	Used as Academic Classroom (Instructional Rooms)					Total instructional rooms
	Academic Classroom	Used as Science Laboratories	Used as H.E. rooms	Used as Industrial Arts/ Workshops	Used as computer rooms	
Kindergarten						
Grade 1 to 6						
Junior High School						
Senior High School						

Table 31. NUMBER OF EXISTING NON-INSTRUCTIONAL ROOMS IN THE SCHOOL. (Kinder - Grade 12), SY 2019-2020

Level of Education	Used as Non-instructional rooms						Total non-instructional rooms
	Used as libraries	Used as clinic	Used as canteen	Used as offices	Other uses	Not currently used	
Kindergarten							
Grade 1 to 6							
Junior High School							
Senior High School							

Table 32. NUMBER OF EXISTING CLASSROOM FURNITURE, SY 2019 - 2020 (Kinder - Grade 12), SY 2019-2020

Level of Education	Classroom furniture for pupils		
	Desks	Sets of chairs and tables	Armchairs
Kindergarten			
Grade 1 to 6			
Junior High School			
Senior High School			

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

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

Signature Over Printed Name / Date _____

Validated by Planning Officer- III (PRS-SCOD)

Signature Over Printed Name / Date _____

Box 3. AVAILABILITY OF WATER SUPPLY, SY 2019-2020 (As of June 30, 2019)

(Check as appropriate)

Particulars	Level of Education					
	Elementary		Junior High School		Senior High School	
1. Is there a water source inside the school ground? (Yes or No)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.1 If Yes, What is the Water Supply Source:						
Piped water from local service provider	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Water Well	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Natural source	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Rainwater Catchments	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Others, Please specify						
1.2 Is the water source inside the school ground being used for drinking?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.3 Has the water source inside the school been tested to determine safety of the water?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.3.a. If Yes, did the test results show that the water source inside the school is safe to drink?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.3.b. How frequent is the water source tested for safety?						
Monthly	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Quarterly	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Annually	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Others, Please specify						
1.3.c. When was the last time the water source was tested?						
1.4 Are there times in the year when water is not available for an extended period of time?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Does the school have mechanism to ensure that the learners have safe drinking water?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2.1. If Yes, what mechanism is used?						
Teachers ask the learners to bring their own drinking water to school	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Safe water in refillable containers are provided in designated areas within the school	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Water from an accessible water source is treated (i.e., boiled, etc.)	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
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 thru a rainwater collector.

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

Table 33. NUMBER OF EXISTING WASH FACILITIES, SY 2019-2020 (As of August 31, 2019)

Usage	Level of Education	Functional		Non-Functional	Total Number of Wash Facilities	Number of Water Outlets
		With Soap	Without Soap			
Facilities for group handwashing	Elementary					
	Junior High School					
	Senior High School					
Facilities for individual handwashing	Elementary					
	Junior High School					
	Senior High School					

1. **Group handwashing facility** - a facility to be used in supervised handwashing and toothbrushing activity that can accommodate at least 10 learners.

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

3. **Functional facilities for handwashing** - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.

4. **Non-functional facilities for handwashing** - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

5. **Water Outlet** - any opening where water comes out for handwashing (e.g., Faucets, Punch Pipes, etc.).

Table 34. NUMBER OF SANITATION FACILITIES SY 2019-2020 (As of August 31, 2019)

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

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

Certified True and Correct by:

School Head: _____

Table 35. DISASTERS/ CALAMITIES, For the months of June 2018 to May 2019
 (Please indicate the number of times the following hazards occurred in your school and its immediate surroundings.)

Disaster/Calamities	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Drought												
Earthquake												
Fire*												
Flood												
Landslide												
Storm Surge												
Tropical Cyclones***												
Tsunami												
Volcanic Eruption												
Bomb Threat in School Premises												
Bombing in School Premises												
Crime against learner/s												
Crime against non-teaching personnel												
Crime against school head/s												
Crime against school property												
Crime against teaching personnel												
Fire**												
Hazardous Materials Incident (e.g. chemical explosion, chemical spill, oil spill, exposure to radioactive substances)												
Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)												
Hostage-taking within school premises												
Shooting incident within school vicinity												
Structural collapse (as a result of engineering failures)												
Other security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)												
Others. Please specify _____												

- Disaster** - A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
 Source of Definition: UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf
- Human-Induced Hazards** - Are induced entirely or predominantly by human activities and choices that adversely affect other persons. The Sendai Framework for Disaster Risk Reduction 2015-2030 categorized these hazards as one of the following: (a) Environmental hazards may include chemical, natural and biological hazards. They can be created by environmental degradation or physical or chemical pollution in the air, water and soil. Examples include soil degradation, deforestation, loss of biodiversity, salinization and sea-level rise. (b) Technological hazards originate from technological or industrial conditions, dangerous procedures, infrastructure failures or specific human activities. Examples include industrial pollution, nuclear radiation, toxic wastes, dam failures, transport accidents, factory explosions, fires and chemical spills. -----
 While the UNISDR subjects armed conflicts and other situations of social instability to the International Humanitarian Law and National Legislation, the DRRMS classifies these violent incidents as human-induced.
 Source of Definition: Sendai Framework for Disaster Risk Reduction 2015-2030. https://www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf
- Crime against learners / personnel - Murder / Homicide, Physical Injuries, etc.**
 Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
- Crime against school property - Theft, Robbery, Arson, etc.**
 Source of Definition: DO No. 23, s. 2014. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
- Drought** - A long lasting event triggered by a lack of precipitation. It is characterized by a deficiency in water supply that is the result of constantly below average precipitation.
 Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: Definition of Terms. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
- Earthquake** - A weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface that originate from the tectonic plate boundary. Tectonic earthquakes are produced by sudden movement along faults and plate boundaries. Earthquakes induced by rising lava or magma beneath active volcanoes is called volcanic earthquakes.
 Source of Definition: DOST-PHIVOLCS: Introduction to Earthquake. <https://www.phivolcs.dost.gov.ph/index.php/earthquake/introduction-to-earthquake>
- Fire** - Interaction of heat, fuel and oxygen which will result in a chemical reaction called burning.
 *Includes forest or bush fires, or burning as consequence of other natural hazard, such as earthquakes.
 **Includes fires due to human negligence, such as electrical wiring failure
 Source of Definition: DO No. 23, s. 2014. Enclosure No. 4: Definition of Terms. http://www.deped.gov.ph/wp-content/uploads/2014/04/DO_s2014_023.pdf
- Flood** - A progressive abnormal increase in the elevation of the surface level of streamflow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time.
 Source of Definition: DOST-PAGASA Learning Tools: Floods. bagong.pagasa.dost.gov.ph/learning-tools/floods
- Landslide** - A mass movement of rock, soil, and debris down a slope due to gravity. It occurs when the driving force is greater than the resisting force. It is a natural process that occurs in steep slopes. The movement may range from very slow to rapid. It can affect areas both near and far from the source.
 Source of Definition: DOST-PHIVOLCS: Introduction to Landslide. <https://www.phivolcs.dost.gov.ph/index.php/landslide/introduction-to-landslide>
- Storm Surge** - An abnormal increase in water level in seashores when a storm nears coastal lines caused by strong winds brought by low pressure at the eye wall.
 Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Storm Surge. <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
- Tropical Cyclones** - A non-frontal, synoptic-scale cyclone developing over tropical and sub-tropical waters at any level and having a definitely organized circulation. In other parts of the world, these are referred to as hurricanes, typhoons or simply tropical cyclones depending on the region.
 ***Includes Tropical Depression, Tropical Storm, Severe Tropical Storm, Typhoon, and Super Typhoon
 Source of Definition: DOST-PAGASA: About Tropical Cyclones. <http://bagong.pagasa.dost.gov.ph/information/about-tropical-cyclone>
 oceans.
 Source of Definition: DOST-PAGASA Learning Tools: Meteorological Terms, Tsunami. <http://bagong.pagasa.dost.gov.ph/learning-tools/meteorological-terms>
- Volcanic Eruption** - The transport of magma or gases to the Earth's surface, which can be accompanied with tremors and eruptions; and the interaction of magma and water underneath the Earth's surface which can result in phreatic eruptions
 Source of Definition: DOST PHIVOLCS: Introduction to Volcanoes. <https://www.phivolcs.dost.gov.ph/index.php/volcano-hazard/introduction-to-volcanoes>

TABLE 36. DISASTERS/ CALAMITIES (Human-Induced Hazards, Armed Conflict and Grave Child Rights Violations)
 For the months of June 2018 to May 2019, (Please provide appropriate answers)

1. Human - Induced Hazards (Armed Conflict)	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Armed conflict incident experienced in the past months												
Armed Forces of the Philippines												
Philippine National Police												
Others, please specify												
Abu Sayyaf Group												
Bangsamoro Islamic Freedom Fighters												
Communist Party of the Philippines/ New People's Army/ National Democratic Front												
Maute Group												
Moro National Liberation Front												
Others, please specify:												
2. Human - Induced Hazards (Grave Child Rights Violations)	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Killing and maiming of children												
Abduction of children												
Attacks against schools or hospitals												
Denial of humanitarian access for children												
Recruitment or use of children as soldiers												
Sexual violence against children												

Table 37. RESULT OF DISASTER INCIDENCES.
 For the month of June 2018 to May 2019, please provide appropriate answers

Result of Disaster Incidences/Emergencies	2018							2019				
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Number of Classrooms used as Evacuation Center												
Number of Days the Classrooms were used as Evacuation Center												
Number of School Days lost due to class suspensions resulting from human-induced hazards												
Number of School Days lost due to class suspensions resulting from armed conflict												
Number of School Days lost due to class suspensions resulting from natural hazards												

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

-Armed conflict incidents include armed encounters such as the All-Out-War in 2000, the September 2013 Zamboanga Siege, the 2017 Marawi Siege, among others
 Source of Definition: R.A. 11188, or the Special Protection of Children in Situations of Armed Conflict (2017)

1.2.a & 1.2.b **State and/or Non-State Actors** - Refer to parties involved in non-international armed conflict in which hostilities occur between governmental (state) armed forces and non-governmental (non-state) armed groups or between such groups only.

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

2. **Grave Child Rights Violations** - Refer to the offenses committed against children that constitute flagrant violations of their human rights and have severe consequences in their lives.
 Source of Definition: DepEd Order No. 57, s. 2017 *Policy on the Protection of Children in Armed Conflict, based on UN Security Council Resolution Nos. 1539, 1612, 1882, 1998*
http://www.deped.gov.ph/wp-content/uploads/2017/11/DO_s2017_057.pdf

Certified True and Correct by:

School Head: _____
 (Signature Over Printed Name)

Position Title: _____ Date: _____

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

 Signature Over Printed Name / Date

Validated by Planning Officer III (PRS-SGOD)

 Signature Over Printed Name / Date

Box 4. ENABLING ENVIRONMENT, For the months of June 2018 to May 2019

(Check the appropriate boxes that correspond to the DRRM / CCA / Peacebuilding)

Adopted/ localized existing policies relating to DRRM/CCA/Peacebuilding		
DRRM-CCA Policies		
Policy No.	Title	
<input type="checkbox"/> DO 82 s.2010	Reiteration of CCA-DRR at the School Level	
<input type="checkbox"/> DO 83 s.2011	Disaster Preparedness in Schools	
<input type="checkbox"/> DO 43 s.2012	Guidelines on the Implementation of EO 66 (Suspension of Classes)	
<input type="checkbox"/> DO 21 s.2015	DepEd DRRM Information Management and Coordination Protocol	
<input type="checkbox"/> DO 23 s.2015	School Watching and Hazard Mapping	
<input type="checkbox"/> DO 27 s.2015	Family Earthquake Preparedness	
<input type="checkbox"/> DO 37 s.2015	Comprehensive DRRM in Basic Education Framework	
<input type="checkbox"/> DO 28 s.2016	Strengthening Fire Safety and Awareness Program	
<input type="checkbox"/> DM 221 s.2013	Guidelines on the Protection of Children during Armed Conflict	
<input type="checkbox"/> DM 041 s.2015	Implementing Brigada Eskwela 2015	
<input type="checkbox"/> DM 069 s.2015	Observance of the National Disaster Consciousness Month 2015	
Child Protection and EIE in Armed Conflict Policies		
<input type="checkbox"/> DO 44 s.2005	Declaration of Schools as Zones of Peace	
<input type="checkbox"/> DO 57 s.2017	Policy on the Protection of Children in Armed Conflict	
<input type="checkbox"/> DM 109 s.2017	Public Manifestation of DepEd's Declaration of Schools as Zones of Peace	
<input type="checkbox"/> DO 40 s.2012	Child Protection Policy	
2	<input type="checkbox"/>	Designated School DRRM Focal Person
3	<input type="checkbox"/>	Formed School DRRM Team
4	<input type="checkbox"/>	School DRRM Team have defined roles and responsibilities/ functions
5	<input type="checkbox"/>	Has a comprehensive School DRRM/CCA Plan
6	<input type="checkbox"/>	For conflict affected schools, has a comprehensive School Peacebuilding Plan
7	<input type="checkbox"/>	School DRRM/CCA/Peacebuilding Plan considers the needs of learners with disabilities
8	<input type="checkbox"/>	School DRRM/CCA/Peacebuilding Plan considers indigenous knowledge systems and practices (IKSP)
9	<input type="checkbox"/>	School DRRM/CCA/Peacebuilding Plan is gender sensitive
10	<input type="checkbox"/>	Supreme Pupil Government (SPG)/Supreme Student Government (SSG) led in the school DRRM planning process
11	<input type="checkbox"/>	Integrated DRRM/CCA into the School Improvement Plan (SIP)
12	<input type="checkbox"/>	For conflict affected schools, have integrated Peacebuilding into the SIP
13	<input type="checkbox"/>	DRRM/CCA/Peacebuilding activities are supported by school budget
14	<input type="checkbox"/>	Funding sources for interventions in the aftermath of a disaster or emergency exist and can easily be tapped
15	<input type="checkbox"/>	Has partnerships that could be tapped to support its DRRM/CCA programs and activities, including those after a disaster
16	<input type="checkbox"/>	Has partnerships that could be tapped to support its Peacebuilding programs and activities, including those after an armed conflict
17	<input type="checkbox"/>	Implemented student-led school watching and hazard mapping (DO 23, s.2015)
18	<input type="checkbox"/>	Student-led school watching and hazard mapping made use of hazard maps of PHIVOLCS, MGB, PAGASA and LGUs
19	<input type="checkbox"/>	Results of school watching and hazard mapping is presented and submitted to the school planning team
20	<input type="checkbox"/>	Learners including those with disabilities, IPs, Muslim, and others participated in risk assessment and DRRM planning
21	<input type="checkbox"/>	Incorporated results of student-led school watching and hazard mapping in the School DRRM/CCA/Peacebuilding Plan and SIP
22	<input type="checkbox"/>	School Planning Team have linked the results of the school watching and hazard mapping with the school's education data to better understand its risk
23	<input type="checkbox"/>	Submitted Rapid Assessment of Damage Report (RADAR) to the DRRMS Central Office, within 72 hours after the onslaught of a hazard in the area, if affected by disaster
24	<input type="checkbox"/>	School carries out monitoring and evaluation to assess sustainable implementation
25	<input type="checkbox"/>	Data collection and consolidation of programs and activities on DRRM/CCA/Peacebuilding to monitor results and impacts

CCA (Climate Change Adaptation) - Climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. Adaptation is adjustment in natural or human systems in response to actual or expected stimuli or their effects, which moderates harm or exploits benefit opportunities (IPCC).

Change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. Adjustments in ecological, social, or economic systems in response to actual or expected climatic stimuli and their effects or impacts. It refers to changes in processes, practices, and structures to moderate potential damages or to benefit from opportunities associated with climate change (UNFCCC).

Intergovernmental Panel on Climate Change (IPCC)

United Nations Framework Convention on Climate Change (UNFCCC)

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

Source of Definition: DepEd Order No. 37, s. 2015 *The Comprehensive Disaster Risk Reduction and Management in Education Framework*. http://www.deped.gov.ph/wp-content/uploads/2015/08/DO_s2015_37.pdf

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

Source of Definition: International Network for Education in Emergencies Term Bank. https://toolkit.ineesite.org/term-bank/en/terms/education_in_emergencies

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

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

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

Certified True and Correct by:

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

School Head: _____
(Signature Over Printed Name)

Signature Over Printed Name / Date

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD)

School Head: _____
Signature Over Printed Name / Date

Part II. Comprehensive School Safety
Box 5. PILLAR 1: SAFE LEARNING FACILITIES

Check appropriate boxes or provide correct numbers for all Safe Learning Facility initiatives from June 2018 to May 2019

		Instructional	Non-instructional	Ancillary facilities								
1	Number of classrooms with risk assessment:											
2	Number of unsafe* classrooms identified:											
3	<input type="checkbox"/> School facilities are sensitive to the needs of persons with disability. (ramps, etc.)											
4	<input type="checkbox"/> School conducts regular inspection of school facilities.											
5	<i>Months the maintenance of facilities undertaken (check all appropriate boxes).</i>											
	2018											
	2019											
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/> School Head has allotted budget for routine maintenance of school building and ancillary facilities.											
7	<input type="checkbox"/> Undertaken regular repair of damaged school building and ancillary facilities											
8	<input type="checkbox"/> There is an ongoing construction in the school.											
9	<input type="checkbox"/> School Head is involved in the quality assurance of the ongoing construction.											
10	<input type="checkbox"/> School Head monitors the progress of the ongoing construction.											
11	<i>Guidance and regulations on DO 40 s 2015 are followed:</i>											
	<input type="checkbox"/> a. Safe school building site selection for construction											
	<input type="checkbox"/> b. Resilient design											
	<input type="checkbox"/> c. Resilient construction											
12	<input type="checkbox"/> Safety precautions are in place for all new and ongoing building construction (e.g. fencing, signages, access).											
13	<input type="checkbox"/> Access of laborers are limited to the construction site only (e.g. temporary bunk houses, separate entry and exit points, own meters for water and electricity).											
14	<input type="checkbox"/> School Head has a copy of the building plans from the contractor?											

Ancillary - Refers to a group of buildings having a secondary or dependent use, such as an annex.
Source of Definition: DepEd Educational Facilities Manual

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

Non-instructional - Refers to administrative and non-programmed spaces within the school.
Source of Definition: DepEd Educational Facilities Manual

Risk Assessment - This process includes identification of the hazards present in the location and an assessment of their potential impacts and effects on the built environment based on existing or anticipated vulnerabilities and potential losses.
Source of Definition: DepEd Educational Facilities Manual

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

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

Certified True and Correct by:

School Head: _____
 (Signature Over Printed Name)

 Signature Over Printed Name / Date

Position Title: _____ Date: _____

Validated by Planning Officer III (PRS-SGOD)

 Signature Over Printed Name / Date

Part II. Comprehensive School Safety
Box 6. PILLAR 2: DISASTER RISK MANAGEMENT

Check appropriate boxes or provide correct numbers for all Disaster Risk Management initiatives from June 2018 to May 2019

1 Has a specific Contingency Plan for the hazard/s the school is affected with:

<p>Natural Hazards</p> <input type="checkbox"/> Drought <input type="checkbox"/> Earthquake <input type="checkbox"/> Fire <input type="checkbox"/> Flood <input type="checkbox"/> Landslide <input type="checkbox"/> Tropical Cyclone <input type="checkbox"/> Tsunami <input type="checkbox"/> Volcanic Eruption	<p>Human-Induced Hazards</p> <input type="checkbox"/> Armed Conflict <input type="checkbox"/> Bomb Threats / Bombing <input type="checkbox"/> Civilian Violence <input type="checkbox"/> Fire <input type="checkbox"/> Others, please specify:
---	---

2 Has an evacuation plan and procedures

3 Has a student-family reunification plan that is clearly disseminated to learners, teachers and parents

4 School DRRM Planning and Contingency Planning are conducted together with the following:

<input type="checkbox"/> Learners	<input type="checkbox"/> Partners
<input type="checkbox"/> LGUs	<input type="checkbox"/> Personnel
<input type="checkbox"/> Parents	

5 School is identified as an evacuation center

6 School Head has identified school building and ancillary facilities to be used as temporary evacuation centers for disasters

7 School Head is aware and knowledgeable of the Joint Memorandum Circular No. 1, series of 2013 and RA 10821 and its corresponding IRR, which stipulates the limited use of schools as evacuation center and the roles of the LGU and DSWD in Camp Management

8 School has documented MoU/MoA with the LGU and DSWD for the use of the school as evacuation center following the JMC 1 s 2013 and RA 10821

9 Number of emergency supplies and equipment available in the schools:

<input type="checkbox"/> 2-fold Stretcher	<input type="checkbox"/> Han
<input type="checkbox"/> C-Collar	<input type="checkbox"/> Life Vest / Life Jacket
<input type="checkbox"/> Emergency Head	<input type="checkbox"/> Safety Coat
<input type="checkbox"/> Emergency lights/	<input type="checkbox"/> Safety Hat / Helmet
<input type="checkbox"/> Emergency Whistle	<input type="checkbox"/> Safety Shoes
<input type="checkbox"/> Fire Extinguisher	<input type="checkbox"/> Spine Board with Safety Belts
<input type="checkbox"/> First Aid Kit	<input type="checkbox"/> Splinter
<input type="checkbox"/> Go bag with Multi-	<input type="checkbox"/> Universal Head Immobilizer
<input type="checkbox"/> Go bag with Multi-	

10 School has pre-identified spaces for putting up:

<input type="checkbox"/> Temporary Learning Spaces (TLS)	<input type="checkbox"/> WASH facilities
--	--

11 Conducted training for teaching and non-teaching staff to administer first aid to learners and other personnel

12 School has psychosocial interventions for learners and personnel

13 School has existing resumption strategies and alternative delivery modes to ensure education continuity

14 School has implemented these strategies after disasters resulting from natural hazards

15 School has implemented these strategies during emergencies resulting from armed conflict

16 Resumption strategies the school has implemented and number of days:

Strategies/Alternative Delivery Modes	No. of days
<input type="checkbox"/> E-Impact	
<input type="checkbox"/> Make-up classes	
<input type="checkbox"/> MISOSA	
<input type="checkbox"/> Open High School	
<input type="checkbox"/> Others, please specify:	

17 Ensured that learners completed the Family Earthquake Preparedness Plan (DO No. 27, s. 2015); and school has reported completion to DepEd DRRMS at the Central Office

18 Presented Family Earthquake Preparedness Plan results to the PTA and LGU

19 School has taken appropriate actions based on the results of the Family Earthquake Preparedness Plan

20 Established a system in tracking learners and personnel in the event of a disaster

21 Conducted Brigada Eskwela to ensure school safety and that disaster preparedness measures are in place

22 Learners, teachers, parents and other stakeholders participated in DRRM, CCA, and Peacebuilding activities

23 School has a functional early warning system to inform learners and personnel of emergencies (e.g. protocol, warning signs, devices, IEC), with consideration of existing national and LGU warning systems and protocols

24 Conducted regular hazard-specific drills (at least 3 priority hazards based on risk assessment) with the participation of key stakeholders (e.g. BFP, Medic, LGUs, NGOs, community, PTA, alumni, and others)

25 Number of learners who participated in the following drills in the appropriate month/s:

Types of Drills	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Earthquake Drill												
Fire Drill												
Flood Evacuation Drill												
Tsunami Drill												
Storm Surge Drill												
Lockdown Drill												

26 Ensured the participation of children, PWDs, pregnant woman and elderly people during the drills

27 Conducted awareness and capacity building for learners and families

28 School participated in the different DRRM/CCA/Peacebuilding activities of the LGUs

Definitions please see next page

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

Certified True and Correct by:

School Head: _____

Indiana University: Emergency Planning
<https://protect.iu.edu/emergency-planning/procedures/bomb-threats.html>

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

Merriam-Webster Dictionary
<https://www.merriam-webster.com/dictionary/violence>

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

UNISDR Terminologies. https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf

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

UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation_Philippines-2012-001.pdf

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

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

Lockdown Drill - An emergency procedure intended to secure and protect occupants who are in the proximity of an immediate threat. This procedure is used when it may be more dangerous to evacuate a building than stay inside. By controlling entry, exit and movement within a facility, emergency personnel are better able to contain and handle any threats.
 University of British Columbia: Emergency Procedures. <https://emergency.ok.ubc.ca/procedures/lockdown/>

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

UNICEF Evaluation on Alternative Delivery Modes. https://www.unicef.org/evaldatabase/files/Philippines_ADM_Evaluation_Philippines-2012-001.pdf

Open high school - An alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
 DepEd Order No. 46, s. 2006 Guidelines on the Implementation of the Open High School Program. http://www.deped.gov.ph/wp-content/uploads/2006/11/DO_s2006_46.pdf

Temporary Learning Spaces - Refer to spaces or structures that is established in transitional sites, permanent relocation sites, or in damaged schools, which is intended for the immediate resumption of formal and non-formal education to ensure continuity of learning of children while awaiting the construction or repair of permanent classrooms. This includes space for supervised neighborhood play services for preschoolers and learning activities for school-aged children.

Implementing Rules and Regulation (IRR) of RA 10821 "Children's Emergency Relief and Protection Act".

WASH - Water, Sanitation, and Hygiene Facilities

Box 7: DISASTER RISK REDUCTION IN EDUCATION

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives from June 2018 to May 2019

1. School teaches DRRM/CCA-related concepts

Subjects	ELEMENTARY							JUNIOR HIGH SCHOOL				
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Edukasyon sa Pagpapakatao (EsP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strands	SHS											
	Gr 11	Gr 12										
Academic - ABM	<input type="checkbox"/>	<input type="checkbox"/>										
Academic - GAS	<input type="checkbox"/>	<input type="checkbox"/>										
Academic - HUMSS	<input type="checkbox"/>	<input type="checkbox"/>										
Academic - STEM	<input type="checkbox"/>	<input type="checkbox"/>										
Arts and Design	<input type="checkbox"/>	<input type="checkbox"/>										
Sports	<input type="checkbox"/>	<input type="checkbox"/>										
TVL-Agri Fishery Arts	<input type="checkbox"/>	<input type="checkbox"/>										
TVL-Home Economics	<input type="checkbox"/>	<input type="checkbox"/>										
TVL-ICT	<input type="checkbox"/>	<input type="checkbox"/>										

Certified True and Correct by:

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

School Head: _____

Cont.. Pillar 2: DISASTER RISK REDUCTION IN EDUCATION

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives from June 2018 to May 2019

Pillar 2. School teaches Peacebuilding-related concepts

Subjects	ELEMENTARY							JUNIOR HIGH SCHOOL			
	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araling Panlipunan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyon sa Pagpapakatao (EsP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edukasyong Pantahanan at Pangkabuhayan (EPP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strands	SHS	
	Gr 11	Gr 12
Academic - ABM	<input type="checkbox"/>	<input type="checkbox"/>
Academic - GAS	<input type="checkbox"/>	<input type="checkbox"/>
Academic - HUMSS	<input type="checkbox"/>	<input type="checkbox"/>
Academic - STEM	<input type="checkbox"/>	<input type="checkbox"/>
Arts and Design	<input type="checkbox"/>	<input type="checkbox"/>
Sports	<input type="checkbox"/>	<input type="checkbox"/>
TVL-Agri Fishery Arts	<input type="checkbox"/>	<input type="checkbox"/>
TVL-Home Economics	<input type="checkbox"/>	<input type="checkbox"/>
TVL-ICT	<input type="checkbox"/>	<input type="checkbox"/>

- Number of teachers trained in integrating Peace Education in their daily learning log
- DRRM/CCA/Peacebuilding related topics are integrated in SpEd program
- Learning resources (Teachers Guides and Textbooks/Learning Materials and other supplemental materials) are available to aid teaching DRRM, CCA, and Peacebuilding.
- Skills and competencies of learners are assessed through measurable learning and risk reduction (RR) outcomes

7. Specific activities relating to DRRM/CCA and the number of learners who participated

DRRM and CCA School Activities		No. of Learners
DRMM		
<input type="checkbox"/>	School Watching and Hazard Mapping	
<input type="checkbox"/>	Family Earthquake Preparedness	
<input type="checkbox"/>	Fire Drill	
<input type="checkbox"/>	Earthquake Drill	
<input type="checkbox"/>	Tsunami Drill	
<input type="checkbox"/>	Lockdown Drill	
<input type="checkbox"/>	Basic First Aid	
<input type="checkbox"/>	Other related activities, please specify: _____	
CCA		
<input type="checkbox"/>	Gulayan sa Paaralan	
<input type="checkbox"/>	Installation of Materials Recovery Facility	
<input type="checkbox"/>	Solid Waste Management	
<input type="checkbox"/>	Recycling	
<input type="checkbox"/>	Tree Planting	
<input type="checkbox"/>	Other related activities, please specify: _____	

8. Specific activities relating to Peacebuilding and the number of learners who participated

Peacebuilding School Activities		No. of Learners
<input type="checkbox"/>	Peace Conferences or Camps	
<input type="checkbox"/>	Creation of youth networks or organizations for peace	
<input type="checkbox"/>	Art, essay, slogan, etc. contests for peace	
<input type="checkbox"/>	Celebration and commemoration of special events related to peace and human rights	
<input type="checkbox"/>	Other related activities, please specify: _____	

Certified True and Correct by:

School Head:

(Signature Over Printed Name)

Position Title:

Date: _____

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

Signature Over Printed Name / Date

Table 38. DISASTER RISK REDUCTION IN EDUCATION (DRRM, CCA, and Peacebuilding Trainings)

Provide correct number of trained personnel on all Disaster Risk Reduction in Education initiatives from June 2018 to May 2019

Disaster , CCA, and Peacebuilding Trainings	Teaching Personnel			Administrative and Support Personnel			Total Trained Personnel		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1. DRRM and Climate Change Terminologies									
2. International and National Foundations of DRRM in the Education Sector									
3. The Comprehensive Disaster Risk Reduction and Management in Education Framework and Other DRRM-CCAM Related Policies									
4. Inclusive and Child-centered DRRM									
5. Education in Emergencies (EiE)									
6. Alternative Delivery Modes									
7. Information Management									
8. School-Based DRRM									
9. Camp Management Guidelines for DepEd									
10. Temporary Learning Spaces (TLS)									
11. Basic Education in Emergencies (EiE) Supplies and Logistics									
12. Resource Mobilization and Partnership									
13. Contingency Planning for Basic Education									
14. Understanding Common Hazards									
15. DRRM Mainstreaming in the Planning Cycle									
16. Understanding Climate Change									
17. Climate Change Global, National and Local Frameworks									
18. Understanding Peace and Conflict									
19. Conflict Sensitive Education									
20. Psychological First Aid									
21. Basic Life Support and Occupational First Aid									
22. Staff Safety and Security in the Field									
Other related trainings, please specify:									

Box 8. NUMBER OF AVAILABLE INFORMATION, EDUCATION AND COMMUNICATION (IEC) MATERIALS

Check appropriate boxes or provide correct numbers for all Disaster Risk Reduction in Education initiatives from June 2018 to May 2019

Available IEC Material /s	
	Drought
	Earthquake
	Fire
	Flood
	Landslide
	Tropical Cyclone
	Tsunami
	Volcanic Eruption
	Armed Conflict
	Bomb Threats / Bombing
	Civilian Violence
	Fire
	Landslide
	Others, please specify: _____

Certified True and Correct by:

School Head:

(Signature Over Printed Name)

Position Title: _____ **Date:** _____

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

Signature Over Printed Name / Date

Box 9. ARMED-CONFLICT RELATED INITIATIVES

Check appropriate boxes or provide correct numbers for all Armed-Conflict related initiatives from June 2018 to May 2019

1	<input type="checkbox"/>	Has a lockdown protocol (only for conflict/civilian violence/bomb threat-affected schools)
2	<input type="checkbox"/>	Has the school been declared as a "Zone of Peace"?
3		Year the school declared as a Zone of Peace _____
4		Declaration been formalized through a written agreement or code of conduct signed by duly recognized representatives of stakeholders.
		Check the appropriate stakeholders:
	<input type="checkbox"/>	Armed Forces of the Philippines (AFP)
	<input type="checkbox"/>	Philippine National Police (PNP)
	<input type="checkbox"/>	Local Government Unit (LGU)
	<input type="checkbox"/>	Non-State Armed Group
	<input type="checkbox"/>	Others, please specify _____
5		Activities conducted in relation to the school being a Zone of Peace.
	<input type="checkbox"/>	Setting-up of Peace Corners
	<input type="checkbox"/>	Peace conferences or camps
	<input type="checkbox"/>	Creation of or membership in youth networks or organizations for peace
	<input type="checkbox"/>	Art, essay, slogan, etc. contests for peace
	<input type="checkbox"/>	Celebration and commemoration of special events related to peace and human rights
	<input type="checkbox"/>	Learning and development interventions (e.g. training on conflict resolution and mediation, conflict analysis, conflict sensitivity)
	<input type="checkbox"/>	Inter-faith dialogues
	<input type="checkbox"/>	Community dialogues
	<input type="checkbox"/>	Others, please specify _____

Schools as Zones of Peace -

-A site with sacred, religious, historic, educational, cultural, geographical, or environmental importance which is protected and preserved by its own community and officially recognized by a governmental authority
Safe Schools Declaration

-SZOP is one approach UNICEF and partners are using to protect the right of children to access school in conflict- and crisis-affected areas and to ensure education is not hampered by violence. It parallels the education sector's broader work to support efforts to better predict, prevent and prepare for crises. The aim is to improve the quality of the education response in emergencies and transitions and to use the education system to foster a culture of peace and human rights. Schools are a key entry point for peace advocacy, and also utilize development of "codes of conduct" to prevent impediments to child access to school. In addition to advocacy, SZOP incorporates diverse programming at the school, village and district levels. SZOP programming builds on UNICEF's ongoing efforts to develop holistic schools, in particular through the Child-Friendly Schools Initiative and the roll-out of the Quality Education Resource Package.

-UNICEF Technical Notes on Conflict Sensitivity and Peacebuilding
<http://www.unicefemergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>

-Refer to demarcated spaces for teachers and students to conduct teaching and learning when they can't do so in their school because of displacement or damage/destruction of the school. TLSs can and should be established quickly, yet they also lay a foundation for restarting formal education and enrolling children who were previously out of school. TLSs can also be used as an entry point for protection, nutrition and health services, and to develop communication channels with affected populations.

-UN OCHA: Humanitarian Response
<https://www.humanitarianresponse.info/en/operations/south-sudan/document/education-cluster-standards-tlss>

Certified True and Correct by:

School Head:

(Signature Over Printed Name)

Position Title: _____ Date: _____

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

Signature Over Printed Name / Date

Validated by Planning Officer III (PRS-SGOD)

Signature Over Printed Name / Date



ICTS-User Support Division Helpdesk ESCALATION PROCEDURES



School Personnel*
Learners*
Parents/Guardians*



School personnel, learners, parents, guardians, and SDOs SHOULD NOT CONTACT THE CENTRAL OFFICE DIRECTLY.



School-Level Information Systems Coordinator*



Division Office***
Process Owner/Information Systems Coordinator



Regional Office***
Process Owner/Information Systems Coordinator



Central Office Helpdesk****



Technical Team

For issues that concern the system (e.g., database, record modification, etc.)



Process Owner

For issues that concern policy (e.g., issuances, rules, deadlines, etc.)



USD Process on LIS-BEIS on Issues and Concerns

1. Fill out online form completely and state all the necessary information regarding the issue to be processed accurately.
2. DepEd or Gmail email address is required to access the form.
3. A request submitted by the Regional Planning Officer or a regional staff on his/her behalf through the online form will be considered as an endorsement. No need to send hard copies.
4. Once the form is submitted, a ticket number will be sent to the requestor's and school's email address provided in the form.
5. Use the ticket number to follow up on your requests. You may contact the Regional Office or call ICTS-USD Helpdesk landline and cellphone numbers for follow ups.
6. Aside from the updates on open tickets, a spreadsheet with the ticket number of the issues will be shared to Regional Planning Officers for monitoring purposes.
7. The requestor and school email address can also receive updates regarding their open tickets every step of the process.
8. This is a FIRST ENTRY, FIRST SERVE basis. Requests received thru the online form will be prioritized. Requests received through all other means will take no notice.
9. Avoid submitting multiple requests with the same concern. This will decrease the efficiency of the process.
10. Submission of requests must be 1 entry per school, per issue. Consolidate similar issues of a particular school. Example: 1 entry for School A LRN Merging, another entry for School A Un-enrolment, another entry for School B LRN Merging.
11. There is no need to physically visit the User Support Division office for issues to be resolved. Requests from walk in clients will be queued within the ticketing system and not be processed instantly.
12. For requests with incomplete details and missing requirements, the ticket will remain open until the lacking documents are received on or before the 30th day from the date the feedback was sent to the email address of the requestor and school. Otherwise, ticket will automatically be closed and new request must be created re-attaching all the requirements.
13. To submit the lacking requirements, another request must be done online citing the ticket number of the original request for reference.
14. An updated Request Forms will be available in the LIS Support page.
15. Lastly, do not wait for the EOSY Updating to resolve all enrolment issues.

- 8. Confirmation of Transfer from Closed School**
- RF14 in Excel format,
 - Scanned copy of RF14 with signature of School Head.
 - *Additional (if needed):* Form 137/138
- 9. Un-enrolment of Learner**
- RF15 in Excel format,
 - Scanned copy of RF15 with signature of School Head,
 - *Additional (if needed):* Form 137/138,
 - Approval of Process Owner*.
- 10. Updating of SHS Program Offering for Schools Abroad**
- RF16 in Excel format,
 - Scanned copy of RF16 with signature of School Head
 - Approved permit.
- 11. COC Updating for Schools Abroad**
- RF17 in Excel format.
 - Scanned copy of RF17 with signature of School Head
 - Approved permit.

**Approval of the process owner is within the ticketing system.*



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. **059**, s. 2019

22 MAY 2019

**PRIORITIZING THE DEVELOPMENT OF THE LAST MILE SCHOOLS IN 2020-2021:
REACHING OUT AND CLOSING THE GAP**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) is sustaining the substantial gains in access to education through the provision of adequate education facilities, teaching and nonteaching personnel, and learning resources. However, gaps in resources and facilities still remain in schools that have not met the allocation criteria for various education inputs, particularly in Geographically Isolated and Disadvantaged Areas (GIDA). To address this, DepEd is strengthening its efforts to reach out to these **Last Mile Schools**.

2. Among the indicators used in identifying a school as among the Last Mile Schools are as follows:

- a. Having less than four classrooms;
- b. With makeshift or nonstandard rooms;
- c. Absence of electricity;
- d. Have not been allocated funds for repairs or new construction projects in the last four years;
- e. With travel distance of more than one hour from town center, or with difficulty of terrain;
- f. Having multigrade classes/rooms;
- g. With less than five teachers;
- h. Having a student population of less than 100 learners; and
- i. With more than 75% Indigenous People (IP) learners.

3. The Information and Communications Technology Service (ICTS), Planning Service (PS), and the Administrative Service-Education Facilities Division (AS-EFD) are directed to identify the schools that will fall under the final list of Last Mile Schools using all available data, such as from the Enhanced Basic Education Information System (EBEIS), reports from the field, the ongoing Nationwide Baseline Survey, and other applicable data and information. The list will also be validated by EFD Engineers and Architects, and Disaster Risk and Reduction (DRRM) coordinators. The validated list will then be presented to the Executive Committee (ExeCom) for approval.

5. DepEd, through its bureaus, services, schools divisions, and offices, shall jointly plan and implement programs, projects, and activities that address the needs of the Last Mile Schools, such as:

- a. Building of classrooms to address the minimum of four instructional rooms as standard for every school;

- b. Replacement of makeshift and nonstandard classrooms into standard ones;
- c. Construction of a two-story Administration and Climate Change Emergency Storage and Shelter (ACCESS) building for every school to provide rooms for Library, Faculty Room, Principal's Office, Clinic and Guidance Room, and/or Computer/Technology-Vocational-Livelihood (TVL)/Science Laboratory, and as Emergency Storage for school equipment, tools, supplies and materials in case of calamities;
- d. Provision of needed standard school furniture;
- e. Installation of solar panels to energize the unenergized schools;
- f. Processing of land ownership papers and documents;
- g. Delivery and installation of DepEd Computerization Program (DCP) packages;
- h. Connection of the school to the DepEd Network and Internet;
- i. Deployment of learning and administrative systems;
- j. Feeding of all learners under the School-Based Feeding Program (SBFP);
- k. Provision of *Oplan Kalusugan sa DepEd* (OK sa DepEd) services;
- l. Provision of potable water through deep wells, rump pumps, filtration equipment, among other facilities;
- m. Provision of funds for *Gulayan sa Paaralan* (GPP) program;
- n. Provision of funds for School Inside a Garden (SIGA) program;
- o. Training of student-leaders and teacher-advisers;
- p. Provision of teaching and learning materials;
- q. Provision of TVL, Science and Mathematics equipment;
- r. Provision of additional teachers and training of existing teachers;
- s. Provision of nonteaching personnel for administrative and financial transactions;
- t. Provision of the necessary, appropriate, and timely capacity-building for the personnel in the discharge of tasks and functions related to records management, asset management, cash management, and general services;
- u. Determination and recommendation of the appropriate budgetary requirements to support the operations of the schools;
- v. Engagement of external partners for goods/services that DepEd cannot provide, such as construction/rehabilitation/painting of fence, school gate, stage, multipurpose hall, among others;
- w. Study the applicability of alternative procurement processes and alternative building materials to conform with the terrain and remoteness of the Last Mile Schools; and,
- x. Work for partnerships with the different agencies of government, including Local Government Units (LGUs).

6. DepEd, in all governance levels, shall exert efforts to facilitate convergence initiatives with the Department of Public Works and Highways (DPWH), Department of Health (DOH), Department of Social Welfare and Development (DSWD), and other government agencies, including LGUs, to address the broader needs in the areas that could not be addressed by DepEd, including access roads, health concerns of the community, expansion of coverage of School-Based Feeding Program beyond wasted and severely wasted learners, among others.

8. The Office of the Undersecretary for Administration, in cooperation with the Planning Service, shall consolidate the plans under one comprehensive program of implementation.

9. Immediate dissemination of this Memorandum is desired.

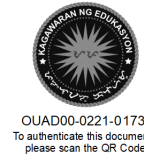

LEONOR MAGTOLIS BRIONES
 Secretary

References:

N o n e

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

BUREAUS AND OFFICES
CLASSROOM
PARTNERSHIP
PROGRAMS
PROJECTS
SCHOOLS



Republika ng Pilipinas
Kagawaran ng Edukasyon
Tanggapan ng Pangalawang Kalihim

OUA MEMO 00-0221-0173
MEMORANDUM
08 February 2021

For : **Regional Directors**
Schools Division Superintendents
ESSD and SGOD Chiefs
Regional and Division Engineers
DepEd Project Engineers

Subject: **REVISED REPAIR PARAMETERS FOR**
SCHOOL BUILDING REPAIR/REHABILITATION

The impact of damages to the school facilities brought by the various calamities that hit different parts of the country has led the Education Facilities Division (EFD) to review the manner of repair works and its existing policies and guidelines for the repair/rehabilitation of School Buildings. As a result of damage assessments conducted, improvements on existing practices and policies must be implemented to ensure that repaired school buildings will have minimal damages during calamities.

Annex 1 – is the revised plans to be used for reference in the determination of repair works for various existing school building types.

Annex 2 – Updated template for the Program of Works following the revised plans in Annex 1.

Annex 3 – Revised Repair Parameters Matrix

Annex 4 – Revised Damage Assessment Form

The above-stated documents shall guide the engineers/architects in the revision of the Program of Works for repair projects. The proposed repair improvements in the roofing include but are not limited to:

- Additional purlins at top and end of roofing;
- Use of J-bolts as fastener at top and end of roofing;
- Wider coverage of the ridge roll;
- Provision of angular bars at both sides of roofing; and
- Provision of aluminum foil insulation at roofing



Office of the Undersecretary for Administration (OUA)

[Administrative Service (AS), Information and Communications Technology Service (ICTS), Disaster Risk Reduction and Management Service (DRRMS), Bureau of Learner Support Services (BLSS), Baguio Teachers Camp (BTC), Central Security & Safety Office (CSSO)]

Department of Education, Central Office, Meralco Avenue, Pasig City
Rm 519, Mabini Bldg; Mobile: +639260320762; Tel: (+632) 86337203, (+632) 86376207
Email: usec.admin@deped.gov.ph; Facebook/Twitter @depeditayo



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School buildings deemed to be demolished shall no longer be programmed for repair works.

The adoption of these documents shall be used in the implementation of BEFF-Repair 2021 and Quick Response Funds (QRF) 2021. Thus, the Damage Assessment Form (**Annex 4**) and the Revised Program of Works using the latest issued unit cost of construction materials must be prepared and submitted on a per school basis following the shortlisted schools identified by the respective Division Engineers for BEFF 2021 Repair/Rehabilitation.

The **deadline for the submission** shall be **on before February 18, 2021**. For any clarifications, please coordinate with the respective EFD Area Managers.

For compliance of all concerned.



ALAIN DEL B. PASCUA
Undersecretary



QUAD00-0221-0173
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1
A-1 PERSPECTIVE VIEW
SCALE: NTS

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REPUBLIC OF THE PHILIPPINES
OFFICE OF THE CITY/MUNICIPAL ENGINEER/BUILDING OFFICIAL
DISTRICT/CITY/MUNICIPALITY

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STRUCTURAL

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ELECTRICAL

- E-1 GEN. NOTES, LEGENDS, LIGHTING LAYOUT

SANITARY

OTHERS

LAND USE & ZONING

LINE & GRADE

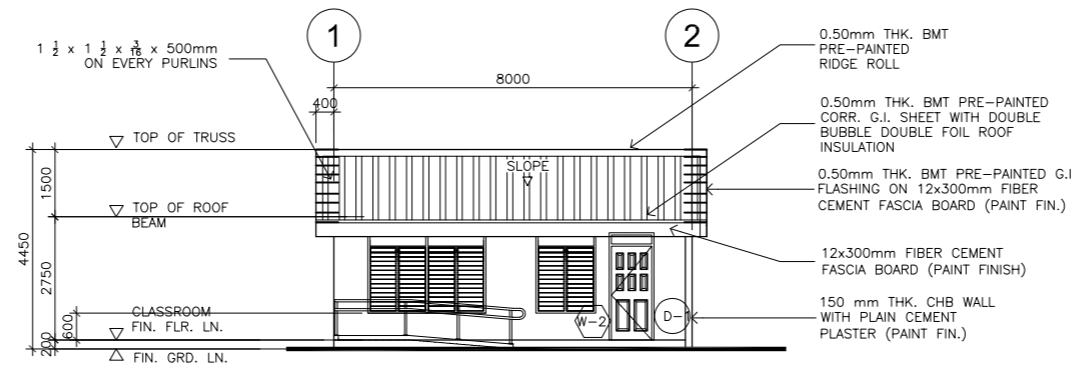
ARCHITECTURAL

STRUCTURAL

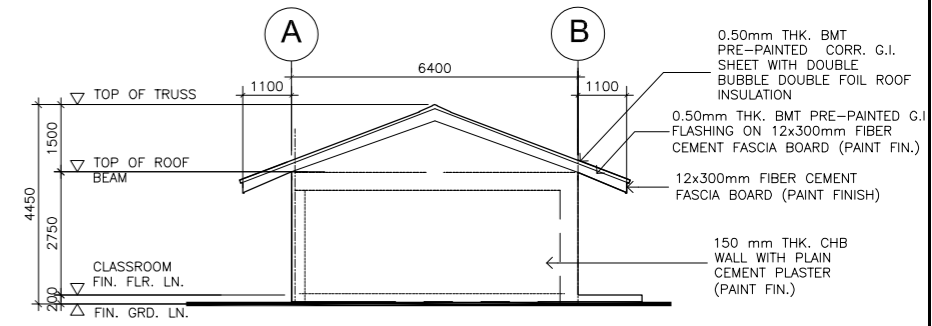
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ELECTRICAL

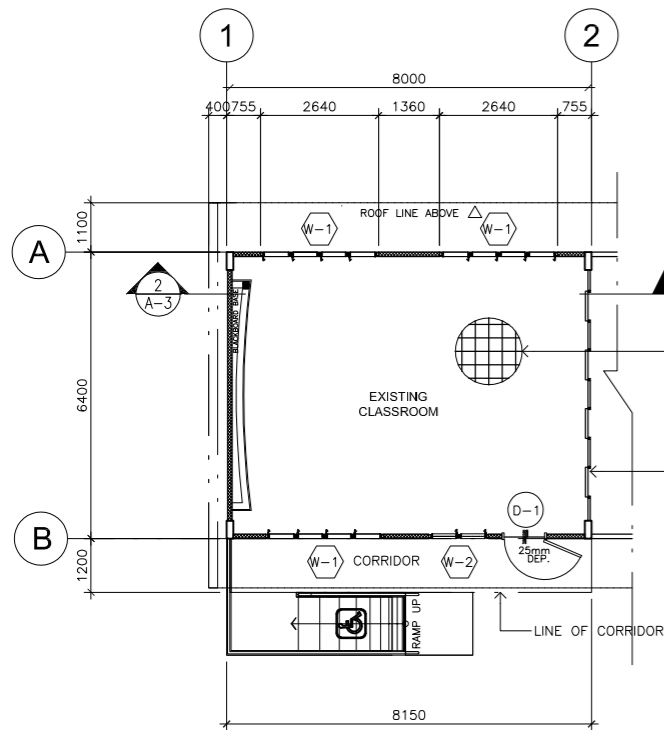
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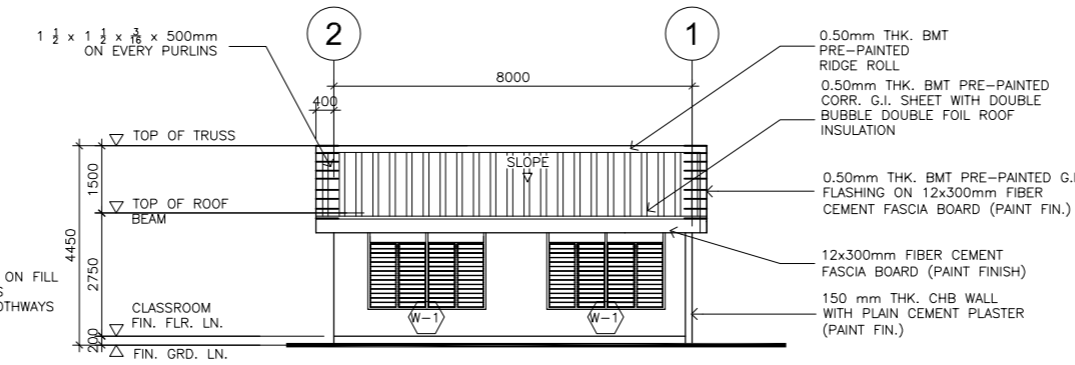
2 FRONT SIDE ELEVATION
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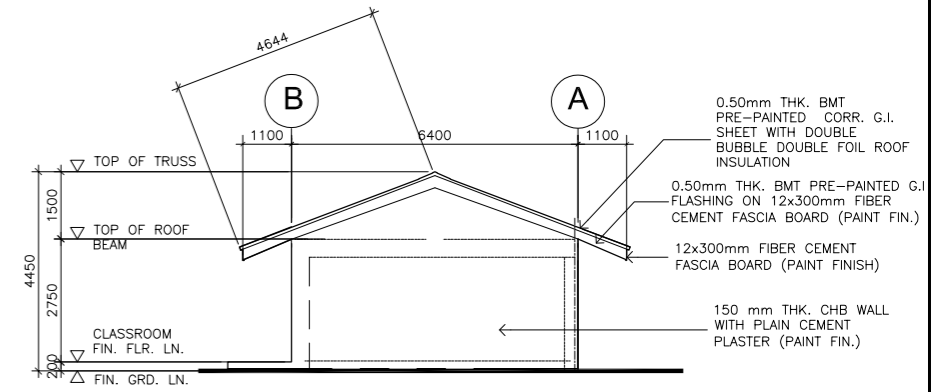
5 LEFT SIDE ELEVATION
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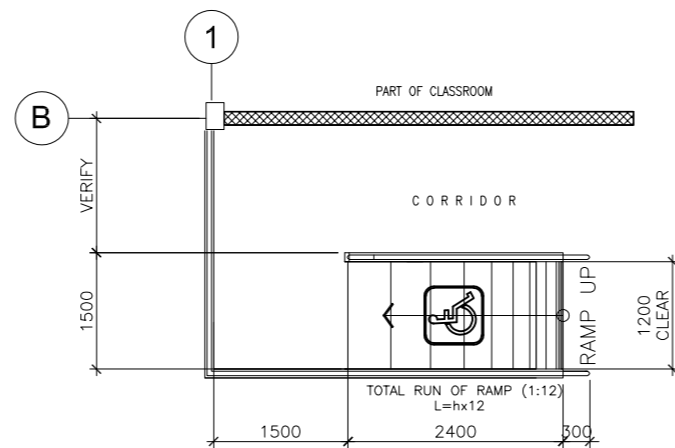
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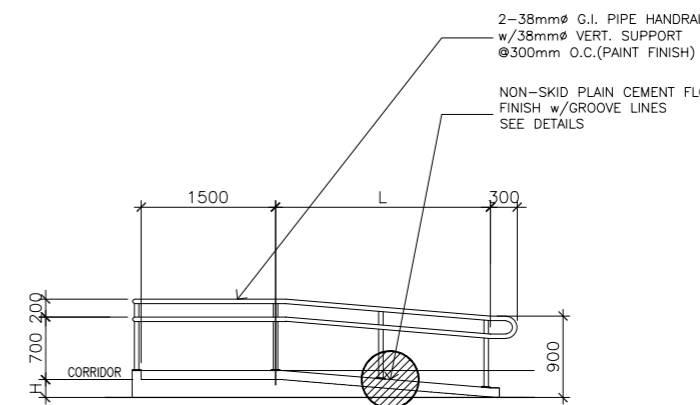
3 REAR SIDE ELEVATION
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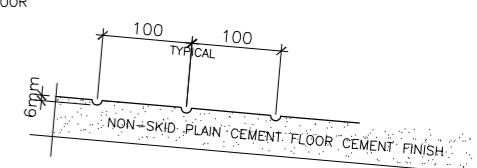
4 RIGHT SIDE ELEVATION
A-2 SCALE: 1:100m



6 RAMP DETAIL
A-2 SCALE: 1:100m



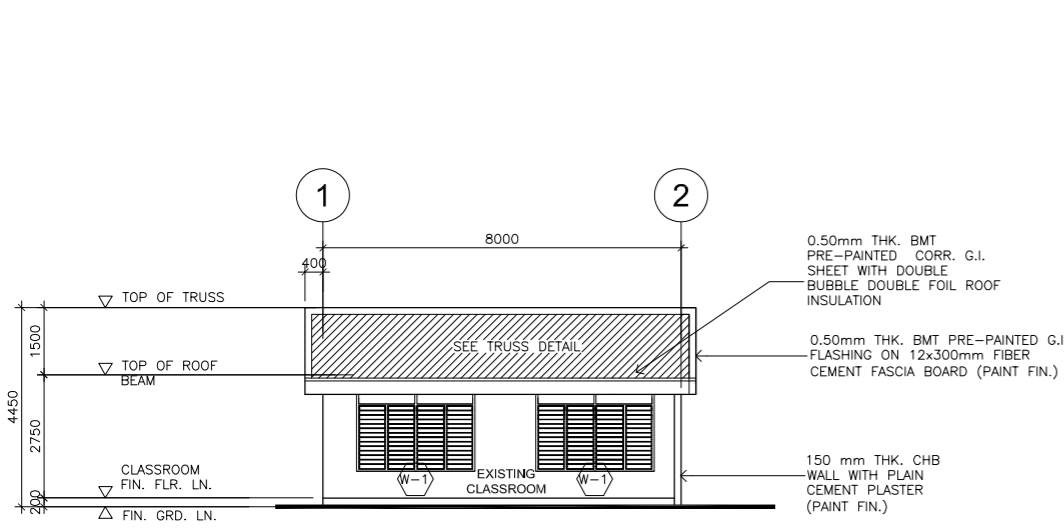
7 RAMP SECTION
A-2 SCALE: 1:100m



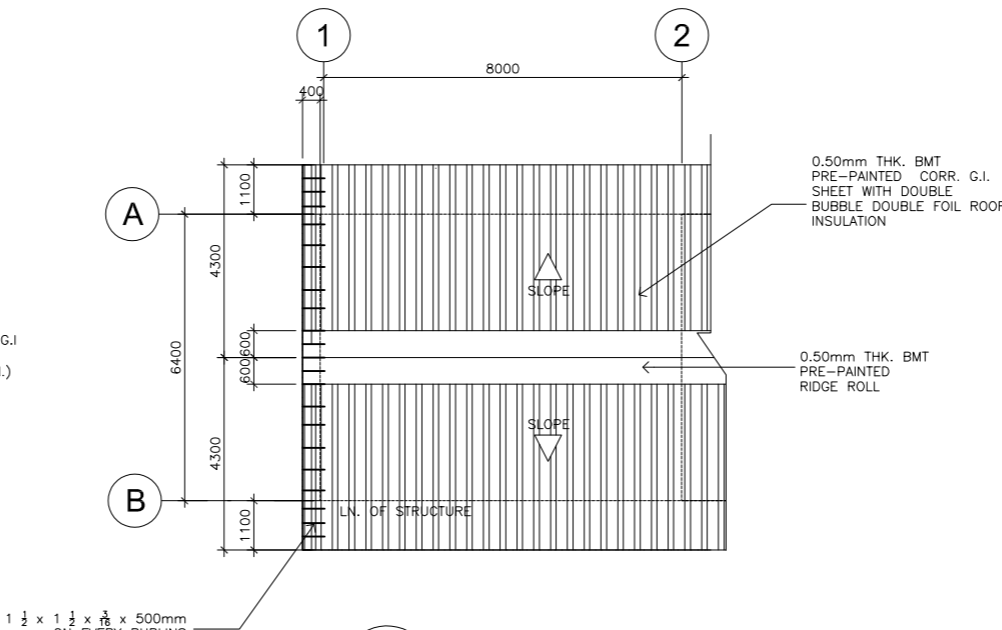
8 SPOT DETAIL
A-2 SCALE: 1:100m

NOTE:
IF THERE WILL BE CHANGE IN THE HEIGHT (h) OF THE FINISH FLOOR LINE (FFL) OF THE BUILDING, THE LENGTH OF THE RAMP SHALL BE COMPUTED AS (L=h X 12)

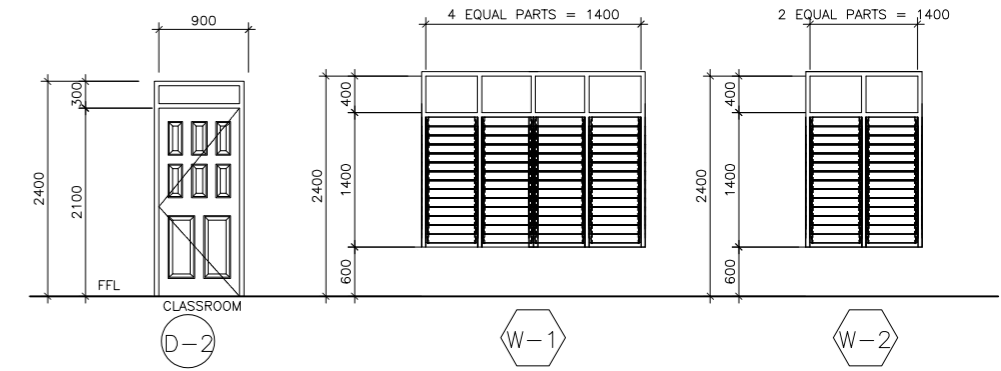
<p>REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY</p>	<p>DRAWN BY :</p> <p><i>Junelso P. Cullado</i> JUNELSON P. CULLADO CADD OPERATOR EFD-DepEd</p>	<p>CHECKED BY :</p> <p><i>Jet Raymond G. Alabaso</i> JET RAYMOND G. ALABASO ARCHITECT III EFD-DepEd</p>	<p>RECOMMENDING APPROVAL :</p> <p><i>Luis G. Purisima, Jr.</i> LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd</p>	<p>APPROVED BY :</p> <p><i>Annabelle R. Pangan</i> ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd</p>	<p>PROJECT TITLE : BAGONG LIPUNAN SCHOOL BUILDING (STANDARD DESIGN - TYPE 1)</p> <p>PROJECT CODE: BLSB TYPE 1 MPSS</p> <p>DATE PREPARED : LOCATION :</p>	<p>OWNER : DEPARTMENT OF EDUCATION DepED</p> <p>SHEET CONTENTS : FLOOR PLAN, ELEVATIONS, RAMP DETAILS</p>	<p>SHEET NO: A-2 3</p>
	<p>NOTE: IF THERE WILL BE CHANGE IN THE HEIGHT (h) OF THE FINISH FLOOR LINE (FFL) OF THE BUILDING, THE LENGTH OF THE RAMP SHALL BE COMPUTED AS (L=h X 12)</p>						



2 LONGITUDINAL SECTION
A-3 SCALE : 1:100M



3 ROOF PLAN
A-3 SCALE : 1:100M

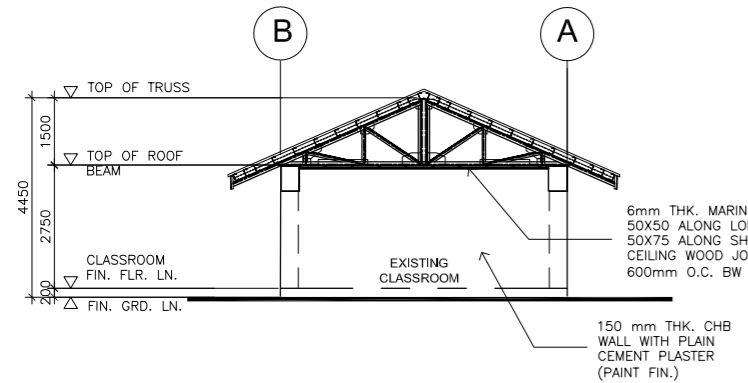


5 DOOR & WINDOW SCHEDULES
A-3 SCALE : 1:50M

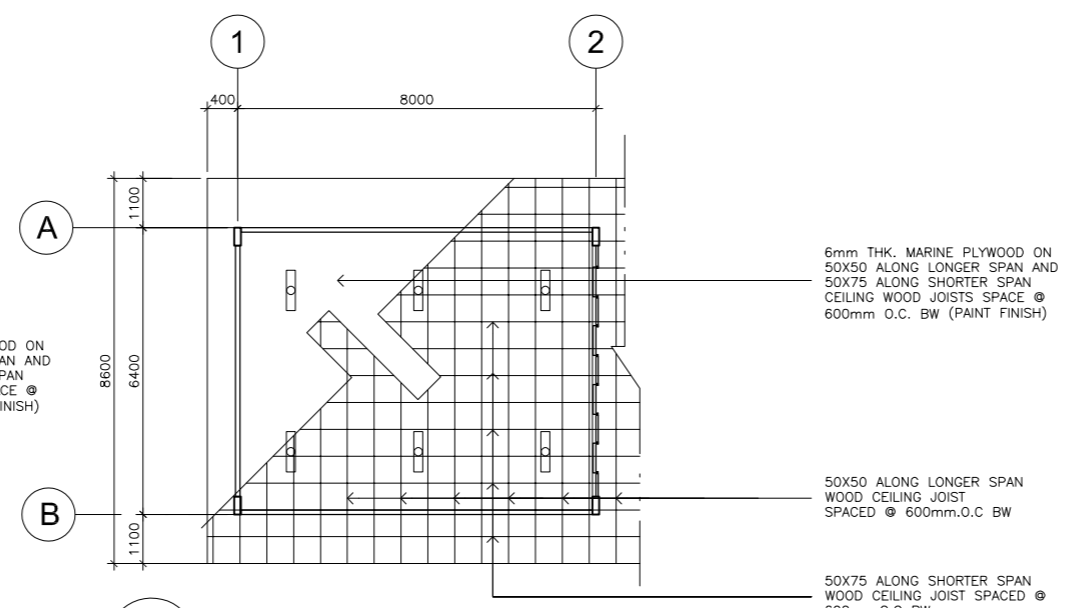
D-1 TANGILE PANEL DOOR ON 50X150MM THK. (TANGILE OR EQUIVALENT) JAMB W/ FIXED CLEAR GLASS TRANSOM COMPLETE WITH HARDWARES AND ACCESSORIES W/ LEVER TYPE LOCKSET DOOR

W-1 JALOUSIE WINDOW W/ 6mm CLEAR GLASS BLADES ON 50mmX150mm KD WOOD & TERMITE-TREATED (TANGILE OR EQUIVALENT) OR CONCRETE JAMB & STEEL GRILLES (SEE DETAIL)

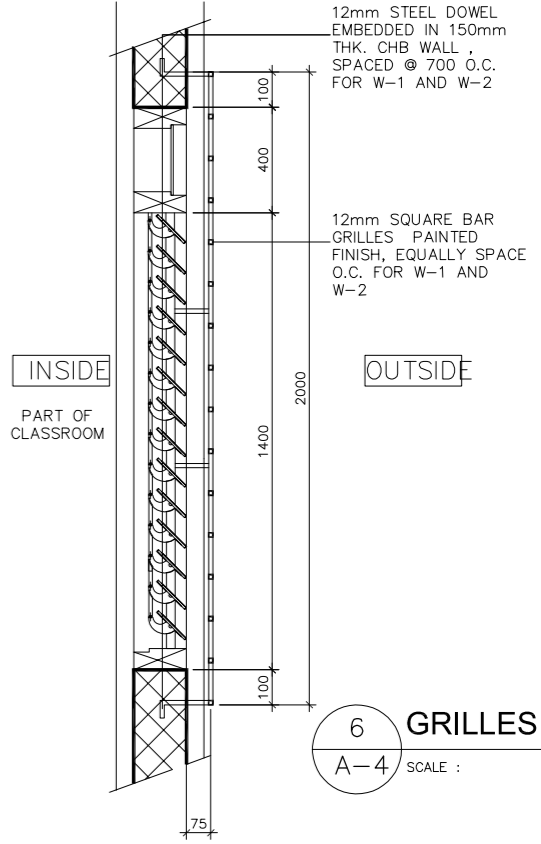
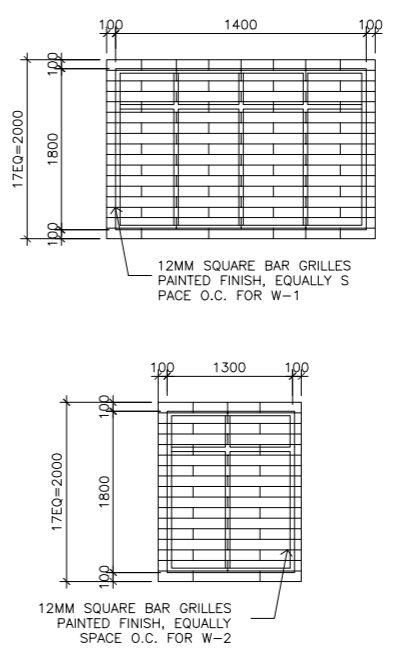
W-2 JALOUSIE WINDOW W/ 6mm CLEAR GLASS BLADES ON 50mmX150mm KD WOOD & TERMITE-TREATED (TANGILE OR EQUIVALENT) OR CONCRETE JAMB & STEEL GRILLES (SEE DETAIL)



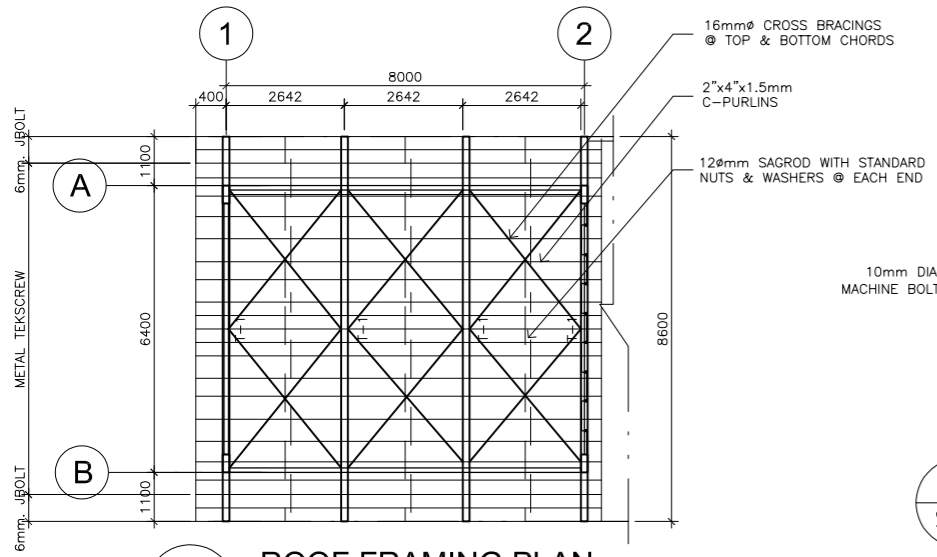
1 CROSS SECTION
A-3 SCALE : 1:100M



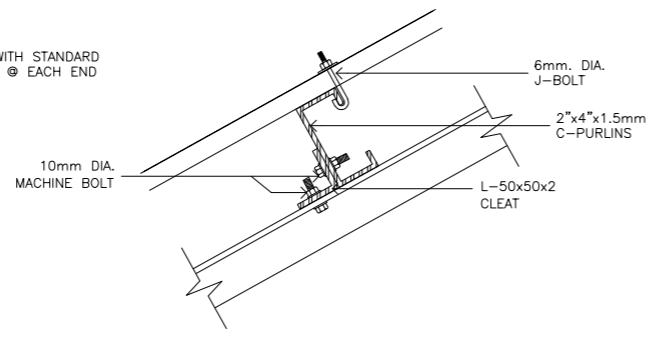
4 REFLECTED CEILING PLAN
A-3 SCALE : 1:100M



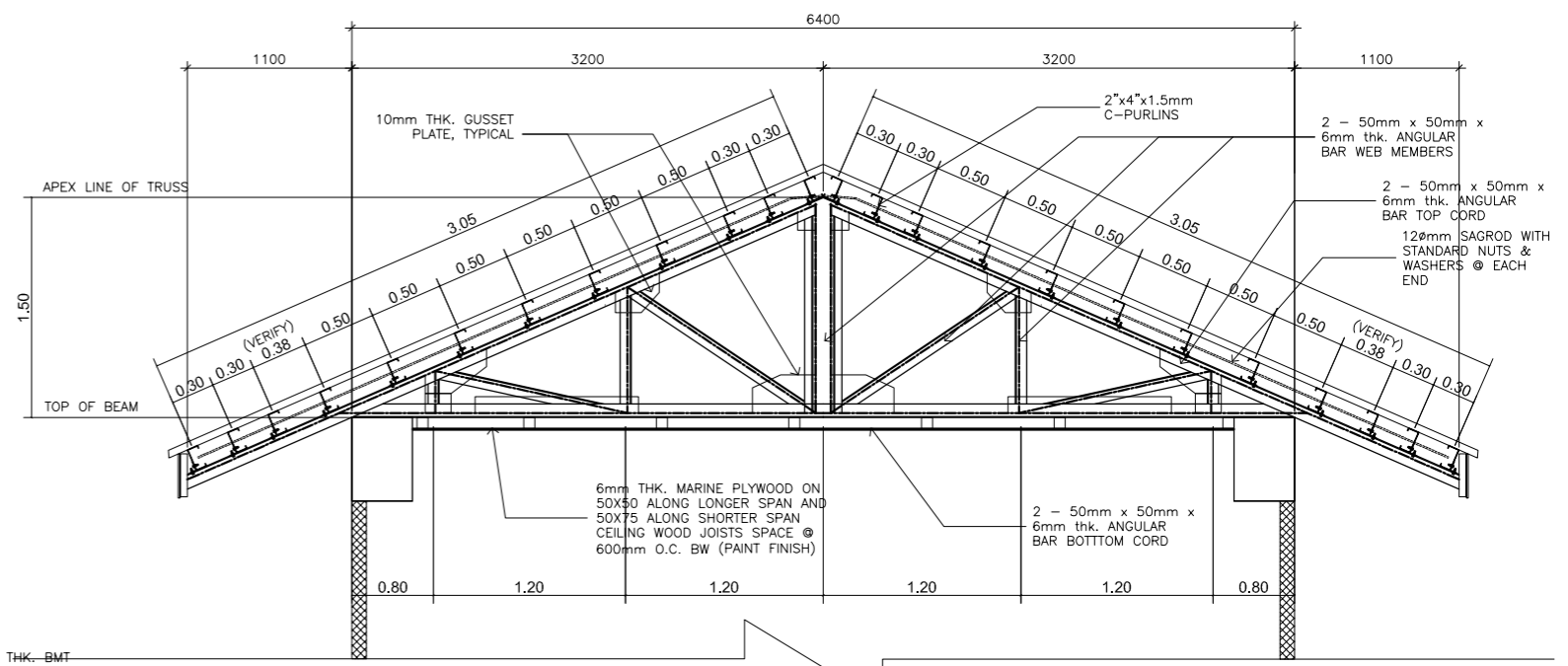
6 GRILLES DETAIL
A-4 SCALE : 1:50M



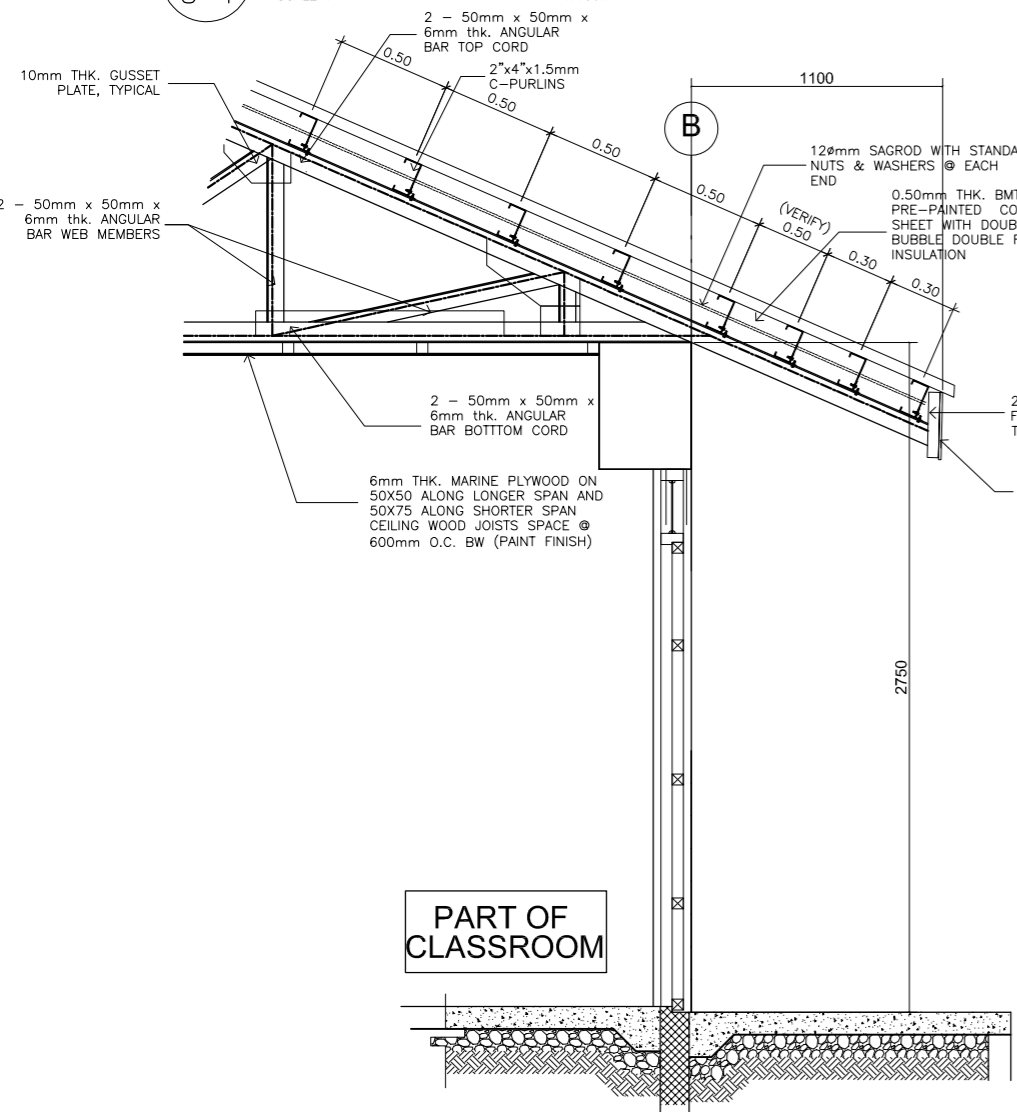
1 ROOF FRAMING PLAN
S-1 SCALE: 1:100M



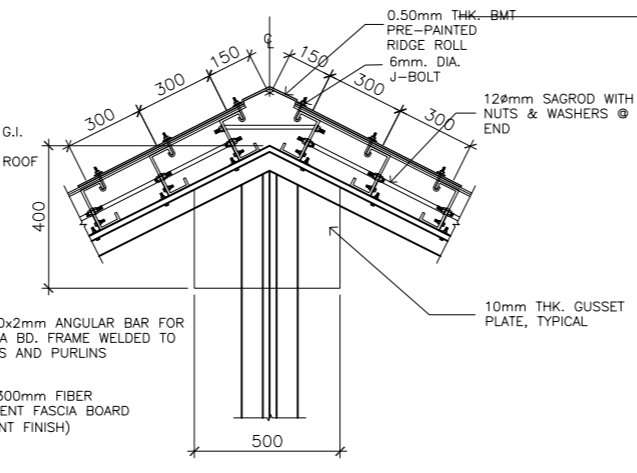
3 PURLIN CONNECTION DETAIL
S-1 SCALE: 1:5M



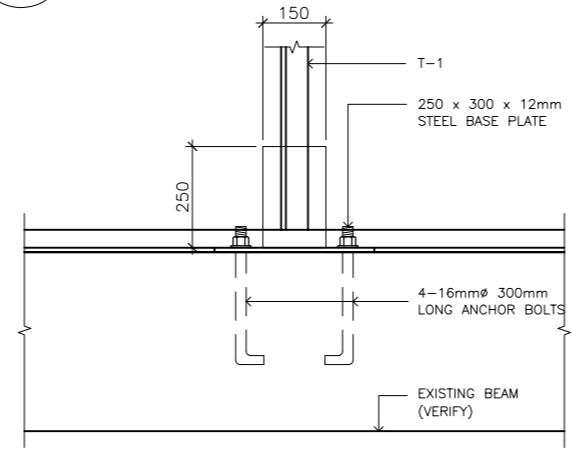
4 TRUSS DETAIL (T-1)
S-1 SCALE: 1:30M



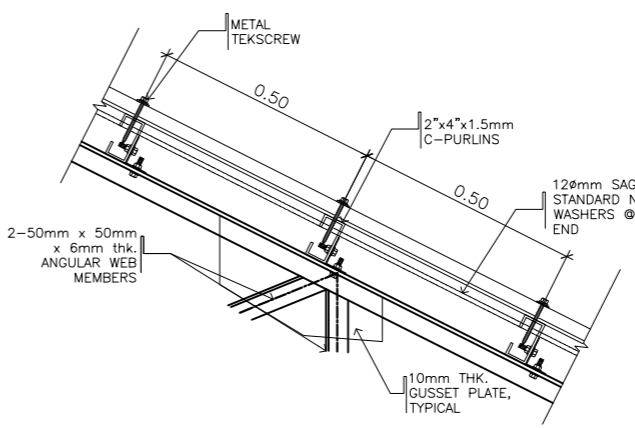
2 SECTIONAL ELEVATION
S-1 SCALE: 1:20M



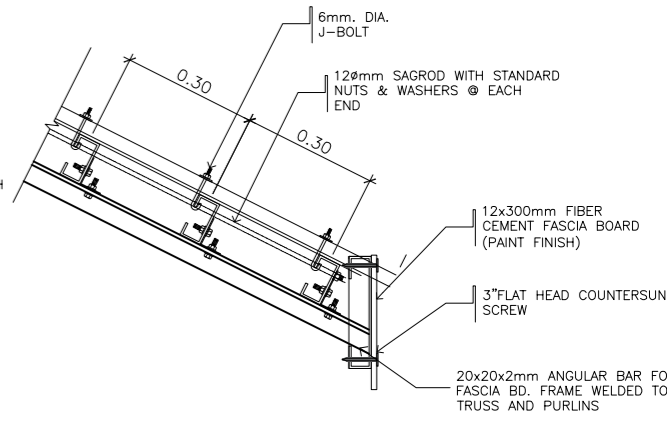
5 RIDGE ROLL CONNECTION DETAIL
A-4 SCALE: NTS



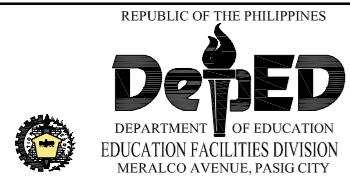
6 TRUSS CONNECTION DETAIL
S-1 SCALE: NTS



7 WEB MEMBERS CONNECTION DET.
S-1 SCALE: NTS



8 FASCIA BOARD CONNECTION DET.
S-1 SCALE: NTS



DRAWN BY:
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STRUCTURAL ENGINEER
EFD-DepEd

RECOMMENDING APPROVAL:
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APPROVED BY:
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ANNABELLE R. PANGAN
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DepEd

PROJECT TITLE:
**BAGONG LIPUNAN SCHOOL BUILDING
(STANDARD DESIGN - TYPE 1)**

PROJECT CODE:
**BLSB TYPE 1
MPSS**

DATE PREPARED:

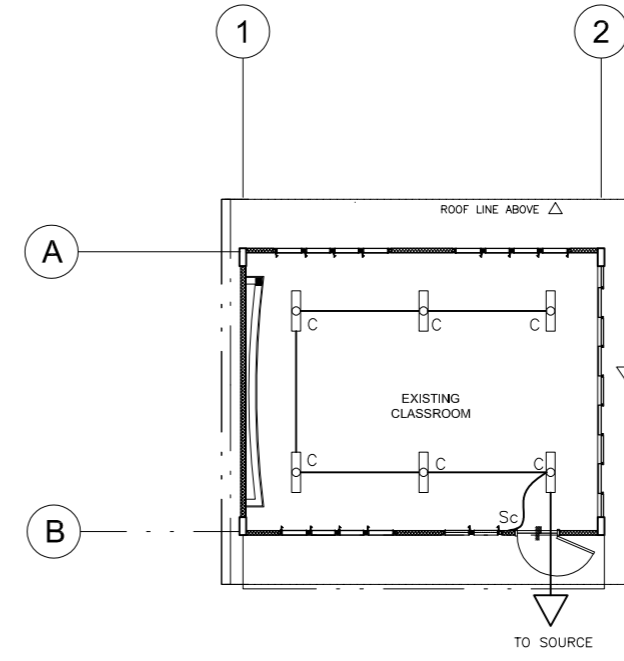
OWNER:
**DEPARTMENT OF EDUCATION
DepED**

SHEET CONTENTS:
ROOF FRAMING PLAN, TRUSS DETAIL,
SECTIONAL ELEVATION, PURLIN
CONNECTION DETAILS

SHEET NO:
**S-1
1**

GENERAL NOTES

1. ALL ELECTRICAL WORKS SHALL COMPLY IN ACCORDANCE WITH THESE PLANS AND SPECIFICATIONS. THE APPLICABLE PROVISIONS OF THE LATEST EDITION OF THE PHILIPPINE ELECTRICAL CODE (PEC), THE RULES AND REGULATION OF THE LOCAL ENFORCING AUTHORITY AND THE REQUIREMENTS OF THE LOCAL POWER COMPANY. ALL ELECTRICAL WORKS SHALL BE UNDER THE IMMEDIATE SUPERVISION OF A DULY REGISTERED ELECTRICAL ENGINEER.
2. THE ELECTRICAL SERVICE POWER IS 1-PHASE, 2-WIRE, 230 V AC, 60 Hz.
3. WIRING METHOD SHALL BE AS FOLLOWS :
 - a. FEEDERS AND RISERS - RIGID METALLIC CONDUIT
 - b. LIGHTING, POWER RECEPTACLE - POLYVINYL CHLORIDE CONDUIT
BRANCH CKT., & AUXILIARY SCH. 40
4. ALL WIRES SHALL BE COPPER AND THERMOPLASTIC INSULATED TYPE "THW" UNLESS OTHERWISE INDICATED IN THE PLAN. THE MINIMUM SIZE OF WIRE FOR POWER AND LIGHTING CIRCUIT HOMERUN SHALL BE 3.5mm² AND INSULATED FOR 600 VOLTS. SMALLEST RACEWAY SHALL BE 15mmø TRADE/NOMINAL SIZE.
5. ALL OUTLET BOXES SHALL BE GALVANIZED GAGE NO. 16 DEEP TYPE WITH FACTORY KNOCKOUTS.
6. ALL MATERIALS TO BE USED SHALL BE BRAND NEW AND APPROVED TYPE FOR THE PARTICULAR LOCATION AND PURPOSE.
7. GROUNDING SYSTEM SHALL BE PROVIDED TO ALL LIGHTING AND POWER CIRCUIT AS PER PHILIPPINE ELECTRICAL CODE REQUIREMENT.
8. MOUNTING HEIGHT OF WIRING DEVICES SHALL BE AS FOLLOWS :
 - a. LIGHT SWITCH - 1.20 M ABOVE FINISH FLOOR
 - b. CONVENIENCE OUTLET - 0.30 M ABOVE FINISH FLOOR.
 - c. SAFETY SWITCH - 1.80 M ABOVE FINISH FLOOR



1 LIGHTING LAYOUT
E-1 SCALE: 1:100m

LEGEND

SYMBOL	DESCRIPTION
⬠	- CEILING LIGHT OUTLET
S/Sa	- ONE GANG DEVICE SWITCH
▭	- FLOURESCENT



1 PERSPECTIVE VIEW
A-1 SCALE: NTS

TABLE OF CONTENTS

REPUBLIC OF THE PHILIPPINES
OFFICE OF THE CITY/MUNICIPAL ENGINEER/BUILDING OFFICIAL
DISTRICT/CITY/MUNICIPALITY

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- A-2 FLOOR PLAN, ELEVATIONS, RAMP DETAILS
- A-3 ROOF PLAN, SCHEDULE OF DOOR & WINDOWS, SECTIONS, REFLECTED CEILING PLAN, GRILLES DETAIL

STRUCTURAL

- S-1 FOUNDATION PLAN, ROOF BEAM PLAN, FOOTING DETAIL, SCHEDULE OF COLUMN AND BEAM
- S-2 ROOF FRAMING PLAN, TRUSS DETAIL, SECTIONAL ELEVATION, PURLIN CONNECTION DETAILS

ELECTRICAL

- E-1 GEN. NOTES, LEGENDS, LIGHTING LAYOUT

SANITARY

OTHERS

LAND USE & ZONING

LINE & GRADE

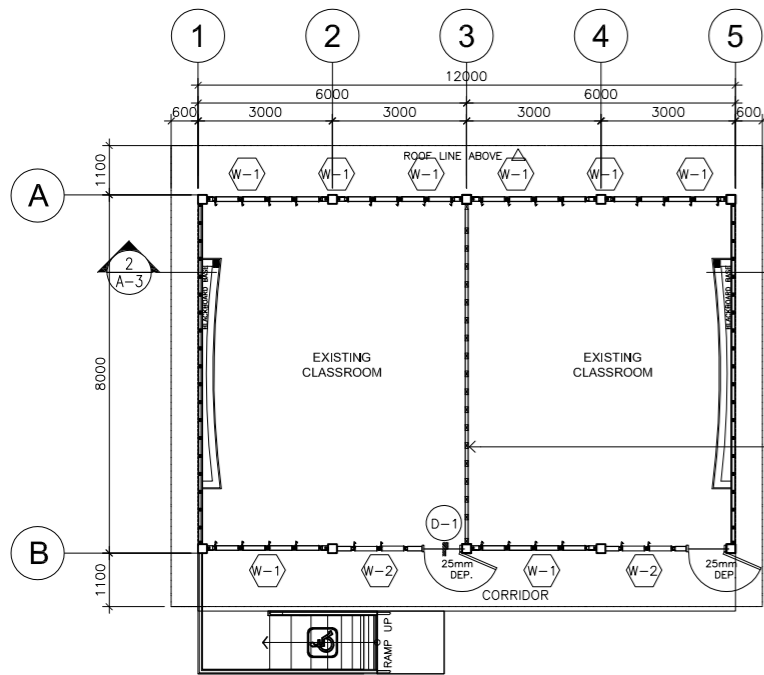
ARCHITECTURAL

STRUCTURAL

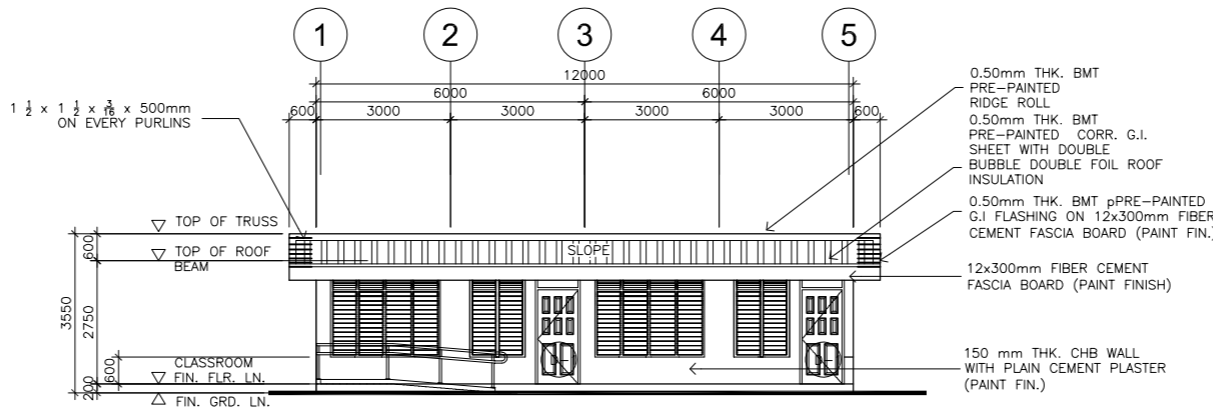
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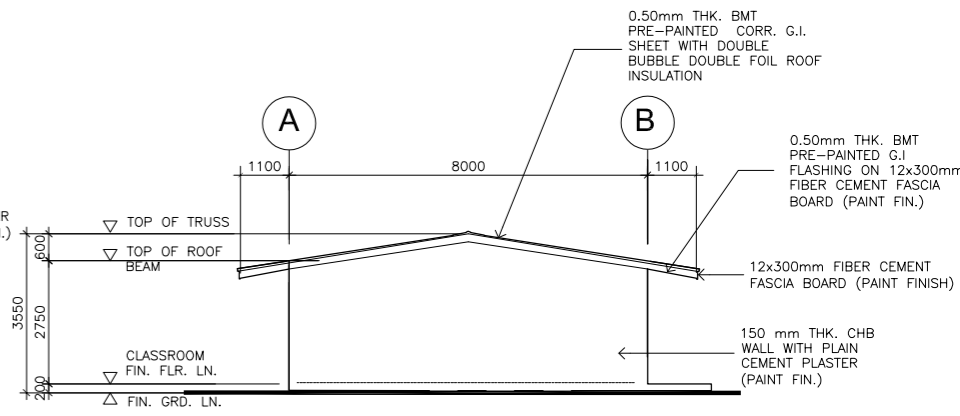
MECHANICAL



1 FLOOR PLAN
A-2 SCALE: 1:100m

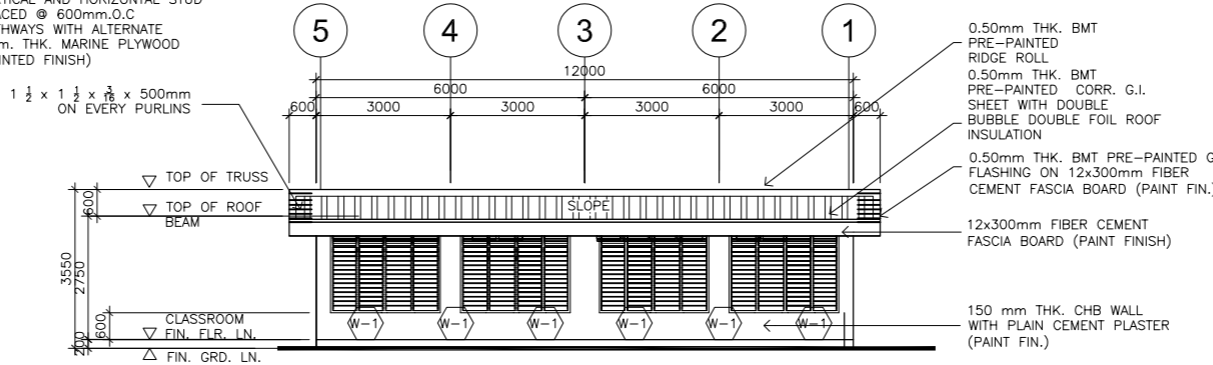


2 FRONT SIDE ELEVATION
A-2 SCALE: 1:80M

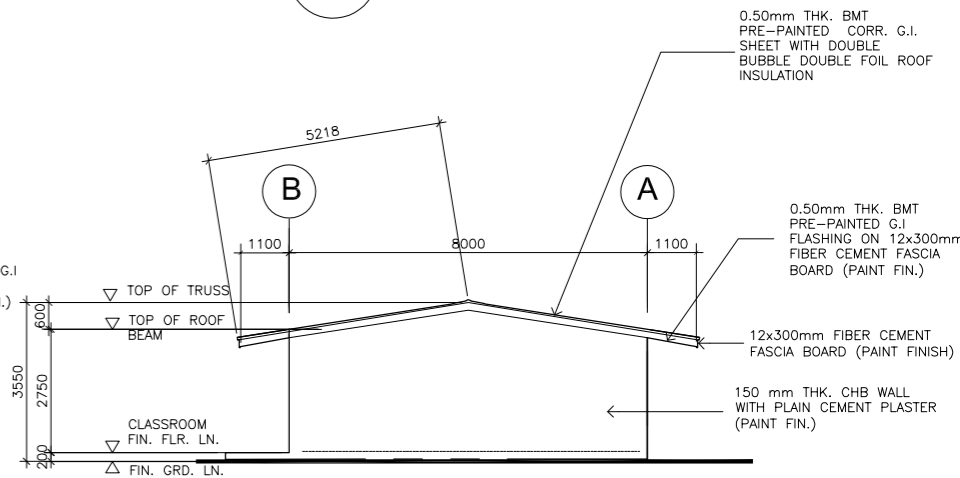


5 LEFT ELEVATION
A-2 SCALE: 1:80m

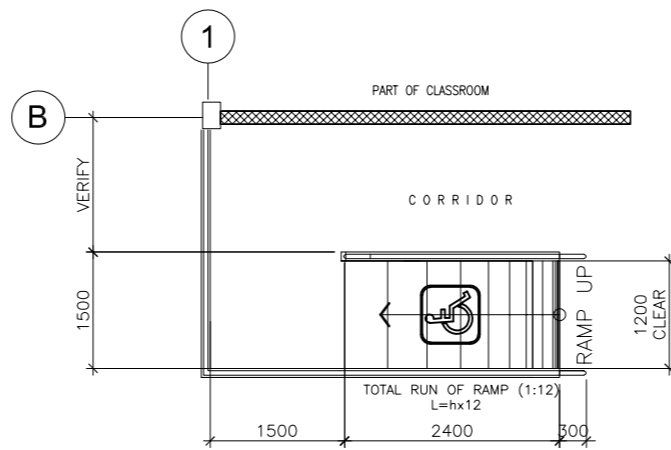
50 x 75mm GOOD LUMBER VERTICAL AND HORIZONTAL STUD SPACED @ 600mm O.C BOTHWAYS WITH ALTERNATE 6mm THK. MARINE PLYWOOD (PAINTED FINISH)



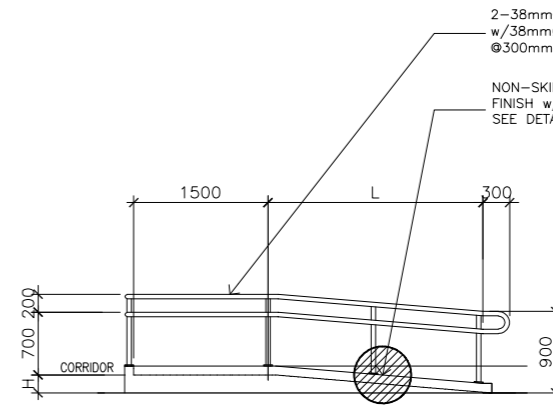
3 REAR SIDE ELEVATION
A-2 SCALE: 1:100M



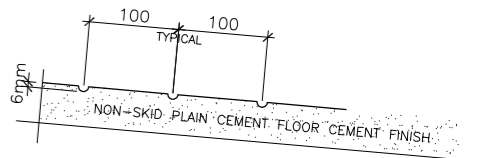
4 RIGHT SIDE ELEVATION
A-2 SCALE: 1:100M



6 RAMP DETAIL
A-2

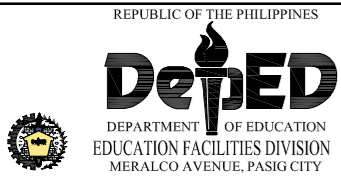


7 RAMP SECTION
A-2 SCALE: 1:100M



8 SPOT DETAIL
A-2 SCALE

NOTE: IF THERE WILL BE CHANGE IN THE HEIGHT (h) OF THE FINISH FLOOR LINE (FFL) OF THE BUILDING, THE LENGTH OF THE RAMP SHALL BE COMPUTED AS (L=h x 12)



DRAWN BY : JUNELSON P. CULLADO
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CHECKED BY : JET RAYMOND G. ALABASO
ARCHITECT III
EFD-DepEd

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ASST. CHIEF, EFD-AS
DepEd

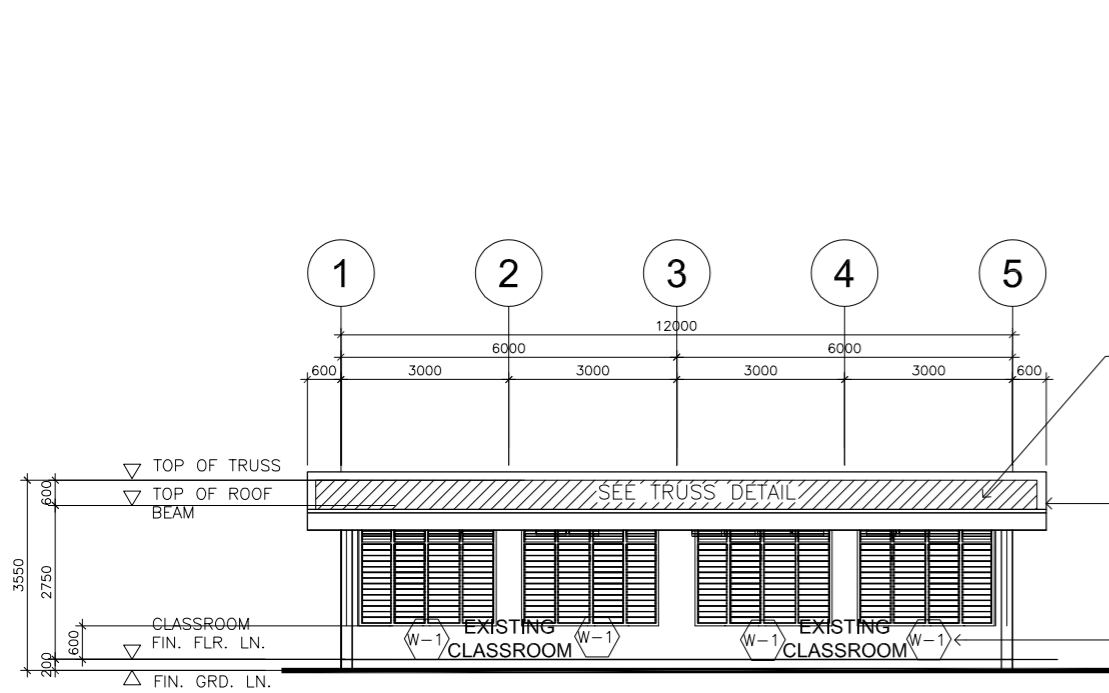
APPROVED BY : ANNABELLE R. PANGAN
CHIEF, EFD-AS
DepEd

PROJECT TITLE : BAGONG LIPUNAN SCHOOL BUILDING (STANDARD DESIGN - TYPE 2)
DATE PREPARED : LOCATION :

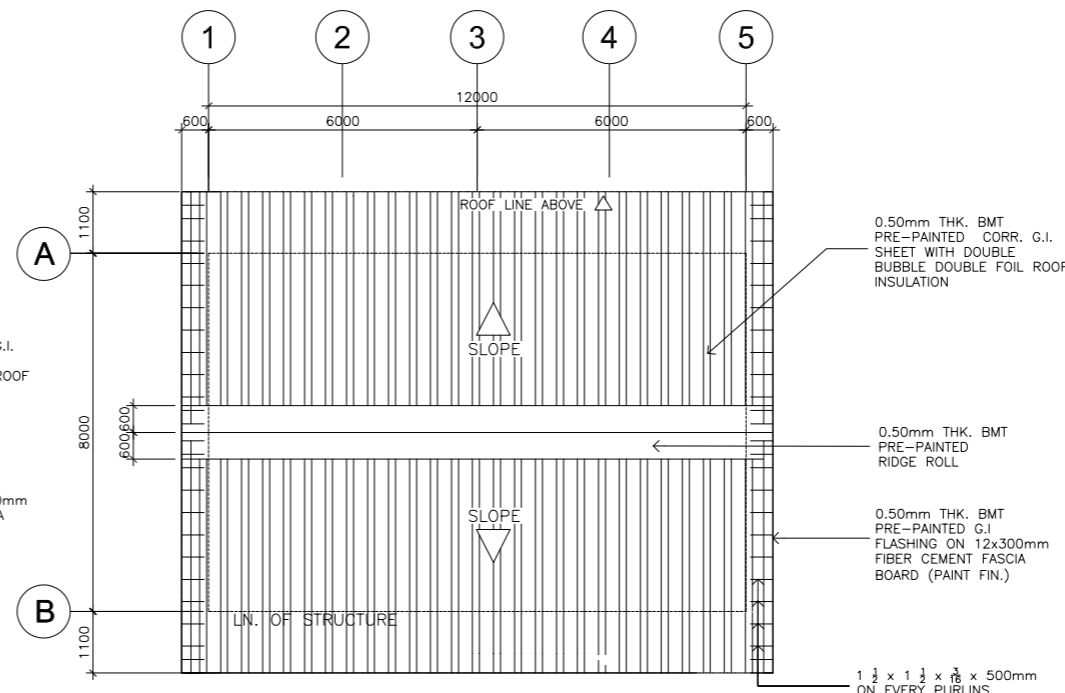
PROJECT CODE : BLSB TYPE 2 MPSS

OWNER : DEPARTMENT OF EDUCATION DepEd
SHEET CONTENTS : FLOOR PLAN, ELEVATIONS, RAMP DETAILS

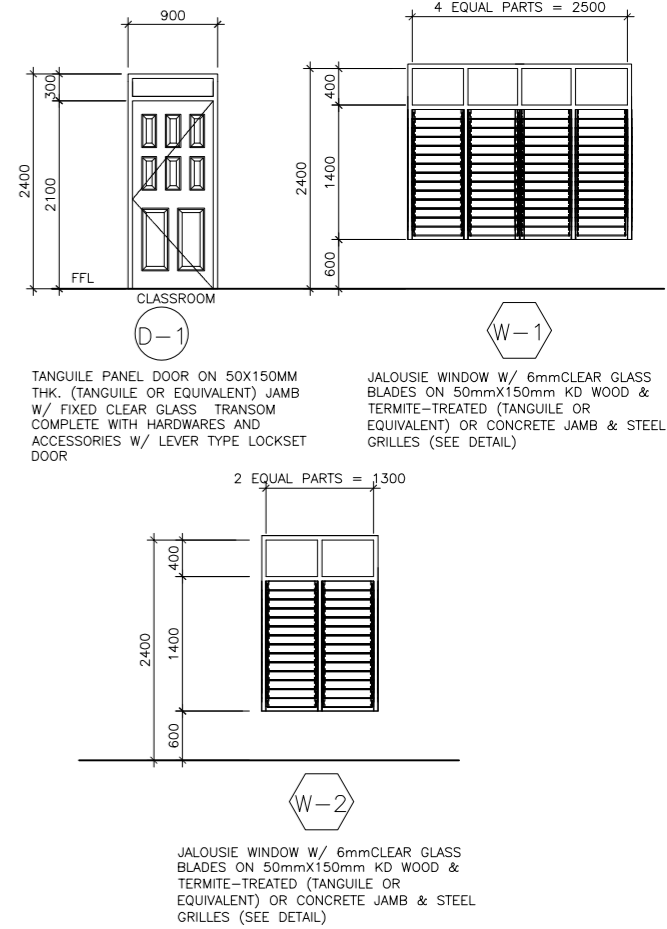
SHEET NO: A-2
3



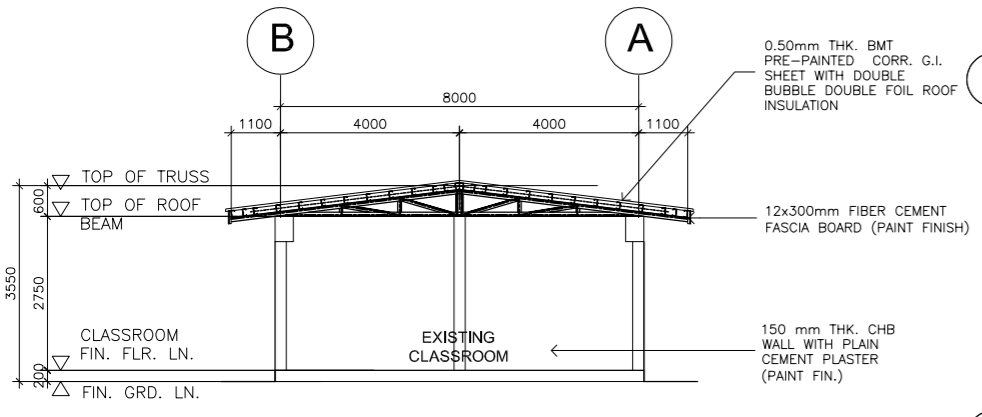
2 LONGITUDINAL SECTION
A-3 SCALE : 1:80M



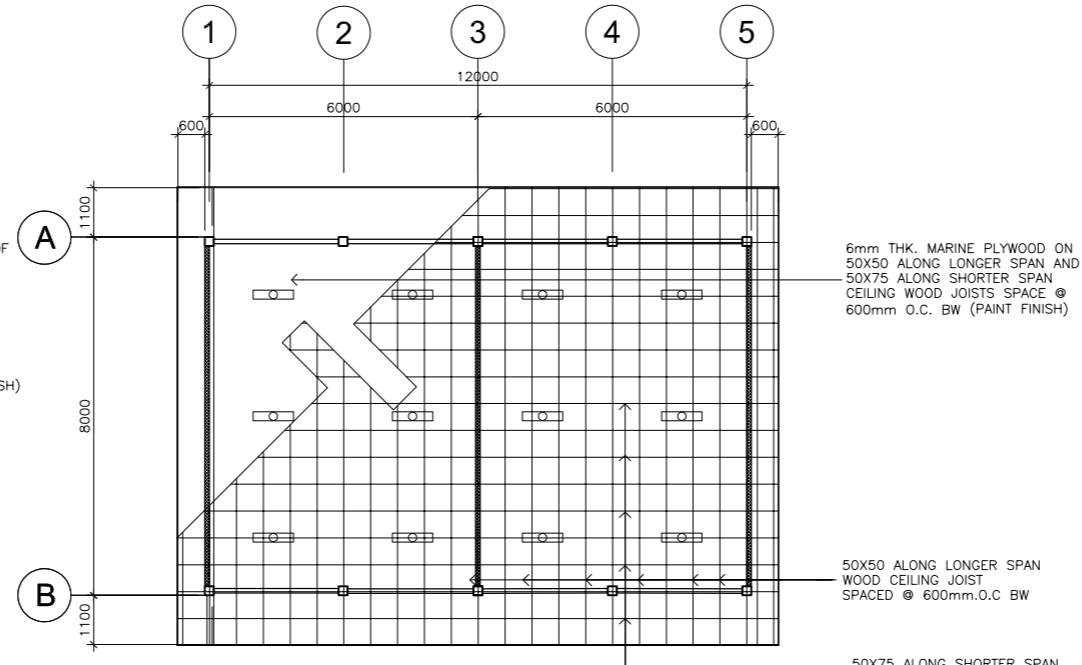
4 ROOF PLAN
A-3 SCALE : 1:80M



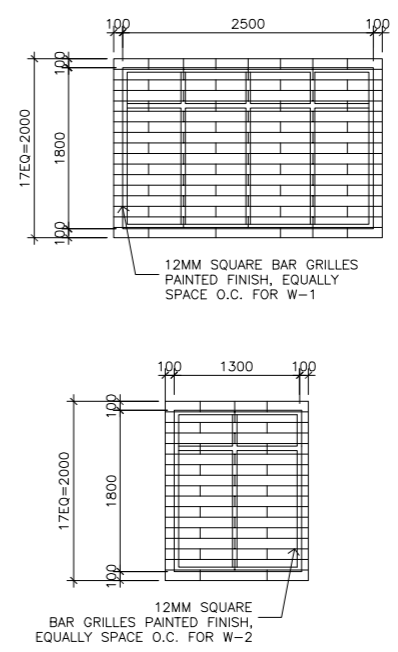
5 DOOR & WINDOW SCHEDULES
A-3 SCALE : 1:50M



1 CROSS SECTION
A-3 SCALE : 1:80M

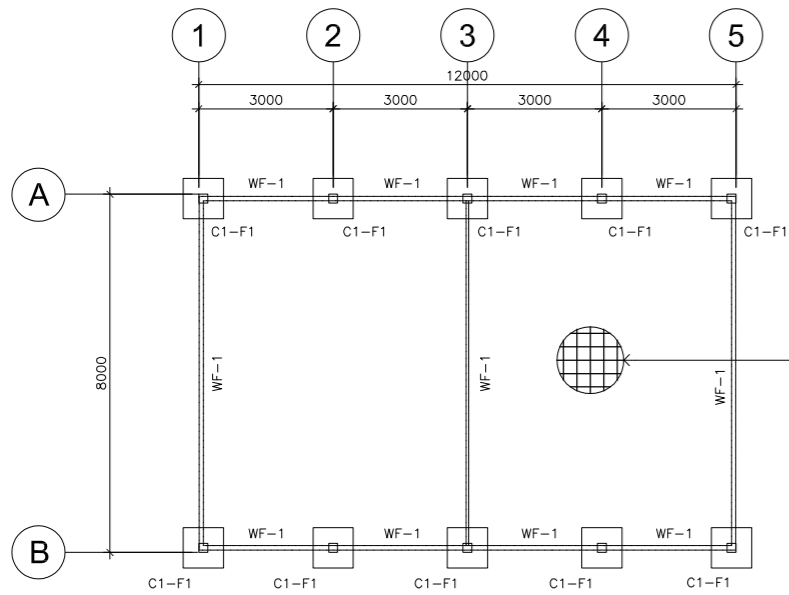


3 REFLECTED CEILING PLAN
A-4 SCALE : 1:100M

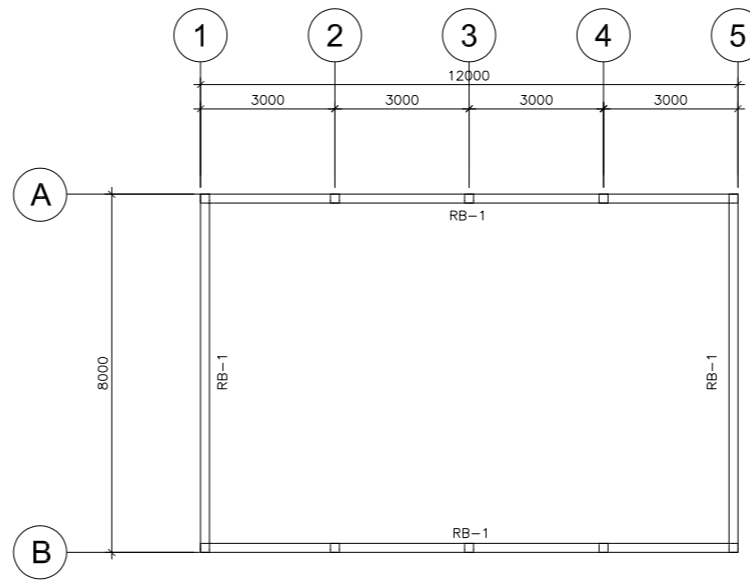


6 GRILLES DETAIL
A-4 SCALE : NTS

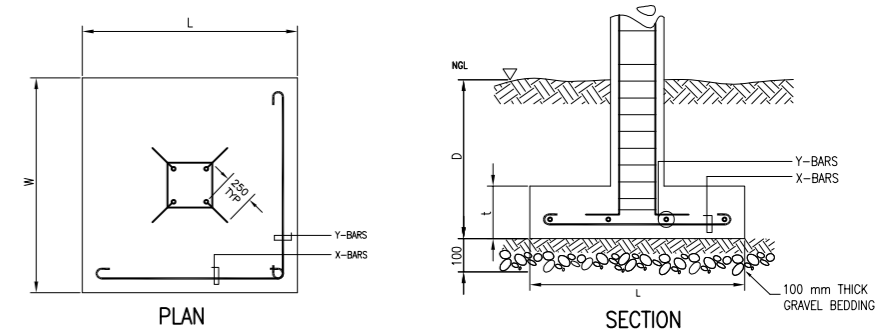
<p>REPUBLIC OF THE PHILIPPINES DepEd DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY</p>	<p>DRAWN BY :</p> <p><i>Junelso P. Cullado</i> JUNELSON P. CULLADO CADD OPERATOR EFD-DepEd</p>	<p>CHECKED BY :</p> <p><i>Jet Raymond G. Alabaso</i> JET RAYMOND G. ALABASO ARCHITECT III EFD-DepEd</p>	<p>RECOMMENDING APPROVAL :</p> <p><i>Luis G. Purisima, Jr.</i> LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd</p>	<p>APPROVED BY :</p> <p><i>Annabelle R. Pangan</i> ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd</p>	<p>PROJECT TITLE :</p> <p>BAGONG LIPUNAN SCHOOL BUILDING (STANDARD DESIGN - TYPE 2)</p> <p>DATE PREPARED :</p>	<p>PROJECT CODE :</p> <p>BLSB TYPE 2 MPSS</p>	<p>OWNER :</p> <p>DEPARTMENT OF EDUCATION DepEd</p> <p>SHEET CONTENTS :</p> <p>ROOF PLAN, SCHEDULE OF DOOR & WINDOWS, SECTIONS, REFLECTED CEILING PLAN, GRILLES DETAIL</p>	<p>SHEET NO.:</p> <p>A-3 3</p>
	<p>REPUBLIC OF THE PHILIPPINES</p>							



1 FOUNDATION PLAN
SCALE: 1:100 M.



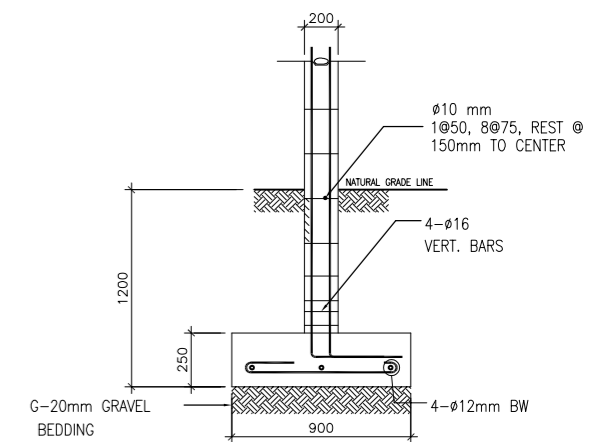
2 ROOF BEAM PLAN
SCALE: 1:100 M.



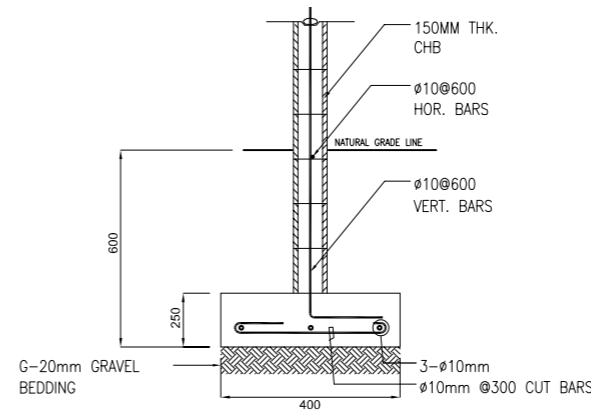
3 TYP. STIFFENER FOOTING DETAIL
SCALE: NTS

COLUMN & BEAM SCHEDULE		
LEVEL	C-1	RB-1
FOUNDATION LEVEL TO ROOF LEVEL	<p>MAIN BAR: 4-Ø16mm TIES: Ø10 mm 1Ø50, 8Ø75, REST @ 150mm TO CENTER</p>	<p>MAIN BAR: 4-Ø16mm TIES: Ø10 mm 1Ø50, 8Ø75, REST @ 150mm TO CENTER</p>

SCHEDULE OF FOOTINGS							
FOOTING MARK	FOOTING DIMENSIONS (mm)				REINFORCEMENT		REMARKS
	LENGTH (L)	WIDTH (W)	DEPTH (D)	THICKNESS (t)	BAR X	BAR Y	
F-1	900	900	1200	250	4 - 12mmØ	4 - 12mmØ	SQUARE FOOTING



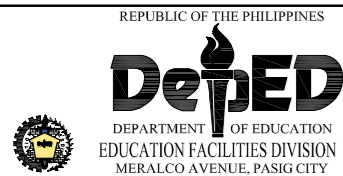
4 DETAIL OF C1-F1
SCALE: NTS



5 DETAIL OF WF-1
SCALE: NTS

DESIGN CRITERIA :

- A. CONCRETE
 $f_c' = 20.685 \text{ Mpa (3,000 Psi)}$, minimum compressive strength of concrete a 28 days unless otherwise specified.
- B. REBAR
 $f_y = 230 \text{ Mpa (33,000 Psi)}$, minimum yield strength of reinforcing bars unless otherwise specified.
- C. STRUCTURAL STEEL
 $F_y = 248 \text{ Mpa (36 Ksi)}$, specified minimum yield strength unless otherwise specified.
- D. FOUNDATION
SBP = 95.706 Kpa (2,000 Psf), was used in the design for all footings.



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STRUCTURAL ENGINEER
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RECOMMENDING APPROVAL :
LUIS G. PURISIMA, JR.
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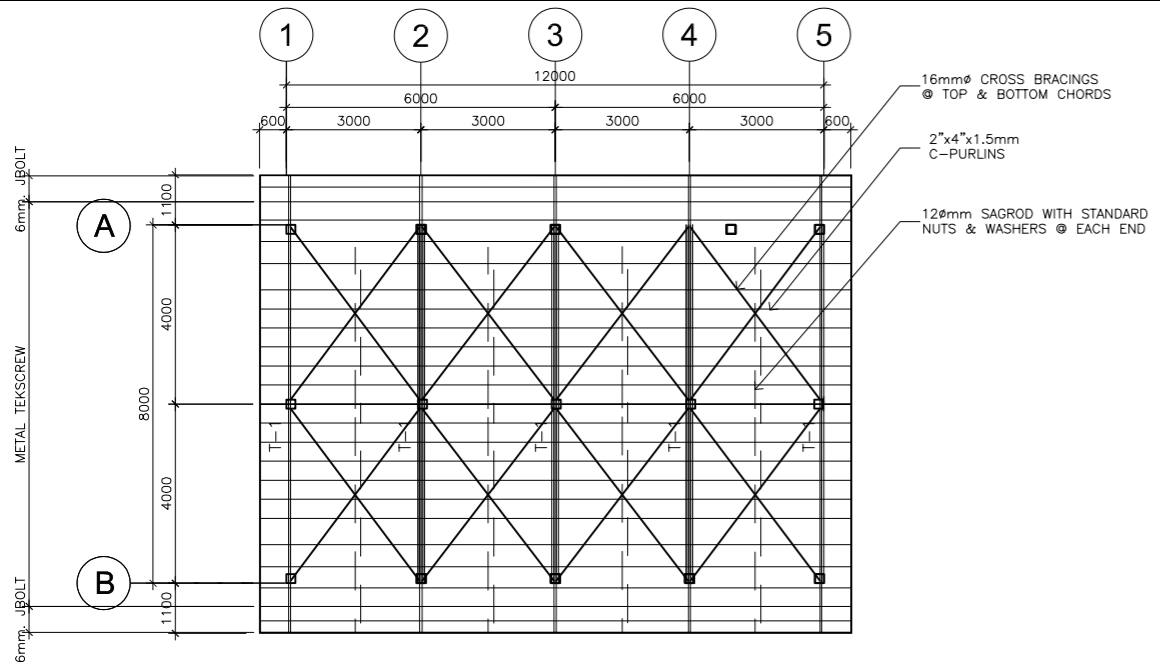
APPROVED BY :
ANNABELLE R. PANGAN
CHIEF, EFD-AS
DepEd

PROJECT TITLE :
BAGONG LIPUNAN SCHOOL BUILDING (STANDARD DESIGN - TYPE 2)
DATE PREPARED :

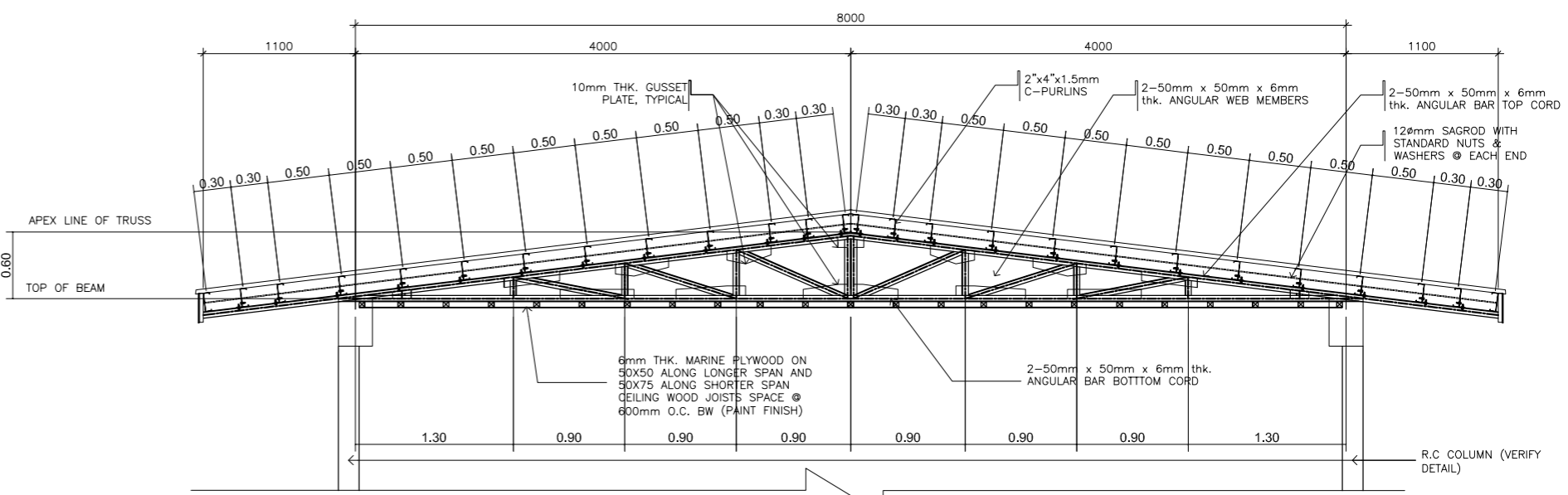
PROJECT CODE:
BLSB TYPE 2 MPSS

OWNER :
DEPARTMENT OF EDUCATION DepEd
SHEET CONTENTS :
FOUNDATION PLAN, ROOF BEAM PLAN, FOOTING DETAIL, SCHEDULE OF COLUMN AND BEAM

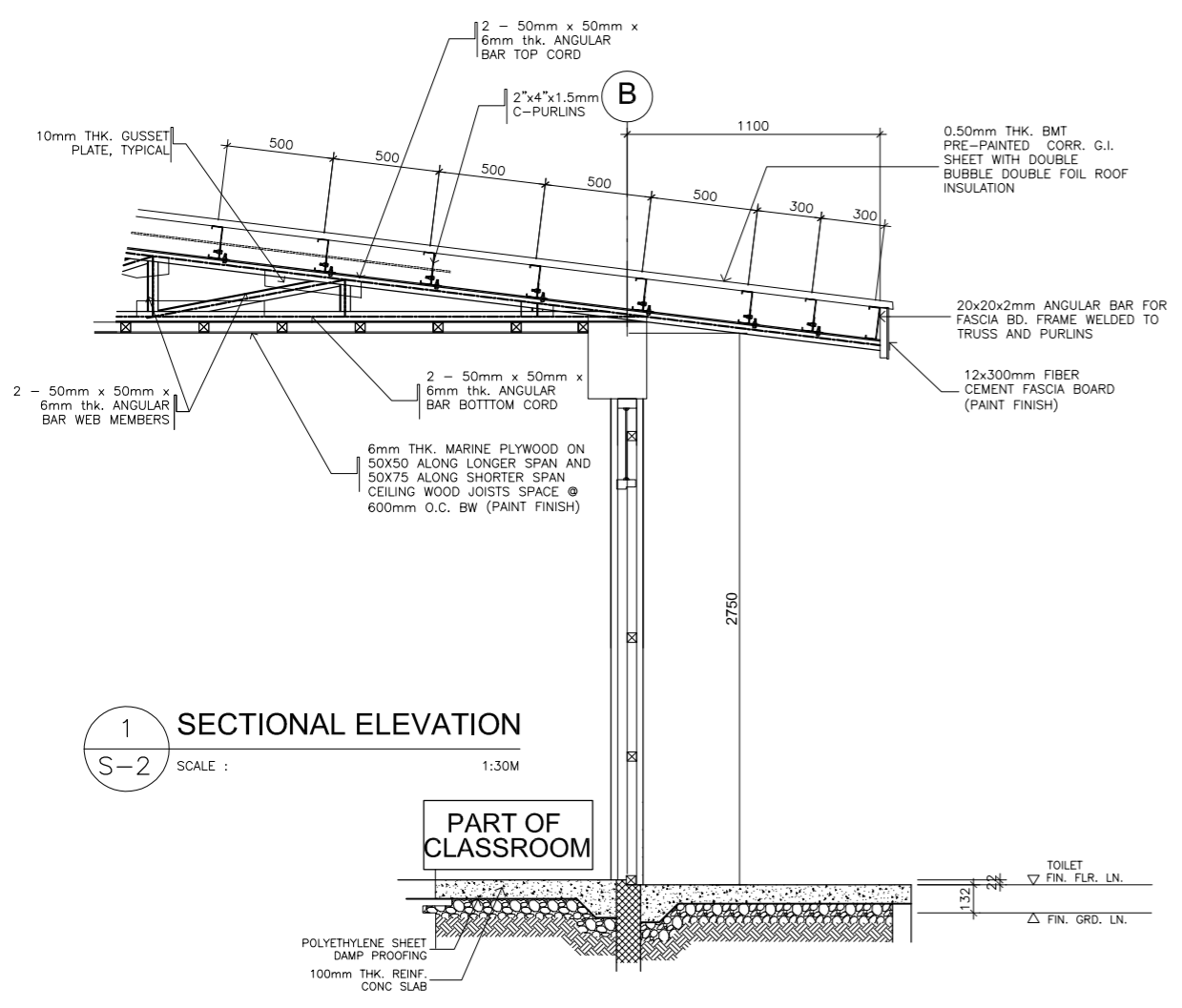
SHEET NO:
S-1
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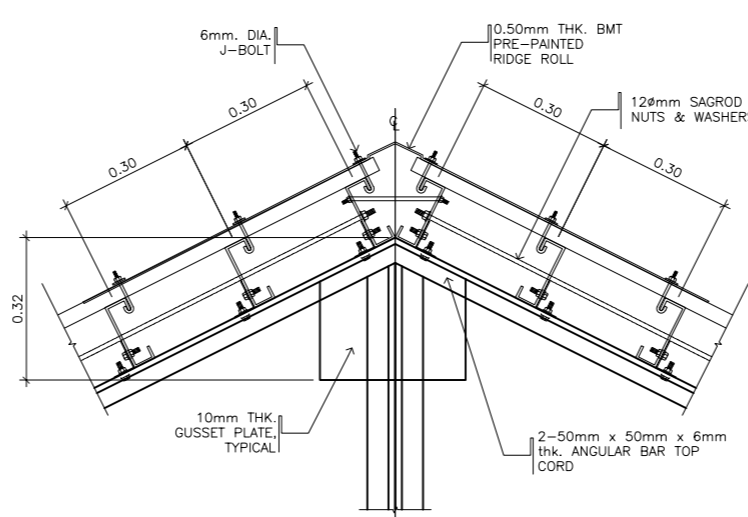
2 ROOF FRAMING PLAN
S-2 SCALE: 1:100M



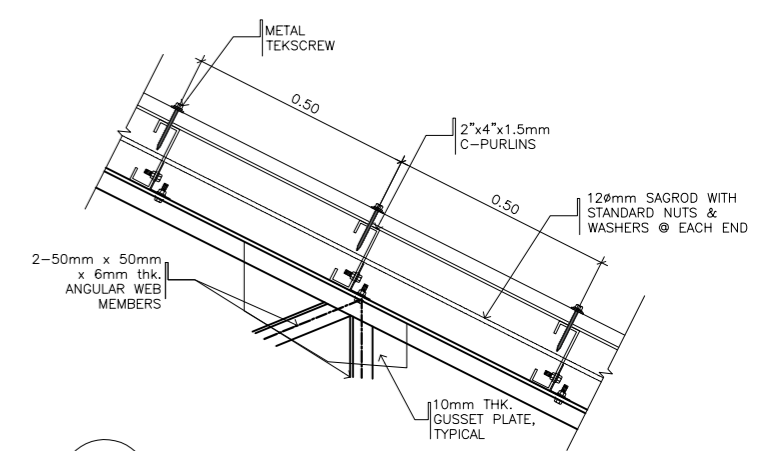
3 TRUSS DETAIL (T-1)
S-2 SCALE: 1:30M



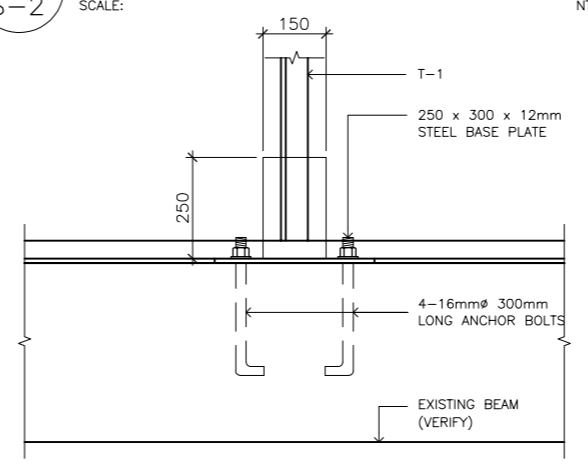
1 SECTIONAL ELEVATION
S-2 SCALE: 1:30M



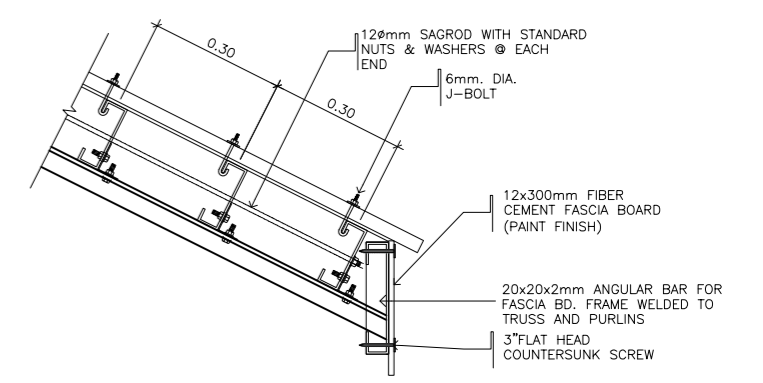
4 RIDGE ROLL CONNECTION DETAIL
S-2 SCALE: NTS



6 WEB MEMBERS CONNECTION DET.
S-2 SCALE: NTS



5 TRUSS CONNECTION DETAIL
S-2 SCALE: NTS

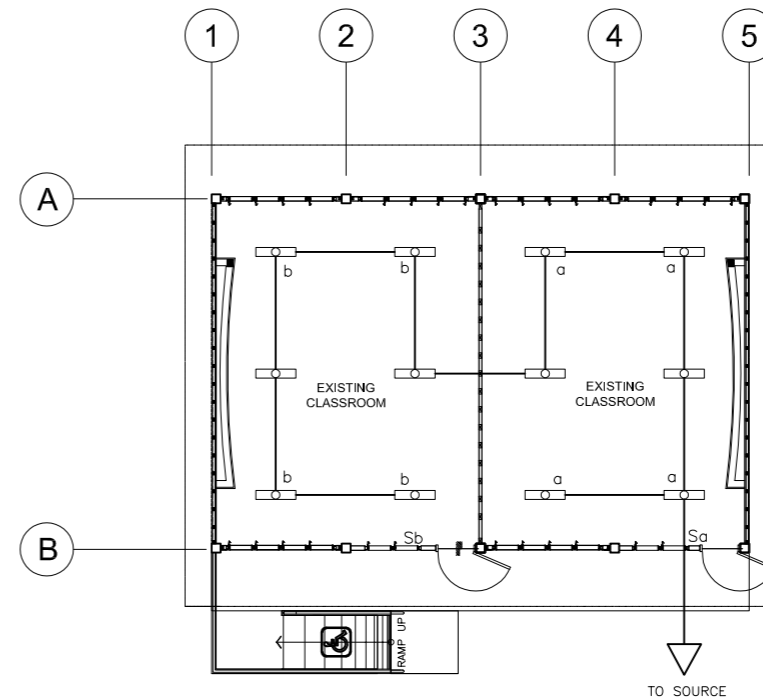


7 FASCIA BOARD CONNECTION DET.
S-2 SCALE: NTS

<p>REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY</p>	DRAWN BY : JUNELSON P. CULLADO CAD OPERATOR EFD-DepEd	CHECKED BY : WILFREDO D. ALARCON STRUCTURAL ENGINEER EFD-DepEd	RECOMMENDING APPROVAL : LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	APPROVED BY : ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	PROJECT TITLE : BAGONG LIPUNAN SCHOOL BUILDING (STANDARD DESIGN - TYPE 2)	PROJECT CODE: BLSB TYPE 2 MPSS	OWNER : DEPARTMENT OF EDUCATION DepED	SHEET NO.: S-2 2
	SHEET CONTENTS : ROOF FRAMING PLAN, TRUSS DETAIL, SECTIONAL ELEVATION, PURLIN CONNECTION DETAILS							

GENERAL NOTES

1. ALL ELECTRICAL WORKS SHALL COMPLY IN ACCORDANCE WITH THESE PLANS AND SPECIFICATIONS. THE APPLICABLE PROVISIONS OF THE LATEST EDITION OF THE PHILIPPINE ELECTRICAL CODE (PEC), THE RULES AND REGULATION OF THE LOCAL ENFORCING AUTHORITY AND THE REQUIREMENTS OF THE LOCAL POWER COMPANY. ALL ELECTRICAL WORKS SHALL BE UNDER THE IMMEDIATE SUPERVISION OF A DULY REGISTERED ELECTRICAL ENGINEER.
2. THE ELECTRICAL SERVICE POWER IS 1-PHASE, 2-WIRE, 230 V AC, 60 Hz.
3. WIRING METHOD SHALL BE AS FOLLOWS :
 - a. FEEDERS AND RISERS - RIGID METALLIC CONDUIT
 - b. LIGHTING, POWER RECEPTACLE - POLYVINYL CHLORIDE CONDUIT
BRANCH CKT., & AUXILIARY SCH. 40
4. ALL WIRES SHALL BE COPPER AND THERMOPLASTIC INSULATED TYPE "THW" UNLESS OTHERWISE INDICATED IN THE PLAN. THE MINIMUM SIZE OF WIRE FOR POWER AND LIGHTING CIRCUIT HOMERUN SHALL BE 3.5mm² AND INSULATED FOR 600 VOLTS. SMALLEST RACEWAY SHALL BE 15mmø TRADE/NOMINAL SIZE.
5. ALL OUTLET BOXES SHALL BE GALVANIZED GAGE NO. 16 DEEP TYPE WITH FACTORY KNOCKOUTS.
6. ALL MATERIALS TO BE USED SHALL BE BRAND NEW AND APPROVED TYPE FOR THE PARTICULAR LOCATION AND PURPOSE.
7. GROUNDING SYSTEM SHALL BE PROVIDED TO ALL LIGHTING AND POWER CIRCUIT AS PER PHILIPPINE ELECTRICAL CODE REQUIREMENT.
8. MOUNTING HEIGHT OF WIRING DEVICES SHALL BE AS FOLLOWS :
 - a. LIGHT SWITCH - 1.20 M ABOVE FINISH FLOOR
 - b. CONVENIENCE OUTLET - 0.30 M ABOVE FINISH FLOOR.
 - c. SAFETY SWITCH - 1.80 M ABOVE FINISH FLOOR



1 LIGHTING LAYOUT
E-1 SCALE: 1:100m

LEGEND

SYMBOL	DESCRIPTION
◊	- CEILING LIGHT OUTLET
S/Sa	- ONE GANG DEVICE SWITCH
▭	- FLOURESCENT



DRAWN BY : JUNELSON P. CULLADO CADD OPERATOR EFD-DepEd	CHECKED BY : FELIX P. MACARANDAN PROFESSIONAL ELECTRICAL ENGINEER EFD-DepEd	RECOMMENDING APPROVAL : LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	APPROVED BY : ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	PROJECT TITLE : BAGONG LIPUNAN SCHOOL BUILDING (STANDARD DESIGN - TYPE 1) DATE PREPARED :	PROJECT CODE: BLSB TYPE 2 MPSS	OWNER : DEPARTMENT OF EDUCATION DepED SHEET CONTENTS : GEN. NOTES, LEGENDS, LIGHTING LAYOUT	SHEET NO: <div style="border: 2px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="text-align: center;"> E-1 1 </div> </div>
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1
A-1 PERSPECTIVE VIEW
SCALE: NTS

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DISTRICT/CITY/MUNICIPALITY

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- A-3 CROSS SECTION, LONGITUDINAL SECTION, ROOF PLAN
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- E-1 GEN. NOTES, LEGENDS, LIGHTING LAYOUT

SANITARY

OTHERS

LAND USE & ZONING

LINE & GRADE

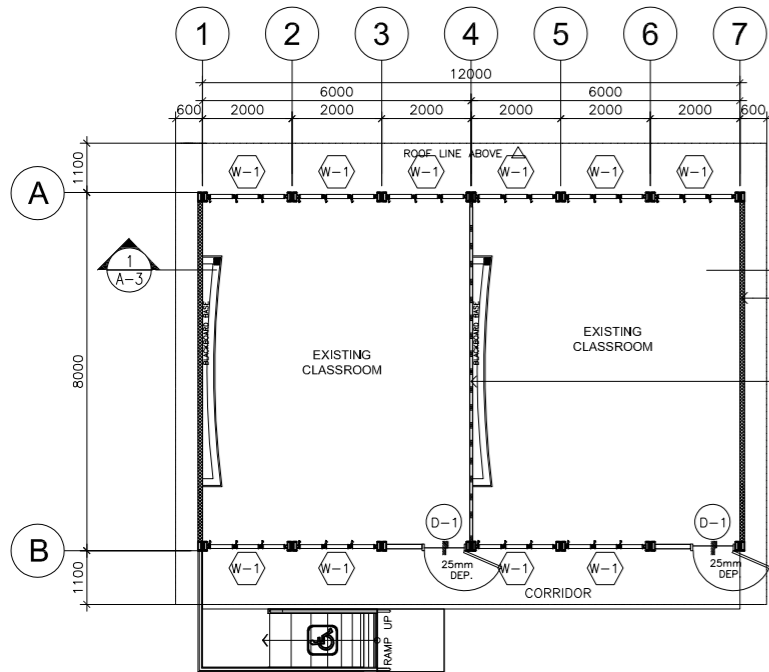
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STRUCTURAL

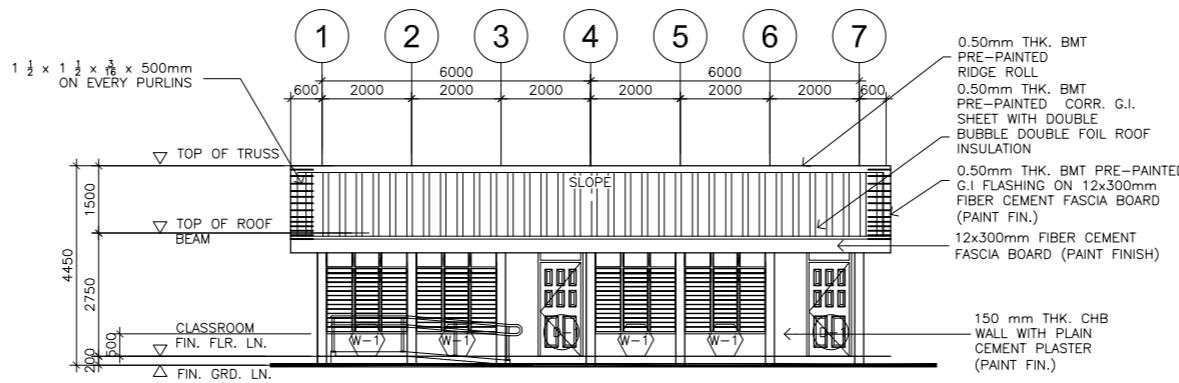
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ELECTRICAL

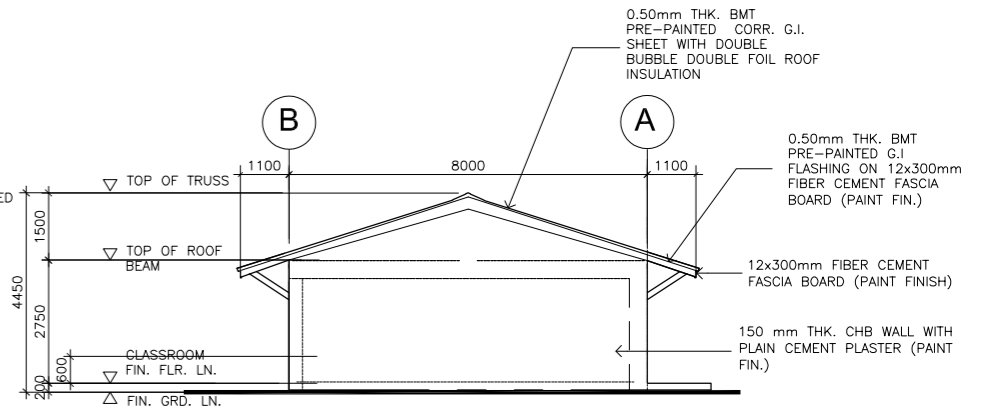
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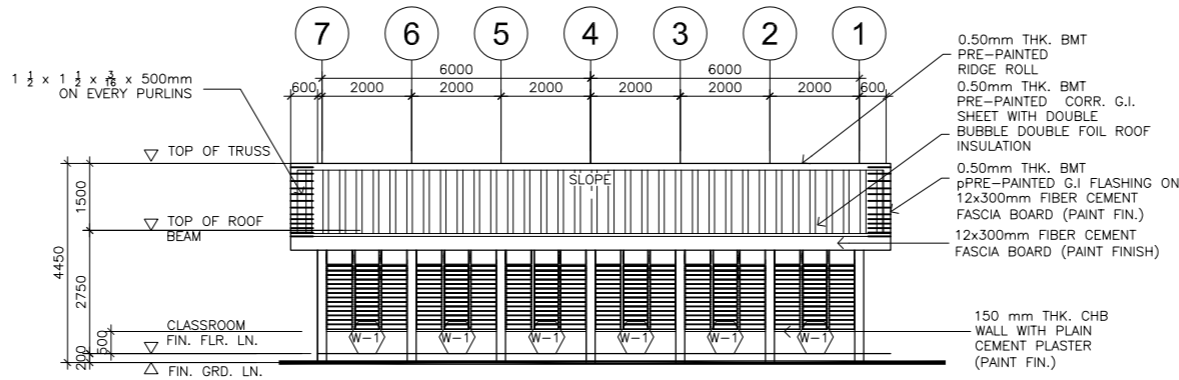
1 FLOOR PLAN
A-2 SCALE: 1:100m



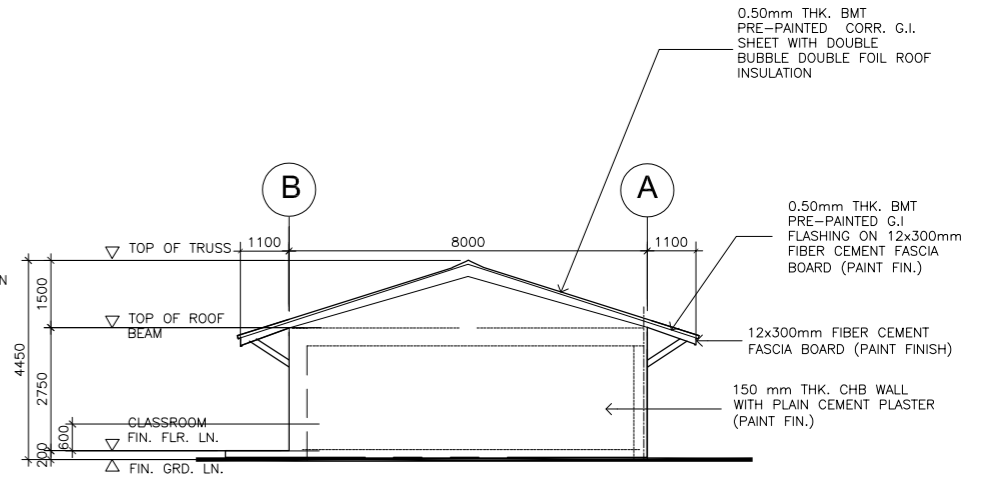
2 FRONT SIDE ELEVATION
A-2 SCALE: 1:80M



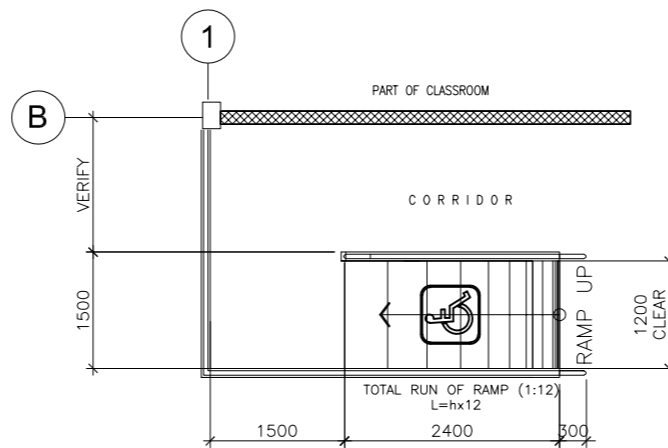
5 LEFT ELEVATION
A-2 SCALE: 1:80m



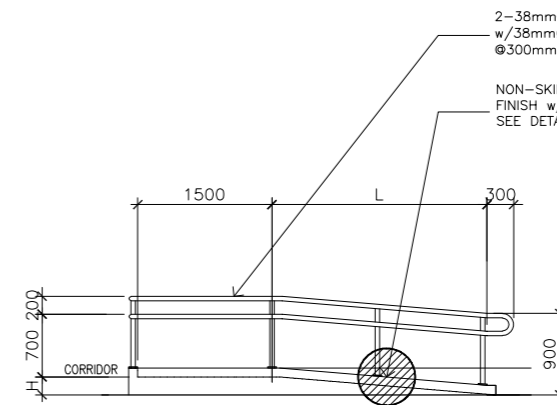
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A-2 SCALE: 1:100M



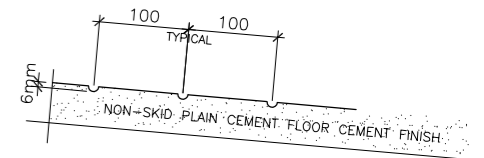
4 RIGHT SIDE ELEVATION
A-2 SCALE: 1:100M



6 RAMP DETAIL
A-2

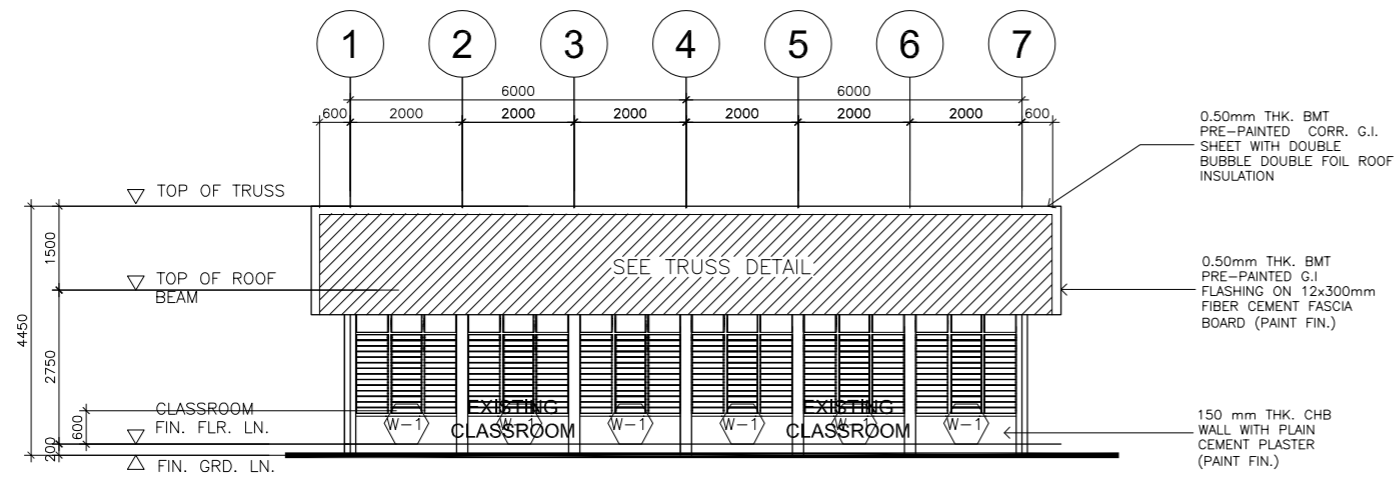


7 RAMP SECTION
A-2 SCALE: 1:100M

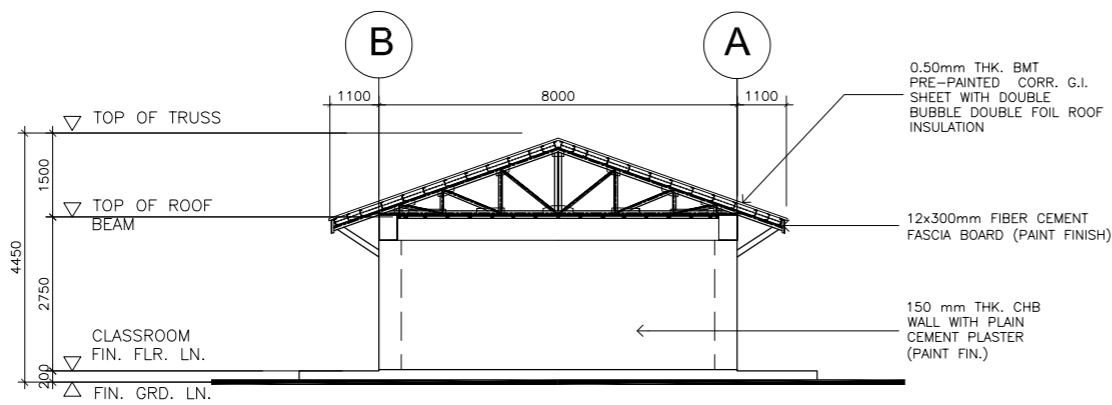


8 SPOT DETAIL
A-2 SCALE

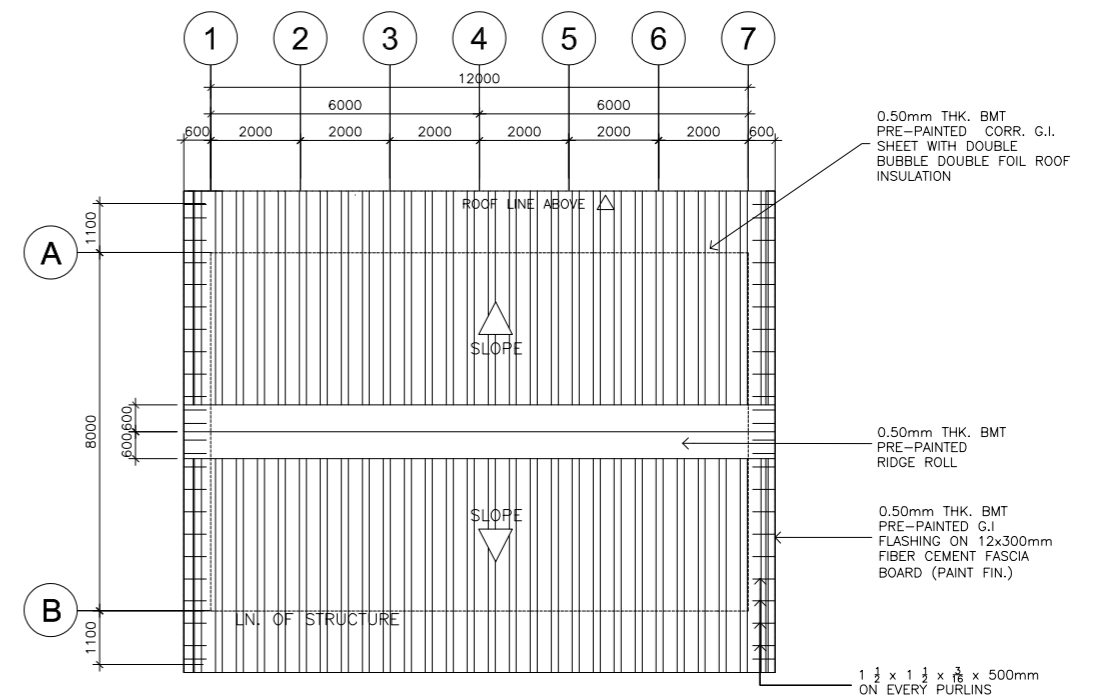
NOTE:
IF THERE WILL BE CHANGE IN THE HEIGHT (h) OF THE FINISH FLOOR LINE (FFL) OF THE BUILDING, THE LENGTH OF THE RAMP SHALL BE COMPUTED AS (L=h x 12)



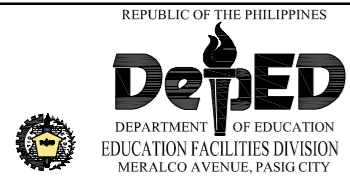
1 LONGITUDINAL SECTION
 A-3 SCALE : 1:80M



2 CROSS SECTION
 A-3 SCALE : 1:80M



3 ROOF PLAN
 A-3 SCALE : 1:80M



DRAWN BY :
 JUNELSON P. CULLADO
 CADD OPERATOR
 EFD-DepEd

CHECKED BY :
 JET RAYMOND G. ALABASO
 ARCHITECT III
 EFD-DepEd

RECOMMENDING APPROVAL :
 LUIS G. PURISIMA, JR.
 ASST. CHIEF, EFD-AS
 DepEd

APPROVED BY :
 ANNABELLE R. PANGAN
 CHIEF, EFD-AS
 DepEd

PROJECT TITLE :
 BAGONG LIPUNAN SCHOOL BUILDING
 (STANDARD DESIGN - TYPE 3)

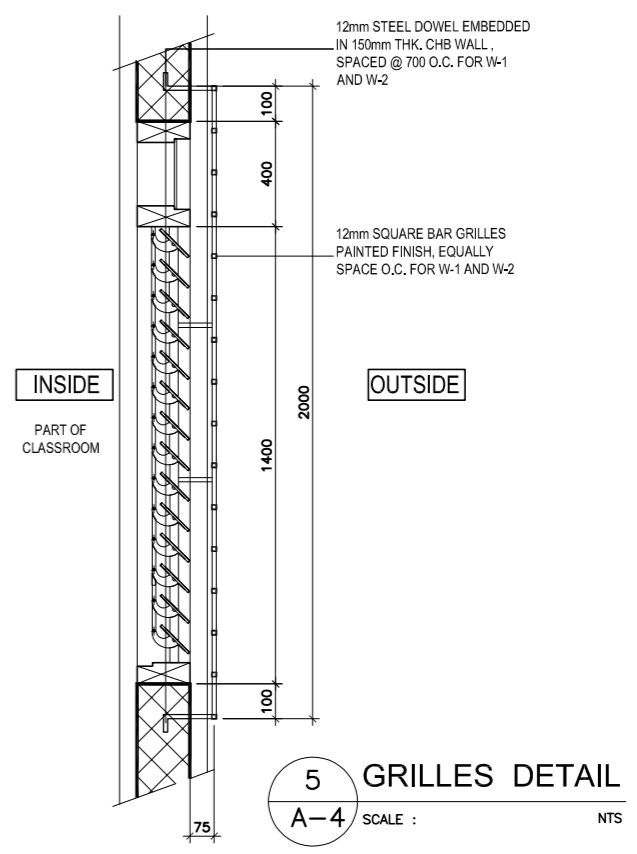
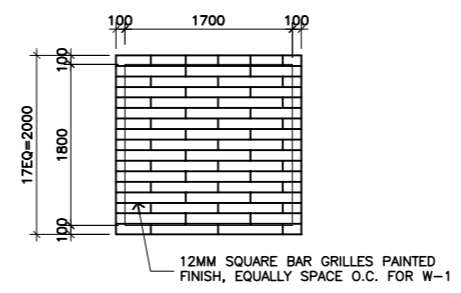
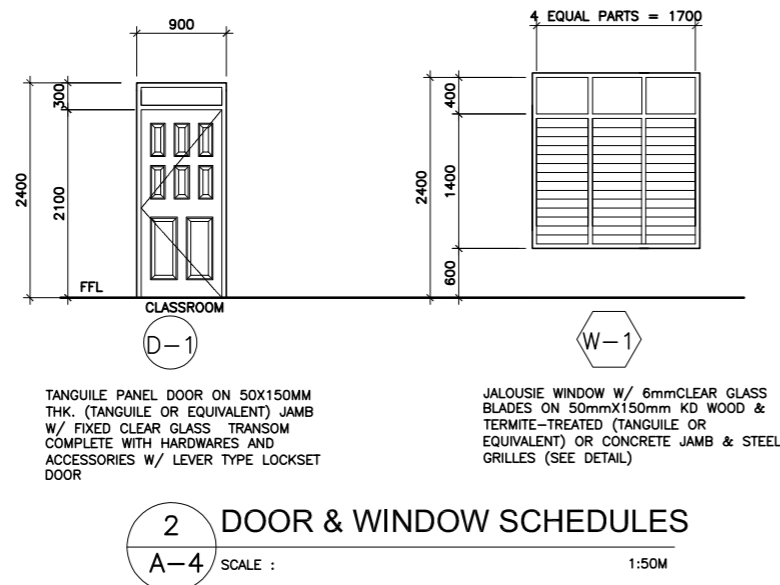
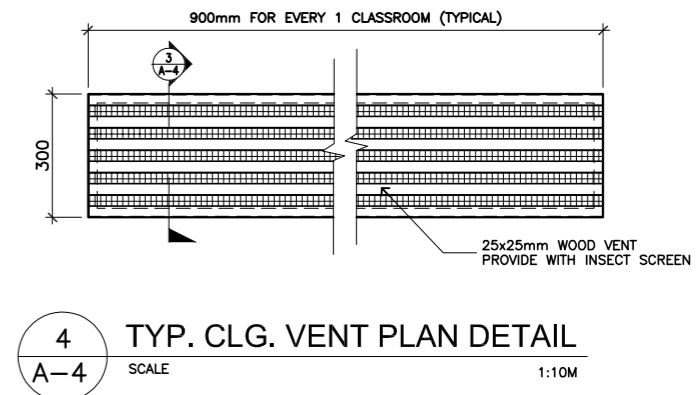
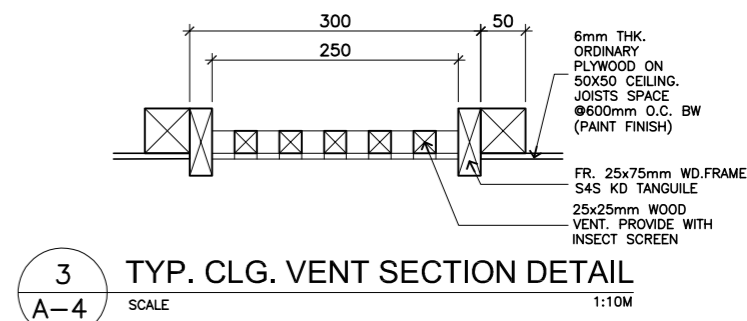
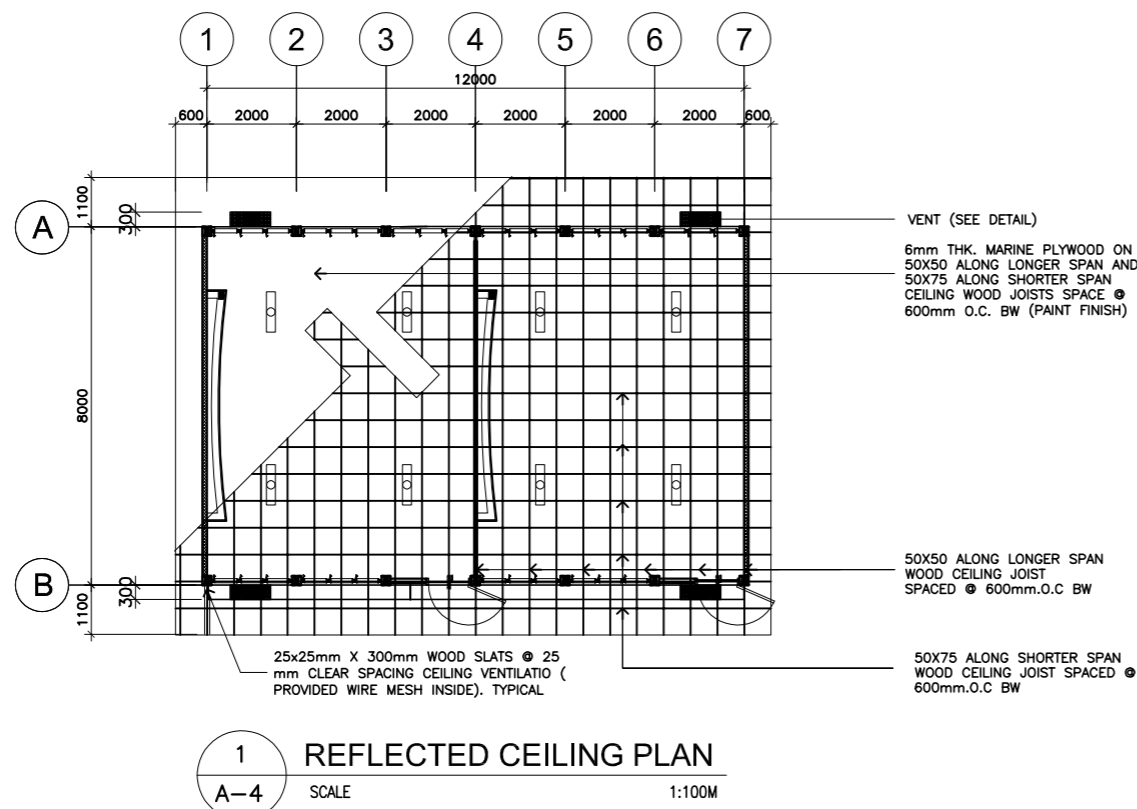
PROJECT CODE:
 BLSB III - MPSS

DATE PREPARED :

OWNER :
 DEPARTMENT OF EDUCATION
 DepED

SHEET CONTENTS :
 CROSS SECTION, LONGITUDINAL SECTION,
 ROOF PLAN

SHEET NO:
 A-3
 4



DRAWN BY:
 JUNELSON P. CULLADO
 CADD OPERATOR
 EFD-DepEd

CHECKED BY:
 JET RAYMOND G. CALABASO
 ARCHITECT III
 EFD-DepEd

RECOMMENDING APPROVAL:
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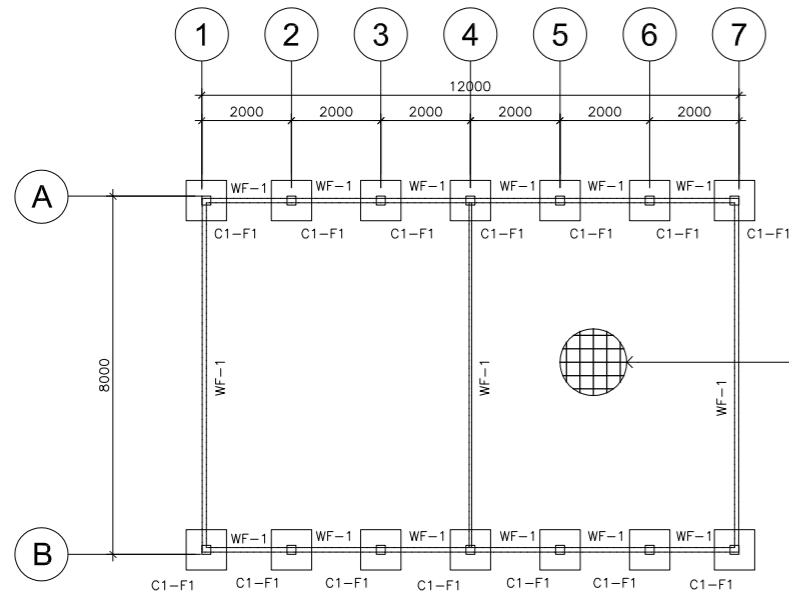
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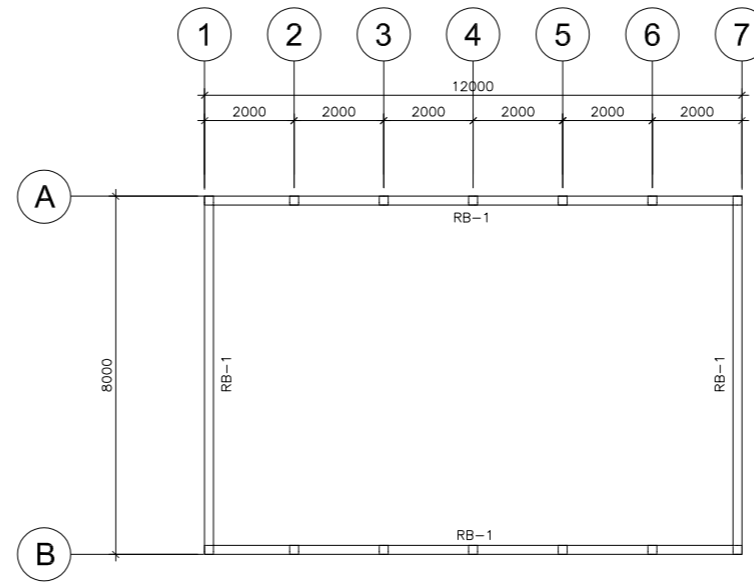
OWNER:
 DEPARTMENT OF EDUCATION
 DepEd

SHEET CONTENTS:
 REFLECTED CEILING PLAN, SCHEDULE OF
 DOORS AND WINDOWS, VENT DETAIL,
 GRILLE DETAIL

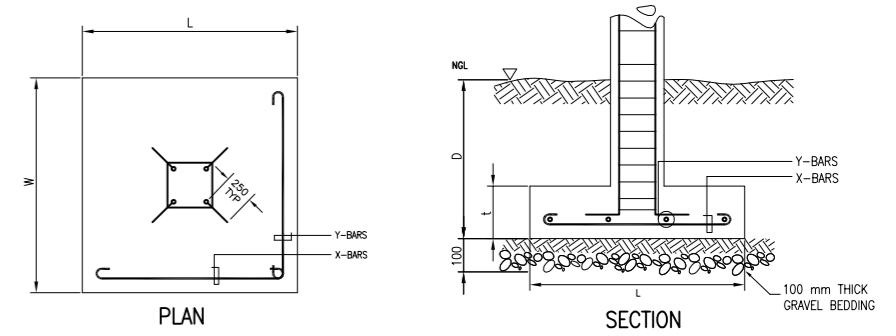
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 A-4
 4



1 FOUNDATION PLAN
SCALE: 1:100 M.



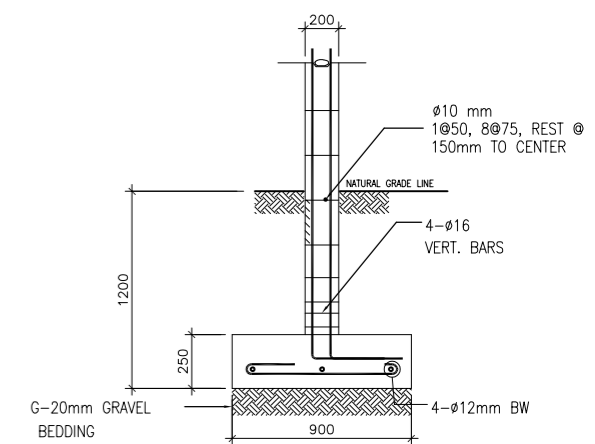
2 ROOF BEAM PLAN
SCALE: 1:100 M.



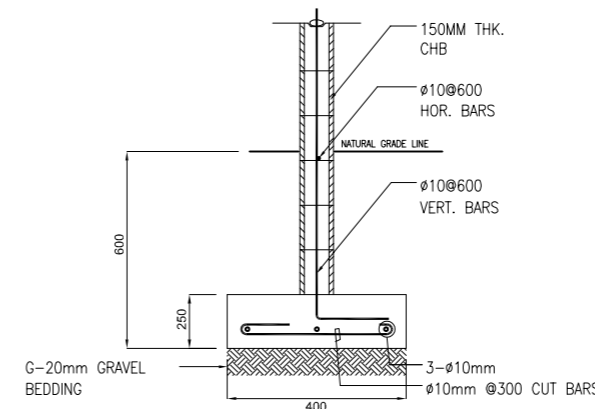
3 TYP. STIFFENER FOOTING DETAIL
SCALE: NTS

COLUMN & BEAM SCHEDULE		
LEVEL	C-1	RB-1
FOUNDATION LEVEL TO ROOF LEVEL	<p>MAIN BAR: 4-Ø16mm TIES : Ø10 mm 1@50, 8@75, REST @ 150mm TO CENTER</p>	<p>MAIN BAR: 4-Ø16mm TIES : Ø10 mm 1@50, 8@75, REST @ 150mm TO CENTER</p>

SCHEDULE OF FOOTINGS							
FOOTING MARK	FOOTING DIMENSIONS (mm)				REINFORCEMENT		REMARKS
	LENGTH (L)	WIDTH (W)	DEPTH (D)	THICKNESS (t)	BAR X	BAR Y	
F-1	900	900	1200	250	4 - 12mmØ	4 - 12mmØ	SQUARE FOOTING



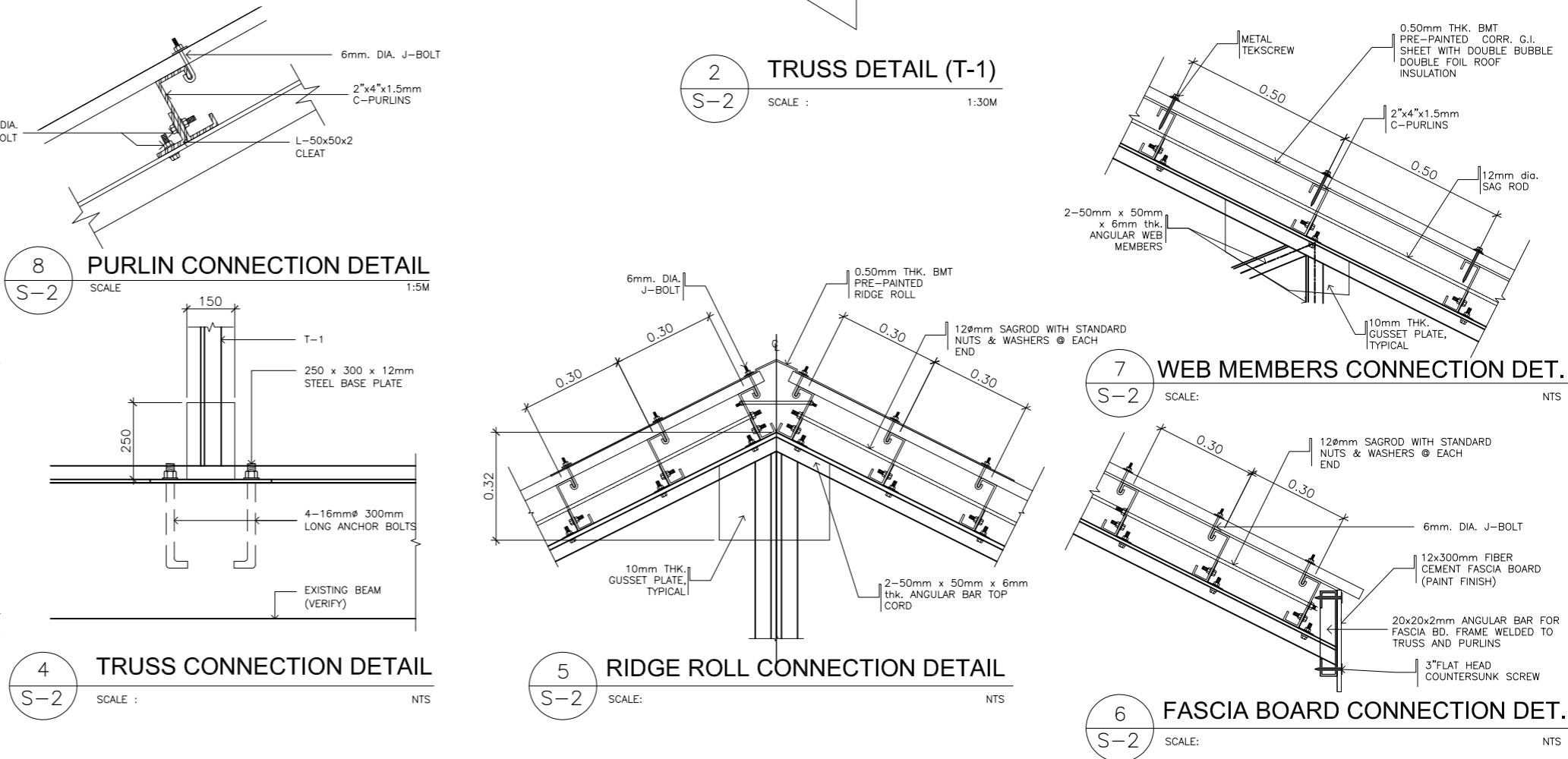
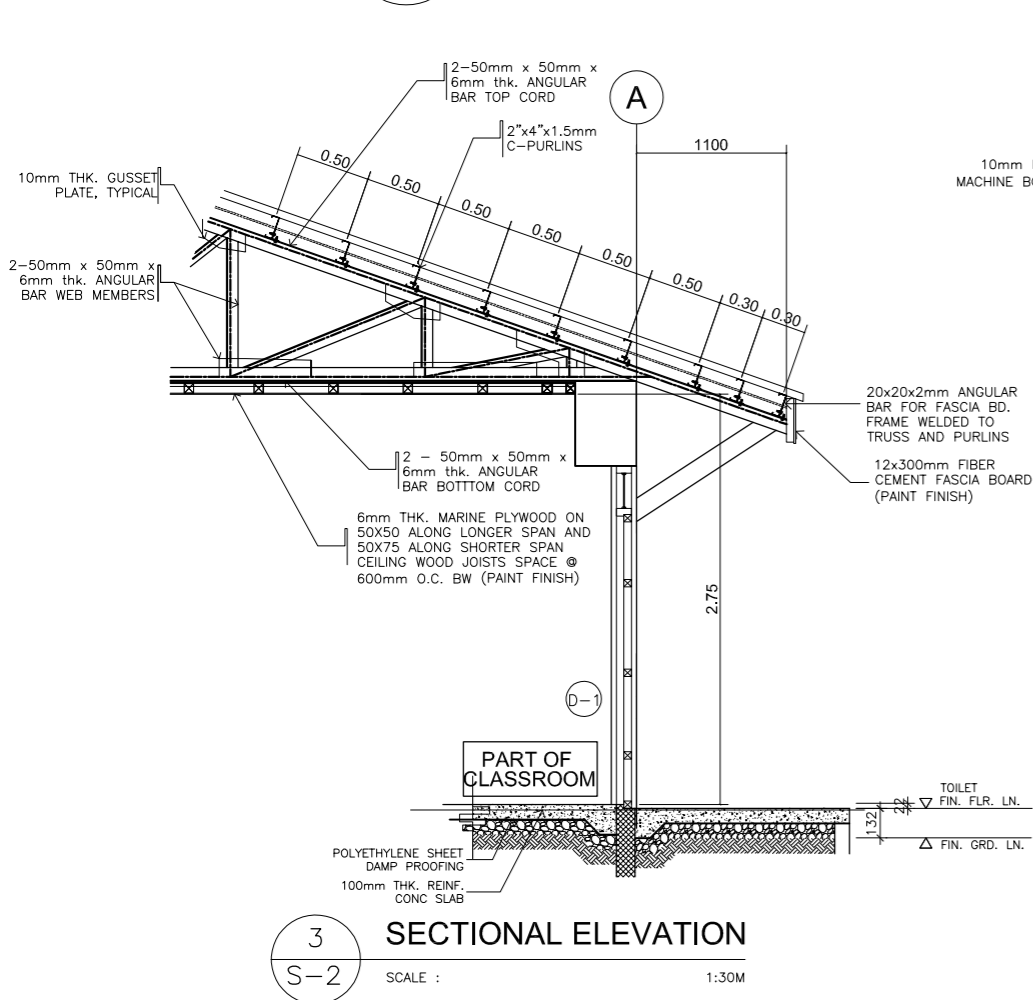
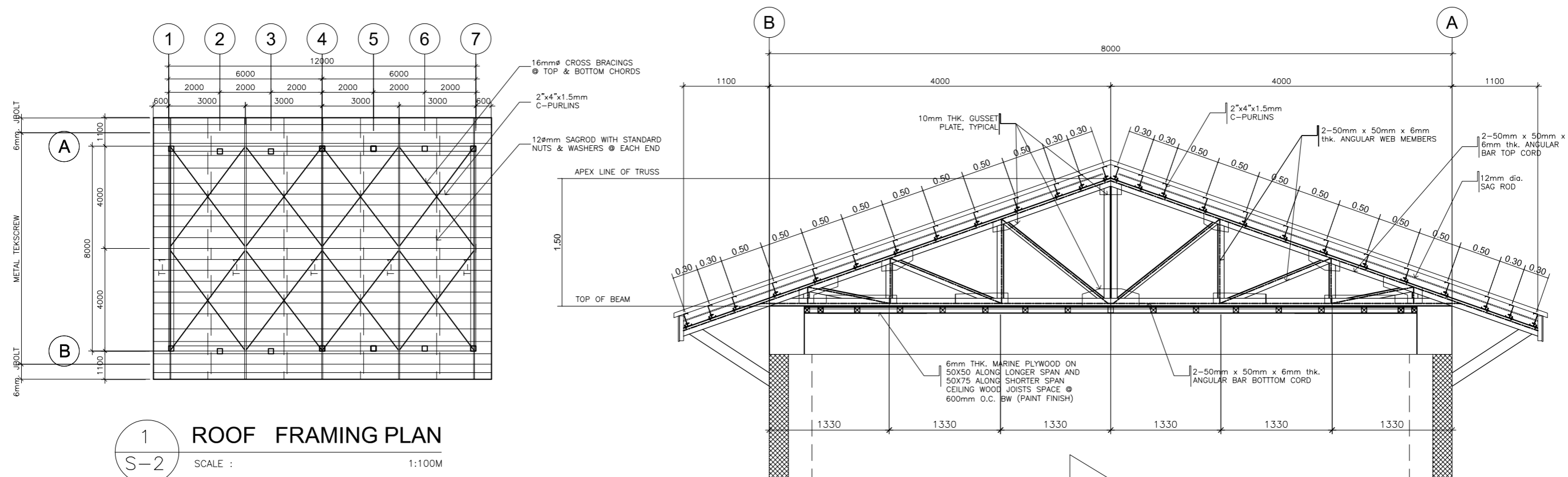
4 DETAIL OF C1-F1
SCALE: NTS



5 DETAIL OF WF-1
SCALE: NTS

DESIGN CRITERIA :

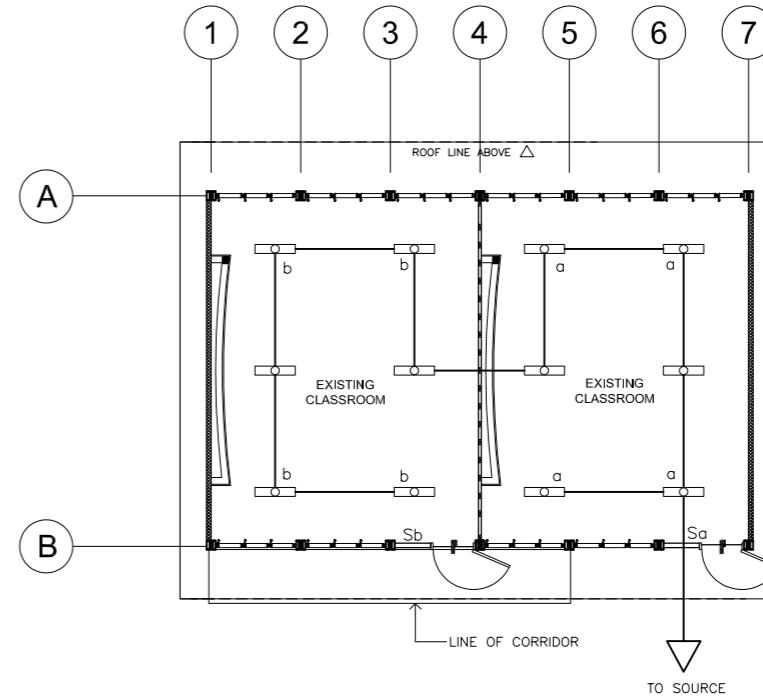
- A. CONCRETE
 $f_c' = 20.685 \text{ Mpa (3,000 Psi)}$, minimum compressive strength of concrete a 28 days unless otherwise specified.
- B. REBAR
 $f_y = 230 \text{ Mpa (33,000 Psi)}$, minimum yield strength of reinforcing bars unless otherwise specified.
- C. STRUCTURAL STEEL
 $F_y = 248 \text{ Mpa (36 Ksi)}$, specified minimum yield strength unless otherwise specified.
- D. FOUNDATION
SBP = 95.706 Kpa (2,000 Psf), was used in the design for all footings.



REPUBLIC OF THE PHILIPPINES DepEd DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY	DRAWN BY : JUNELSON P. CULLADO CAD OPERATOR EFD-DepEd	CHECKED BY : WILFREDO D. ALARCON STRUCTURAL ENGINEER EFD-DepEd	RECOMMENDING APPROVAL : LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	APPROVED BY : ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	PROJECT TITLE : BAGONG LIPUNAN SCHOOL BUILDING (STANDARD DESIGN - TYPE 3)	PROJECT CODE : BLSB III - MPSS	OWNER : DEPARTMENT OF EDUCATION DepEd	SHEET NO : S-2 2
	SHEET CONTENTS : ROOF FRAMING PLAN, TRUSS DETAIL, SECTIONAL ELEVATION, PURLIN CONNECTION DETAILS							

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1
LIGHTING LAYOUT
E-1
 SCALE: 1:100m

LEGEND

SYMBOL	DESCRIPTION
◊	CEILING LIGHT OUTLET
S/Sa	ONE GANG DEVICE SWITCH
□	FLOURESCENT

DRAWN BY :

JUNELSON P. CULLADO
 CADD OPERATOR
 EFD-DepEd

CHECKED BY :

FELIX P. MACARANDAN
 PROFESSIONAL ELECTRICAL ENGINEER
 EFD-DepEd

RECOMMENDING APPROVAL :

LUIS G. PURISIMA, JR.
 ASST. CHIEF, EFD-AS
 DepEd

APPROVED BY :

ANNABELLE R. PANGAN
 CHIEF, EFD-AS
 DepEd

PROJECT TITLE :

**BAGONG LIPUNAN SCHOOL BUILDING
 (STANDARD DESIGN - TYPE 3)**

DATE PREPARED :

PROJECT CODE:

BLSB III - MPSS

OWNER :

DEPARTMENT OF EDUCATION
 DepED

SHEET CONTENTS :

GENERAL NOTES, LOAD SCHEDULE, LEGEND,
 RISER DIAGRAM, POWER & LIGHTING LAYOUT,
 LIGHTING DETAIL

SHEET NO:

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1
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- S-2 ROOF FRAMING PLAN, TRUSS DETAIL, PURLIN CONNECTION DETAILS

ELECTRICAL

- E-1 GEN. NOTES, LEGENDS, LIGHTING LAYOUT

SANITARY

OTHERS

LAND USE & ZONING

LINE & GRADE

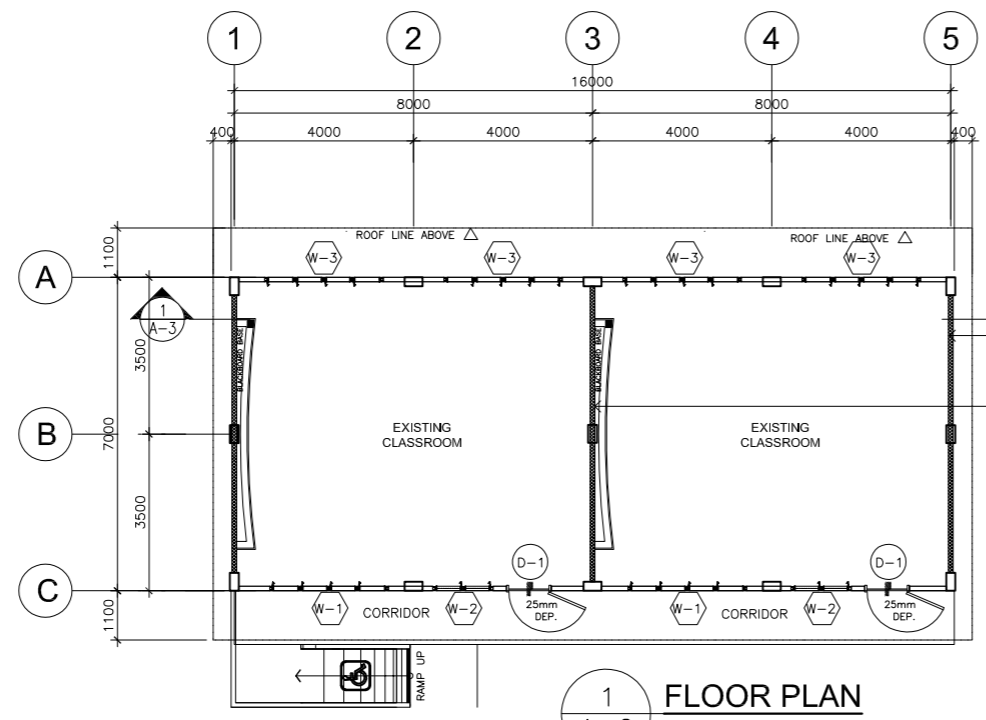
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STRUCTURAL

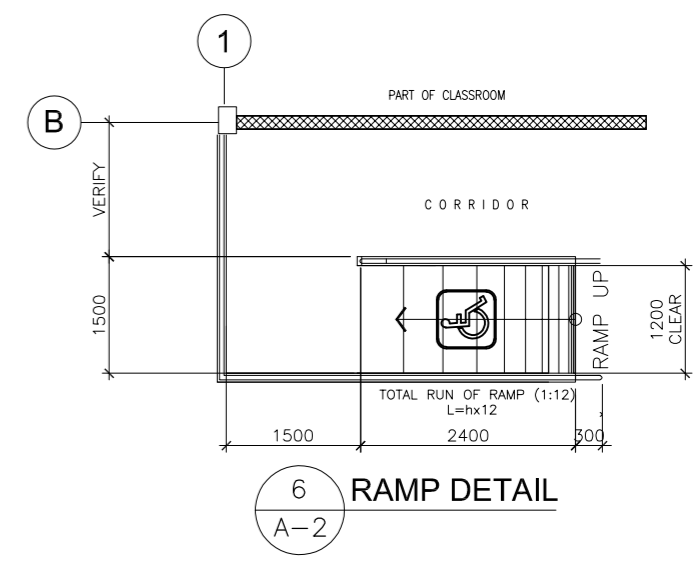
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ELECTRICAL

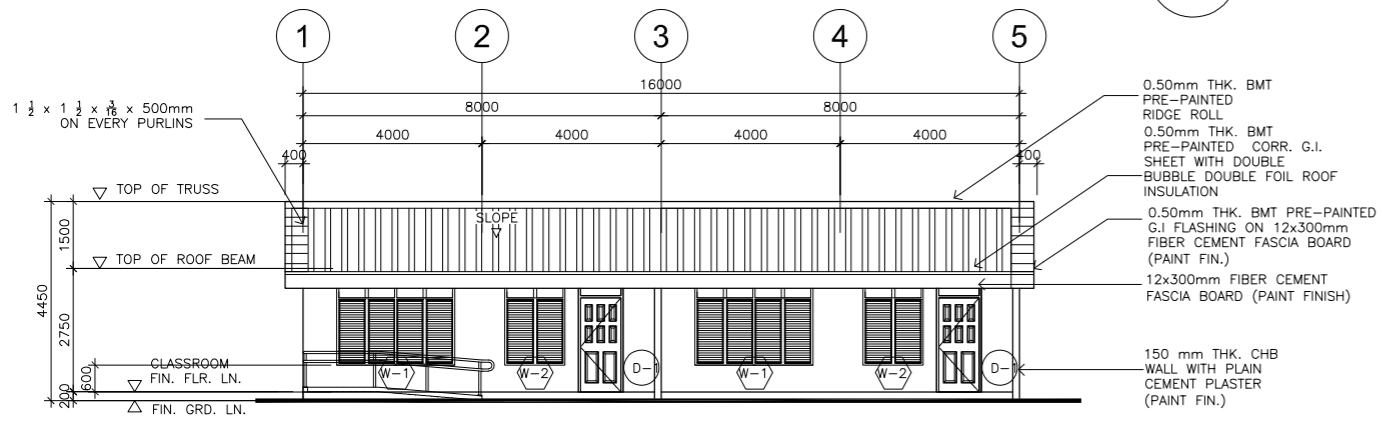
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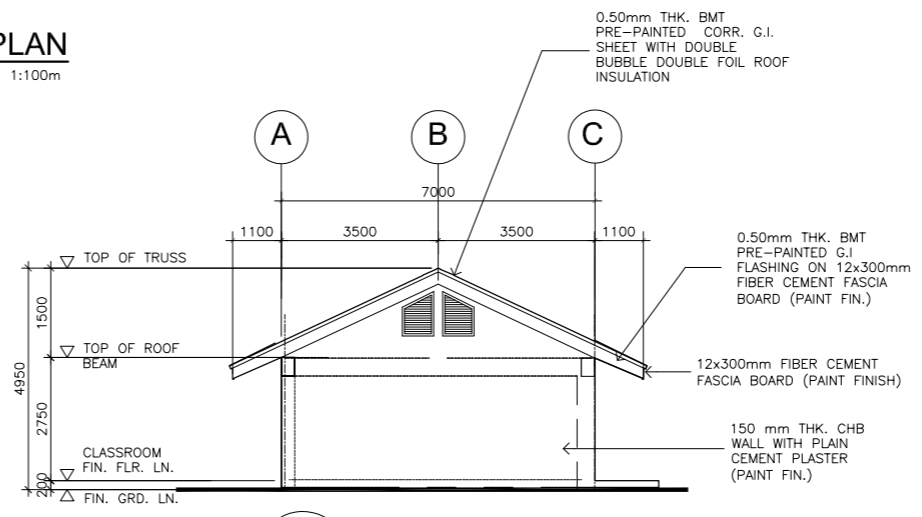
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A-2 SCALE: 1:100m



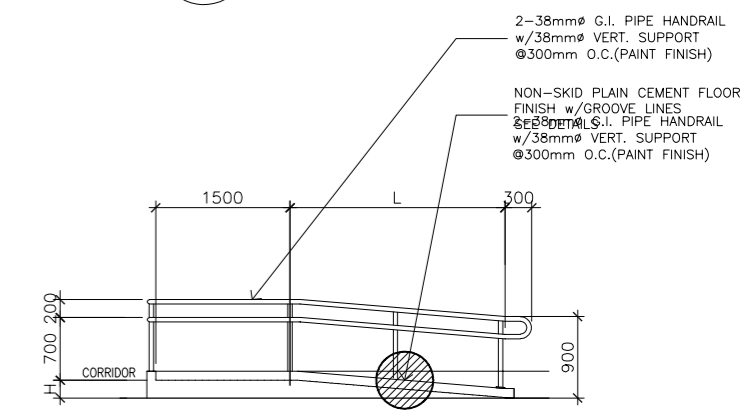
6 RAMP DETAIL
A-2



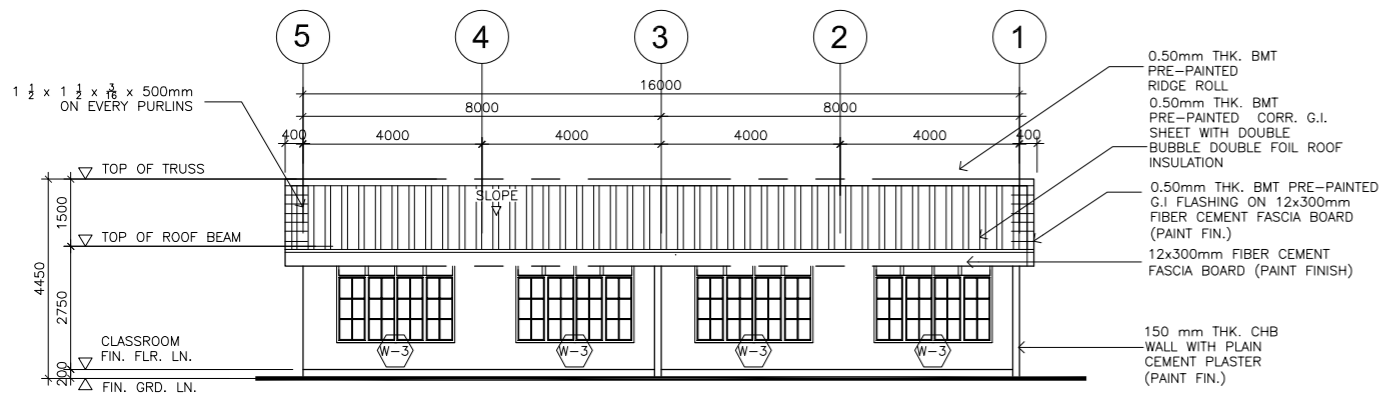
2 FRONT SIDE ELEVATION
A-2 SCALE: 1:100M



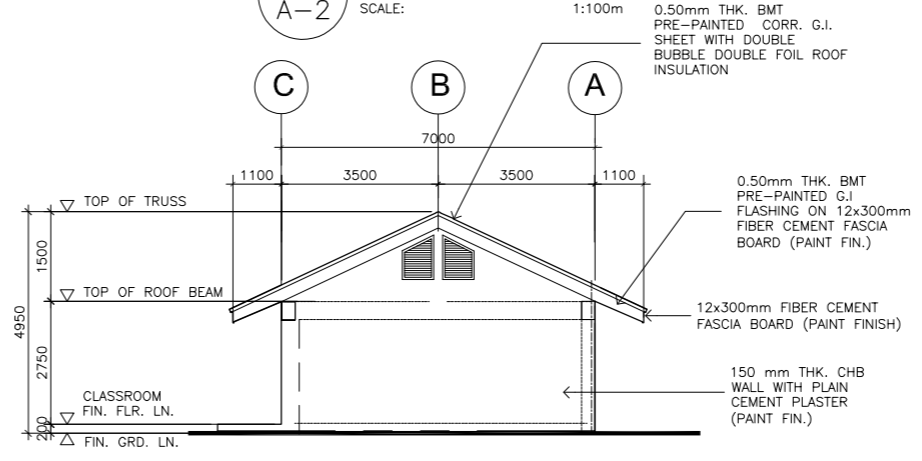
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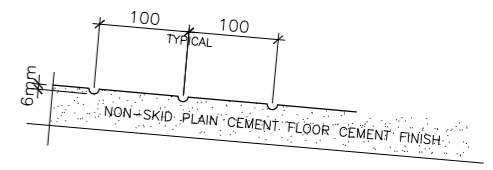
7 RAMP SECTION
A-2 SCALE 1:100M



3 REAR SIDE ELEVATION
A-2 SCALE: 1:100M



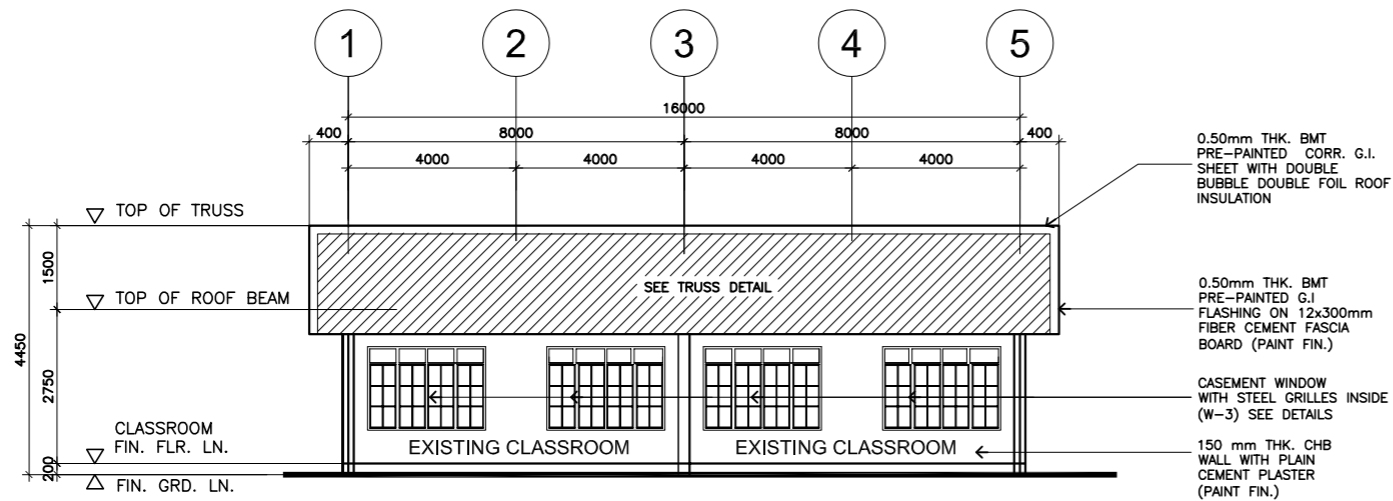
4 RIGHT SIDE ELEVATION
A-2 SCALE: 1:100M



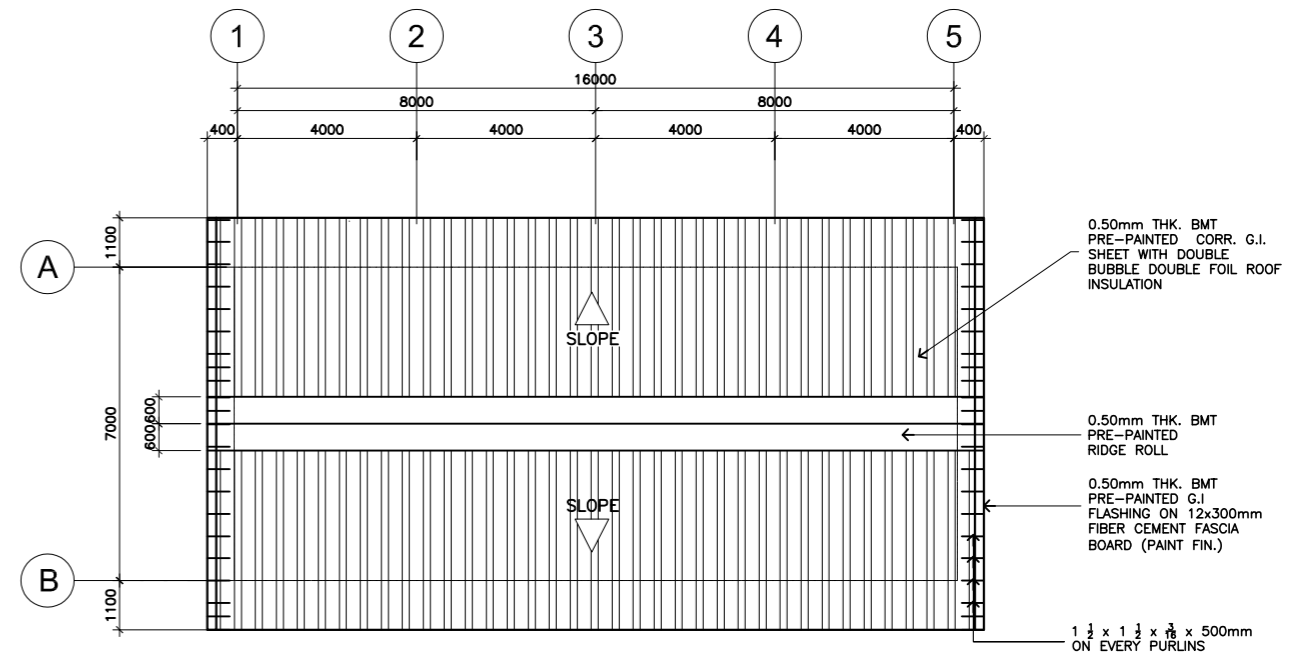
8 SPOT DETAIL
A-2 SCALE

NOTE:
IF THERE WILL BE CHANGE IN THE HEIGHT (h) OF THE FINISH FLOOR LINE (FFL) OF THE BUILDING, THE LENGTH OF THE RAMP SHALL BE COMPUTED AS (L=h X 12)

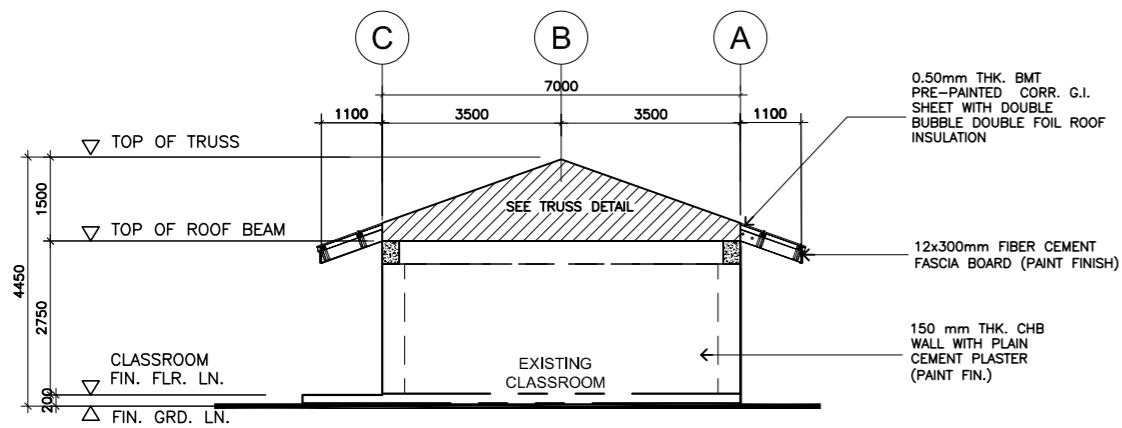
REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY	DRAWN BY : JUNELSON P. CULLADO CAD OPERATOR EFD-DepEd	CHECKED BY : JET RAYMOND G. ALABASO ARCHITECT III EFD-DepEd	RECOMMENDING APPROVAL : LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	APPROVED BY : ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	PROJECT TITLE : DECS SCHOOL BUILDING (7.0M x 8.0M)	PROJECT CODE: DSB - MPSS	OWNER : DEPARTMENT OF EDUCATION DepEd	SHEET NO.: A-2 4
	DATE PREPARED : LOCATION :					SHEET CONTENTS : FLOOR PLAN, ELEVATIONS, RAMP DETAILS		



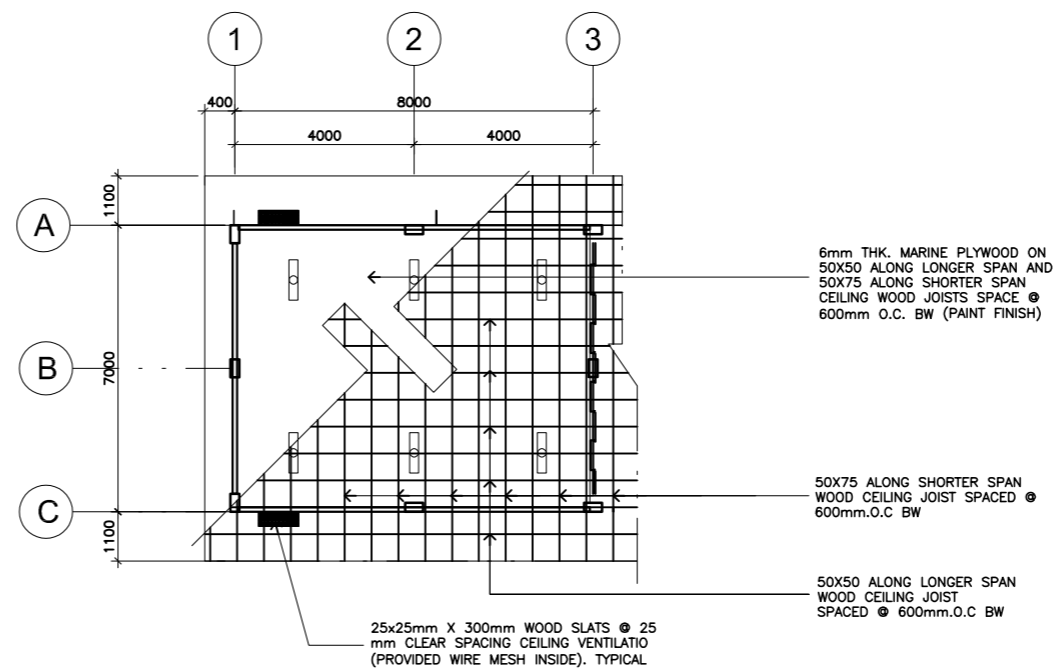
1 LONGITUDINAL SECTION
 A-3 SCALE : NTS



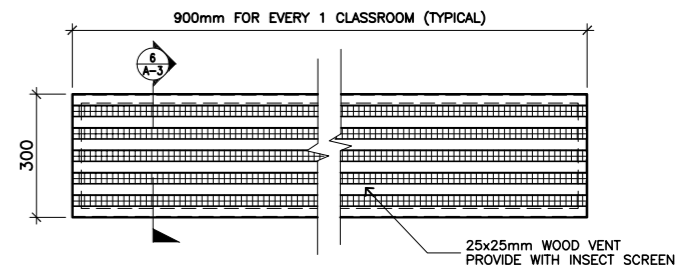
3 ROOF PLAN
 A-3 SCALE : 1:100M



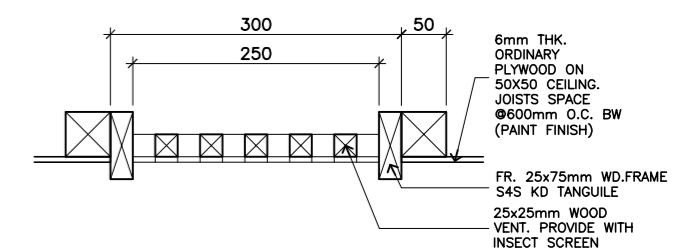
2 CROSS SECTION
 A-3 SCALE : 1:80M



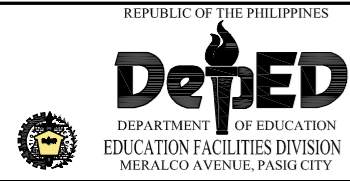
4 REFLECTED CEILING PLAN
 A-3 SCALE: 1:100m



5 TYP. CLG. VENT PLAN DETAIL
 A-3 SCALE 1:10M



6 TYP. CLG. VENT SECTION DETAIL
 A-3 SCALE 1:10M



DRAWN BY :
 JUNELSON P. CULLADO
 CADD OPERATOR
 EFD-DepEd

CHECKED BY :
 JET RAYMOND G. CALABASO
 ARCHITECT III
 EFD-DepEd

RECOMMENDING APPROVAL :
 LUIS G. PURISIMA, JR.
 ASST. CHIEF, EFD-AS
 DepEd

APPROVED BY :
 ANNABELLE R. PANGAN
 CHIEF, EFD-AS
 DepEd

PROJECT TITLE :
 DECS SCHOOL BUILDING (7.0M x 8.0M)

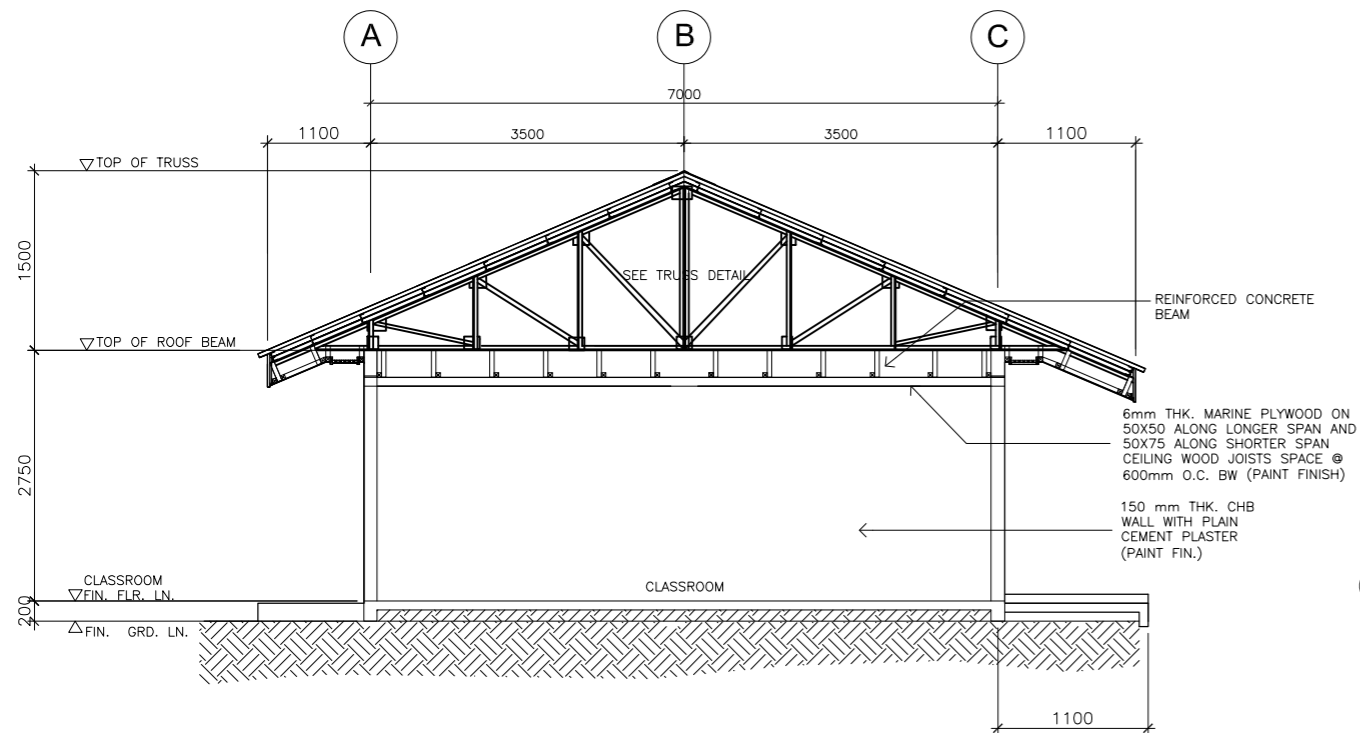
PROJECT CODE:
 DSB - MPSS

DATE PREPARED :

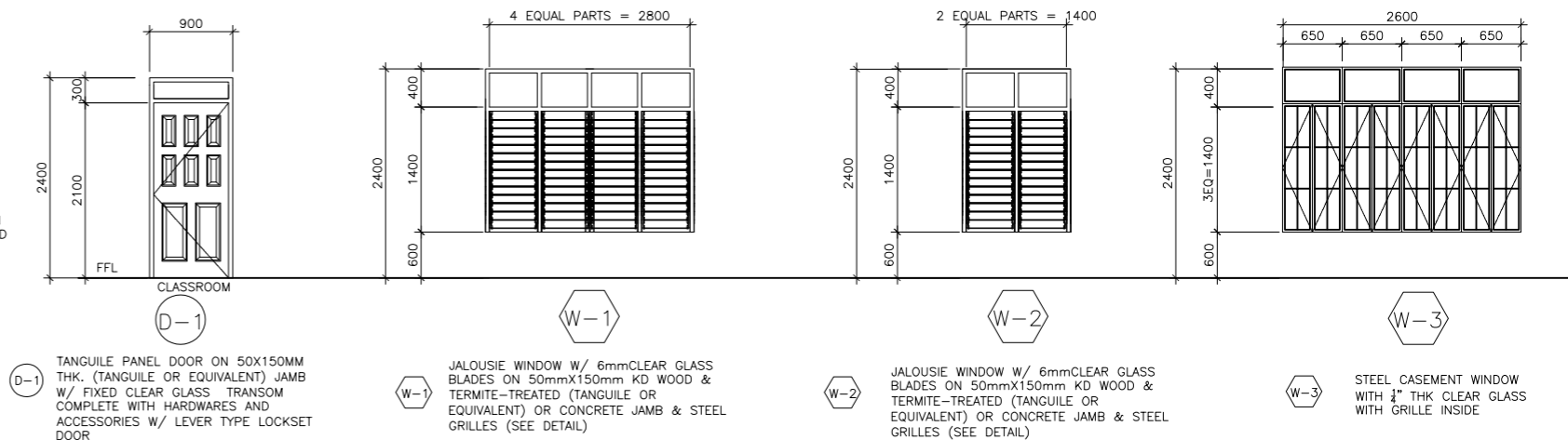
OWNER :
 DEPARTMENT OF EDUCATION
 DepEd

SHEET NO.:
A-3
4

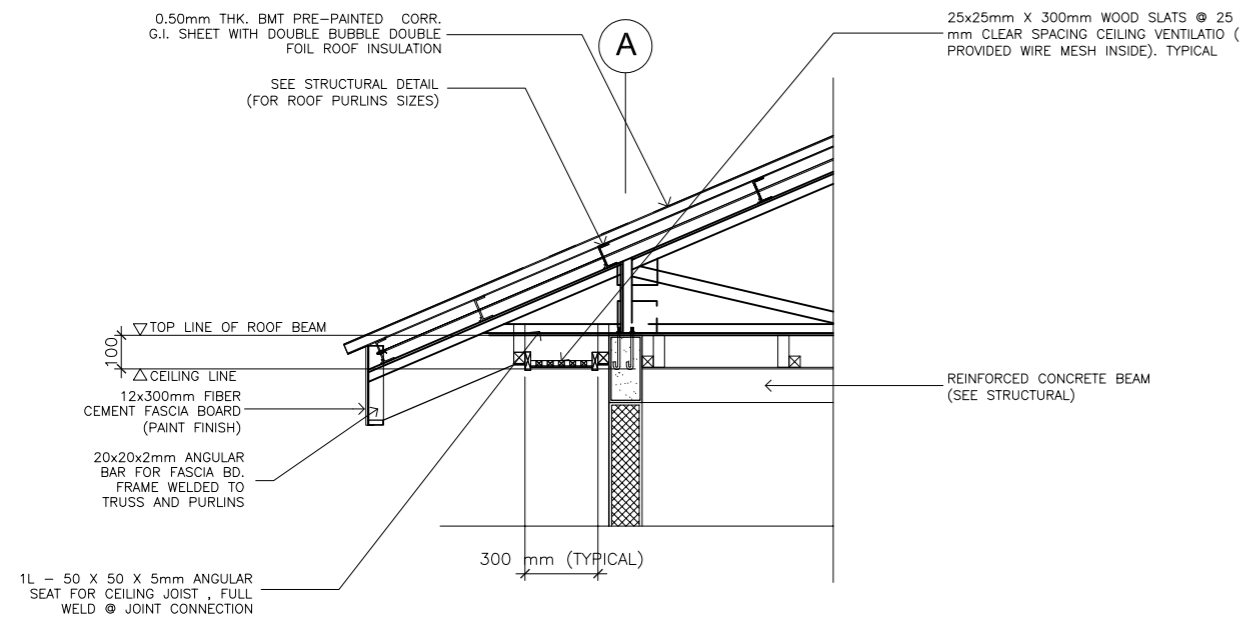
SHEET CONTENTS :
 CROSS SECTION, LONGITUDINAL SECTION, ROOF PLAN, REFLECTED CEILING PLAN, VENT DETAIL



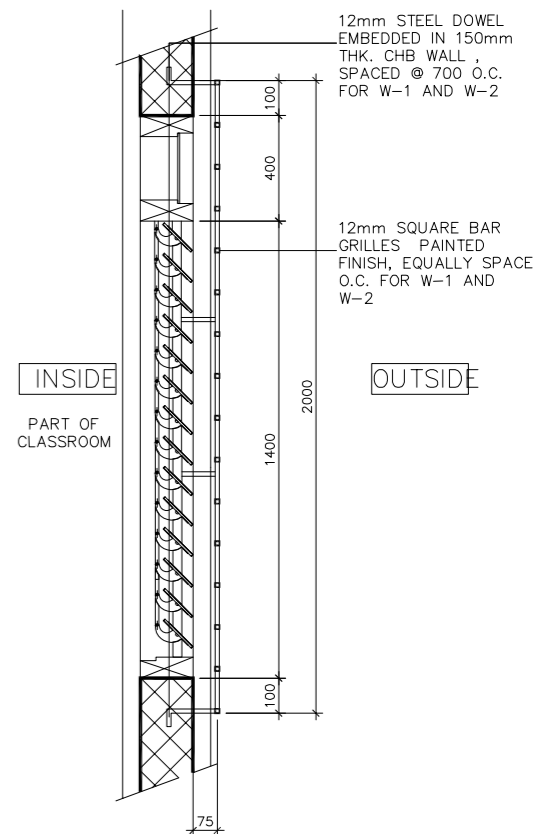
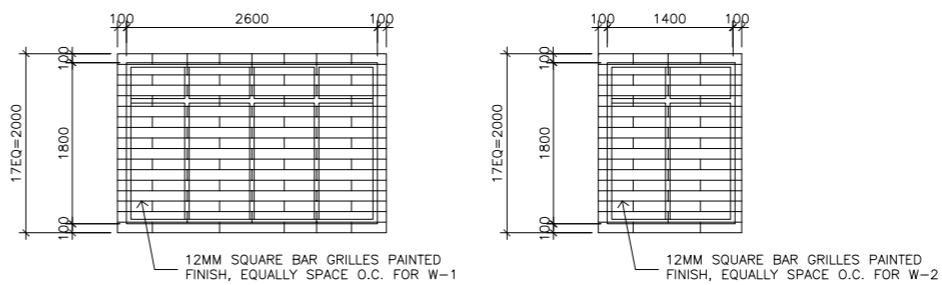
1 DETAILED CROSS SECTION
A-4 SCALE 1:50M



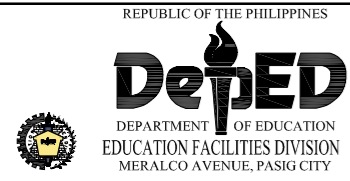
3 DOOR & WINDOW SCHEDULES
A-4 SCALE 1:50M



2 TYPICAL DETAIL SECTION OF EAVE (FRONT)
A-4 SCALE 1:20M



5 GRILLES DETAIL
A-4 SCALE NTS



DRAWN BY :
Junelso P. Cullado
JUNELSON P. CULLADO
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CHECKED BY :
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JET RAYMOND G. ALABASO
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EFD-DepEd

RECOMMENDING APPROVAL :
Luis G. Purisima, Jr.
LUIS G. PURISIMA, JR.
ASST. CHIEF, EFD-AS
DepEd

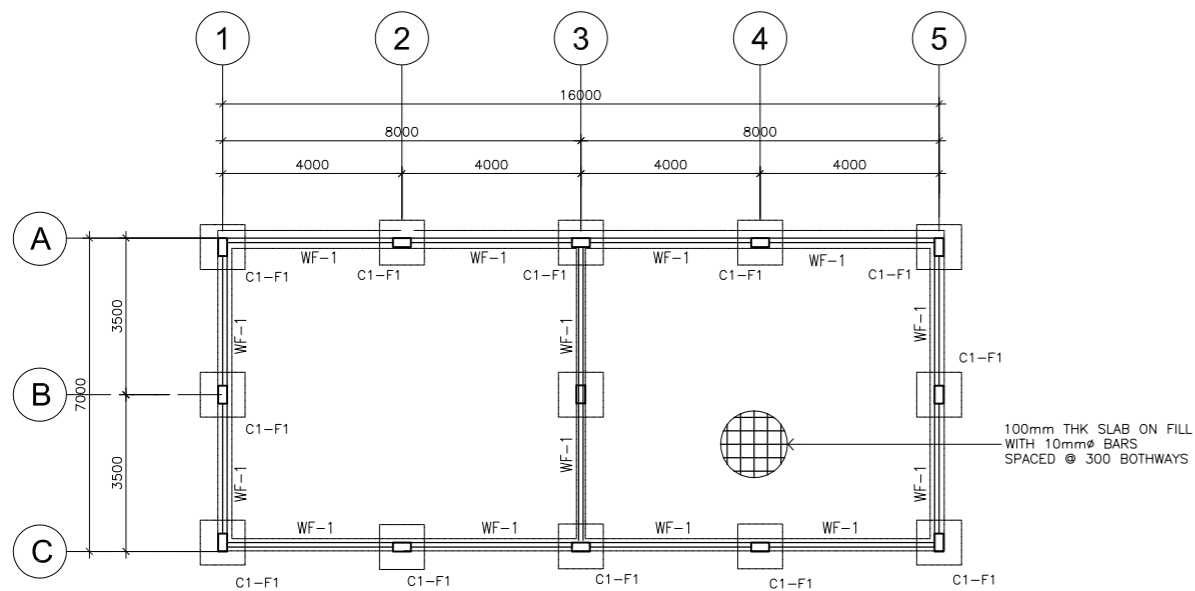
APPROVED BY :
Annabelle R. Pangan
ANNABELLE R. PANGAN
CHIEF, EFD-AS
DepEd

PROJECT TITLE :
DECS SCHOOL BUILDING (7.0M x 8.0M)
DATE PREPARED :

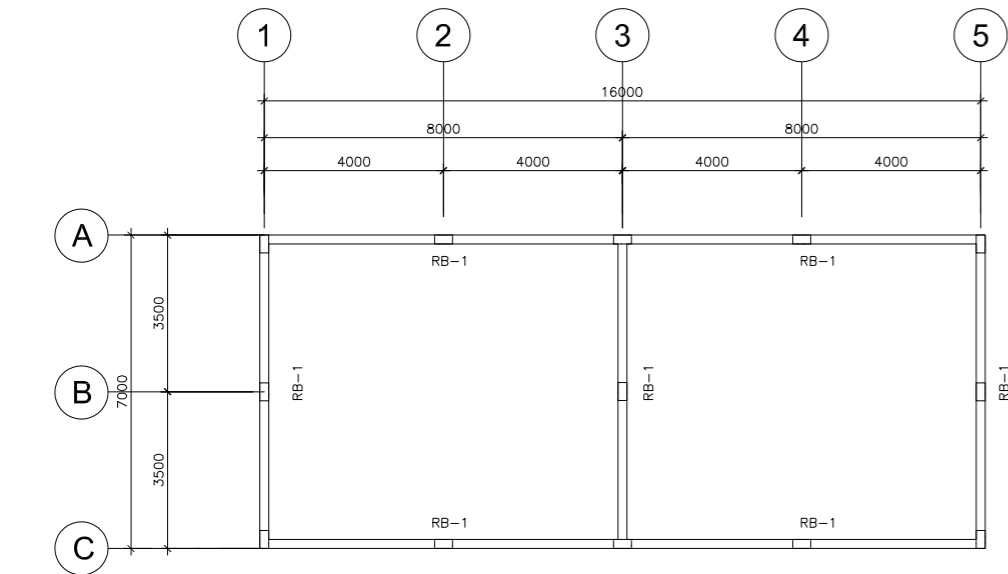
PROJECT CODE:
DSB - MPSS

OWNER :
**DEPARTMENT OF EDUCATION
DepEd**
SHEET CONTENTS :
SCHEDULE OF DOORS AND
WINDOWS, GRILLE DETAIL, DETAILED
CROSS SECTION

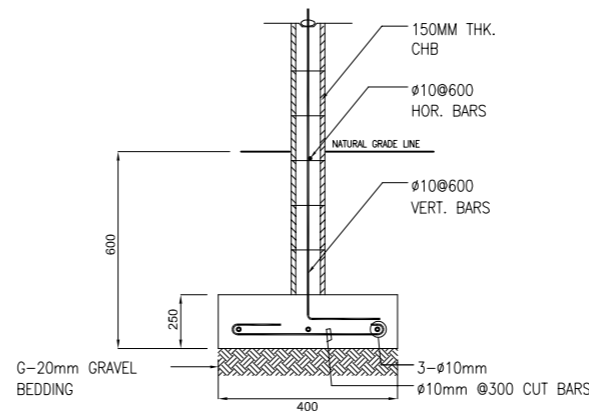
SHEET NO:
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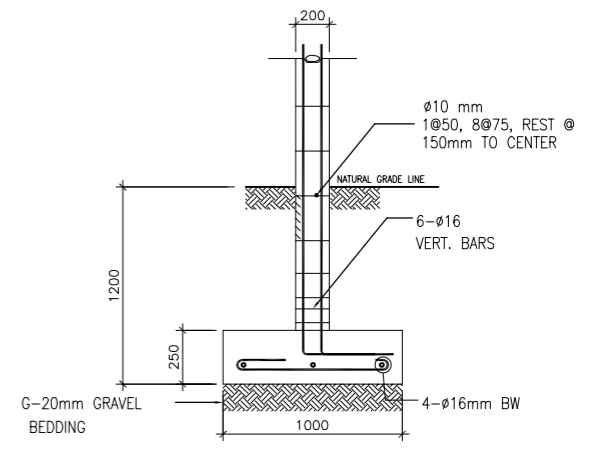
1 FOUNDATION PLAN
S-1 SCALE 1:100M



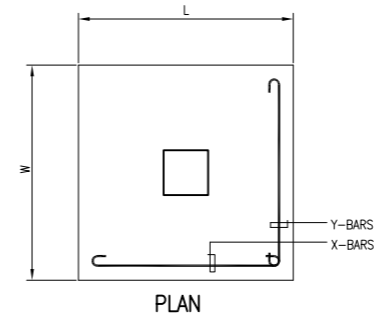
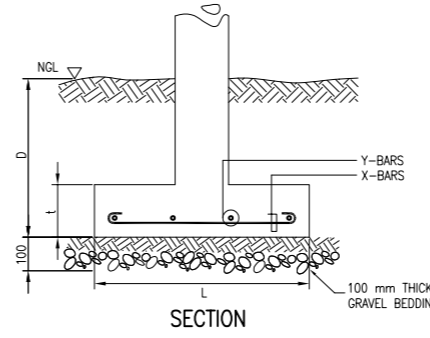
2 ROOF BEAM PLAN
S-1 SCALE 1:100M



3 DETAIL OF WF-1
S-1 SCALE NTS.



4 DETAIL OF C1-F1
S-1 SCALE NTS.



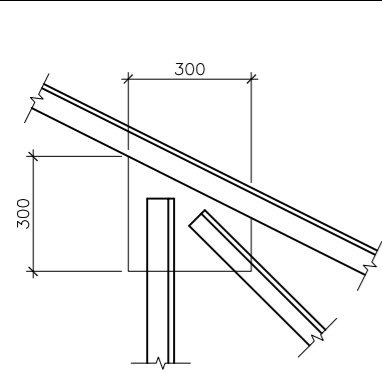
5 TYP. FOOTING DETAIL
S-1 SCALE NTS.

SCHEDULE OF COLUMN AND BEAM		
LEVEL	C-1	RB-1
FOUNDATION LEVEL TO ROOF LEVEL	<p>MAIN BAR: 6-ϕ16mm TIES : ϕ10 mm 1ϕ50, 8ϕ75, REST @ 150mm TO CENTER</p>	<p>MAIN BAR: 4-ϕ16mm TIES : ϕ10 mm 1ϕ50, 8ϕ75, REST @ 150mm TO CENTER</p>

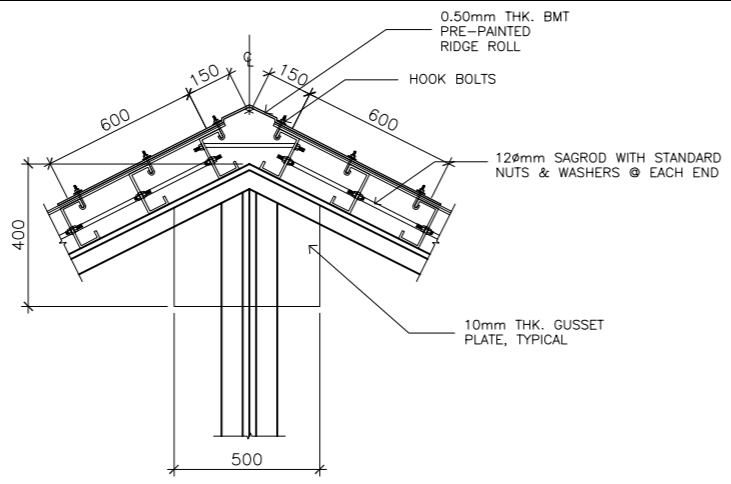
SCHEDULE OF FOOTINGS							
FOOTING MARK	FOOTING DIMENSIONS (mm)				REINFORCEMENT		REMARKS
	LENGTH (L)	WIDTH (W)	DEPTH (D)	THICKNESS (t)	BAR X	BAR Y	
F-1	1000	1000	1200	250	4 - 16mm ϕ	4 - 16mm ϕ	SQUARE FOOTING

- DESIGN CRITERIA :
- A. CONCRETE
 $f_c' = 20.685 \text{ Mpa (3,000 Psi)}$, minimum compressive strength of concrete @ 28 days unless otherwise specified.
 - B. REBAR
 $f_y = 275.8 \text{ Mpa (40,000 Psi)}$, minimum yield strength of reinforcing bars unless otherwise specified.
 - C. STRUCTURAL STEEL
 $F_y = 248 \text{ Mpa (36 Ksi)}$, specified minimum yield strength unless otherwise specified.
 - D. FOUNDATION
 $SBP = 95,706 \text{ Kpa (2,000 Psf)}$, was used in the design for all footings. No footing shall rest on fill.

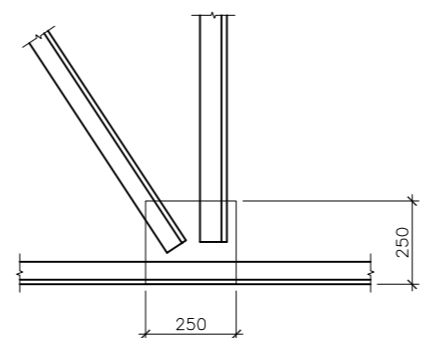
<p>DEPARTMENT OF EDUCATION REGIONAL OFFICE - PASIG CITY</p>	DRAWN BY :	CHECKED BY :	RECOMMENDING APPROVAL :	APPROVED BY :	PROJECT TITLE :	PROJECT CODE :	OWNER :	SHEET NO.:
	 JUNELSON P. CULLADO CAD OPERATOR EFD-DepEd	 WILFREDO D. ALARCON STRUCTURAL ENGINEER EFD-DepEd	 LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	 ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	DECS SCHOOL BUILDING (7.0M x 8.0M) DATE PREPARED :	DSB - MPSS	DEPARTMENT OF EDUCATION DepED	S-1 2



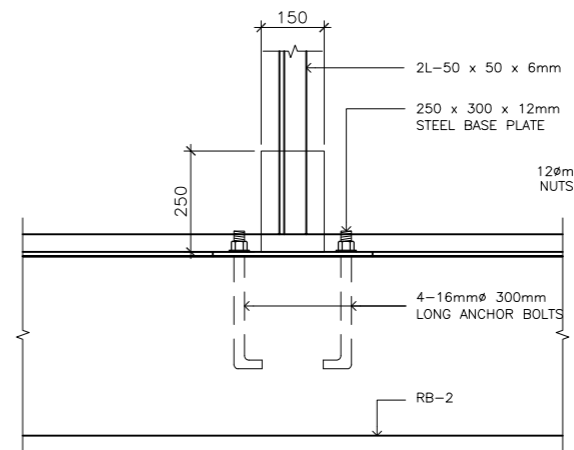
3 DETAIL - 2
S-2 SCALE: 1:10M



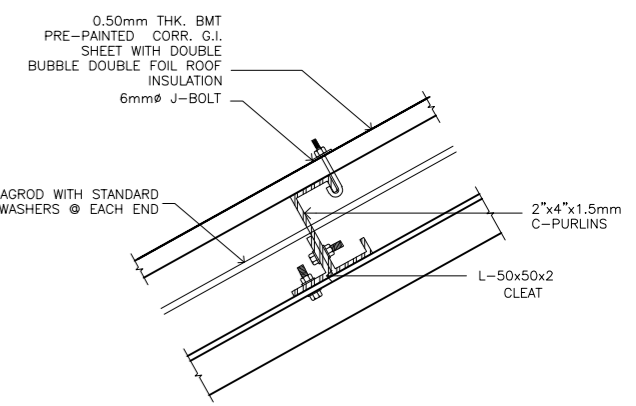
4 RIDGE ROLL CONNECTION DETAIL
S-2 SCALE: NTS



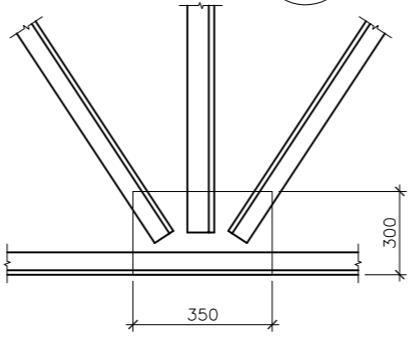
6 DETAIL - 4
S-2 SCALE: 1:10M



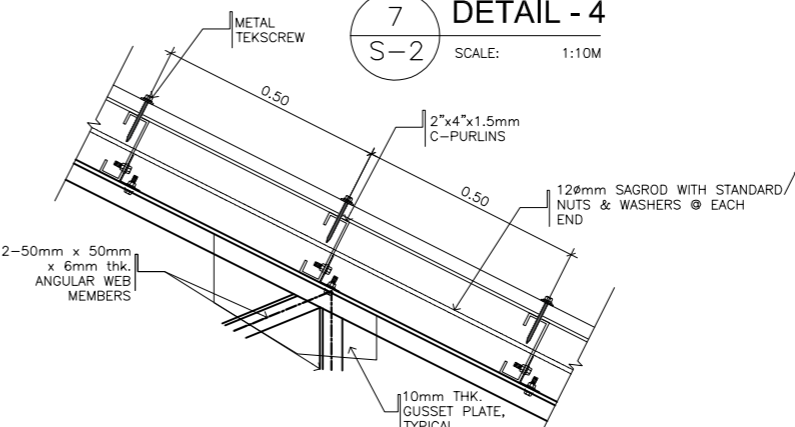
7 DETAIL - 4
S-2 SCALE: 1:10M



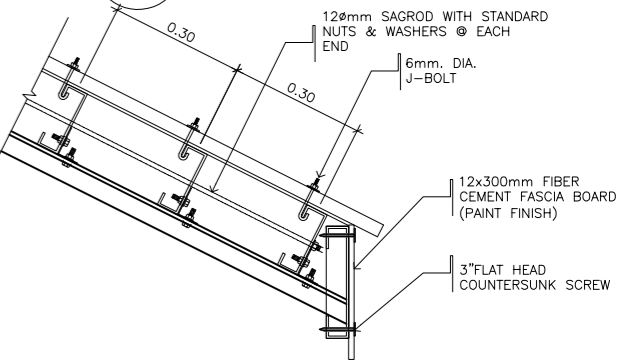
8 CONNECTION OF G.I. SHEET ROOFING TO PURLIN
S-2 SCALE: 1:5M



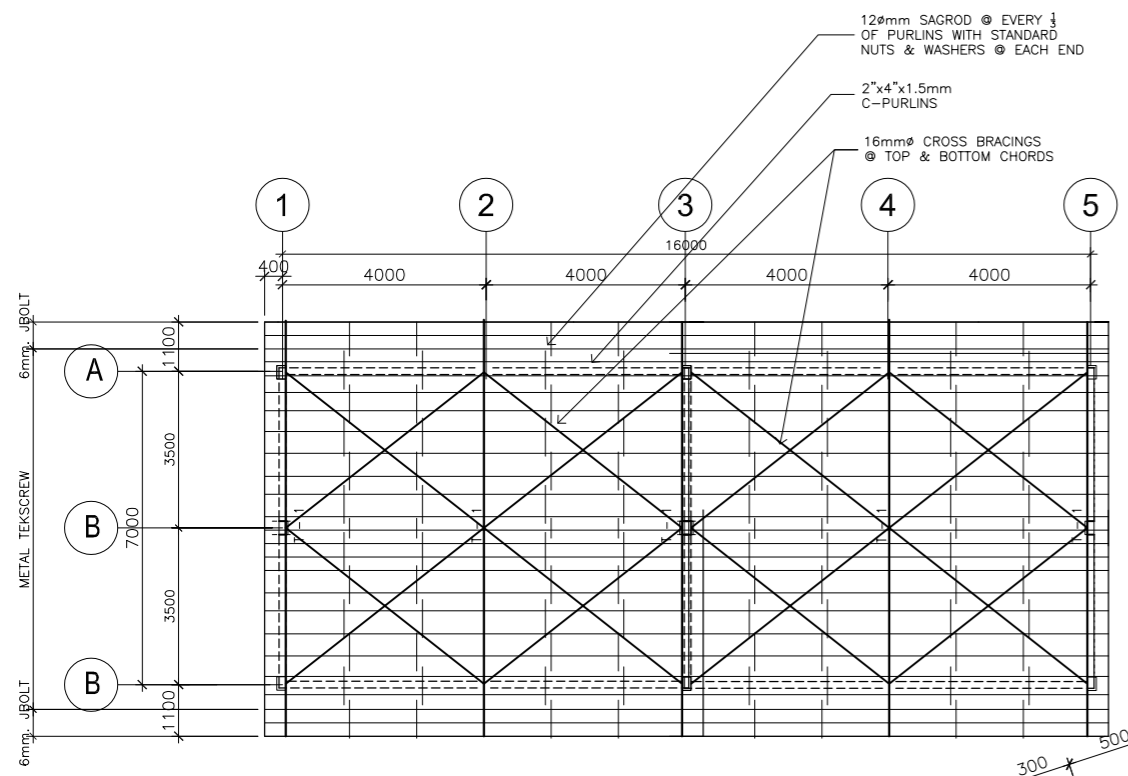
5 DETAIL - 4
S-2 SCALE: 1:10M



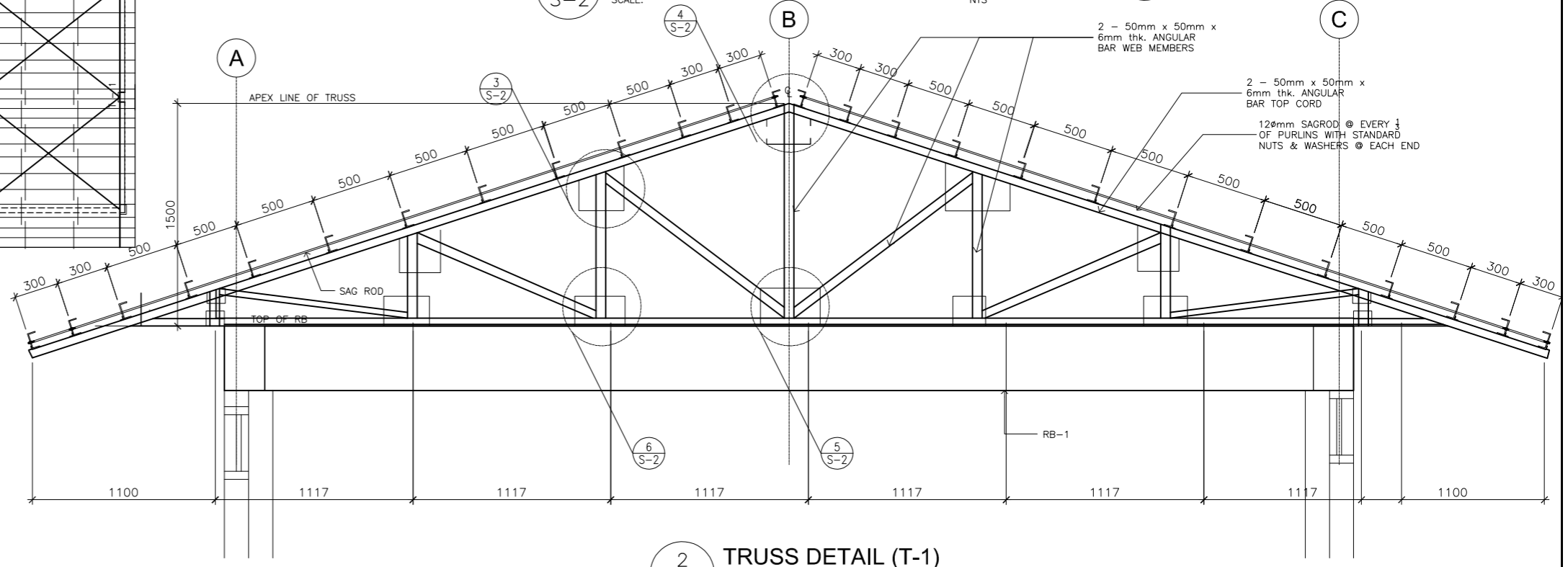
10 WEB MEMBERS CONNECTION DET.
S-2 SCALE: NTS



9 FASCIA BOARD CONNECTION DET.
S-2 SCALE: NTS



1 ROOF FRAMING PLAN
S-2 SCALE: 1:100M



2 TRUSS DETAIL (T-1)
S-2 SCALE: 1:20M

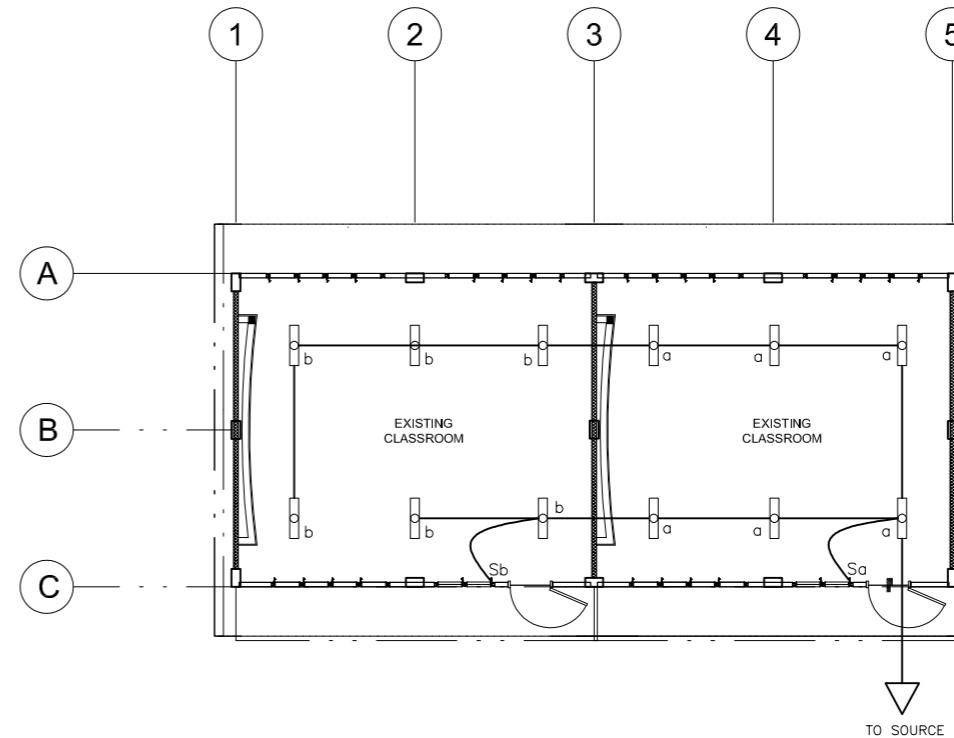
<p>REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY</p>	DRAWN BY : JUNELSON P. CULLADO CAD OPERATOR EFD-DepEd	CHECKED BY : WILFREDO D. ALARCON STRUCTURAL ENGINEER EFD-DepEd	RECOMMENDING APPROVAL : LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	APPROVED BY : ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	PROJECT TITLE : DECS SCHOOL BUILDING (7.0M x 8.0M) DATE PREPARED :	PROJECT CODE : DSB - MPSS	OWNER : DEPARTMENT OF EDUCATION DepED	SHEET NO.: S-2 2
	SHEET CONTENTS : ROOF FRAMING PLAN, TRUSS DETAIL, PURLIN CONNECTION DETAILS							

GENERAL NOTES

1. ALL ELECTRICAL WORKS SHALL COMPLY IN ACCORDANCE WITH THESE PLANS AND SPECIFICATIONS. THE APPLICABLE PROVISIONS OF THE LATEST EDITION OF THE PHILIPPINE ELECTRICAL CODE (PEC), THE RULES AND REGULATION OF THE LOCAL ENFORCING AUTHORITY AND THE REQUIREMENTS OF THE LOCAL POWER COMPANY. ALL ELECTRICAL WORKS SHALL BE UNDER THE IMMEDIATE SUPERVISION OF A DULY REGISTERED ELECTRICAL ENGINEER.
2. THE ELECTRICAL SERVICE POWER IS 1-PHASE, 2-WIRE, 230 V AC, 60 Hz.
3. WIRING METHOD SHALL BE AS FOLLOWS :
 - a. FEEDERS AND RISERS - RIGID METALLIC CONDUIT
 - b. LIGHTING, POWER RECEPTACLE - POLYVINYL CHLORIDE CONDUIT
BRANCH CKT., & AUXILIARY SCH. 40
4. ALL WIRES SHALL BE COPPER AND THERMOPLASTIC INSULATED TYPE "THW" UNLESS OTHERWISE INDICATED IN THE PLAN. THE MINIMUM SIZE OF WIRE FOR POWER AND LIGHTING CIRCUIT HOMERUN SHALL BE 3.5mm² AND INSULATED FOR 600 VOLTS. SMALLEST RACEWAY SHALL BE 15mmø TRADE/NOMINAL SIZE.
5. ALL OUTLET BOXES SHALL BE GALVANIZED GAGE NO. 16 DEEP TYPE WITH FACTORY KNOCKOUTS.
6. ALL MATERIALS TO BE USED SHALL BE BRAND NEW AND APPROVED TYPE FOR THE PARTICULAR LOCATION AND PURPOSE.
7. GROUNDING SYSTEM SHALL BE PROVIDED TO ALL LIGHTING AND POWER CIRCUIT AS PER PHILIPPINE ELECTRICAL CODE REQUIREMENT.
8. MOUNTING HEIGHT OF WIRING DEVICES SHALL BE AS FOLLOWS :
 - a. LIGHT SWITCH - 1.20 M ABOVE FINISH FLOOR
 - b. CONVENIENCE OUTLET - 0.30 M ABOVE FINISH FLOOR.
 - c. SAFETY SWITCH - 1.80 M ABOVE FINISH FLOOR

LEGEND

SYMBOL	DESCRIPTION
⊕	- CEILING LIGHT OUTLET
S/Sa	- ONE GANG DEVICE SWITCH
▭	- FLOURESCENT



1 LIGHTING LAYOUT
E-1 SCALE: 1:100m



1 PERSPECTIVE VIEW
A-1 SCALE: NTS

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REPUBLIC OF THE PHILIPPINES
OFFICE OF THE CITY/MUNICIPAL ENGINEER/BUILDING OFFICIAL
DISTRICT/CITY/MUNICIPALITY

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- A-2 FLOOR PLAN, ELEVATIONS, RAMP DETAILS
- A-3 CROSS SECTION , LONGITUDINAL SECTION, ROOF PLAN, REFLECTED CEILING PLAN, VENT DETAIL
- A-4 SCHEDULE OF DOORS AND WINDOWS, GRILLE DETAIL, DETAILED CROSS SECTION

STRUCTURAL

- S-1 FOUNDATION PLAN, ROOF BEAM PLAN, FOOTING DETAIL, SCHEDULE OF COLUMN AND BEAM
- S-2 ROOF FRAMING PLAN, TRUSS DETAIL, PURLIN CONNECTION DETAILS

ELECTRICAL

- E-1 GEN. NOTES, LEGENDS, LIGHTING LAYOUT

SANITARY

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LAND USE & ZONING

LINE & GRADE

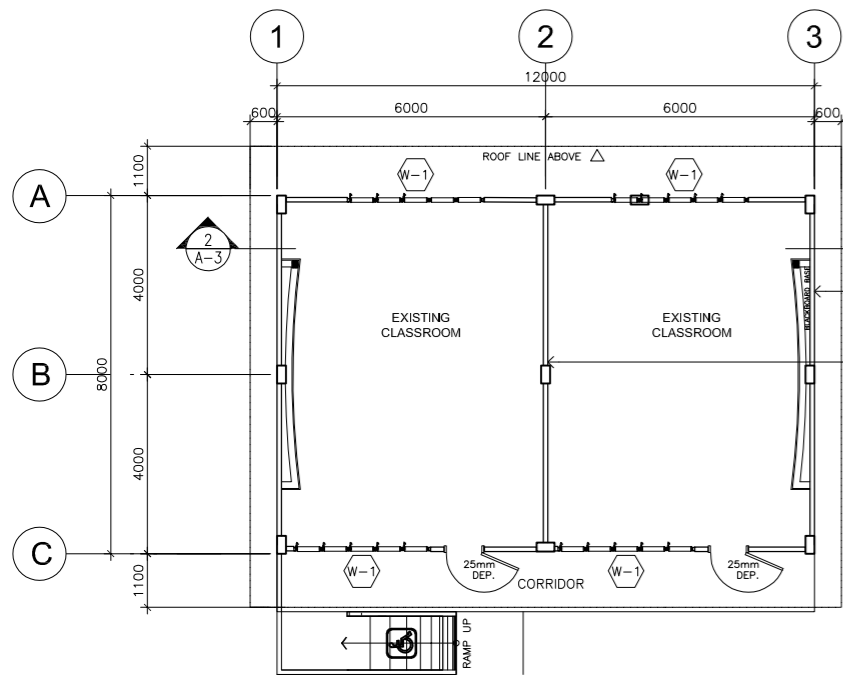
ARCHITECTURAL

STRUCTURAL

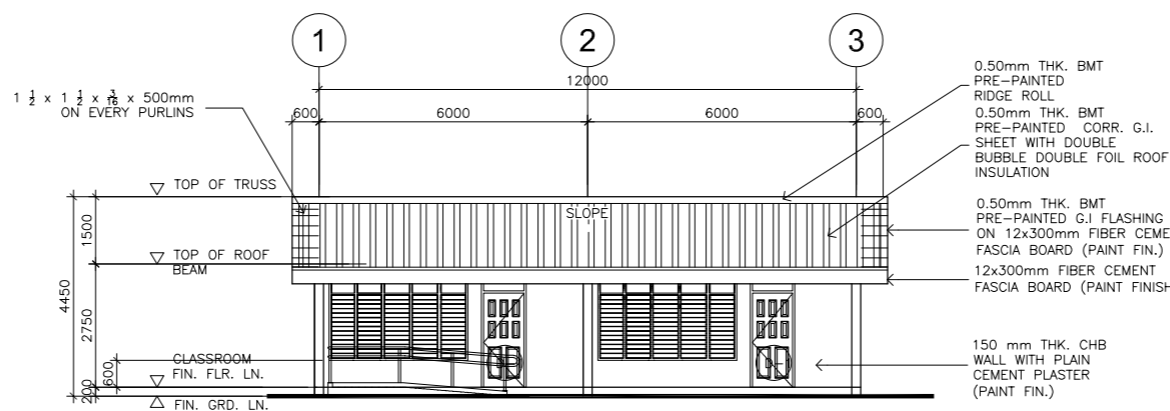
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ELECTRICAL

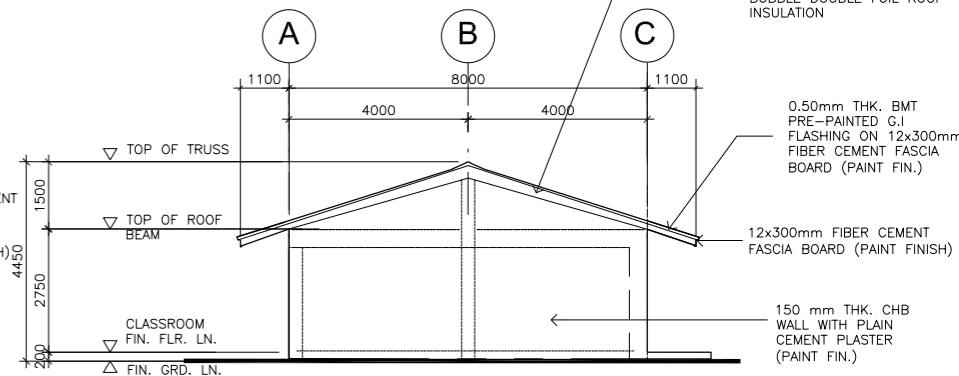
MECHANICAL



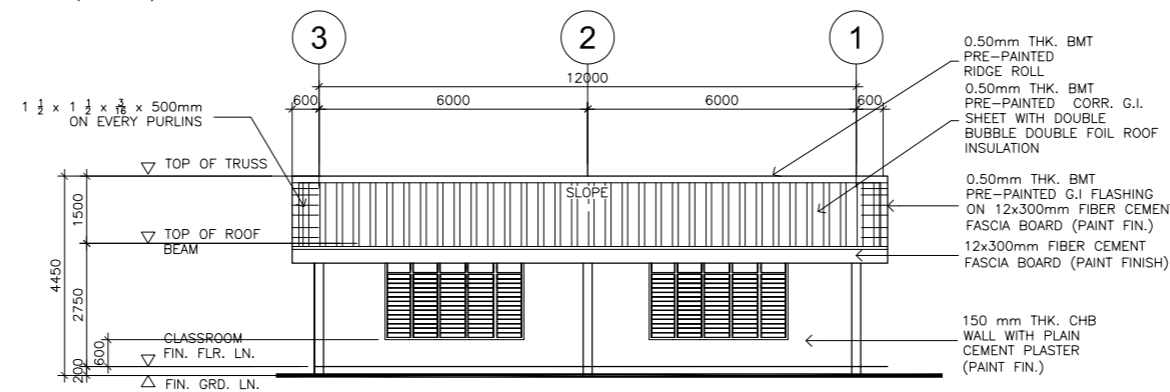
1 FLOOR PLAN
A-2 SCALE: 1:100m



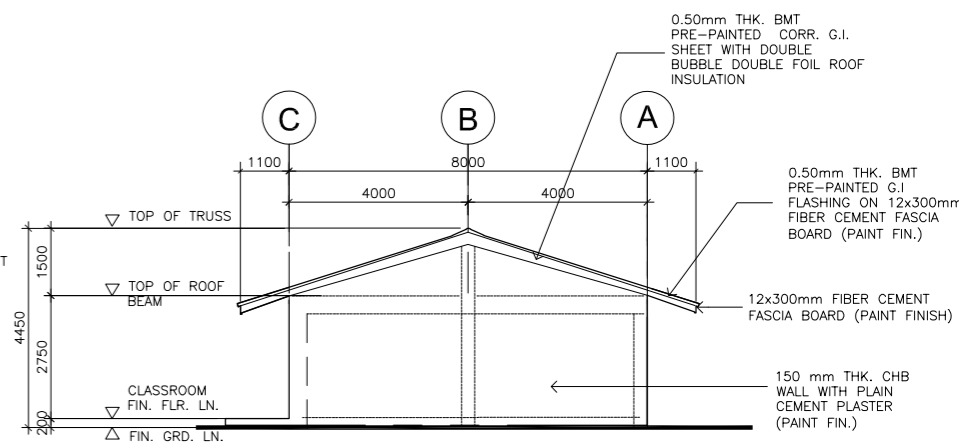
2 FRONT SIDE ELEVATION
A-2 SCALE: 1:80M



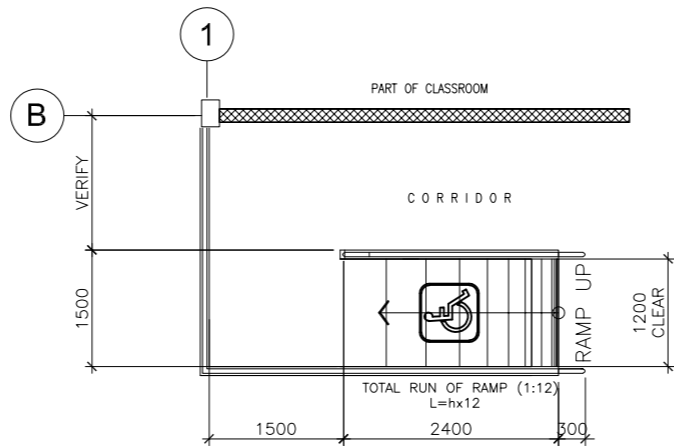
5 LEFT ELEVATION
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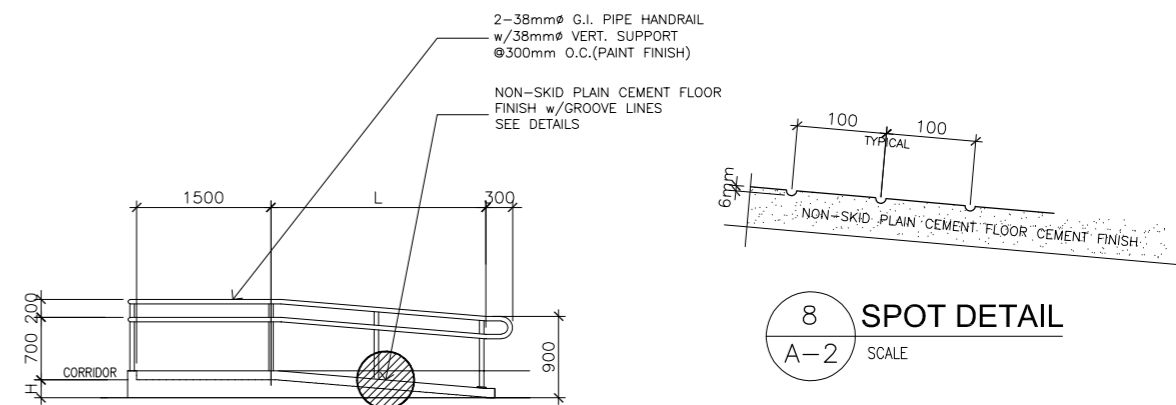
3 REAR SIDE ELEVATION
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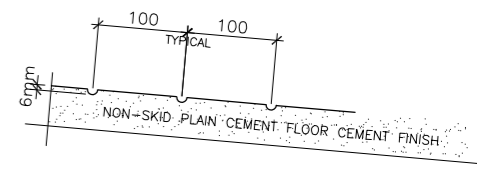
4 RIGHT SIDE ELEVATION
A-2 SCALE: 1:100M



6 RAMP DETAIL
A-2

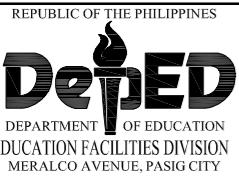


7 RAMP SECTION
A-2 SCALE: 1:100M



8 SPOT DETAIL
A-2 SCALE

NOTE:
IF THERE WILL BE CHANGE IN THE HEIGHT (h) OF THE FINISH FLOOR LINE (FFL) OF THE BUILDING, THE LENGTH OF THE RAMP SHALL BE COMPUTED AS (L=h X 12)



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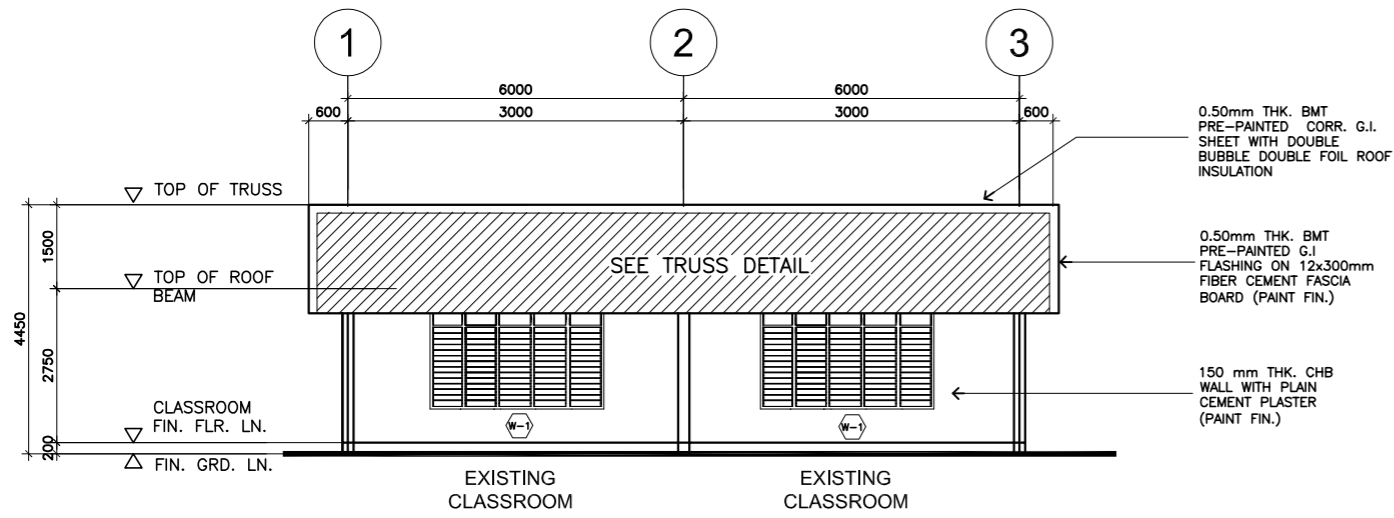
RECOMMENDING APPROVAL :
LUIS G. PURISIMA, JR.
ASST. CHIEF, EFD-AS
DepEd

APPROVED BY :
ANNABELLE R. PANGAN
CHIEF, EFD-AS
DepEd

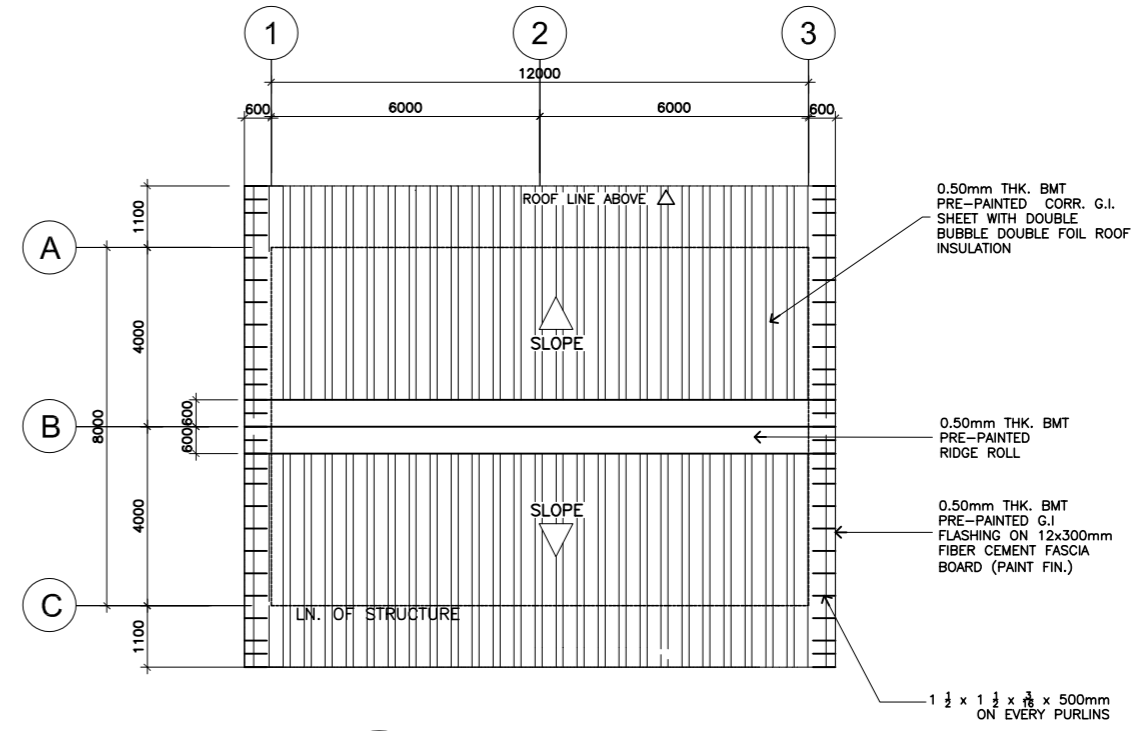
PROJECT TITLE : **RP-US SCHOOL BUILDING**
PROJECT CODE : **RP-US SB - MPSS**
DATE PREPARED : LOCATION :

OWNER : **DEPARTMENT OF EDUCATION DepED**
SHEET CONTENTS : **FLOOR PLAN, ELEVATIONS, RAMP DETAILS**

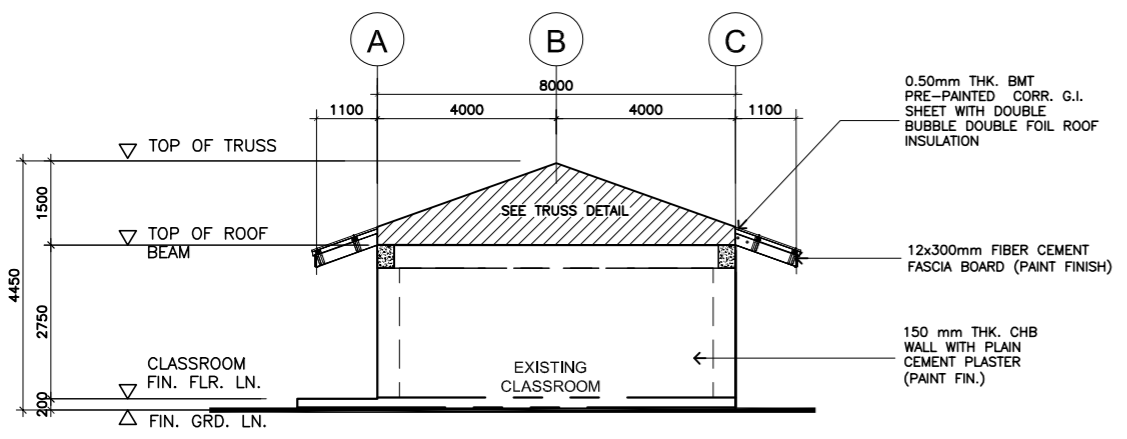
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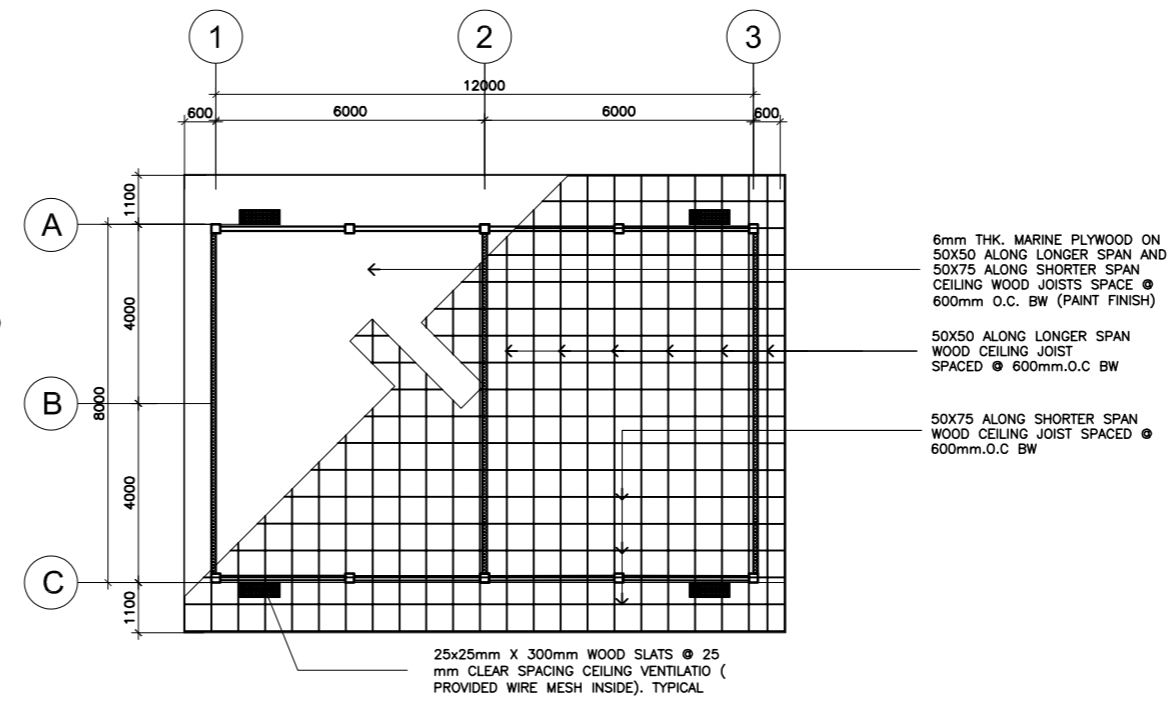
2 LONGITUDINAL SECTION
 A-3 SCALE : 1:80M



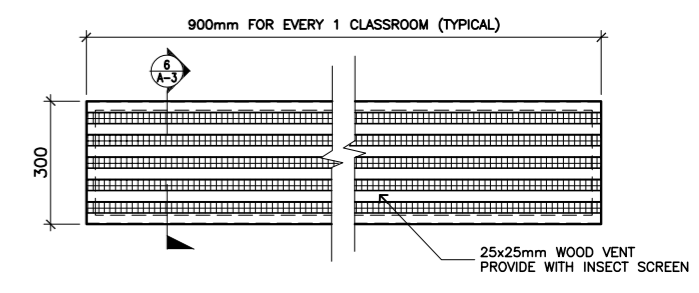
3 ROOF PLAN
 A-3 SCALE : 1:80M



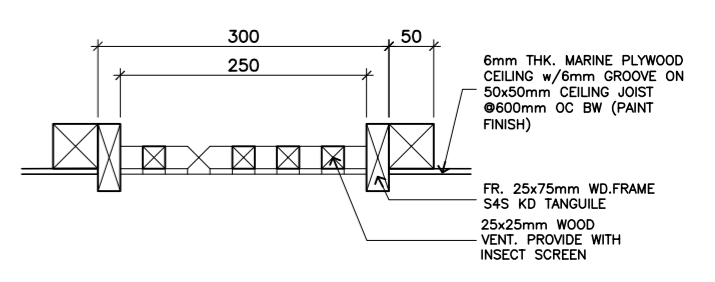
1 CROSS SECTION
 A-3 SCALE : 1:80M



4 CEILING PLAN
 A-3 SCALE : 1:100M

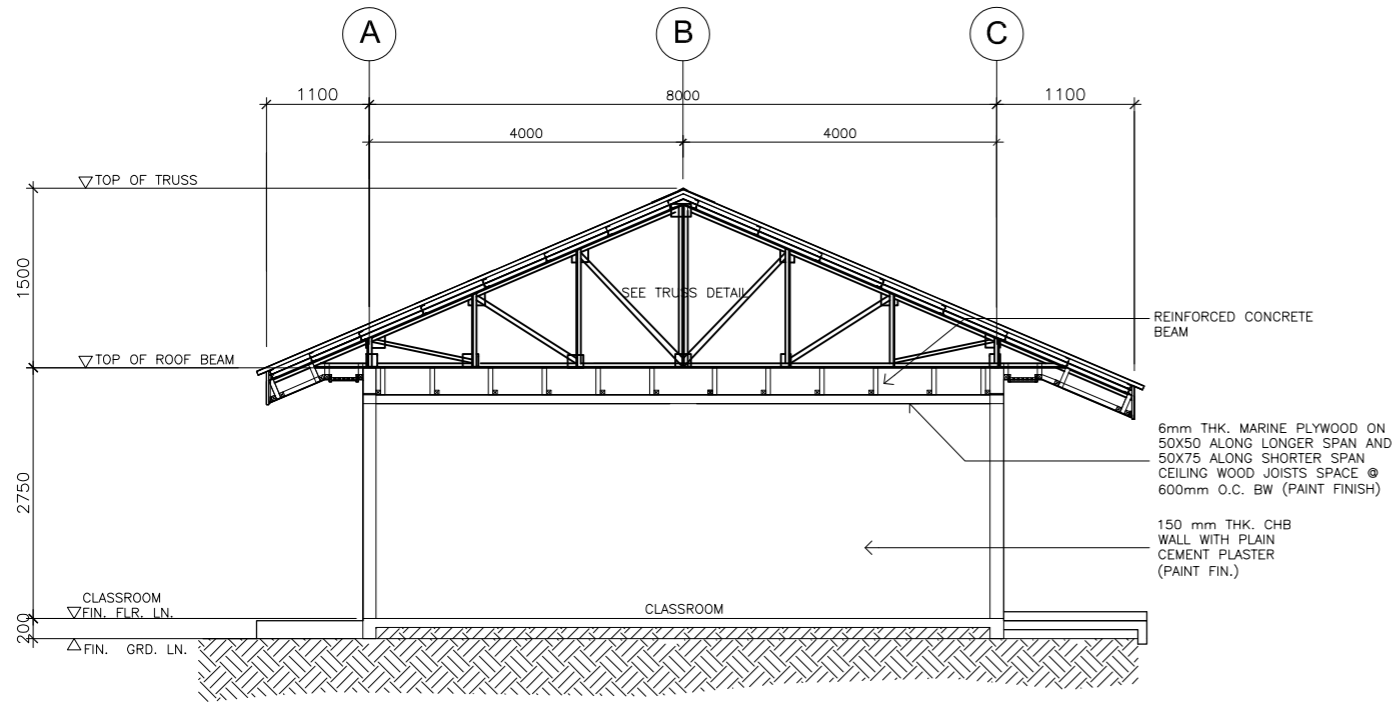


5 TYP. CLG. VENT PLAN DETAIL
 A-3 SCALE : 1:10M

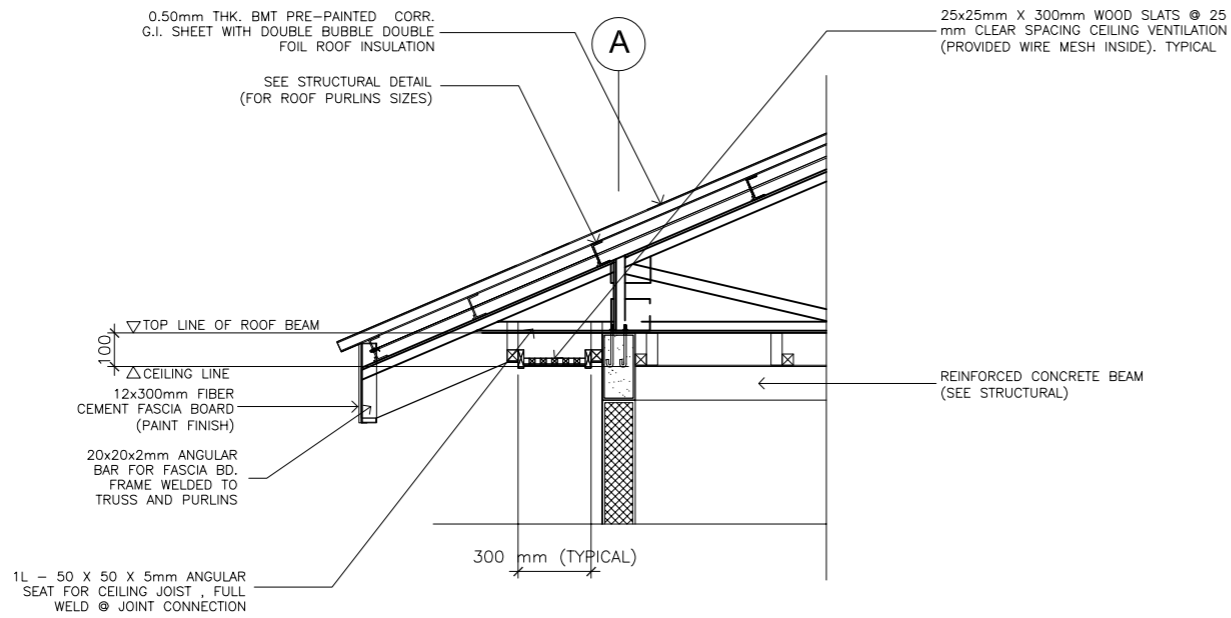


6 TYP. CLG. VENT SECTION DETAIL
 A-3 SCALE : 1:10M

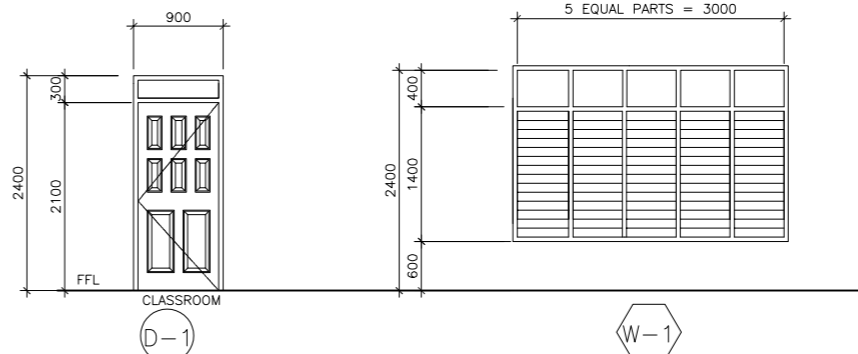
REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY	DRAWN BY : JUNELSON P. CULLADO CADD OPERATOR EFD-DepEd	CHECKED BY : JET RAYMOND G. CALABASO ARCHITECT III EFD-DepEd	RECOMMENDING APPROVAL : LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	APPROVED BY : ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	PROJECT TITLE : RP-US SCHOOL BUILDING DATE PREPARED :	PROJECT CODE: RP-US SB - MPSS	OWNER : DEPARTMENT OF EDUCATION DepED	SHEET NO.: A-3 4
	SHEET CONTENTS : CROSS SECTION , LONGITUDINAL SECTION, ROOF PLAN, REFLECTED CEILING PLAN, VENT DETAIL							



1 DETAILED CROSS SECTION
A-4 SCALE 1:50M



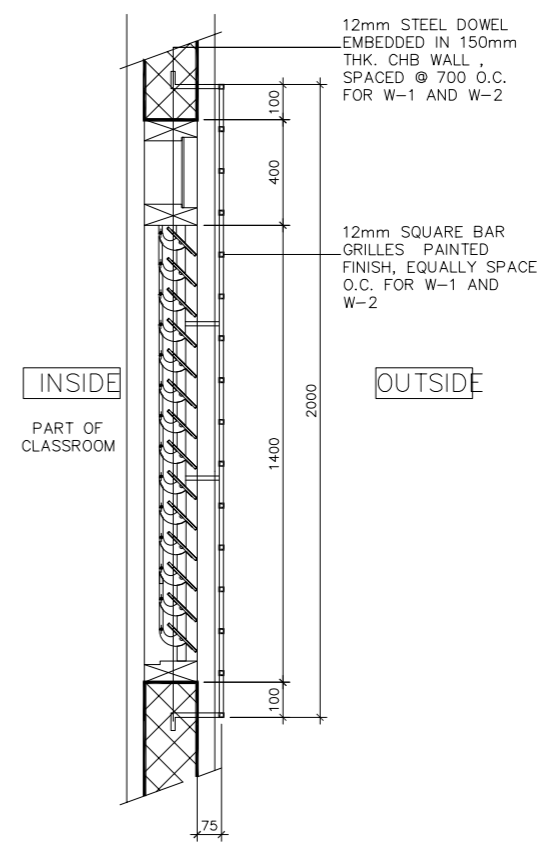
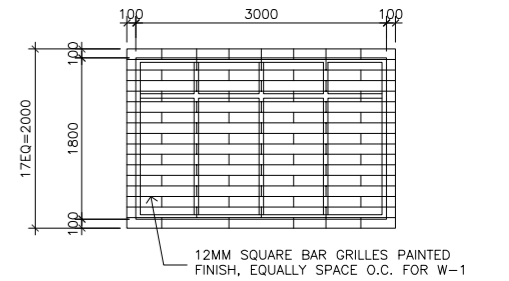
2 TYPICAL DETAIL SECTION OF EAVE (FRONT)
A-4 SCALE 1:20M



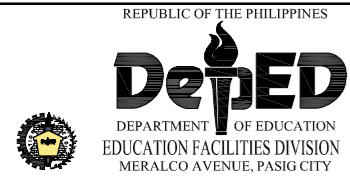
D-1
TANGUILE PANEL DOOR ON 50X150MM THK. (TANGUILE OR EQUIVALENT) JAMB W/ FIXED CLEAR GLASS TRANSOM COMPLETE WITH HARDWARES AND ACCESSORIES W/ LEVER TYPE LOCKSET DOOR

W-1
JALOUSIE WINDOW W/ 6mm CLEAR GLASS BLADES ON 50mmX150mm KD WOOD & TERMITE-TREATED (TANGUILE OR EQUIVALENT) OR CONCRETE JAMB & STEEL GRILLES (SEE DETAIL)

3 DOOR & WINDOW SCHEDULES
A-4 SCALE 1:50M

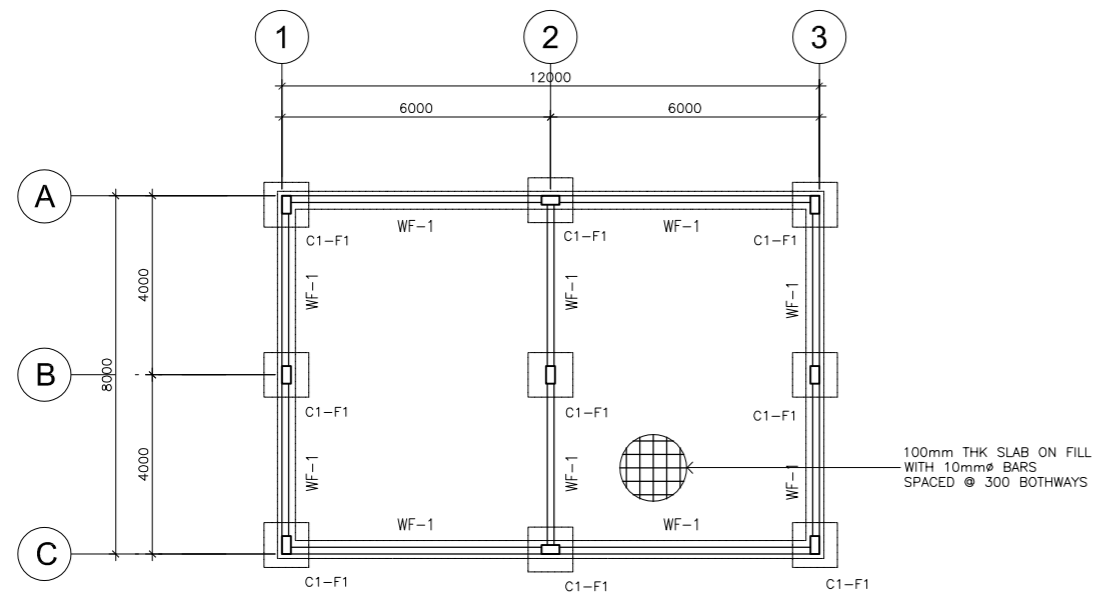


4 DETAIL- GRILLES
A-4 SCALE NTS

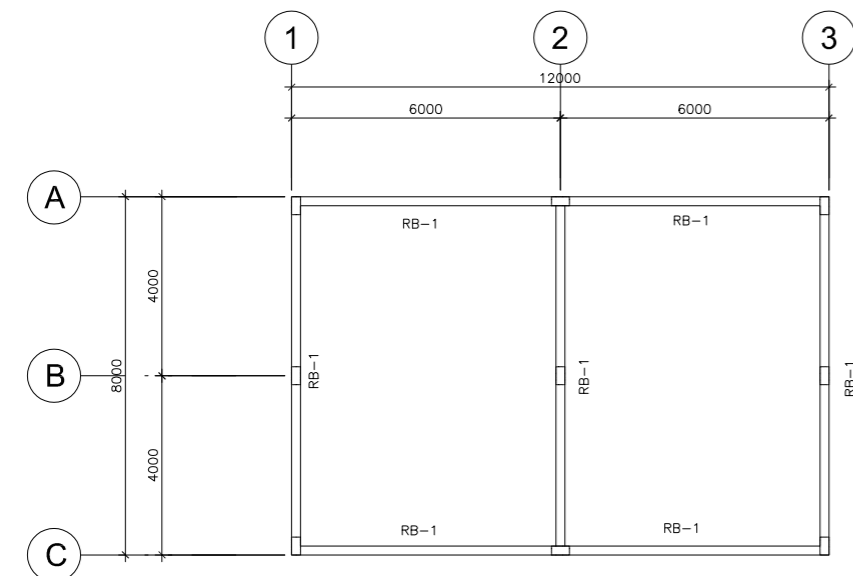


DRAWN BY : JUNELSON P. CULLADO CAD OPERATOR EFD-DepEd	CHECKED BY : JET RAYMOND G. ALABASO ARCHITECT III EFD-DepEd	RECOMMENDING APPROVAL : LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	APPROVED BY : ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd
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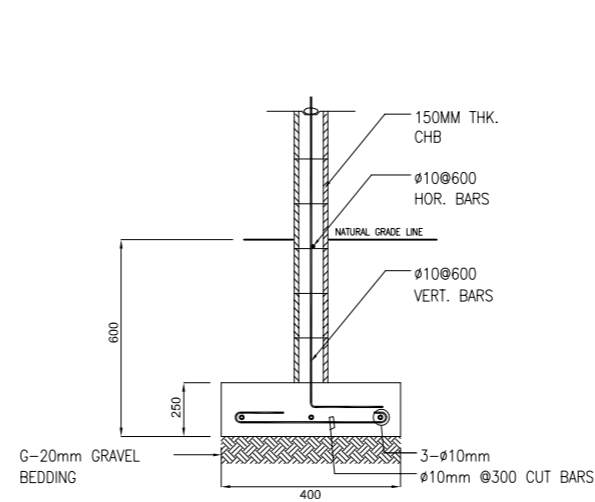
PROJECT TITLE : RP-US SCHOOL BUILDING	PROJECT CODE: RP-US SB - MPSS	OWNER : DEPARTMENT OF EDUCATION DepED	SHEET NO.: A-4
DATE PREPARED :		SHEET CONTENTS : CEILING PLAN, SECTION, DETAIL, TYPICAL CLG. VENT SECTION DETAIL, TYP. CLG. VENT PLAN DETAIL, & DETAIL CROSS SECTION	4



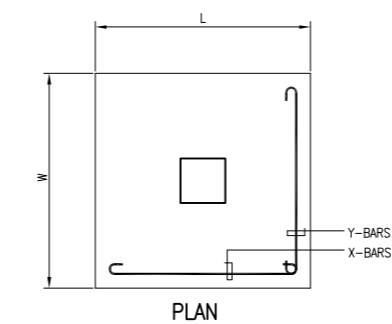
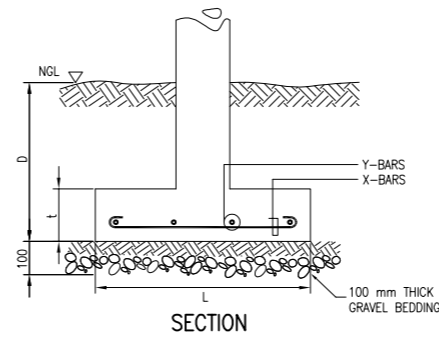
1 FOUNDATION PLAN
S-1 SCALE 1:100M



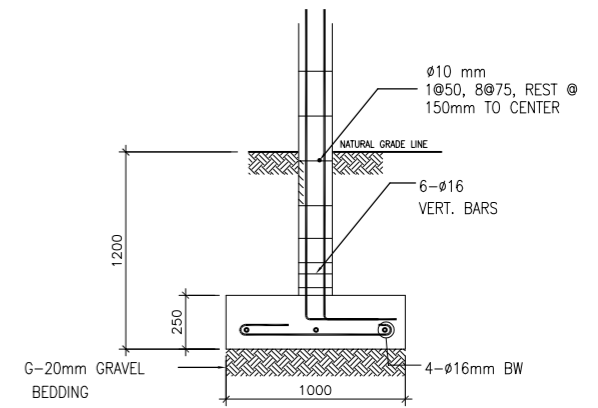
2 ROOF BEAM PLAN
S-1 SCALE 1:100M



3 DETAIL OF WF-1
S-1 SCALE NTS.



5 TYP. FOOTING DETAIL
S-1 SCALE NTS.



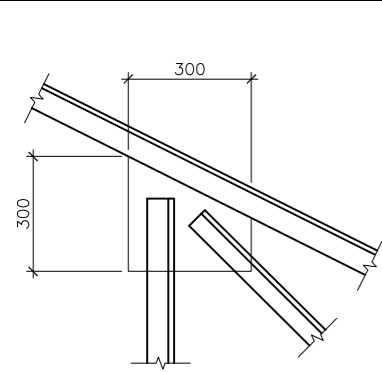
4 DETAIL OF C1-F1
S-1 SCALE NTS.

SCHEDULE OF COLUMN AND BEAM		
LEVEL	C-1	RB-1
FOUNDATION LEVEL TO ROOF LEVEL	<p>MAIN BAR: 6-ϕ16mm TIES: ϕ10 mm 1ϕ50, 8ϕ75, REST @ 150mm TO CENTER</p>	<p>MAIN BAR: 4-ϕ16mm TIES: ϕ10 mm 1ϕ50, 8ϕ75, REST @ 150mm TO CENTER</p>

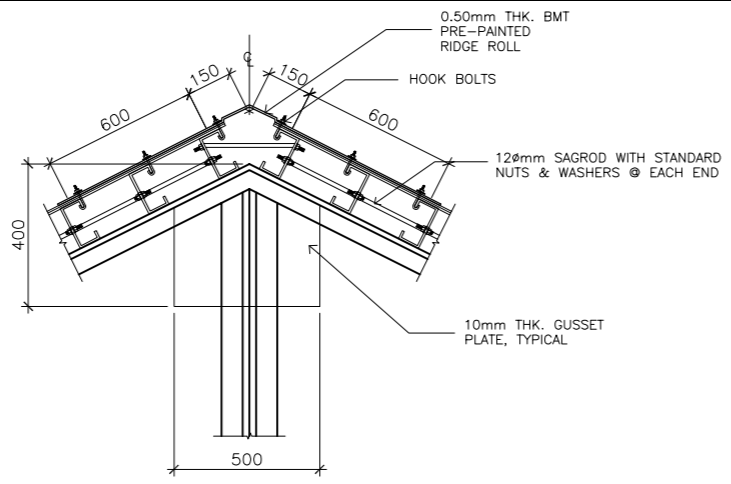
SCHEDULE OF FOOTINGS							
FOOTING MARK	FOOTING DIMENSIONS (mm)				REINFORCEMENT		REMARKS
	LENGTH (L)	WIDTH (W)	DEPTH (D)	THICKNESS (t)	BAR X	BAR Y	
F-1	1000	1000	1200	250	4 - 16mm ϕ	4 - 16mm ϕ	SQUARE FOOTING

DESIGN CRITERIA :

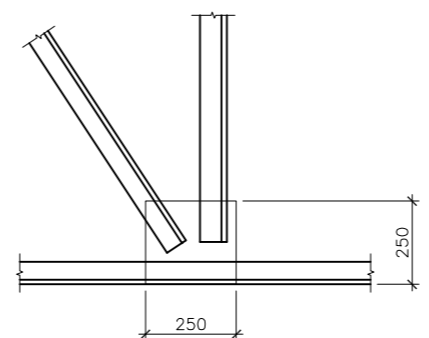
- A. CONCRETE
 $f_c' = 20.685 \text{ Mpa (3,000 Psi)}$, minimum compressive strength of concrete @ 28 days unless otherwise specified.
- B. REBAR
 $f_y = 275.8 \text{ Mpa (40,000 Psi)}$, minimum yield strength of reinforcing bars unless otherwise specified.
- C. STRUCTURAL STEEL
 $F_y = 248 \text{ Mpa (36 Ksi)}$, specified minimum yield strength unless otherwise specified.
- D. FOUNDATION
 $SBP = 95,706 \text{ Kpa (2,000 Psf)}$, was used in the design for all footings. No footing shall rest on fill.



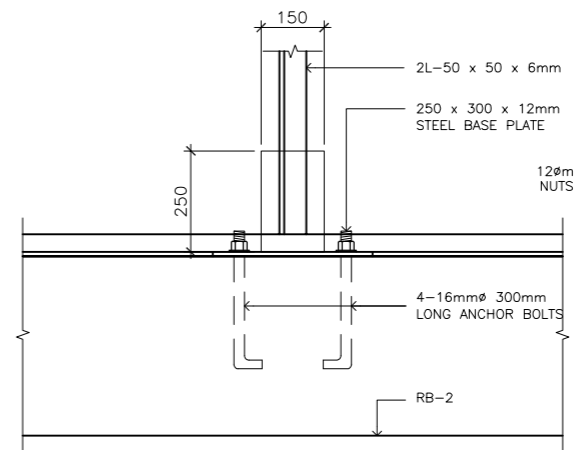
3 **DETAIL - 2**
S-2 SCALE: 1:10M



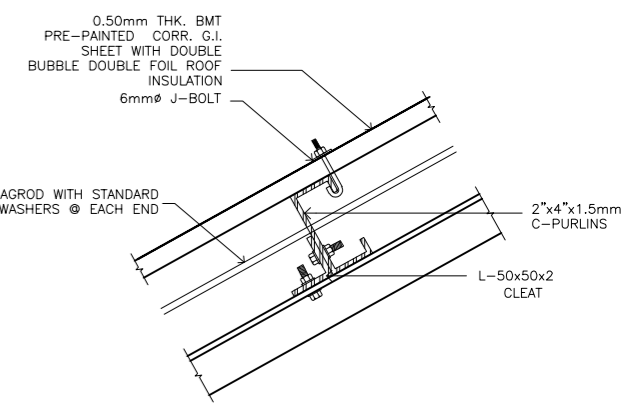
4 **RIDGE ROLL CONNECTION DETAIL**
S-2 SCALE: NTS



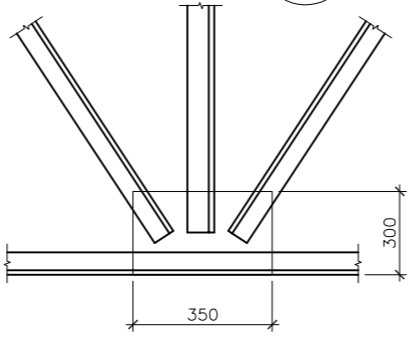
6 **DETAIL - 4**
S-2 SCALE: 1:10M



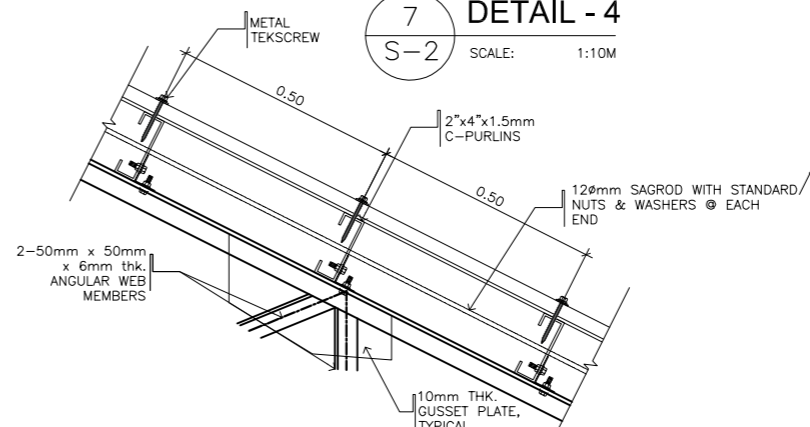
7 **DETAIL - 4**
S-2 SCALE: 1:10M



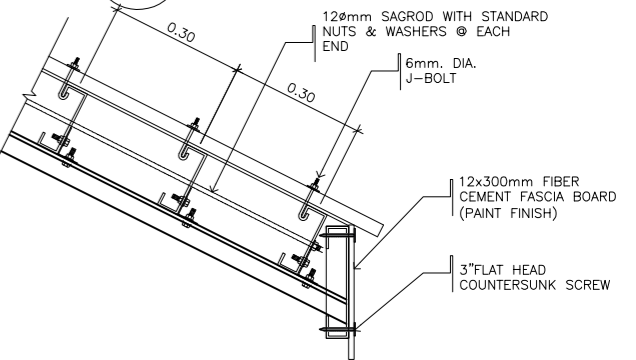
8 **CONNECTIO OF G.I SHEET ROOFING TO PURLIN**
S-2 SCALE: 1:5M



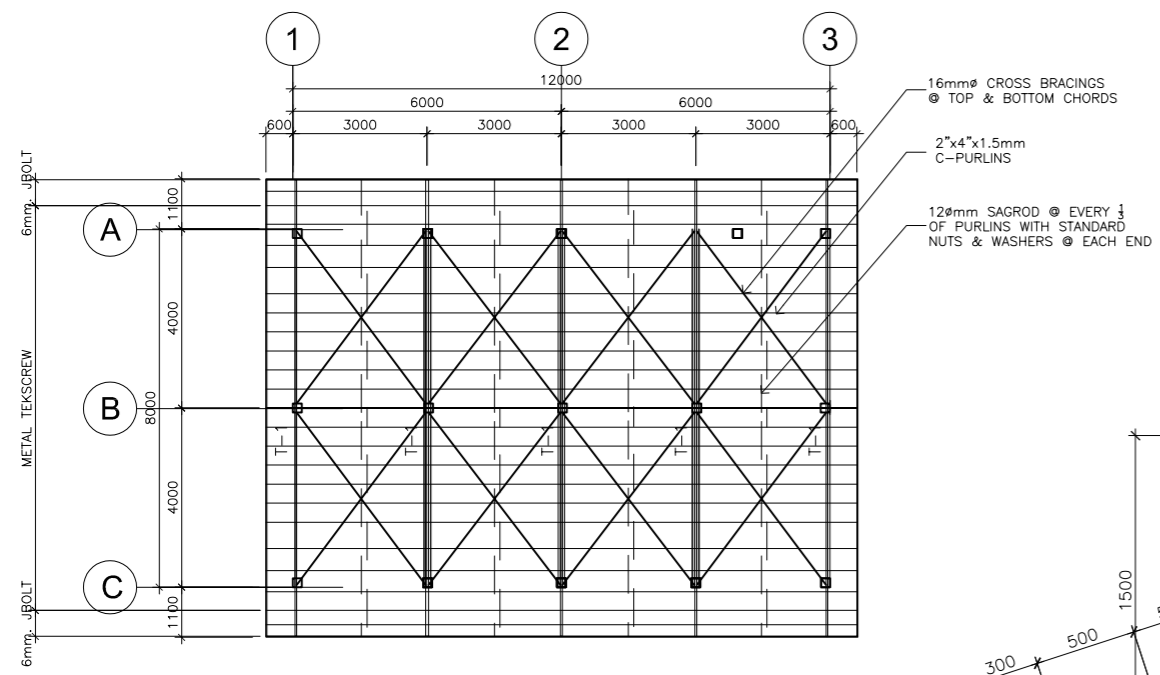
5 **DETAIL - 4**
S-2 SCALE: 1:10M



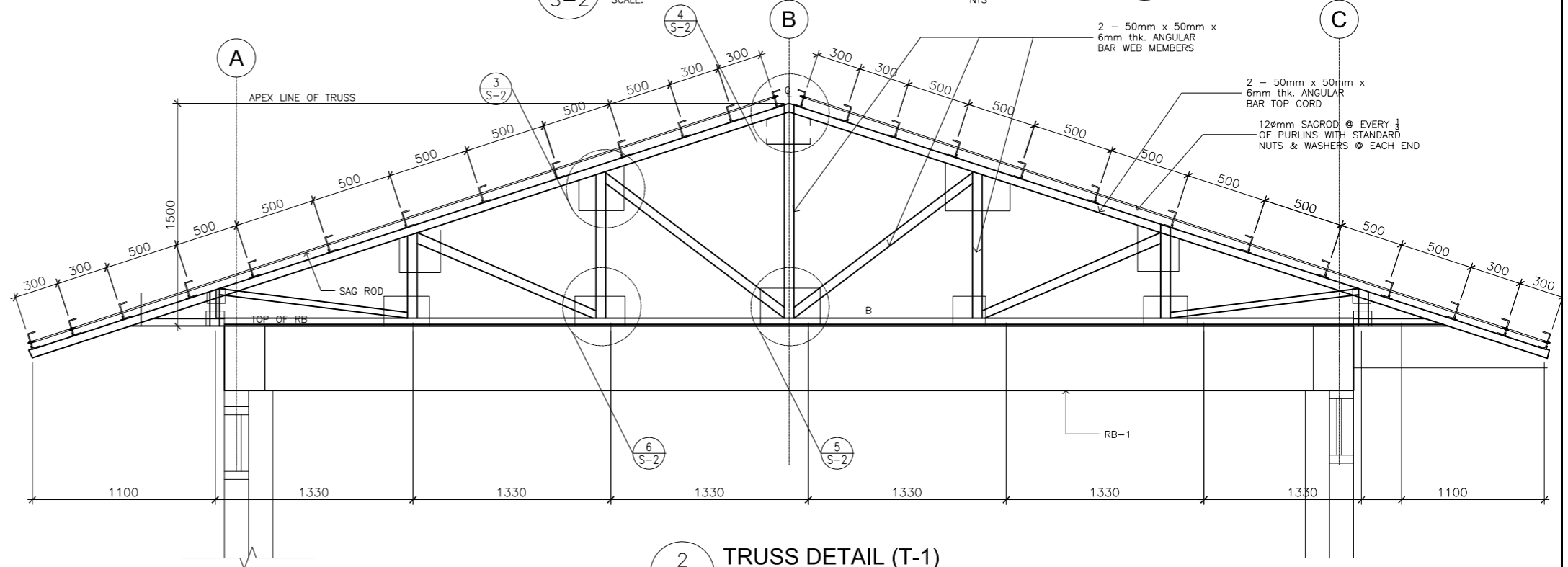
10 **WEB MEMBERS CONNECTION DET.**
S-2 SCALE: NTS



9 **FASCIA BOARD CONNECTION DET**
S-2 SCALE: NTS



1 **ROOF FRAMING PLAN**
S-2 SCALE: 1:100M

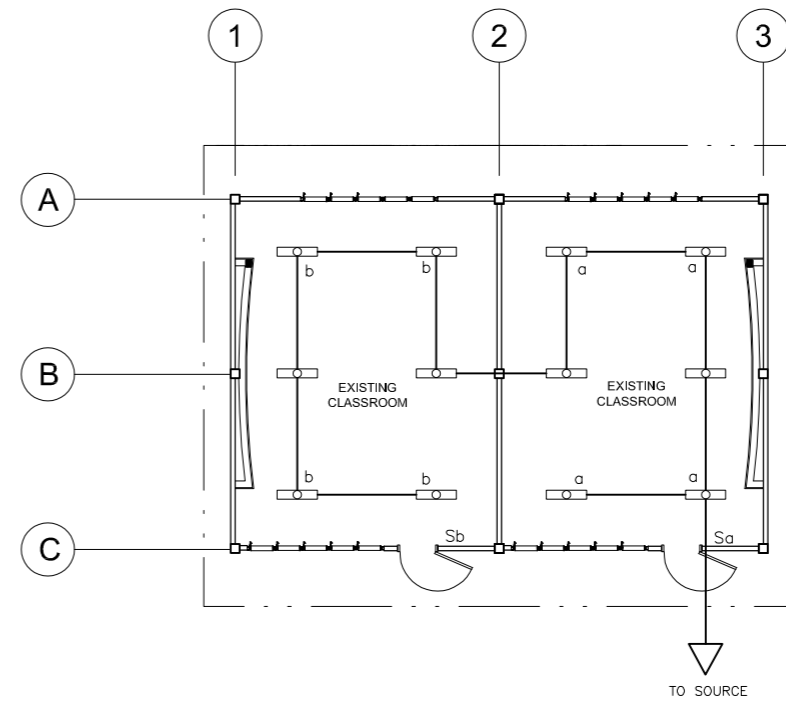


2 **TRUSS DETAIL (T-1)**
S-2 SCALE: 1:20M

<p>REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY</p>	DRAWN BY :	CHECKED BY :	RECOMMENDING APPROVAL :	APPROVED BY :	PROJECT TITLE :	PROJECT CODE :	OWNER :	SHEET NO.:
	 JUNELSON P. CULLADO CAD OPERATOR EFD-DepEd	 WILFREDO D. ALARCON STRUCTURAL ENGINEER EFD-DepEd	 LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	 ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	RP-US SCHOOL BUILDING	RP-US SB - MPSS	DEPARTMENT OF EDUCATION DepED	S-2 2
					DATE PREPARED :		SHEET CONTENTS :	
							TRUSS DETAIL	

GENERAL NOTES

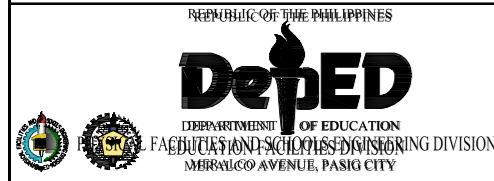
1. ALL ELECTRICAL WORKS SHALL COMPLY IN ACCORDANCE WITH THESE PLANS AND SPECIFICATIONS. THE APPLICABLE PROVISIONS OF THE LATEST EDITION OF THE PHILIPPINE ELECTRICAL CODE (PEC), THE RULES AND REGULATION OF THE LOCAL ENFORCING AUTHORITY AND THE REQUIREMENTS OF THE LOCAL POWER COMPANY. ALL ELECTRICAL WORKS SHALL BE UNDER THE IMMEDIATE SUPERVISION OF A DULY REGISTERED ELECTRICAL ENGINEER.
2. THE ELECTRICAL SERVICE POWER IS 1-PHASE, 2-WIRE, 230 V AC, 60 Hz.
3. WIRING METHOD SHALL BE AS FOLLOWS :
 - a. FEEDERS AND RISERS - RIGID METALLIC CONDUIT
 - b. LIGHTING, POWER RECEPTACLE - POLYVINYL CHLORIDE CONDUIT
 - BRANCH CKT., & AUXILIARY SCH. 40
4. ALL WIRES SHALL BE COPPER AND THERMOPLASTIC INSULATED TYPE "THW" UNLESS OTHERWISE INDICATED IN THE PLAN. THE MINIMUM SIZE OF WIRE FOR POWER AND LIGHTING CIRCUIT HOMERUN SHALL BE 3.5mm² AND INSULATED FOR 600 VOLTS. SMALLEST RACEWAY SHALL BE 15mmø TRADE/NOMINAL SIZE.
5. ALL OUTLET BOXES SHALL BE GALVANIZED GAGE NO. 16 DEEP TYPE WITH FACTORY KNOCKOUTS.
6. ALL MATERIALS TO BE USED SHALL BE BRAND NEW AND APPROVED TYPE FOR THE PARTICULAR LOCATION AND PURPOSE.
7. GROUNDING SYSTEM SHALL BE PROVIDED TO ALL LIGHTING AND POWER CIRCUIT AS PER PHILIPPINE ELECTRICAL CODE REQUIREMENT.
8. MOUNTING HEIGHT OF WIRING DEVICES SHALL BE AS FOLLOWS :
 - a. LIGHT SWITCH - 1.20 M ABOVE FINISH FLOOR
 - b. CONVENIENCE OUTLET - 0.30 M ABOVE FINISH FLOOR.
 - c. SAFETY SWITCH - 1.80 M ABOVE FINISH FLOOR



1
LIGHTING LAYOUT
 E-1 SCALE: 1:100m

LEGEND

SYMBOL	DESCRIPTION
◊	- CEILING LIGHT OUTLET
S/Sa	- ONE GANG DEVICE SWITCH
▭	- FLOURESCENT



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1 PERSPECTIVE
A-1 N T S

TABLE OF CONTENTS

REPUBLIC OF THE PHILIPPINES
OFFICE OF THE CITY/MUNICIPAL ENGINEER/BUILDING OFFICIAL
DISTRICT/CITY/MUNICIPALITY

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- A-3 BAY SECTION @ A DETAIL SECTION @ C RAMP PLAN SECTION & SPOT DETAILS SCHEDULE OF DOORS WINDOWS
- A-4 SPOT DETAIL PLAN 1 & 2 SPOT DETAIL SECTION 1 & 2 GLASS JALOUSIE TYPICAL DETAIL PLANS GLASS JALOUSIE TYPICAL DETAIL SECTIONS DOOR FRAME TYPICAL PLAN & SECTION DETAIL
- A-5 BLACKBOARD DETAIL

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- S-1 FOUNDATION PLAN, ROOF FRAMING PLAN
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- SS1-3 GENERAL CONSTRUCTION NOTES

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- E-1 POWER LAYOUT LIGHTING LAYOUT LOAD SCHEDULE GENERAL NOTES, LEGEND & SYMBOLS, RISER DIAGRAM SINGLE LINE DIAGRAM

SANITARY

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LAND USE & ZONING

LINE & GRADE

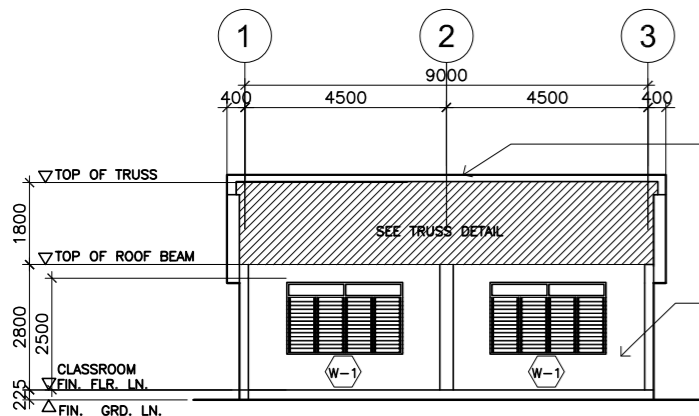
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STRUCTURAL

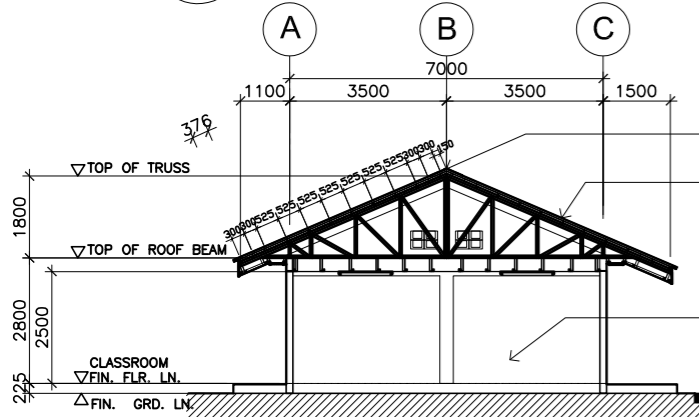
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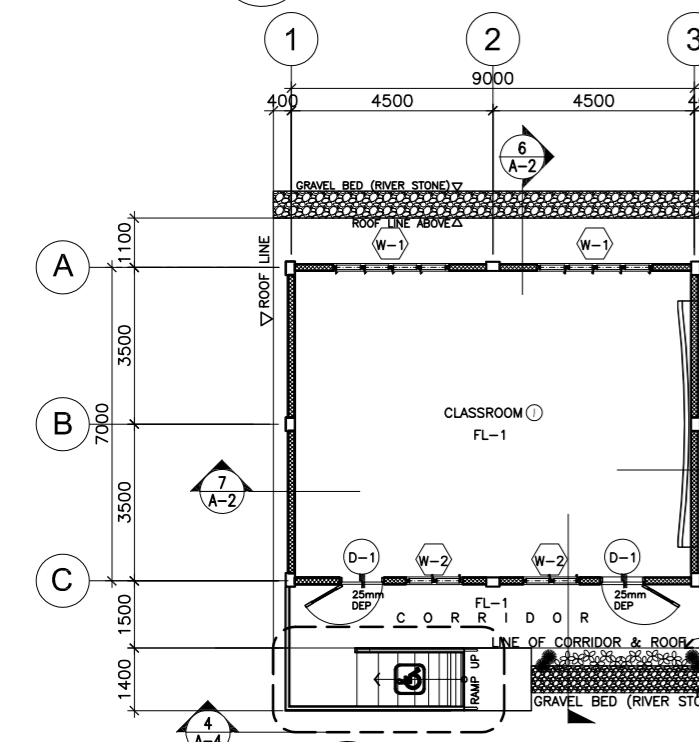
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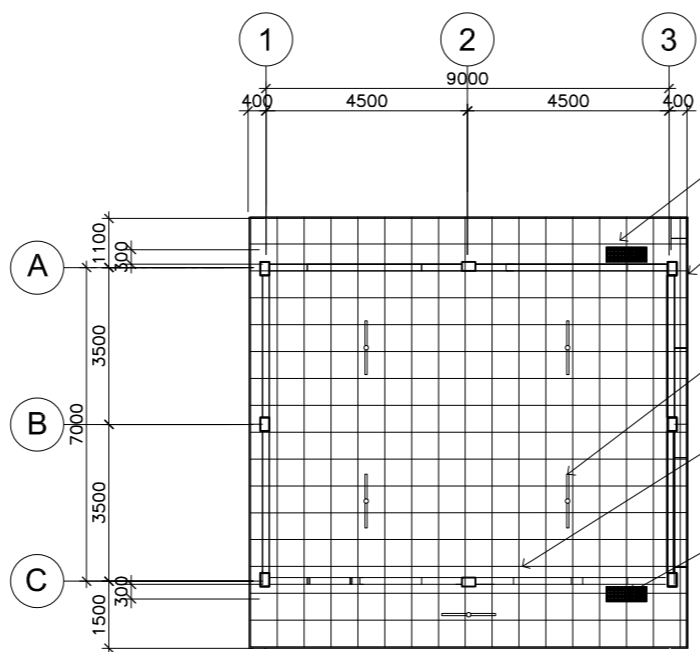
7 LONGITUDINAL SECTION
A-2 SCALE 1:100M



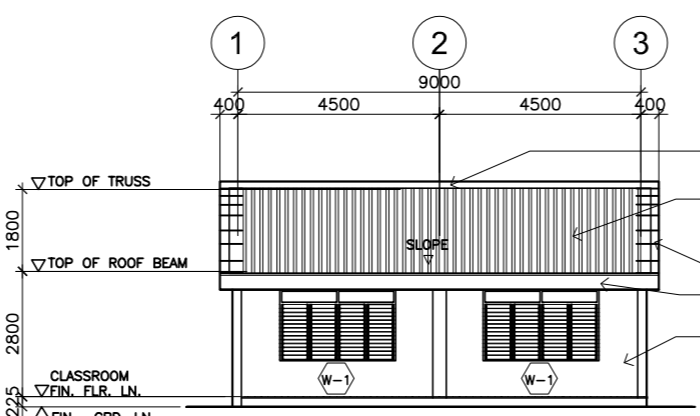
6 CROSS SECTION
A-2 SCALE 1:100M



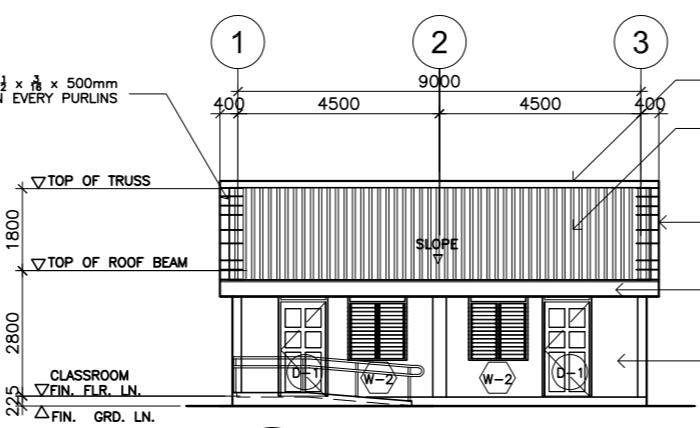
1 FLOOR PLAN
A-2 SCALE 1:100M



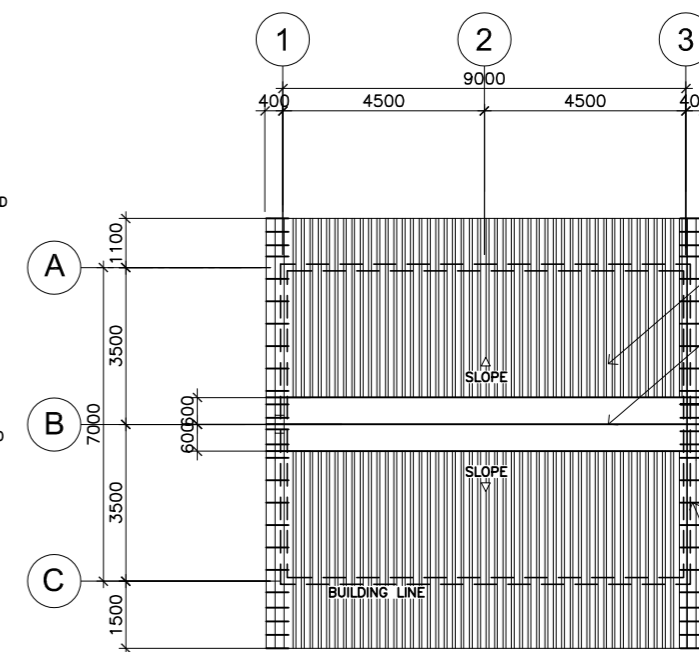
8 REFLECTED CEILING PLAN
A-2 SCALE 1:100M



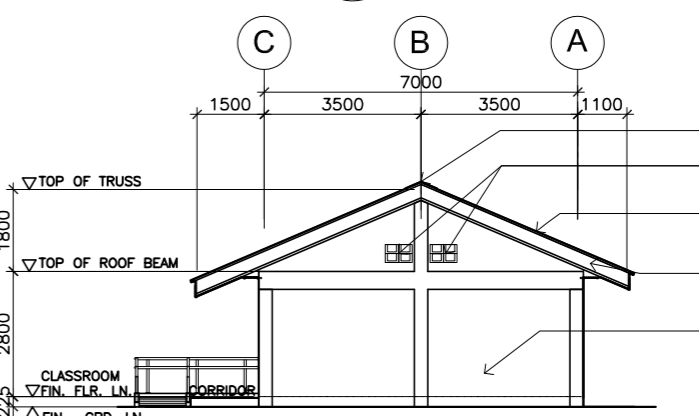
4 REAR ELEVATION
A-2 SCALE 1:100M



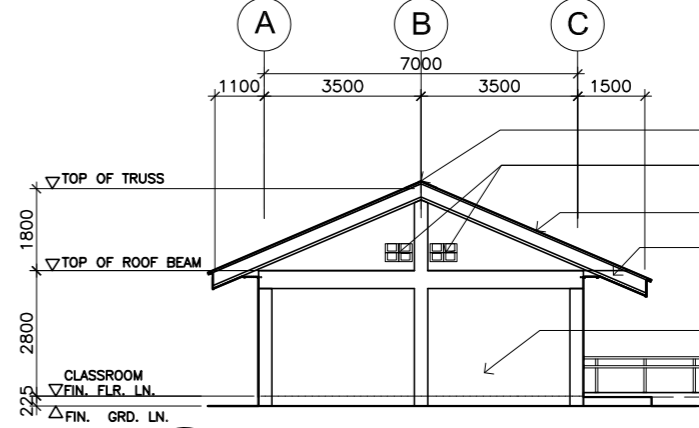
2 FRONT ELEVATION
A-2 SCALE 1:100M



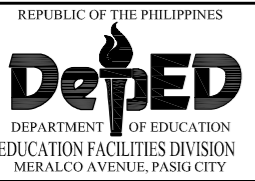
9 ROOF PLAN
A-2 SCALE 1:100M



5 RIGHT SIDE ELEVATION
A-2 SCALE 1:100M



3 LEFT SIDE ELEVATION
A-2 SCALE 1:100M



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ANNABELLE R. PANGAN
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PROJECT TITLE :
**ONE STOREY ONE (1) CLASSROOM
SCHOOL BUILDING**

PROJECT CODE :
DSD - 1S1C - 14 - T2

OWNER :
**DEPARTMENT OF EDUCATION
DepEd**

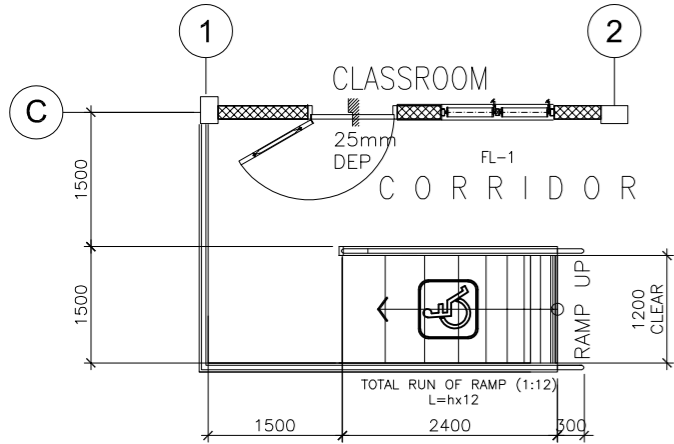
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DATE REVISED : JANUARY 2021_REV 05

SHEET NO :
A-2
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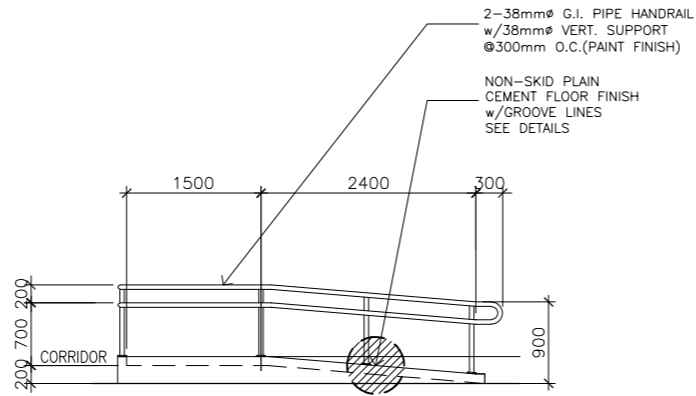
SHEET CONTENTS :
FLOOR PLAN, FRONT ELEVATION, RIGHT &
LEFT SIDE ELEVATION, REAR ELEVATION

NOTE:

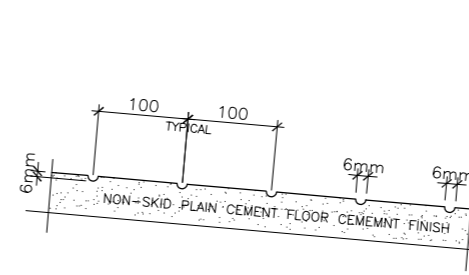
IF THERE WILL BE CHANGE IN THE HEIGHT (h) OF THE FINISH FLOOR LINE (FFL) OF THE BUILDING, THE LENGTH OF THE RAMP SHALL BE COMPUTED AS (L=h X 12)



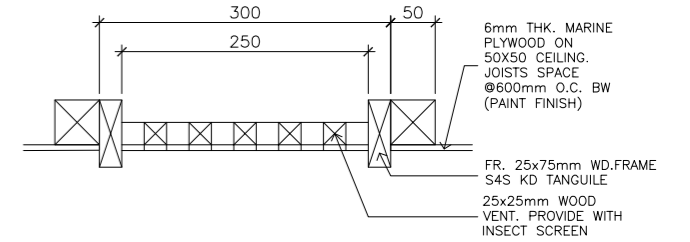
4 RAMP DETAIL
A-4 SCALE 1:100M



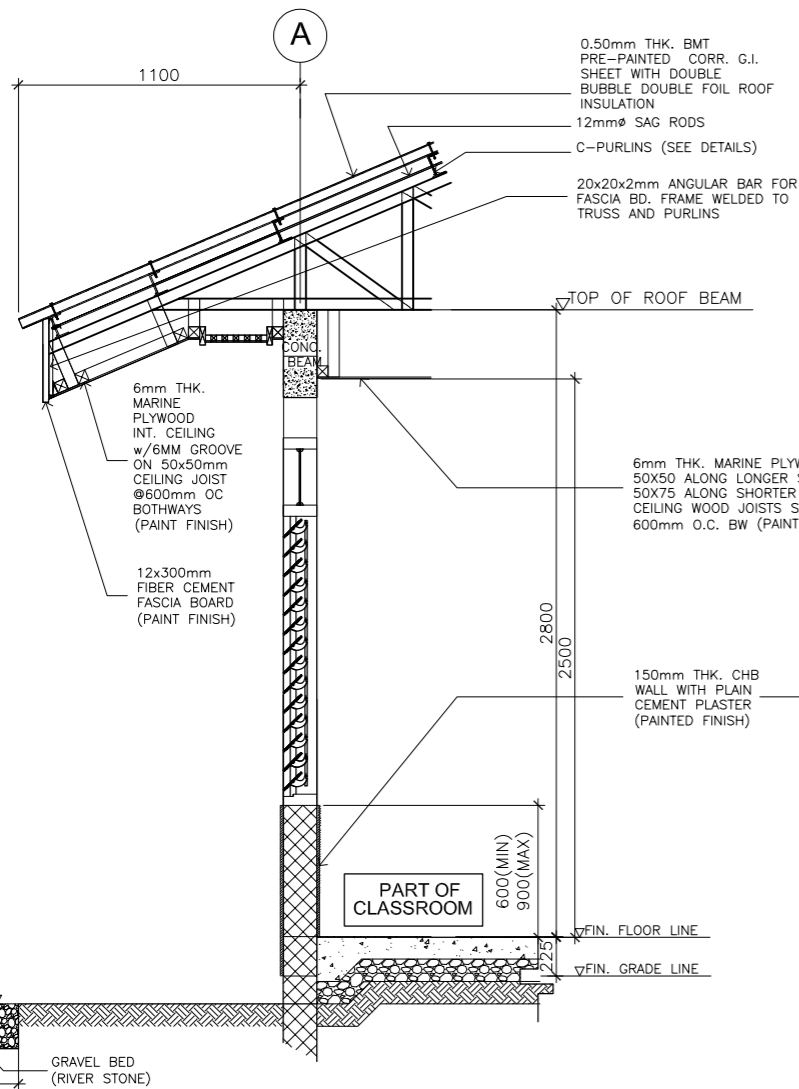
5 RAMP SECTION
A-4 SCALE 1:100M



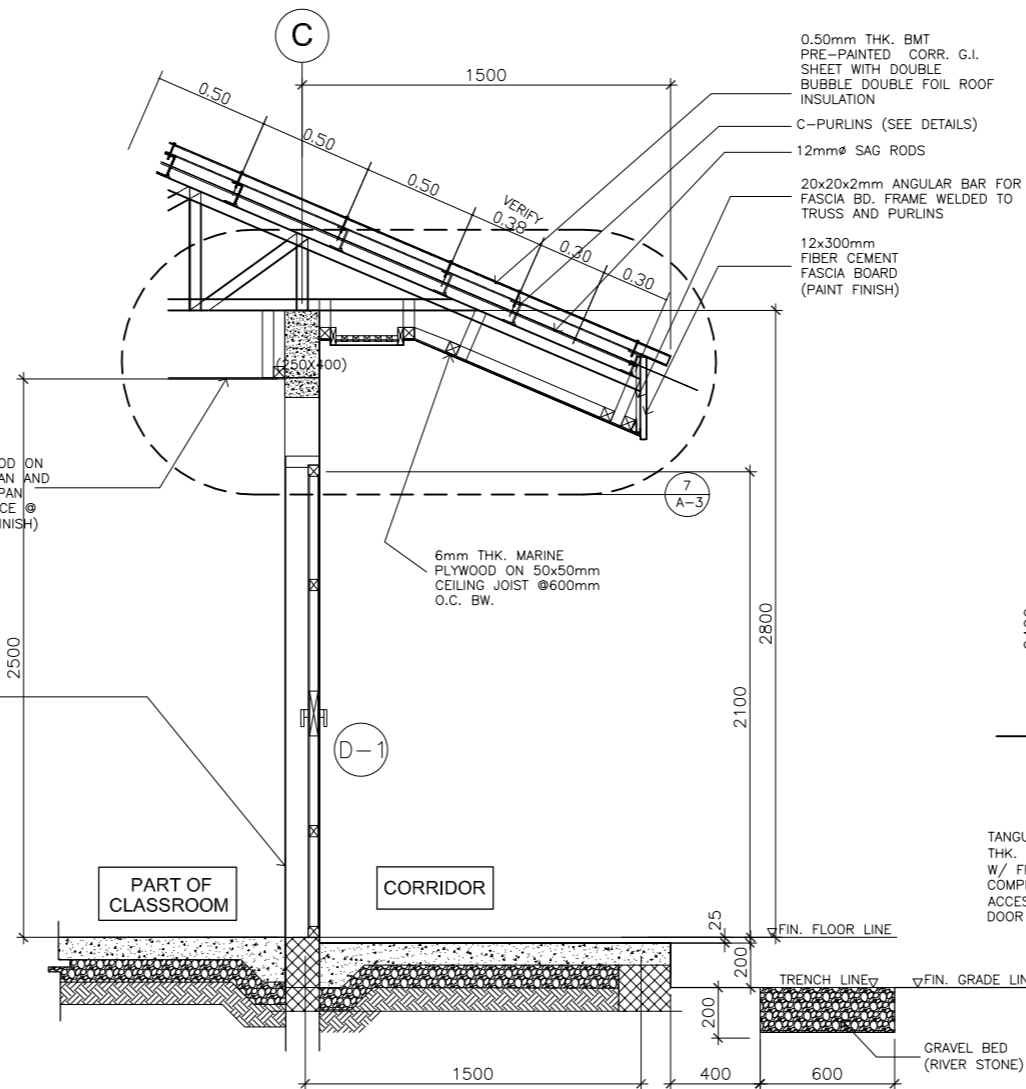
6 SPOT DETAIL
A-3 SCALE 1:100M



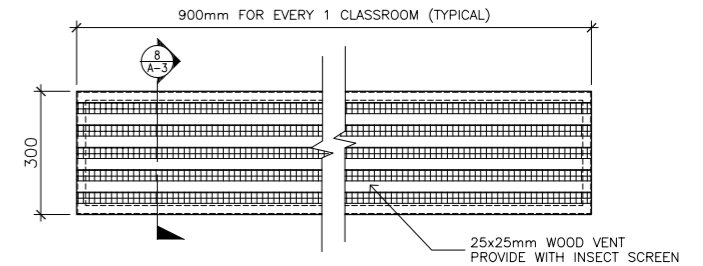
8 TYP. CLG. VENT SECTION DETAIL
A-3 SCALE 1:10M



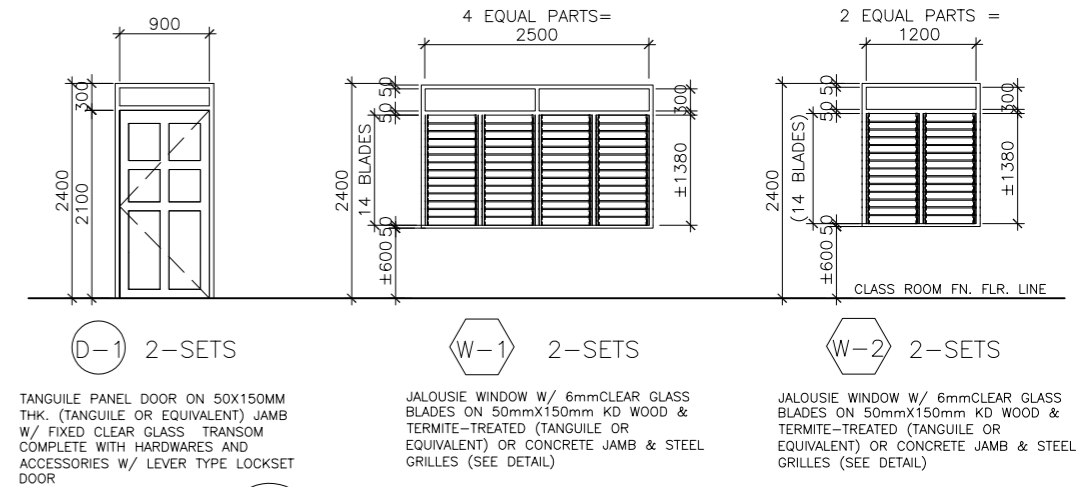
1 BAY & TRENCH DRAIN SECTION DETAIL @ GRID A
A-3 SCALE



2 BAY & TRENCH DRAIN SECTION DETAIL @ GRID C
A-3 SCALE



7 TYP. CLG. VENT PLAN DETAIL
A-3 SCALE 1:10M



3 SCHEDULE OF DOORS & WINDOWS
A-4 SCALE 1:50M

REPUBLIC OF THE PHILIPPINES



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PROJECT TITLE :

ONE STOREY ONE (1) CLASSROOM
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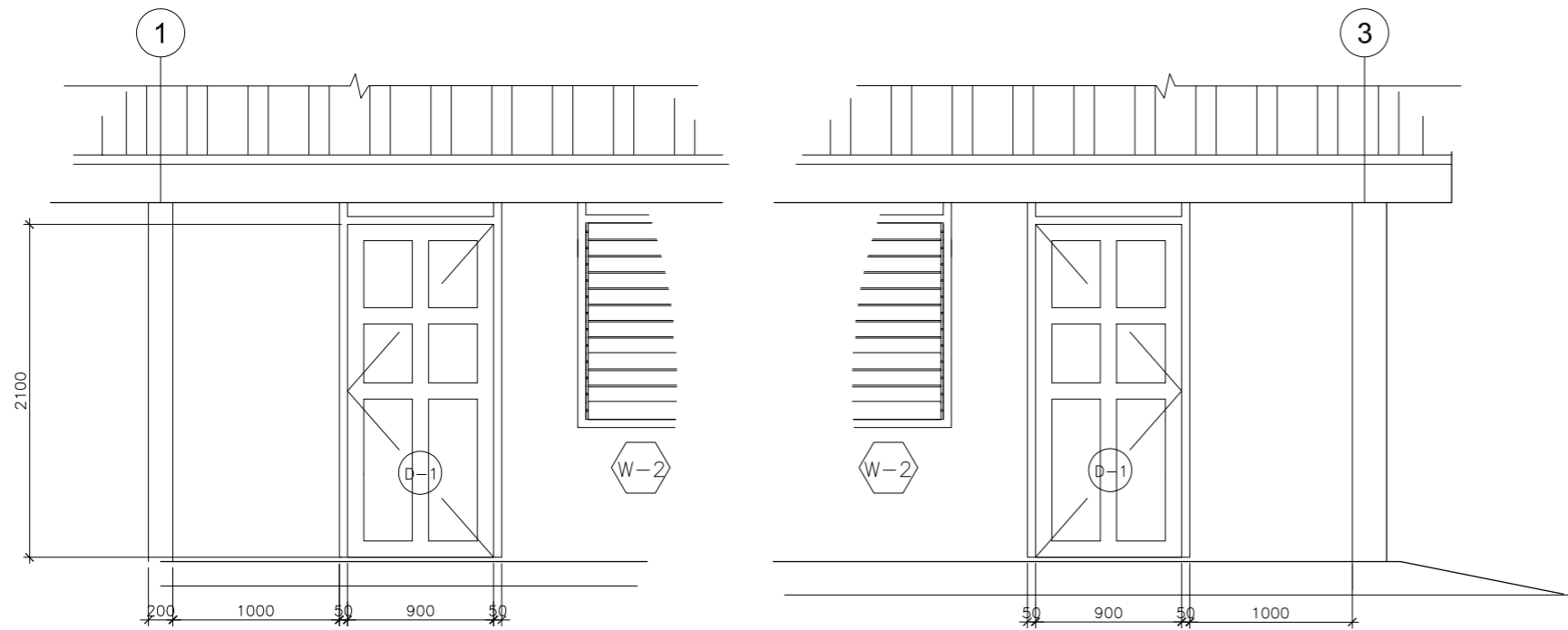
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BAY SECTION @ A DETAIL SECTION @ C
RAMP PLAN SECTION & SPOT DETAILS
SCHEDULE OF DOORS WINDOWS

SHEET NO:

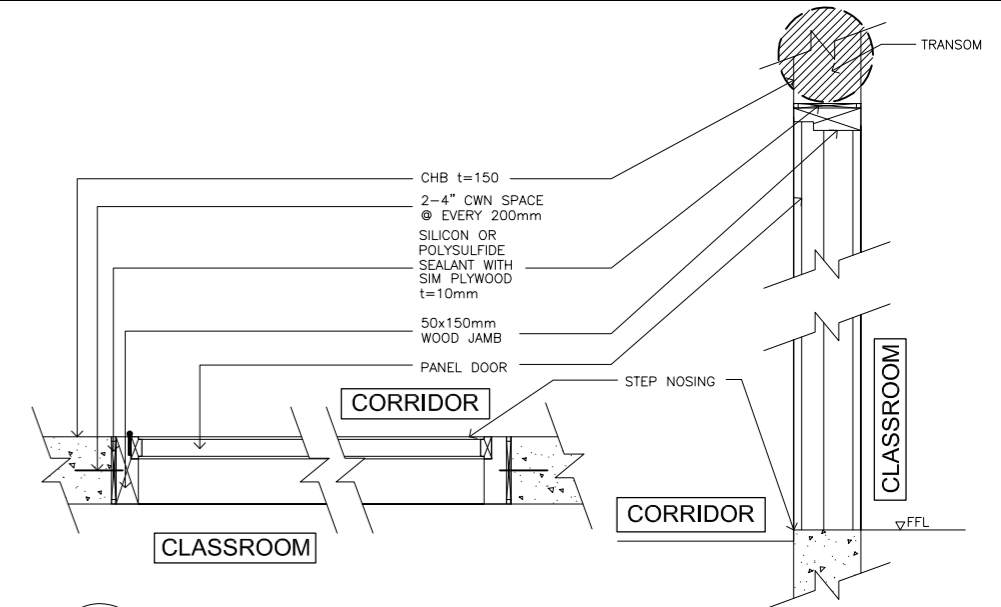
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DATE PREPARED :

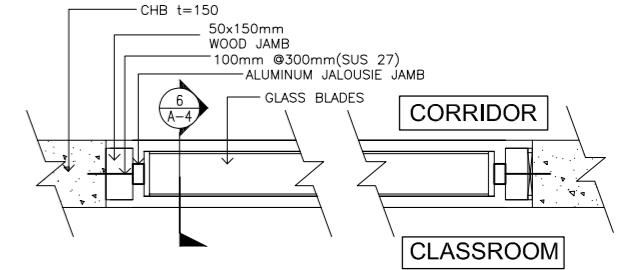
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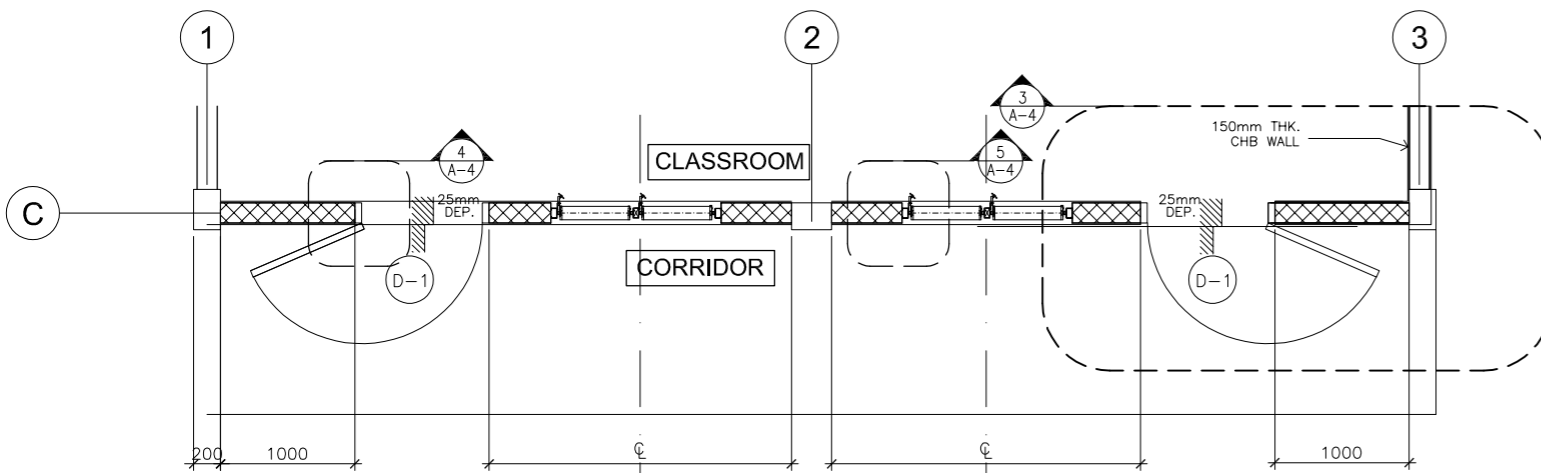
2 SPOT DETAIL 1 SECTION
A-4 SCALE 1:40M



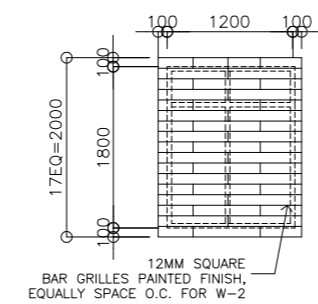
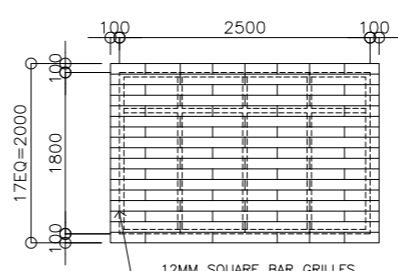
3 DOOR FRAME TYPICAL PLAN & SECTION DETAIL
A-4 SCALE 1:5M



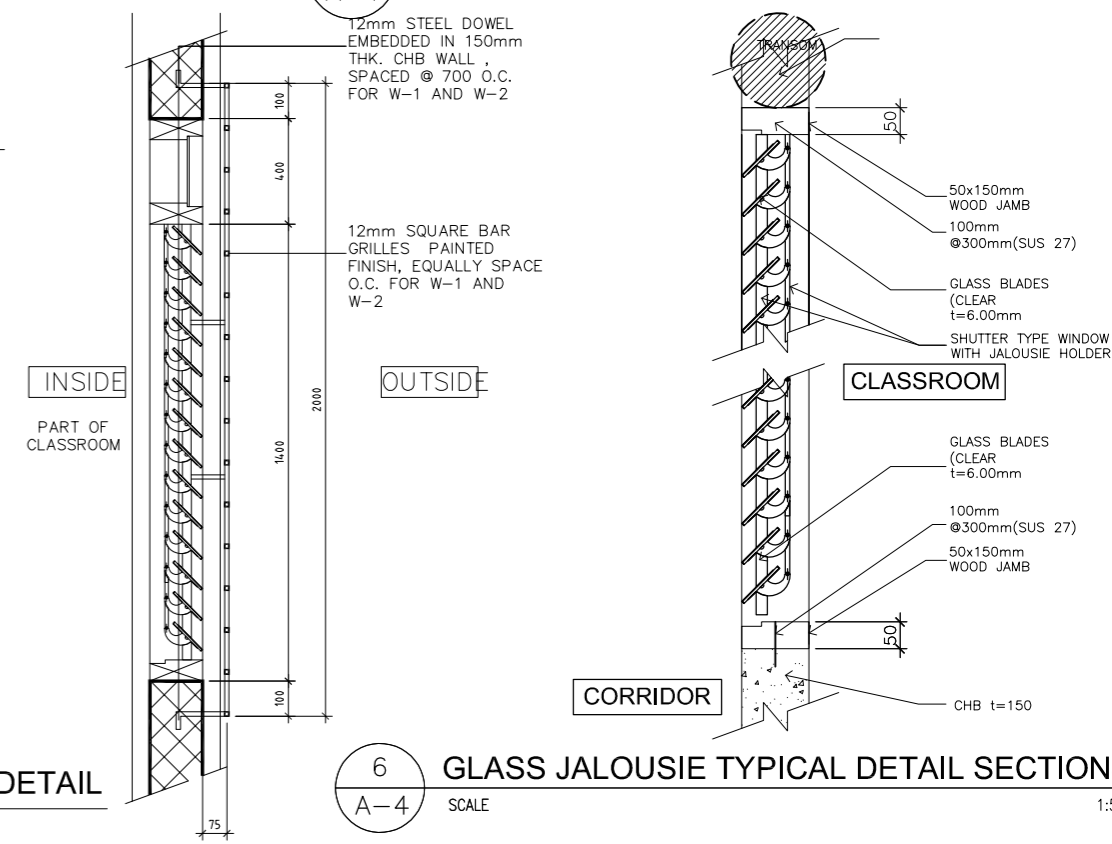
4 GLASS JALOUSIE TYPICAL DETAIL PLANS
A-4 SCALE 1:5M



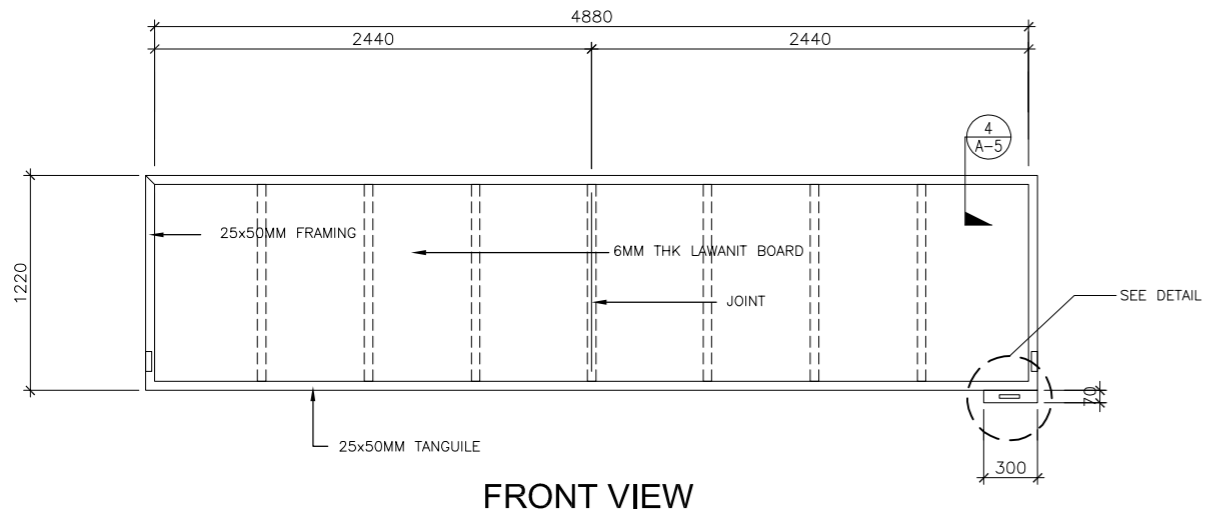
1 SPOT DETAIL PLAN 1 & 2
A-4 SCALE 1:30M



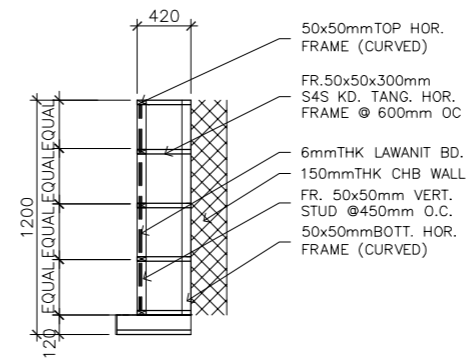
5 GRILLES DETAIL
A-4 SCALE: NTS



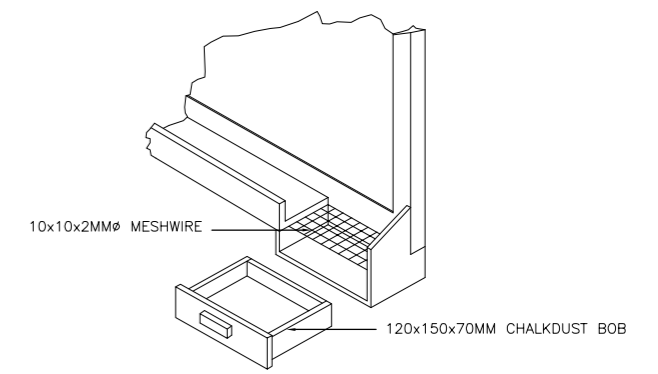
6 GLASS JALOUSIE TYPICAL DETAIL SECTIONS
A-4 SCALE 1:5M



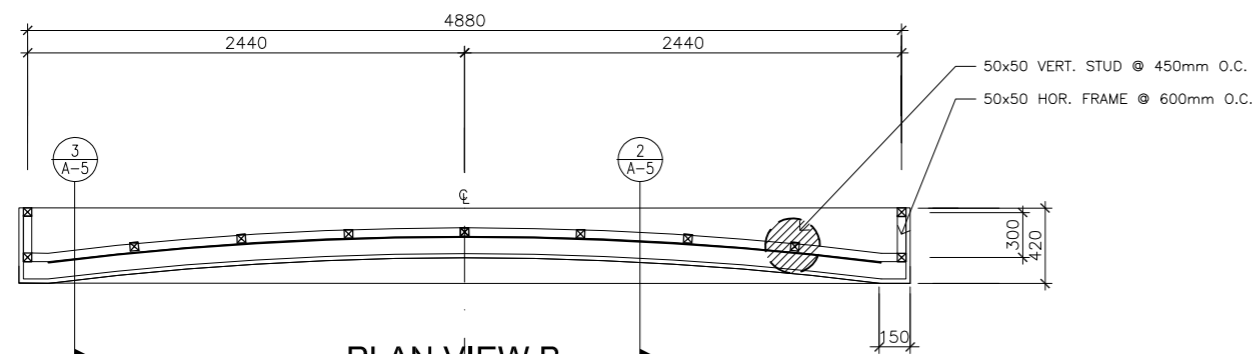
FRONT VIEW



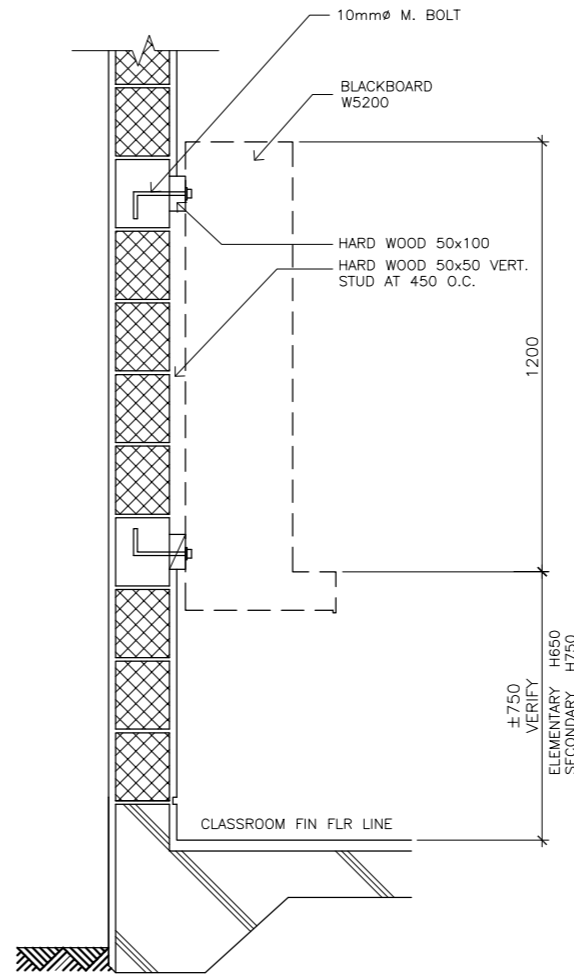
3 SECTION
SCALE : 1:50M



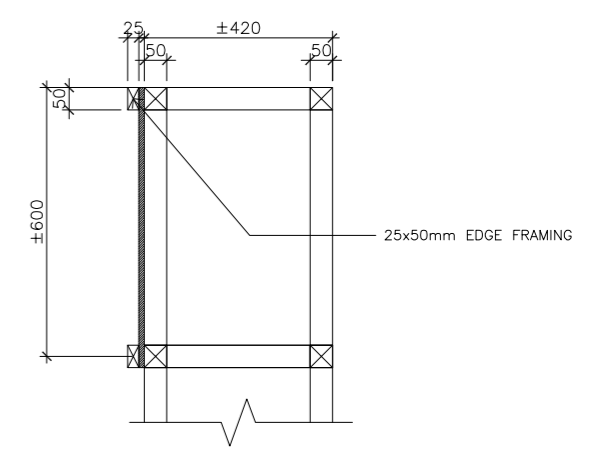
4 CHALK DUST BOX DETAIL
SCALE : 1:50M



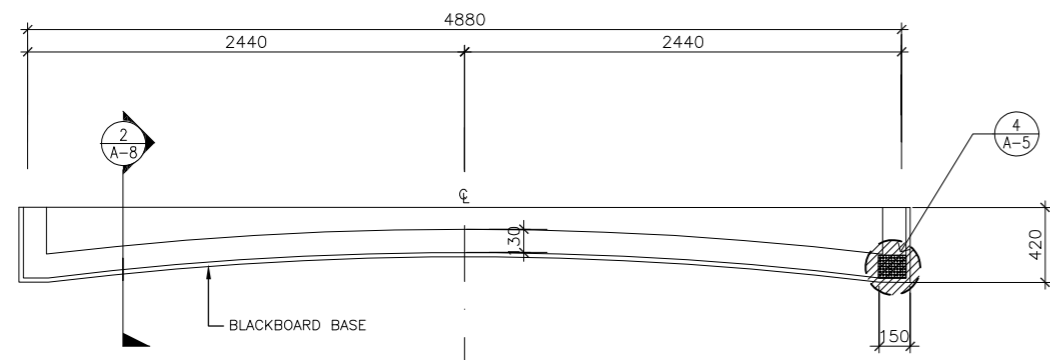
PLAN VIEW B SECTION



2 CONNECTION SECTION DETAIL
SCALE : 1:50M



5 SPOT DETAIL SECTION EDGE FRAMING
SCALE : 1:10M

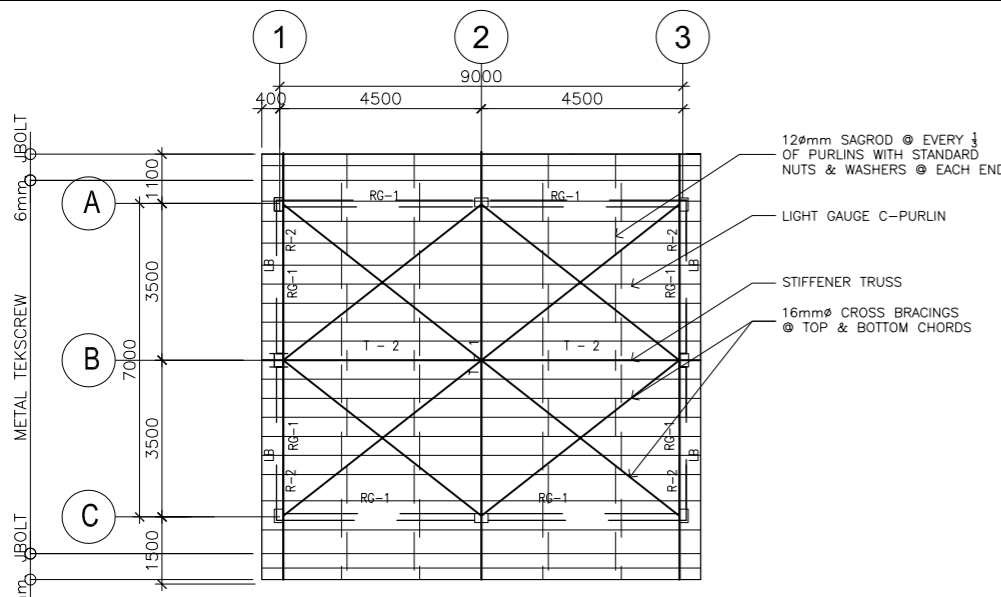


PLAN VIEW A

1 BLACKBOARD DETAIL
SCALE : 1:50M

- SPECIFICATION:**
- MATERIALS: -25x300mm SOLID TANGUILE OR EQUIVALENT WOOD FRAMES.
 - 6mm THK LAWANIT BOARD
 - PROVIDE: -70x120x150mm CHALKDUST BOX
 - 20x10x10mm MESHWIRE
 - FINISH: -FRAMING AND CHALKBOX PAINT WITH QUICK DRYING ENAMEL PAINT (BROWN)
 - BOARD PAINT WITH BLACKBOARD PAINT (GREEN) OR BLACKBOARD SLATE

<p>REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY</p>	<p>DRAWN BY :</p> <p><i>Junelso P. Cullado</i> JUNELSON P. CULLADO CADD OPERATOR EFD-DepEd</p>	<p>CHECKED BY :</p> <p><i>Jet Raymond G. Alabaso</i> JET RAYMOND G. ALABASO ARCHITECT III EFD-DepEd</p>	<p>RECOMMENDING APPROVAL :</p> <p><i>Luis G. Purisima, Jr.</i> LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd</p>	<p>APPROVED BY :</p> <p><i>Annabelle R. Pangan</i> ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd</p>	<p>PROJECT TITLE :</p> <p>ONE STOREY ONE (1) CLASSROOM SCHOOL BUILDING</p>	<p>PROJECT CODE:</p> <p>DSD - 1S1C - 14 - T2</p>	<p>OWNER :</p> <p>DEPARTMENT OF EDUCATION DepED</p>	<p>SHEET NO:</p> <p>A-5 5</p>
	<p>DATE PREPARED :</p>					<p>DATE REVISED : JANUARY 2021_REV 05</p>		<p>SHEET CONTENTS :</p> <p>BLACKBOARD DETAIL</p>



1 ROOF FRAMING PLAN
S-1 SCALE 1:100M

BEAM SCHEDULE											
FLOOR LEVEL	BEAM MARK	BEAM DIMENSIONS (in / mm)		STEEL REINFORCEMENTS						STIRRUPS Ø10mm (UNLESS NOTED OTHERWISE)	
		b	h	REBAR (mm Ø)	LEFT		MID SPAN		RIGHT		
					TOP	BOTTOM	TOP	BOTTOM	TOP		BOTTOM
	RG-1	250	400	Ø16mm	6	3	3	6	6	3	Ø10 SPACED AT 1@50, 8@100, REST@125 UP TO CL
	LB	250	300	Ø16mm	3	3	3	3	3		
	TB-1	250	400	Ø16mm	6	3	3	6	6	3	

DESIGN CRITERIA :

A. CONCRETE
 $f_c' = 27.60 \text{ Mpa (4,000 Psi)}$, minimum compressive strength of concrete a 28 days unless otherwise specified.

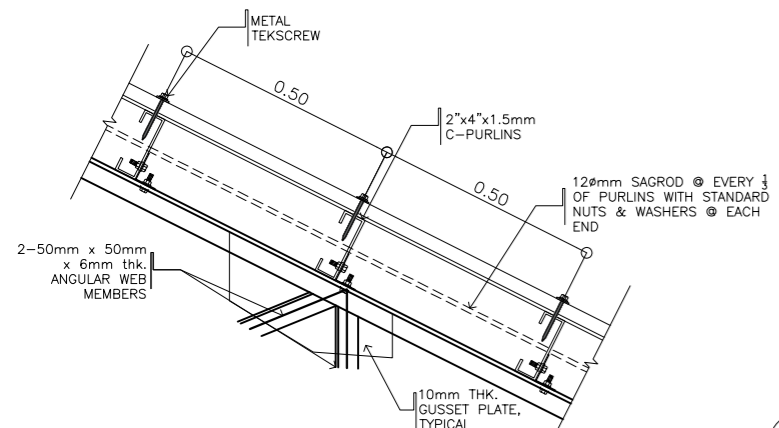
B. REBAR
 $f_y = 275.8 \text{ Mpa (40,000 Psi)}$, for Ø16 and below
 $414 \text{ Mpa (60,000 Psi)}$, for Ø20 and above

C. STRUCTURAL STEEL
 $F_y = 248 \text{ Mpa (36 Ksi)}$, specified minimum yield strength unless otherwise specified.

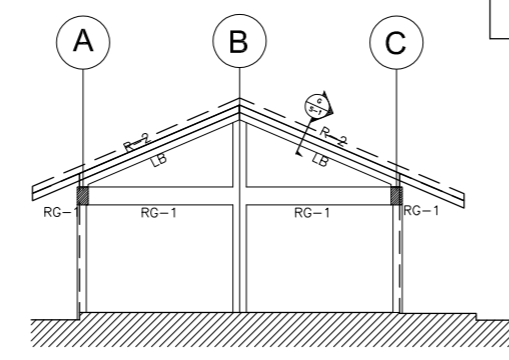
D. FOUNDATION
 $SBP = 95.706 \text{ Kpa (2,000 Psf)}$, was used in the design for all footings. No footing shall rest on fill.

SCHEDULE OF FOOTINGS							
FOOTING MARK	FOOTING DIMENSIONS (mm)				REINFORCEMENT		REMARKS
	LENGTH (L)	WIDTH (W)	DEPTH (D)	THICKNESS (t)	BAR X	BAR Y	
F-1	1200	1200	1200	250	Ø16mm @150mm	Ø16mm @150mm	SQUARE FOOTING

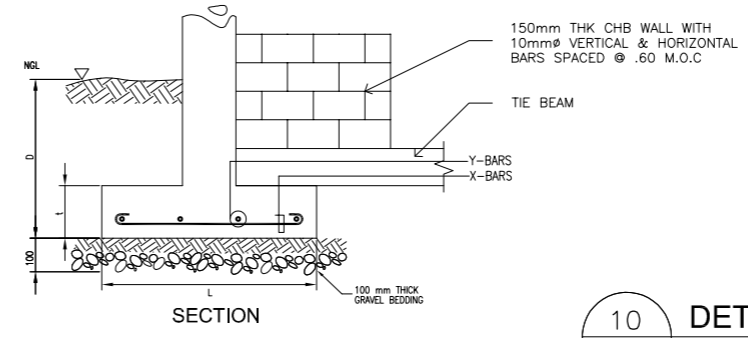
COLUMN SCHEDULE		
LEVEL	C-1	
FOUNDATION TO ROOF		
SIZE	300X300	
VERTICAL BARS	4-16mm Ø CORNER / 4-12mm Ø MID	
TIES	10mm Ø 150 - 2 SETS	
CONFINEMENT REINFORCEMENT	10mm Ø 100 - 2 SETS	
JOINT REINFORCEMENT	10mm Ø 100 - 2 SETS	



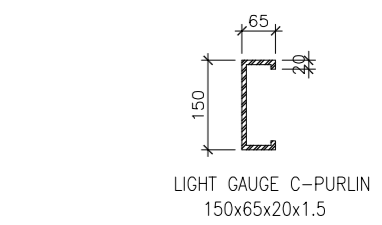
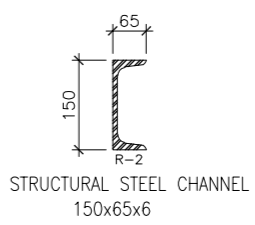
2 WEB MEMBERS CONNECTION DET.
S-1 SCALE: NTS



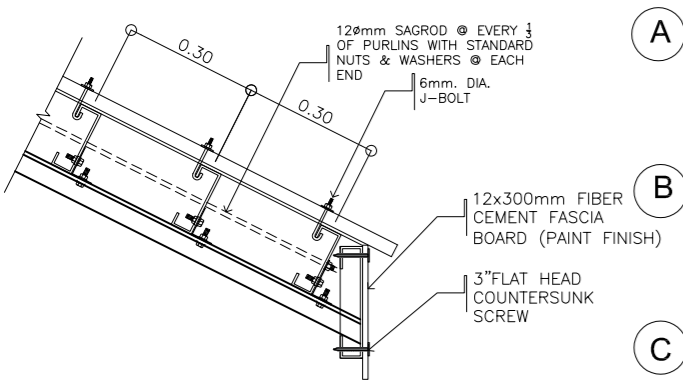
9 ELEV @ ENDWALL
S-1 SCALE: 1:100M



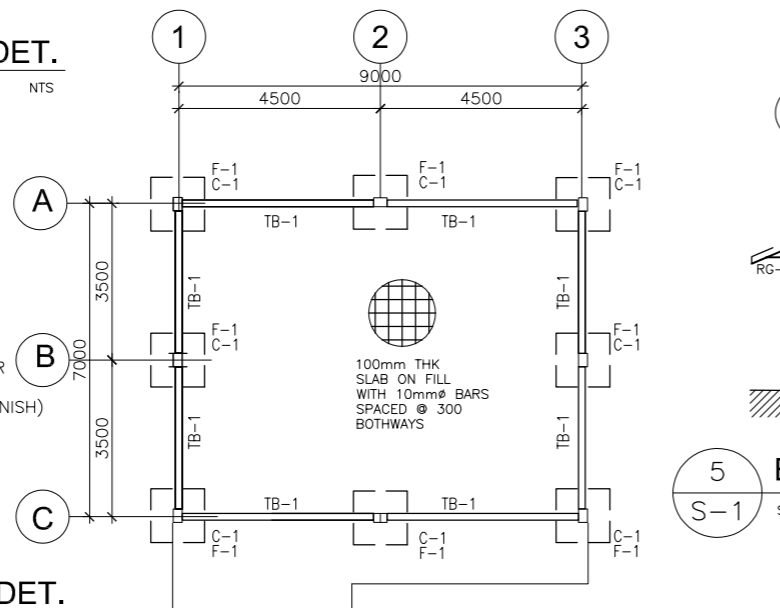
10 DETAIL OF R-2 @ END WALL
S-1 SCALE: NTS



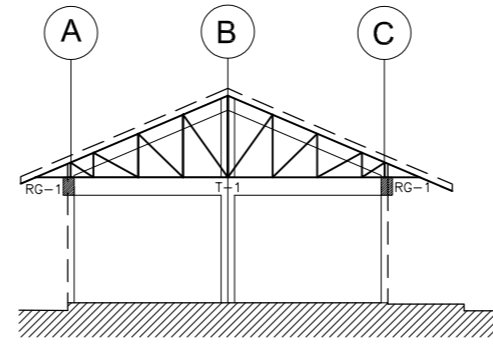
11 DETAIL PURLINS
S-1 SCALE: NTS



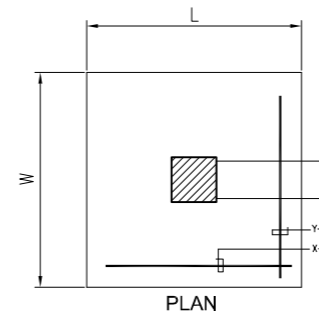
3 FASCIA BOARD CONNECTION DET.
S-1 SCALE: NTS



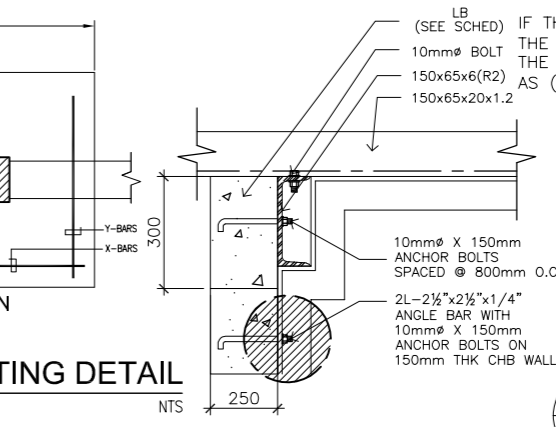
4 FOUNDATION PLAN
S-1 SCALE 1:100M



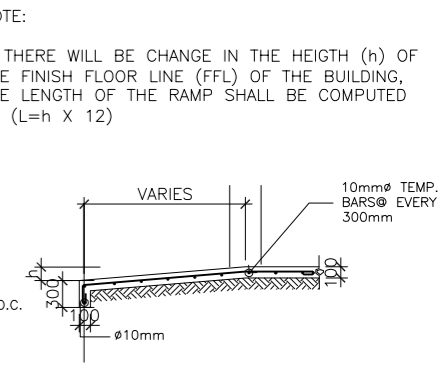
5 ELEV BETWEEN GRIDLINES
S-1 SCALE: 1:100M



6 TYP. FOOTING DETAIL
S-1 SCALE: NTS

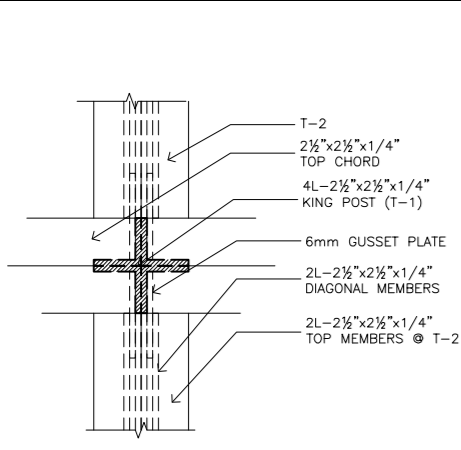


7 END WALL R-2 SECTION DETAIL
S-1 SCALE: NTS

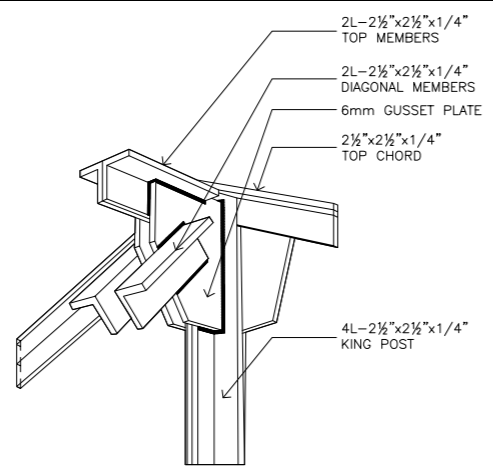


8 DETAIL OF RAMP
S-1 SCALE 1:50M

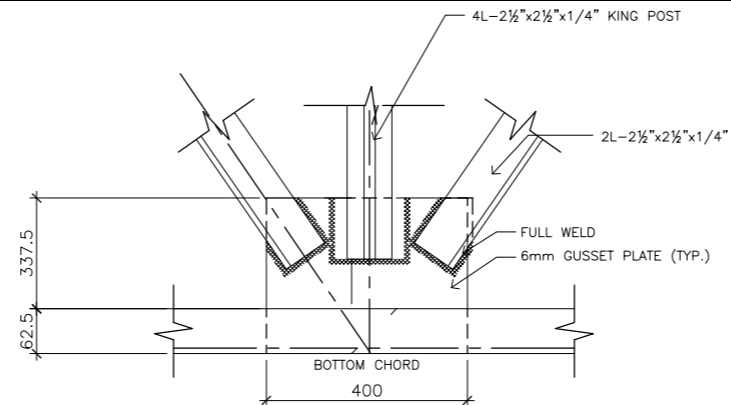
NOTE:
 IF THERE WILL BE CHANGE IN THE HEIGHT (h) OF THE FINISH FLOOR LINE (FFL) OF THE BUILDING, THE LENGTH OF THE RAMP SHALL BE COMPUTED AS $(L=h \times 12)$



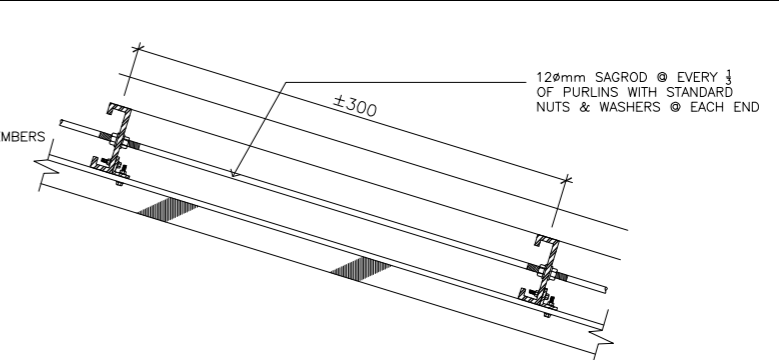
8 TOP VIEW DETAIL CONNECTION OF T-2 TO T-1
SCALE: S-2 1:5M



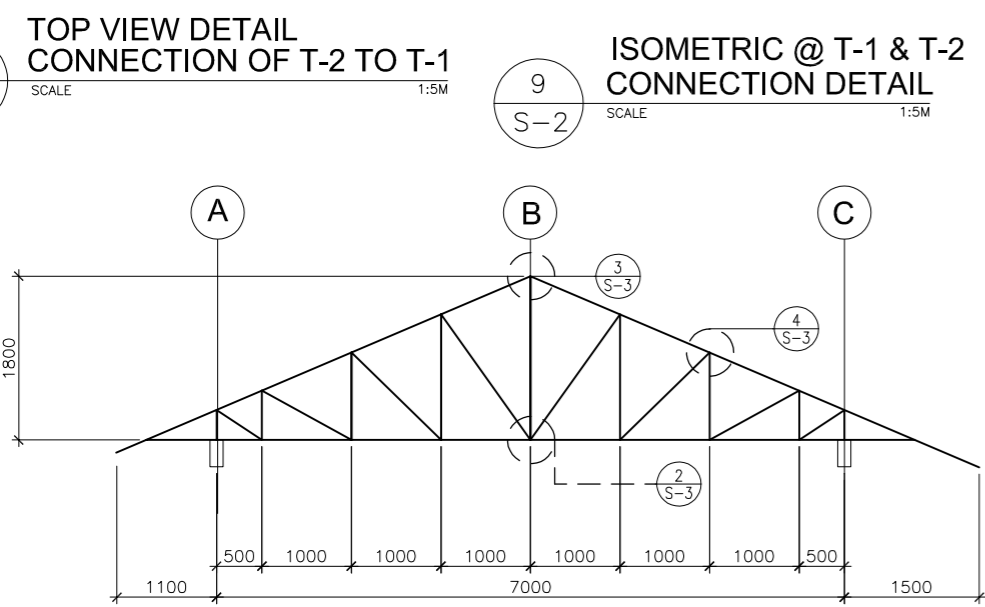
9 ISOMETRIC @ T-1 & T-2 CONNECTION DETAIL
SCALE: S-2 1:5M



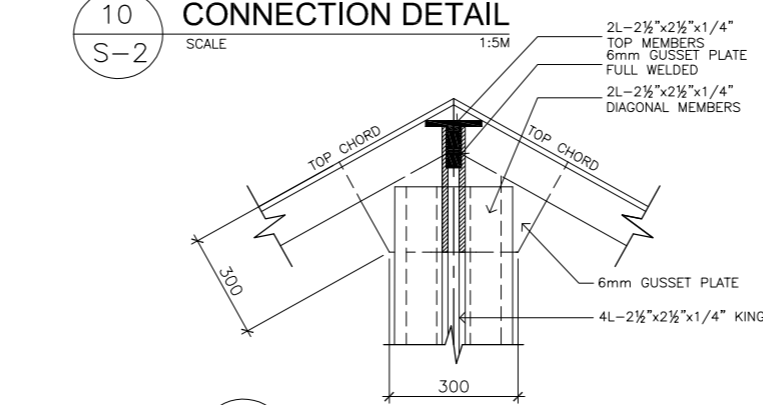
10 CONNECTION DETAIL
SCALE: S-2 1:5M



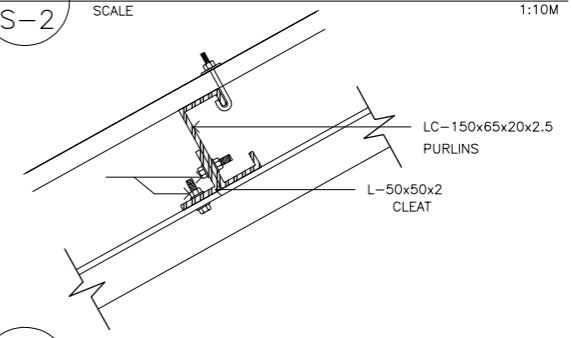
11 SAG ROD CONNECTION DETAIL
SCALE: S-2 1:10M



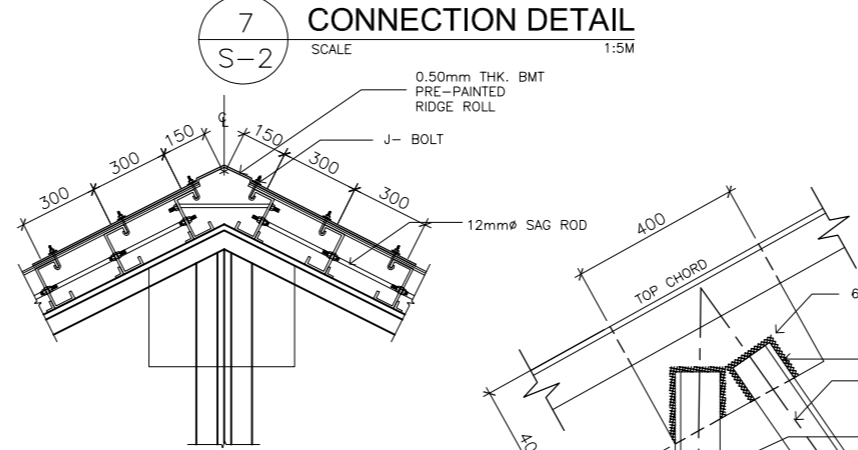
3 DETAIL OF T-1
SCALE: S-2 1:25M



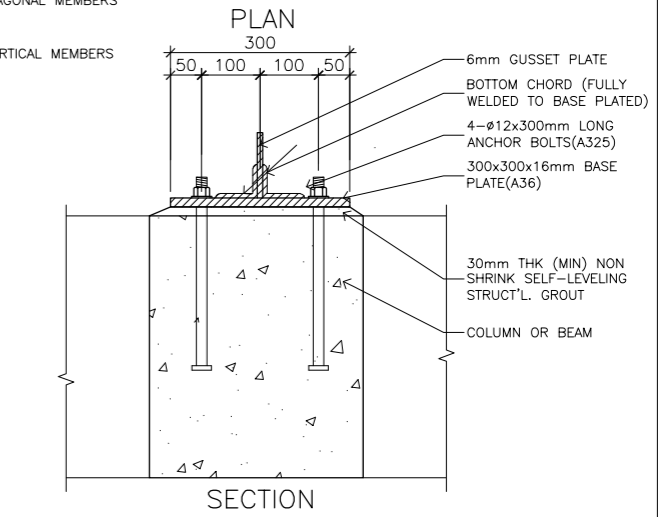
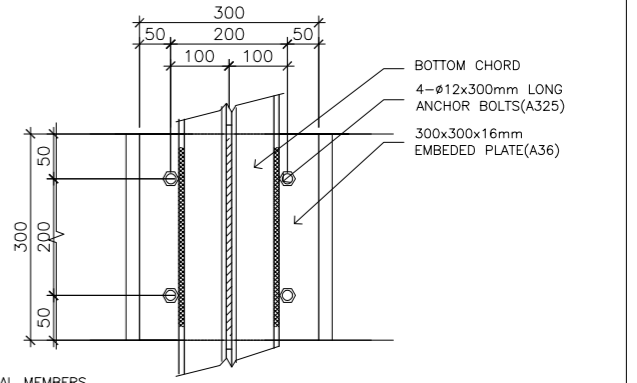
7 CONNECTION DETAIL
SCALE: S-2 1:5M



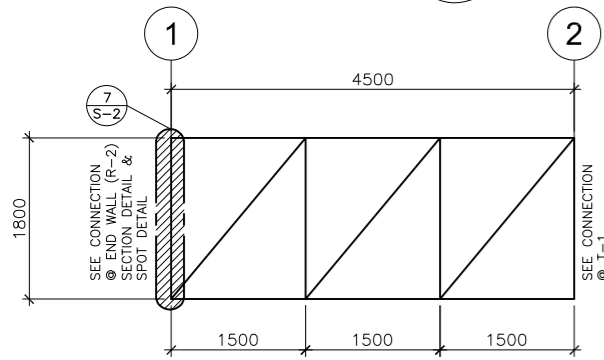
12 PURLIN CONNECTION DETAIL
SCALE: S-2 1:5M



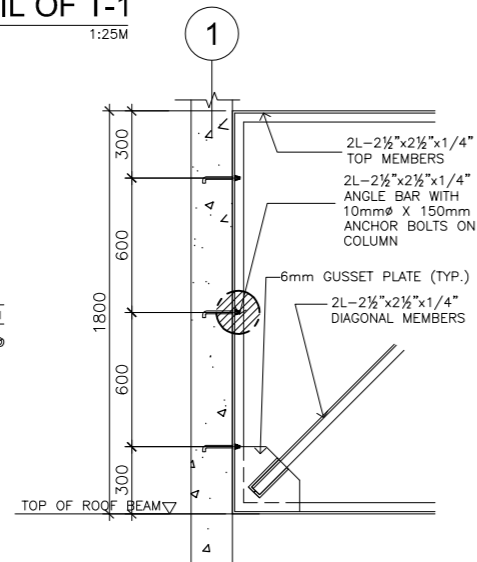
7" RIDGE ROLL CONNECTION DETAIL
SCALE: S-2 NTS



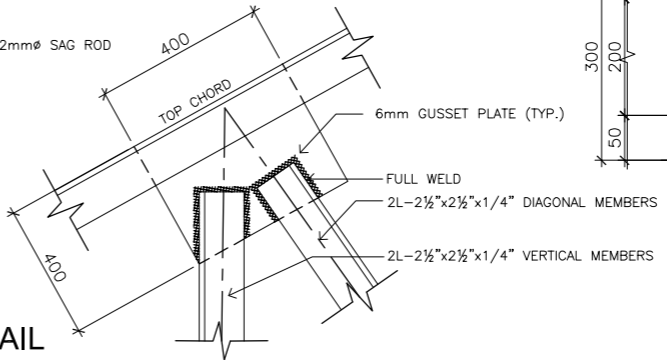
5 TYPICAL TRUSS ANCHORAGE DETAIL
SCALE: S-2 1:5M



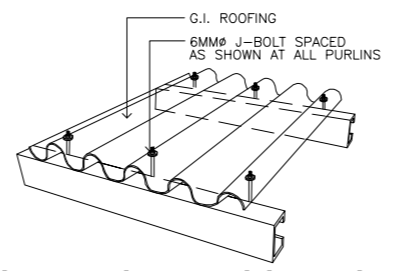
1 DETAIL OF T-2
SCALE: S-2 1:25M



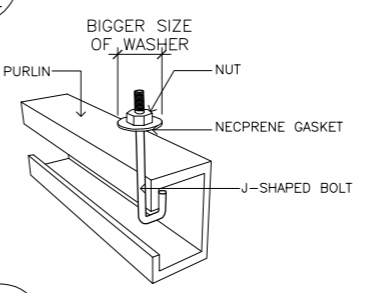
2 T-2 SPOT DETAIL
SCALE: S-2 1:20M



6 CONNECTION DETAIL
SCALE: S-2 1:5M



3 ISOMETRIC VIEW CONNECTION OF G.I. SHEET TO PURLIN
SCALE: S-2 1:5M



4 ROOFING FIXER
SCALE: S-2 1:5M

SCHEDULE OF TRUSS MEMBERS				
DESCRIPTION	QTY	SIZE T-1	SIZE T-2	
TOP CHORD	2L	2 1/2" x 2 1/2" x 1/4"	2 1/2" x 2 1/2" x 1/4"	
BOTTOM CHORD	2L	2 1/2" x 2 1/2" x 1/4"	2 1/2" x 2 1/2" x 1/4"	
VERTICAL MEMBERS	2L	2 1/2" x 2 1/2" x 1/4"	2 1/2" x 2 1/2" x 1/4"	
DIAGONAL MEMBERS	2L	2 1/2" x 2 1/2" x 1/4"	2 1/2" x 2 1/2" x 1/4"	
KING POSTS	4L	2 1/2" x 2 1/2" x 1/4"		

NOTES ON CONCRETE WORKS:

- THESE DRAWINGS SHALL BE READ IN CONJUNCTION WITH RELEVANT ARCHITECTURAL DRAWINGS.
- MINIMUM COMPRESSIVE STRENGTH (f_c) OF CONCRETE AT 28 DAYS SHALL BE 28MPa.
- MINIMUM YIELD STRENGTH (f_y) OF REINFORCING BARS SHALL BE:
 - 414Mpa FOR BARS 20mm AND BIGGER
 - 275 Mpa FOR BARS 16mm AND SMALLER
- REINFORCING BARS SHALL COMPLY WITH ASTM A706M

NOTES ON STEEL WORKS:

- ALL STEEL ELEMENTS (PLATES AND ANGLES) SHALL COMPLY WITH ASTM A36
- WELDING ELECTRODES SHALL BE E70XX AND SHALL COMPLY WITH AWS CODE
- WELDS AND WELDING PROCEDURE SHALL COMPLY WITH THE REQUIREMENTS OF AWS CODE.
- ANCHOR BOLTS SHALL COMPLY WITH ASTM A325
- ALL DIMENSIONS SHALL BE VERIFIED ON SITE.

<p>REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION EDUCATION FACILITIES DIVISION MERALCO AVENUE, PASIG CITY</p>	DRAWN BY : JUNELSON P. CULLADO CAD OPERATOR EFD-DepEd	CHECKED BY : WILFREDO D. ALARCON STRUCTURAL ENGINEER EFD-DepEd	RECOMMENDING APPROVAL : LUIS G. PURISIMA, JR. ASST. CHIEF, EFD-AS DepEd	APPROVED BY : ANNABELLE R. PANGAN CHIEF, EFD-AS DepEd	PROJECT TITLE : ONE STOREY ONE (1) CLASSROOM SCHOOL BUILDING	PROJECT CODE: DSD - 1S1C - 14 - T2	OWNER : DEPARTMENT OF EDUCATION DepED	SHEET NO.: S-2 2
	DATE PREPARED : _____ DATE REVISED : JANUARY 2021_REV 05					SHEET CONTENTS : TYPICAL BEAM ELEV. BEAM SCHEDULE, ELEV. GRID @0.0, RAFTER ANCHORAGE DETAIL, PURLIN, THE ROD, SAGROD, CONNECTION DETAIL		

GENERAL CONSTRUCTION NOTES

GENERAL NOTES

- IN THE INTERPRETATION OF THE DRAWINGS, INDICATED DIMENSIONS SHALL GOVERN AND DISTANCES OF SIZES SHALL NOT BE SCALED FOR CONSTRUCTION PURPOSES.
- IN REFERENCE TO OTHER DRAWINGS, SEE ARCHITECTURAL DRAWINGS FOR DEPRESSIONS IN FLOOR SLABS, OPENINGS IN THE WALLS AND SLABS, INTERIOR PARTITIONS, LOCATION OF DRAINS ETC.
- IN CASE OF DISCREPANCIES AS TO THE LAYOUT, DIMENSIONS, AND ELEVATIONS BETWEEN THE STRUCTURAL PLANS, AND ARCHITECTURAL DRAWINGS, THE CONTRACTOR SHALL NOTIFY BOTH THE STRUCTURAL ENGINEERS AND THE ARCHITECT.
- ALL CONCRETE WORKS SHALL BE DONE IN ACCORDANCE WITH THE ACI.318_95 BUILDING CODE REQUIREMENTS FOR REINFORCED CONCRETE AND ALL STRUCTURAL STEEL WORK ACCORDING WITH ASCI SPECIFICATION (9th EDITION) IN SO FAR AS THEY DO NOT CONFLICT WITH THE LOCAL BUILDING CODE REQUIREMENT.
- ACI REFERS TO AMERICAN CONCRETE INSTITUTE, ASCI TO AMERICAN INSTITUTE OF STEEL CONSTRUCTION AND ASTM TO AMERICAN SOCIETY FOR TESTING MATERIALS.
- CONSTRUCTION NOTES AND TYPICAL DETAILS APPLY TO ALL DRAWINGS UNLESS OTHERWISE SHOWN OR NOTED MODIFY TYPICAL DETAILS AS DIRECTED TO MEET SPECIAL CONDITIONS.
- SHOP DRAWINGS WITH ERECTION AND PLACING DIAGRAMS OF ALL STRUCTURAL STEELS, MISCELLANEOUS IRON, PRE-CAST CONCRETE ETC. SHALL BE SUBMITTED FOR ENGINEERS APPROVAL BEFORE FABRICATION.
- CONTRACTOR SHALL NOTE AND PROVIDE ALL MISCELLANEOUS CURBS, SILLS, STOOLS, EQUIPMENT'S AND MECHANICAL BASES THAT ARE REQUIRED BY THE ARCHITECTURAL, ELECTRICAL, AND MECHANICAL DRAWINGS.
- ALL RESULTS OF MATERIAL TESTING FOR CONCRETE, REINFORCING BARS, & STRUCTURAL STEEL MUST BE NOTED & APPROVED BY THE STRUCTURAL DESIGNER.

NOTES ON CONCRETE MIXES & PLACING

- ALL CONCRETE SHALL DEVELOP A MIN. COMPRESSIVE STRENGTH AT THE END OF TWENTY EIGHT (28) DAYS W/ CORRESPONDING MAXIMUM SIZE AGGREGATE & SLUMPS AS FOLLOWS.

LOCATION	28 DAYS STRENGTH	MAX. SIZE OF AGGREGATE	MAX. SLUMP
SUSPENDED SLABS,	4000 PSI (28 MPa)	20mm	100mm
COLUMNS	4000 PSI (28 MPa)	20mm	100mm
GIRDER/BEAMS/FOOTING TIE BEAMS	4000 PSI (28 MPa)	20mm	100mm
SLAB ON GRADE/ STAIRS	3000 PSI (21 MPa)	20mm	100mm
OTHERS NOT INDICATED	4000 PSI (28 MPa)	20mm	100mm

- MAINTAIN MINIMUM CONCRETE COVER FOR REINFORCING STEEL AS FOLLOWS.

SUSPENDED SLABS	20mm
SLAB ON GRADE	40mm
WALLS ABOVE GRADE	25mm
BEAM STIRRUPS AND COLUMN TIES	40mm
WHERE CONCRETE IS EXPOSED TO EARTH BUT POURED AGAINST FORMS	50mm
WHERE CONCRETE IS DEPOSITED DIRECTLY AGAINST EARTH	75mm
- CONCRETE SHALL BE DEPOSITED IN ITS FINAL POSITION WITHOUT SEGREGATION. RE-HANDLING OR FLOWING PLACING SHALL BE DONE PREFERABLY WITH BUGGIES, BUCKETS OR WHEELBARROWS, NO CHUTES WILL BE ALLOWED EXCEPT TO TRANSFER CONCRETE FROM HOPPERS TO BUGGIES, WHEELBARROWS OR BUCKETS IN WHICH CASE THEY SHALL NOT EXCEED SIX (6) METERS IN AGGREGATE LENGTH.
- NO DEPOSITING OF CONCRETE SHALL BE ALLOWED WITHOUT THE USE OF VIBRATORS UNLESS AUTHORIZED IN WRITING BY THE DESIGNERS AND ONLY FOR UNUSUAL CONDITIONS WHERE VIBRATIONS IS EXTREMELY DIFFICULT TO ACCOMPLISH.
- ALL ANCHOR BOLTS, DOWELS, AND OTHER INSERTS, SHALL BE PROPERLY POSITIONED & SECURED IN PLACE PRIOR TO PLACING OF CONCRETE.
- ALL CONCRETE SHALL BE KEPT MOIST FOR A MINIMUM OF SEVEN CONSECUTIVE DAYS IMMEDIATELY AFTER POURING BY THE USE OF WET BURLAP, FOG SPRAYING, CURING COMPOUNDS OR OTHER APPROVED METHODS.
- STRIPPING OF FORMS AND SHORES:

FOUNDATION	24 HRS.
SUSPENDED SLAB EXCEPT WHEN ADDITIONAL LOADS ARE IMPOSED	8 DAYS
WALLS	18 HRS
BEAMS	14 DAYS
COLUMNS	21 DAYS
- THE CONTRACTOR SHALL SUBMIT THE SCHEDULE OF POURING AND THE LOCATION OF THE CONSTRUCTION JOINTS TO THE STRUCTURAL ENGINEER AT LEAST (4) DAYS PRIOR TO THE POURING FOR APPROVAL.
- THE CONTRACTOR SHALL FURNISH AND MAINTAIN ADEQUATE FORMS SHORINGS UNTIL THE CONCRETE MEMBERS HAVE ATTAINED THEIR WORKING CONDITION AND STRENGTH.

CAMBER REQUIREMENTS

- UNLESS OTHERWISE NOTED ON THE PLANS OR SPECIFICATIONS, CAMBER ALL RC BEAMS AT LEAST 10mm FOR EVERY 4000mm OF CLEAR SPAN EXCEPT CANTILEVERS WHICH SHALL BE 50mm FOR EVERY 3000mm OF CLEAR SPAN.
- UNLESS... CAMBER ALL SLABS 8mm PER 3000mm OF SHORTER SPAN AND 14mm FOR EVERY 2000mm OF SLAB CANTILEVER SPAN.

NOTES OF FOOTINGS

- FOOTINGS ARE DESIGNED FOR AN ALLOWABLE SOIL BEARING PRESSURE OF 95.706 KPa. CONTRACTOR SHALL REPORT TO THE ENGINEER, IN WRITING, SOIL CONDITIONS, UNCOVERED AND CONFIRM ACTUAL BEARING CAPACITY OF SOIL BEFORE
- FOOTING SHALL REST AT LEAST 1200mm BELOW NATURAL GRADE LINE UNLESS OTHERWISE INDICATED IN PLANS. NO FOOTING SHALL REST ON FILL.

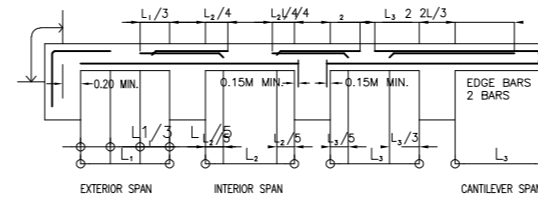
- MINIMUM CONCRETE PROTECTION FOR REINFORCEMENTS SHALL BE 75mm CLEAR FOR CONCRETE DEPOSITED THE GROUND AND 50mm FOR CONCRETE DEPOSITED AGAINST A FORMWORK.
- SIZES OF FOOTING ARE SUBJECT TO CHANGE DEPENDING ON THE RESULT OF SOIL INVESTIGATION REPORT THAT SHALL BE CONDUCTED PRIOR TO CONSTRUCTION.

NOTES ON REINFORCEMENT

- Ø16 AND BELOW: GRADE 40 (40000 psi)
Ø20 AND ABOVE: GRADE 60 (60000 psi)
- ALL REINFORCING BARS SIZE 10mm OR BIGGER SHALL BE DEFORMED IN ACCORDANCE WITH ASTM A 706. BARS.
- SPLICES SHALL BE SECURELY WIRED TOGETHER & SHALL LAP OR EXTEND IN ACCORDANCE W/ TABLE A & TABLE B (TABLE OF LAP SPLICE & ANCHORAGE LENGTH) UNLESS OTHERWISE SHOWN ON DRAWINGS, SPLICES SHALL BE STAGGERED WHENEVER POSSIBLE.

NOTES ON CONCRETE SLABS

- ALL SLAB REINFORCEMENTS SHALL HAVE A MINIMUM 20mm CLEAR FROM BOTTOM AND FROM THE TOP OF SLAB.
- UNLESS OTHERWISE DETAILED IN CONTINUOUS SLAB HAVING SAME REINFORCEMENT RUNNING IN ONE DIRECTION, REINFORCING BARS SHALL BE BENT UP, OR CUT AS FOLLOWS

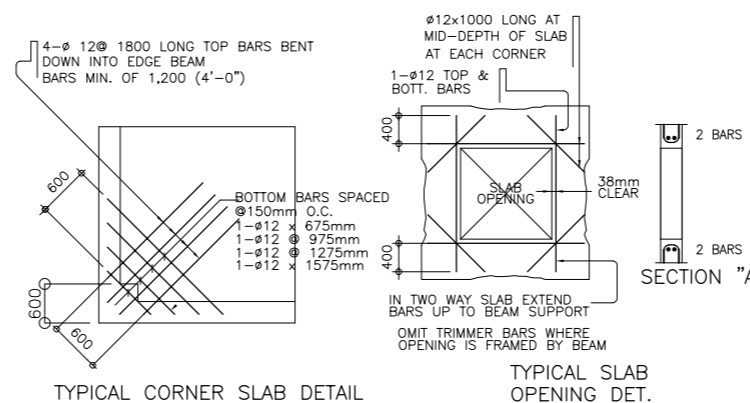


TYPICAL BAR BENDING AND CUTTING DETAILS FOR SLABS

- IF SLABS ARE REINFORCED BOTHWAYS BARS ALONG THE SHORTER SPAN SHALL BE PLACED BELOW THOSE ALONG THE LONG SPAN AT THE CENTER AND OVER THE LONGER SPAN FOR REINFORCING BARS NEAR THE SUPPORTS. THE SPACING OF THE BARS AT THE COLUMN STRIPS SHALL BE APPROXIMATELY ONE AND A HALF (1 1/2) SLAB THICKNESS OR 45 CENTIMETERS
- TEMPERATURE BARS FOR SLAB SHALL BE GENERALLY PLACED NEAR THE FACE IN TENSION AND SHALL NOT BE LESS THAN 0.0025 BT. (SEE SCHEDULE BELOW)

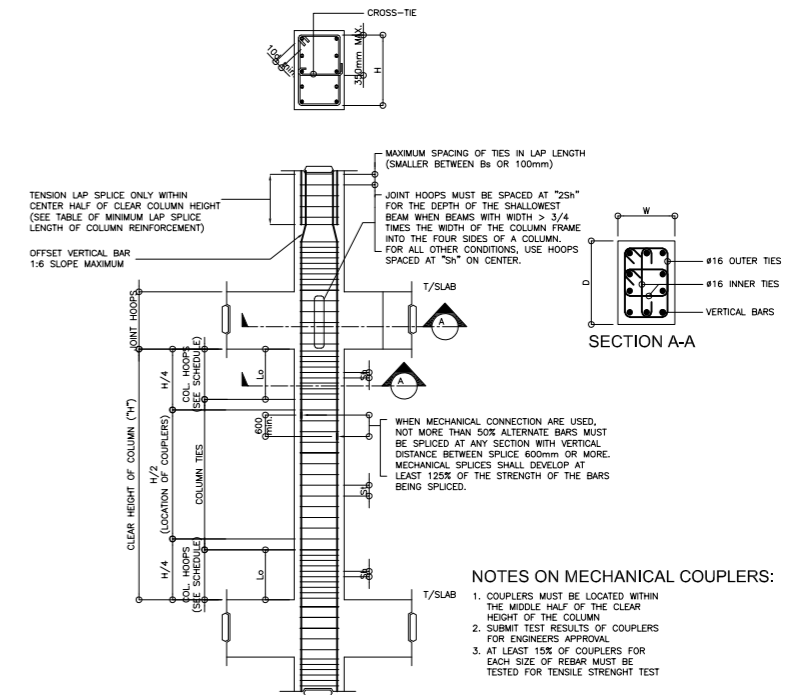
SCHEDULE OF MINIMUM SLAB REINFORCEMENT	
THICKNESS	MINIMUM TEMPERATURE BARS
100 mm	10 mm Ø @ 300mm EACH WAY
125 mm	10 mm Ø @ 250mm EACH WAY
150 mm	10 mm Ø @ 200mm EACH WAY
175 mm	10 mm Ø @ 175mm EACH WAY
200 mm	10 mm Ø @ 150mm EACH WAY

- UNLESS OTHERWISE NOTED IN THE PLANS ALL BEDDED SLABS SHALL BE REINFORCED WITH 10mm Ø AT 250mm O.C EACH WAY TO CENTER OF SLAB AND CONSTRUCTION JOINTS FOR SAME SHALL NOT BE LESS THAN 3.65 METER APART
- PROVIDE EXTRA REINFORCEMENTS FOR CORNER SLAB (TWO ADJACENT DISCONTINUOUS EDGES) AS SHOWN BELOW.
- CONCRETE SLAB REINFORCEMENTS SHALL BE PROPERLY SUPPORTED WITH 10mmØ STEEL CHAIR OR APPROVED EQUIVALENT SPACED AT 1.0 METER ON CENTER BOTHWAYS



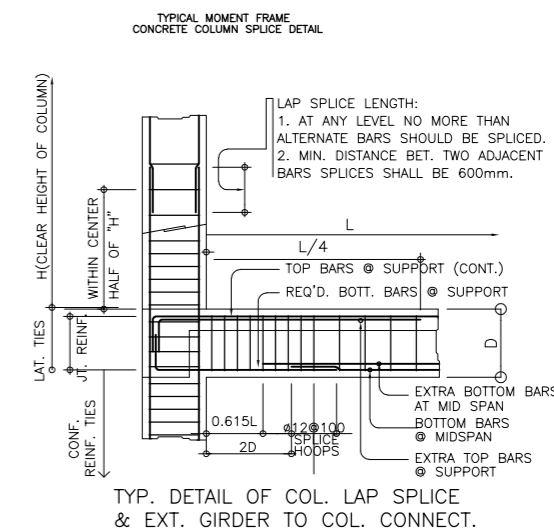
NOTES ON COLUMNS

- PROVIDE EXTRA SETS OF TIES AT 100mm O.C. FOR TIED COLUMN REINFORCEMENT ABOVE AND BELOW BEAM-COLUMN CONNECTIONS FOR A DISTANCE FROM FACE OF CONNECTION EQUAL TO THE GREATER OF THE OVERALL THICKNESS OF COLUMN, 1/6 THE CLEAR HEIGHT OF COLUMN OR 450mm.
- COLUMN TIES SHALL BE PROTECTED EVERYWHERE BY A COVERING OF CONCRETE CAST MONOLITHICALLY WITH THE CORE WITH THE MINIMUM THICKNESS OF 40mm AND NOT LESS THAN 40 TIMES THE MAXIMUM SIZE OF COARSE AGGREGATE IN MILLIMETERS.
- WHERE COLUMNS CHANGE IN SIZE, VERTICAL REINFORCEMENTS SHALL BE OFFSET AT A SLOPE OF NOT MORE THAN 1 IN 6 AND EXTRA 10mm TIES AT 100mm SHALL BE PROVIDED THRU OUT THE OFFSET REGION.
- UNLESS OTHERWISE INDICATED IN THE PLANS, LAP SPLICES FOR COLUMN REINFORCEMENT SHALL BE MADE WITHIN THE CENTER HALF OF COLUMN HEIGHT, AND THE SPLICE LENGTH SHALL NOT BE LESS THAN 40 BAR DIAMETERS. WELDING OR APPROVED MECHANICAL DEVICES MAY BE USED PROVIDED THAT NOT MORE THAN ALTERNATE BARS ARE WELDED OR MECHANICALLY SPLICED AT ANY LEVEL AND THE VERTICAL DISTANCES BETWEEN THESE WELDS OR SPLICES OF ADJACENT BARS IS NOT LESS THAN 600mm.



NOTES:

- Sh = HOOP AND SUPPLEMENTARY CROSS-TIE SPACING NOT TO EXCEED Bc/4 OR 100mm.
- St = COLUMN TIE SPACING, NOT TO EXCEED 16db OF VERTICALS, 48db OF TIES, Bc OR 150mm, WHICHEVER IS LESSER.
- Bc = SMALLER DIMENSION OF COLUMN CROSS SECTION
- Lc = LARGEST COLUMN DIMENSION, 1/6 OF CLEAR HEIGHT OR 450mm WHICHEVER IS GREATER.
- H = CLEAR HEIGHT OF COLUMN.



REPUBLIC OF THE PHILIPPINES



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PROJECT TITLE :

ONE STOREY ONE (1) CLASSROOM
SCHOOL BUILDING

DATE PREPARED :

DATE REVISED : JANUARY 2021_REV 05

PROJECT CODE:

DSD - 1S1C - 14 - T2

OWNER :

DEPARTMENT OF EDUCATION
DepED

SHEET CONTENTS :

GENERAL CONSTRUCTION NOTES

SHEET NO:

SS-1
3

GENERAL CONSTRUCTION NOTES

NOTES ON BEAMS AND GIRDERS

- UNLESS, OTHERWISE NOTED IN PLANS, CAMBER ALL BEAMS AND GIRDER AT LEAST 6mm.S FOR EVERY 4.50M OF SPAN, EXCEPT CANTILEVERS FOR WHICH THE CAMBER SHALL BE AS NOTED IN PLANS OR AS ORDERED BY THE ENGINEER BUT IN NO CASE LESS THAN 20mm FOR EVERY 3.0M OF FREE SPAN.
- TYPICAL BARS BENDING AND CUTTING DETAILS FOR BEAMS SHALL BE AS SHOWN IN FIG. B-1.

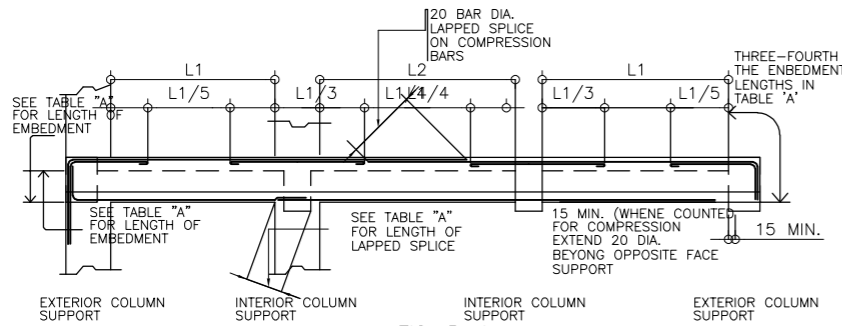


FIG. B-1

PARAMETERS												
COMPRESSION STRENGTH OF CONCRETE (f'c) = 27.59 Mpa												
YIELD STRENGTH OF STEEL (fy) = 413.79Mpa												
BAR # (mm)	DEVELOPMENT LENGTH		LAP SPLICE			STANDARD HOOKS IN TENSION (mm)	BEND DIAMETER (mm)	FOR STIRRUPS & TIES (mm)		END HOOKS (mm)		
	TENSION (ld)	COMPRESSION (ldc)	COMPRESSION (mm)	CLASS	TENSION (mm)			90	135	90	180	
	(mm)	(mm)			TOP							BOTTOM
10	570	200	300	A	750	370	190	60	100	160	160	160
12	680	230	360	A	890	440	230	72	120	190	200	180
16	910	310	480	A	1190	590	310	96	160	250	260	220
20	1130	380	590	A	1470	730	380	120	320	310	320	270
25	1800	480	740	A	2340	1170	480	200	425	470	430	420
28	2010	530	830	A	2650	1320	530	224			480	470
32	2300	610	950	A	2990	1500	610	256			550	540
36	2580	690	1060	A	3360	1680	690	288			620	600

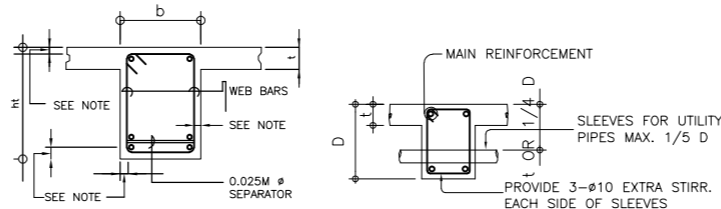
PARAMETERS												
COMPRESSION STRENGTH OF CONCRETE (f'c) = 20.69 Mpa												
YIELD STRENGTH OF STEEL (fy) = 413.79Mpa												
BAR # (mm)	DEVELOPMENT LENGTH		LAP SPLICE			STANDARD HOOKS IN TENSION (mm)	BEND DIAMETER (mm)	FOR STIRRUPS & TIES (mm)		END HOOKS (mm)		
	TENSION (ld)	COMPRESSION (ldc)	COMPRESSION (mm)	CLASS	TENSION (mm)			90	135	90	180	
	(mm)	(mm)			TOP							BOTTOM
10	650	220	300	A	850	420	220	60	100	160	160	160
12	780	270	360	A	1020	510	270	72	120	190	200	180
16	1040	350	480	A	1360	680	350	96	160	250	260	220
20	1300	440	590	A	1690	840	440	120	320	310	320	270
25	2070	550	740	A	2700	1350	550	200	425	470	430	420
28	2320	620	830	A	3020	1510	620	224			480	470
32	2650	700	950	A	3450	1720	700	256			550	540
36	2980	790	1060	A	3900	1950	790	288			620	600

PARAMETERS												
COMPRESSION STRENGTH OF CONCRETE (f'c) = 27.59 Mpa												
YIELD STRENGTH OF STEEL (fy) = 275.86Mpa												
BAR # (mm)	DEVELOPMENT LENGTH		LAP SPLICE			STANDARD HOOKS IN TENSION (mm)	BEND DIAMETER (mm)	FOR STIRRUPS & TIES (mm)		END HOOKS (mm)		
	TENSION (ld)	COMPRESSION (ldc)	COMPRESSION (mm)	CLASS	TENSION (mm)			90	135	90	180	
	(mm)	(mm)			TOP							BOTTOM
10	380	200	300	A	580	290	150	60	100	160	160	160
12	460	200	300	A	690	340	160	72	120	190	200	180
16	610	210	320	A	890	440	210	96	160	250	260	220
20	760	260	400	A	1090	540	260	120	320	310	320	270
25	1200	320	490	A	1640	820	320	200	425	470	430	420
28	1340	360	550	A	1790	900	360	224			480	470
32	1530	410	630	A	2090	1040	410	256			550	540
36	1720	460	710	A	2390	1180	460	288			620	600

PARAMETERS												
COMPRESSION STRENGTH OF CONCRETE (f'c) = 20.69 Mpa												
YIELD STRENGTH OF STEEL (fy) = 275.86Mpa												
BAR # (mm)	DEVELOPMENT LENGTH		LAP SPLICE			STANDARD HOOKS IN TENSION (mm)	BEND DIAMETER (mm)	FOR STIRRUPS & TIES (mm)		END HOOKS (mm)		
	TENSION (ld)	COMPRESSION (ldc)	COMPRESSION (mm)	CLASS	TENSION (mm)			90	135	90	180	
	(mm)	(mm)			TOP							BOTTOM
10	440	200	300	A	580	290	150	60	100	160	160	160
12	520	200	300	A	690	340	160	72	120	190	200	180
16	700	240	320	A	910	460	240	96	160	250	260	220
20	870	300	400	A	1140	570	300	120	320	310	320	270
25	1380	370	490	A	1690	840	370	200	425	470	430	420
28	1550	410	550	A	1890	940	410	224			480	470
32	1770	470	630	A	2110	1060	470	256			550	540
36	1990	530	710	A	2390	1190	530	288			620	600

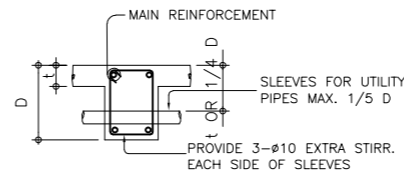
- NOTE:
- DEVELOPMENT LENGTH OF INDIVIDUAL BARS WITHIN A BUNDLE, IN TENSION OR COMPRESSION, SHALL BE THAT FOR INDIVIDUAL BARS, INCREASED 20% FOR THREE-BUNDLED AND 33% FOR FOUR-BUNDLED BARS.
 - FOR COLUMNS AT ANY LEVEL, NO MORE THAN ALTERNATE BARS SHOULD BE SPLICED, NOT MORE THAN 33% OF THE BARS SHALL BE SPLICED WITHIN THE REQUIRED LAP LENGTH, MINIMUM DISTANCE BETWEEN TWO ADJACENT SPLICES SHALL BE 600mm.
 - TOP BARS ARE HORIZONTAL BARS WITH MORE THAN 300mm DEPTH OF CONCRETE CAST BELOW REINFORCEMENT.
 - LAP SPLICE SHALL BE "CLASS B" TENSION LAP SPLICE IF MORE THAN ONE HALF OF THE BARS WERE SPLICED AT ANY SECTION, WHILE "CLASS A" TENSION LAP SPLICE IF HALF OR FEWER THAN HALF OF BARS WERE SPLICED.

- IF THE BEAM REINFORCING BARS END IN A WALL THE CLEAR DISTANCE FROM THE BAR TO THE FARTHER FACE OF THE WALL NOT BE LESS THAN 25mm. EMBEDMENT LENGTH SHALL BE AS SHOWN IN A TABLE 'A' FOR TENSION BARS AND TABLE 'B' FOR COMPRESSION BARS UNLESS SPECIFIED IN PLAN S. TOP BAR SHALL NOT BE SPLICED WITHIN THE COLUMN OR WITHIN A DISTANCE TWICE THE MEMBER DEPTH FROM THE FACE OF THE COLUMN. AT LEAST TWO STIRRUPS SHALL BE PROVIDED AT ALL SPLICES.
- IF THERE ARE TWO OR MORE LAYERS OF REINFORCING BARS, USE 25mmØ BAR SEPARATORS SPACED AT 1.0M ON CENTER. IN NO CASE SHALL THERE BE LESS THAN TWO (2) SEPARATORS BETWEEN TWO LAYERS OF BARS.
- MINIMUM CONCRETE PROTECTION FOR REINFORCING BARS OR STEEL SHAPES SHALL BE AS SHOWN IN FIG. B-2 UNLESS SPECIFIED ELSEWHERE.



- NOTE 1
- 20 mm CLEAR FOR JOIST
 - 40 mm CLEAR FOR BEAMS AND GIRDERS

FIG. B-2



TYP. DET. FOR SLEEVES THRU CONCRETE BEAM

FIG. B-3

- WHEN A BEAM CROSSES A GIRDER, REST BEAM ON TOP OF GIRDER BARS, BEAM REINFORCING BAR SHALL BE SYMMETRICAL ABOUT CENTER LINE WHENEVER POSSIBLE.
- GENERALLY NO SPLICES SHALL BE PERMITTED AT POINTS WHERE CRITICAL BENDING STRESSES OCCUR, SPLICES WHERE SO PERMITTED SHALL BE INDICATED IN THE TABLE 'A' AND 'B'. WELDED SPLICES SHALL DEVELOP IN TENSION AT LEAST 125 % OF THE SPECIFIED YIELD STRENGTH OF THE BAR. NOT MORE THAN 50% OF THE BARS AT ANY ONE SECTION IS ALLOWED TO BE SPLICED THEREIN.

NOTES ON MASONRY AND CONCRETE BLOCKS

- ALL CONCRETE BLOCKS MUST DEVELOP A MINIMUM COMPRESSIVE STRENGTH OF 4.5 Mpa UNLESS OTHERWISE NOTED IN PLANS.
- PROVIDE 1-Ø16 EXTRA VERTICAL BARS AT CORNERS, INTERSECTIONS, END OF WALLS, AND EACH SIDE OF OPENINGS AS SHOWN.
- LINTEL BEAMS OR LINTEL BLOCKS SHALL BEAR AT LEAST 8 INCHES (200mm) ON EACH SIDE OF MASONRY WALL OPENING.
- WALL REINFORCEMENTS SHALL BE AS FOLLOWS:

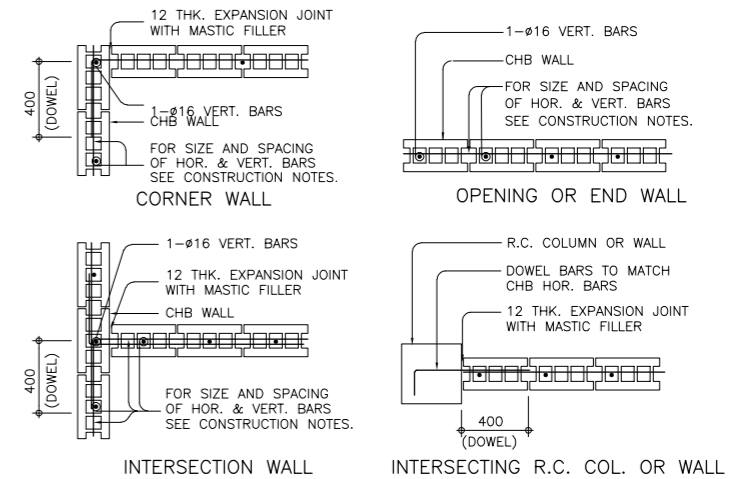
WALL THICKNESS	VERTICAL REINFORCEMENT	HORIZONTAL REINFORCEMENT
8 IN. (200mm)	Ø 12 @ 400 mm	Ø 10 @ 600 mm
6 IN. (150mm)	Ø 10 @ 400 mm	Ø 10 @ 600 mm
4 IN. (100mm)	Ø 10 @ 400 mm	Ø 10 @ 600 mm

- BLOCK WALL REINFORCING BARS SHALL BE LAPPED A MINIMUM OF 30 BAR DIAMETERS WHERE SPLICED, HORIZONTAL/VERTICAL DOWELS FROM FOOTINGS, COLUMNS/WALLS OR SLABS SHALL EXTEND INTO THE BLOCK WALL A MINIMUM OF 30 BAR DIAMETERS OR A MINIMUM OF 400 mm. WHICHEVER IS LONGER AND DOWELS TO MATCH VERTICAL REINFORCEMENT OF WALL.

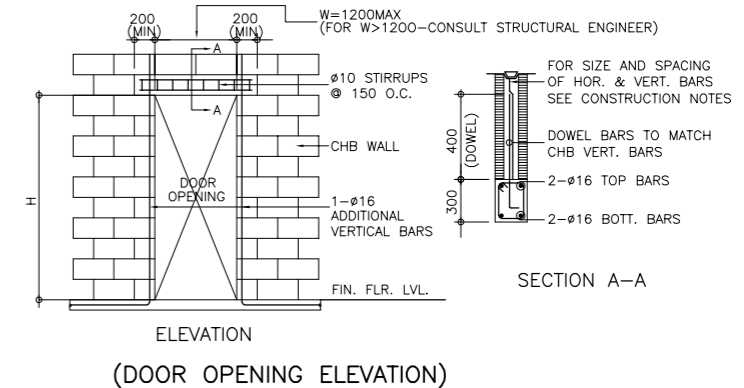
- ALL CELLS CONTAINING REINFORCING BARS OR INSERTS SHALL BE SOLIDLY FILLED WITH CONCRETE GROUT. (REFER TO SPECIFICATION)
- R. C. WALL REINFORCEMENT SHALL BE AS FOLLOWS:

WALL THICKNESS	VERTICAL REIN.	HORIZONTAL REIN.	LOCATION
200mm	Ø 10 @ 300 mm	Ø 10 @ 300 mm	CENTER LINE
150mm	Ø 10 @ 250 mm	Ø 10 @ 300 mm	CENTER LINE
120mm	Ø 10 @ 600 mm	Ø 10 @ 400 mm	CENTER LINE
100mm	Ø 10 @ 400 mm	Ø 10 @ 400 mm	CENTER LINE

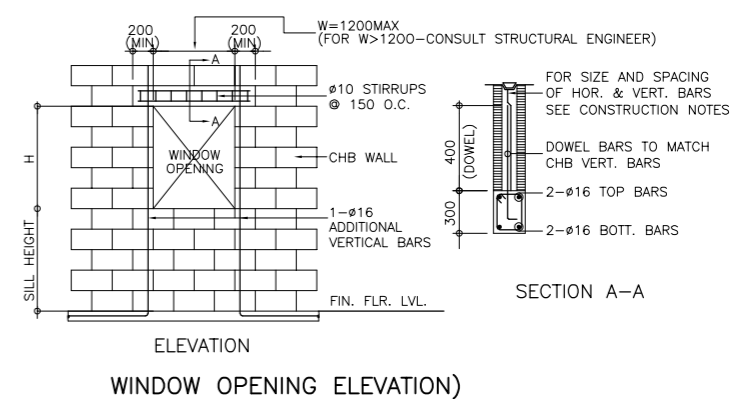
- VERTICAL REINFORCING SHALL BE CONTINUOUS FROM STRUCTURAL LEVEL TO STRUCTURAL LEVEL UNLESS OTHERWISE NOTED.
- HORIZONTAL SPACING SHALL START AND END FROM NOT MORE THAN 1/2 THE SCHEDULE SPACING.
- SPLICES IN HORIZONTAL REINFORCING SHALL BE STAGGERED. SPLICES IN TWO CURTAINS SHALL NOT OCCUR IN THE SAME LOCATION.
- THIS TABLE APPLIES TO WALLS WHICH ARE ARCHITECTURALLY EXPOSED TO VIEW.
- TENSION SPLICES SHALL BE AS FOR SEISMIC TENSION SPLICES.



TYPICAL CONNECTION DETAIL OF MASONRY WALL



(DOOR OPENING ELEVATION)



(WINDOW OPENING ELEVATION)

REPUBLIC OF THE PHILIPPINES



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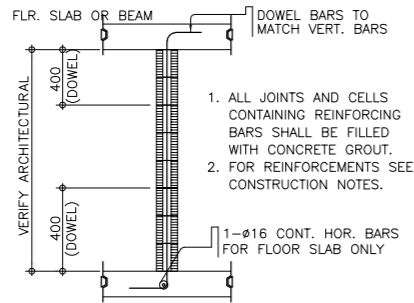
SHEET NO:

SS-2
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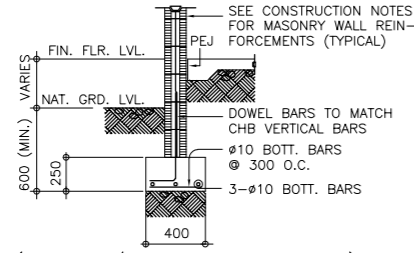
DATE PREPARED :

DATE REVISED : JANUARY 2021_REV 05

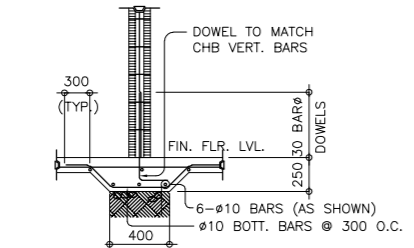
GENERAL CONSTRUCTION NOTES



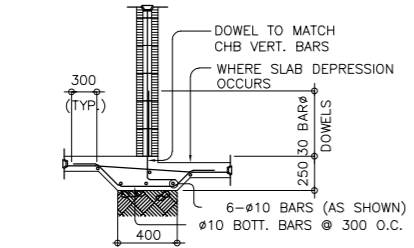
TYP. SECTION OF MASONRY PARTITION REINFORCEMENTS



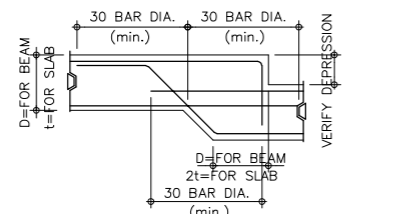
(AT EDGE/PERIMETER CHB WALL)



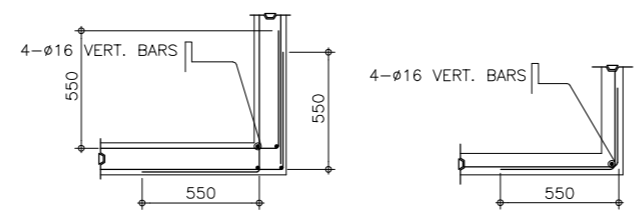
(AT INTERIOR CHB WALL)



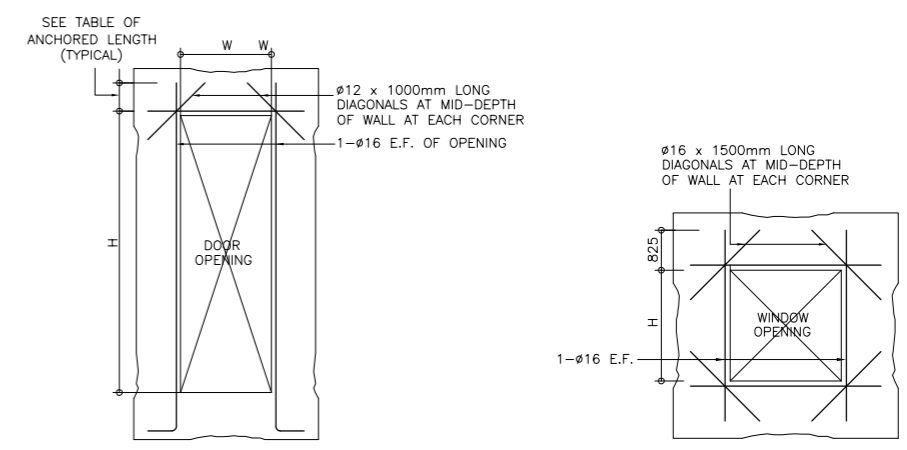
(AT INTERIOR WALLS W/ SLAB ELEV. DIFFERENCE)
TYPICAL CHB FOOTING DETAILS



TYPICAL DETAIL FOR BEAM OR SLAB CHANGE SOFFIT



TYPICAL CONNECTION DETAIL OF R.C. WALL AT CORNERS



DOOR OPENING & WINDOW OPENING

NOTES ON WELDS

- USE E70xx ELECTRODES FOR ALL MEMBERS WELDED.
- WELDS SHALL DEVELOP THE FULL STRENGTH OF MEMBERS JOINED UNLESS OTHERWISE SHOWN OR DETAILED IN THE DRAWINGS.

NOTES ON STRUCTURAL STEEL

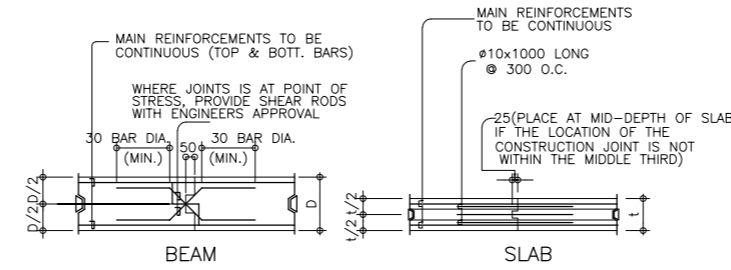
- STRUCTURAL STEEL TO BE USED FOR FABRICATION AND ERECTION OF THIS STRUCTURE SHALL COMPLY WITH ALL THE PERTINENT PROVISION OF AISC SPECIFICATION FOR THE DESIGN, FABRICATION AND ERECTION OF STRUCTURAL STEEL FOR BUILDING LATEST EDITION.
- ALL STRUCTURAL STEEL SHAPES SHALL BE ASTM A 36 STRUCTURAL STEEL UNLESS OTHERWISE INDICATED.
- ALL WELDED CONNECTIONS SHALL DEVELOP THE FULL STRENGTH OF THE MEMBERS CONNECTED.
- ALL BOLTS USED UNLESS OTHERWISE SPECIFIED SHALL BE ASTM A 325 BOLTS.

NOTES ON EMBEDDED PIPES

- ALL EMBEDDED PIPES FOR UTILITIES, ETC. THAT PASS THRU BEAMS SHALL BE MAXIMUM 100mm OR D/3 WHICHEVER IS LESS DIAMETER SINGLE RIGID GALVANIZED IRON PIPE UNLESS OTHERWISE OR APPROVED IN WRITING BY THE STRUCTURAL ENGINEER.
- NO PIPES SHALL BE ALLOWED TO PASS THRU BEAMS VERTICALLY.
- NO PIPES SHALL BE EMBEDDED TO COLUMNS.

NOTES ON CONCRETE HOLLOW BLOCK WALLS

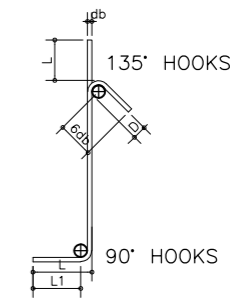
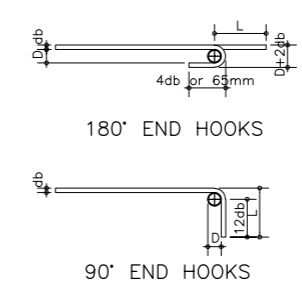
- WHERE A CONSTRUCTION JOINT IS TO BE MADE, THE SURFACE OF CONCRETE SHALL BE CLEANED AND ALL LAITANCE AND STANDING WATER REMOVED.



TYPICAL SLAB & BEAM CONSTRUCTION JOINT DET.

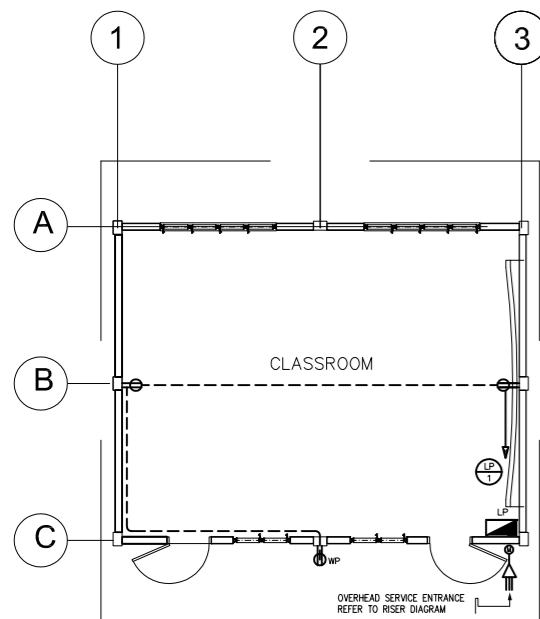
NOTES OF STIRRUPS

- ALL REINFORCEMENT SHALL BE BENT COLD UNLESS OTHERWISE PERMITTED BY THE STRUCTURAL ENGINEER.
- REINFORCEMENT PARTIALLY EMBEDDED IN CONCRETE SHALL NOT BE FILLED BENT, EXCEPT AS SHOWN IN THE DESIGN DRAWINGS OR PERMITTED BY THE STRUCTURAL ENGINEER.
- TIES & CLOSE STIRRUPS MUST BE BENT AT 135°.

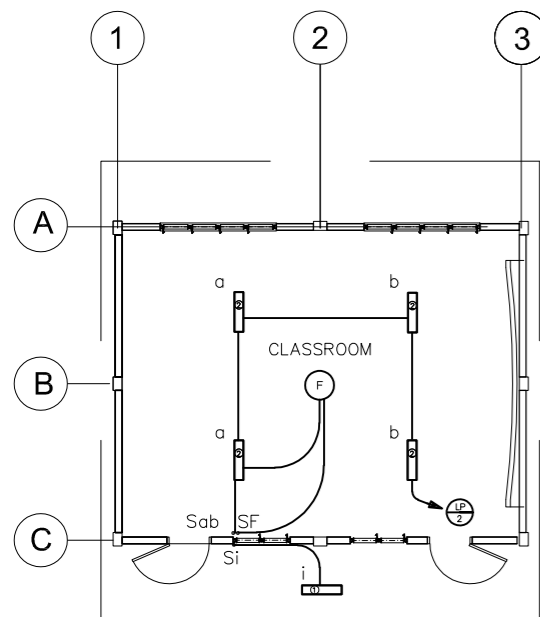


MAIN BAR END HOOKS (ALL GRADES)			
BAR SIZE (DEFORMED)	DIAMETER OF BEND (mm)	180° HOOK	
		D+2db	L
10mm Ø	60	75	125
12mm Ø	75	100	150
16mm Ø	100	125	175
20mm Ø	120	150	200
25mm Ø	150	200	230
28mm Ø	225	300	350
32mm Ø	260	335	450

STIRRUP AND TIE HOOKS (ALL GRADES)			
BAR SIZE (DEFORMED)	DIAMETER OF BEND (mm)	180° HOOK	
		D+2db	L
10mm Ø	40	125	85
12mm Ø	50	165	115
16mm Ø	65	200	140
20mm Ø	115	250	165
25mm Ø	150	365	230



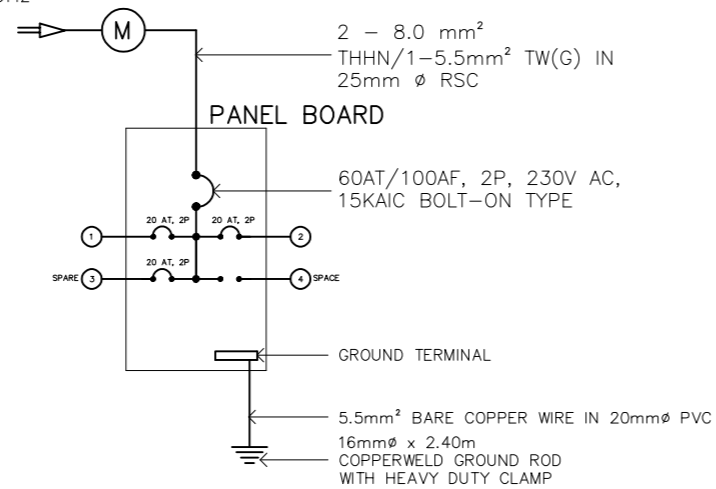
1 POWER LAYOUT
E-1 SCALE 1:100M



2 LIGHTING LAYOUT
E-1 SCALE 1:100M

SERVICE ENTRANCE

1 ϕ , 230V, 2-WIRE + GROUND, 60Hz



3 RISER DIAGRAM
E-1 SCALE NTS

PANELBOARD: LP

MOUNTING: FLUSH

TYPE: FLUSH

MAIN : 60AT/100AF, 2P, 230V, 15KAIC BOLT-ON TYPE

CKT. NO.	DESCRIPTION	VA LOAD	AMPS	CIRCUIT BREAKER				WIRE & CONDUIT SIZE
				VOLT	POLE	A T	A F	
1	CONV. OUTLET - 3 x 180W	675	2.93	230	2	20	50	2 - 3.5 mm ² THHN + 1-3.5mm ² TW(G) IN 20mm ϕ PVC
2	LIGHT OUTLET - 9 x 40W FAN OUTLET - 1 x 180W	675	2.93	230	2	20	50	2 - 3.5 mm ² THHN IN 20mm ϕ PVC
3	SPARE	1500	6.52	230	2	20	50	
TOTAL		2850 VA						
IL = $\frac{2850 VA}{230 V} = 12.39 A$								
FEEDER : 2 - 8.0mm ² THHN + 1 - 5.5 mm ² TW (G) IN 25mm ϕ RSC								
PROTECTION : MAIN : 60AT/100AF, 2P, 230V, 15KAIC, BOLT-ON								
BRANCHER : 3 x 20AT, 2P, BOLT-ON IN NEMA 1 ENCLOSURE								

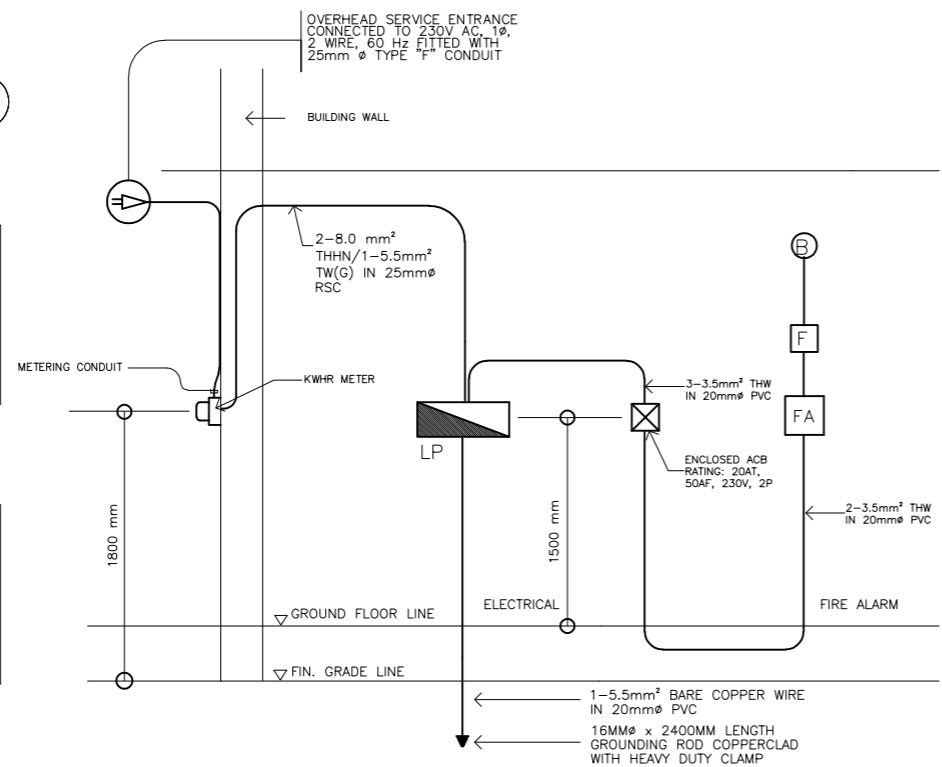
5 LOAD SCHEDULE
E-1 SCALE NTS

LEGEND :

SYMBOL	DESCRIPTION
	CEILING LIGHT OUTLET WITH COMPACT FLUORESCENT LAMP
	2 x 40 WATTS FLUORESCENT LAMP OR 2 x 36 WATTS FLUORESCENT LAMP(T5)
	1 x 40 WATTS FLUORESCENT LAMP OR 1 x 36 WATTS FLUORESCENT LAMP(T5)
	CEILING FAN OUTLET
	ONE GANG DEVICE SWITCH
	TWO GANG DEVICE SWITCH
	THREE GANG DEVICE SWITCH
	THREE WAY DEVICE SWITCH
	FAN CONTROL SWITCH
	EXHAUST FAN SWITCH
	RACEWAY CONDUIT CONCEALED IN CEILING
	RACEWAY CONDUIT CONCEALED UNDER FLOOR
	PANELBOARD, MARKED AS "LP"
	CKT. BREAKER, RATING AS INDICATED
	TAMPERED PROOF DUPLEX CONVENIENCE OUTLET, GROUNDING TYPE 16 AMPS, 250 VOLT WITH MODERN PLATE COVER
	WEATHERPROOF DUPLEX CONVENIENCE OUTLET, TAMPERED PROOF, GROUNDING TYPE, 16 AMPS, 250 VOLT
	EXHAUST FAN OUTLET, SIMPLEX 16 AMPS, 250 VOLT WITH MODERN PLATE COVER
	CIRCUIT HOMERUN
	PUSH BUTTON SWITCH
	ENCLOSED AIR CIRCUIT BREAKER
	FIRE ALARM CONTROL PANEL
	FIRE ALARM STATION OUTLET
	VIBRATING BELL OUTLET
	FIRE ALARM BELL
	SERVICE METER
	SERVICE ENTRANCE

GENERAL NOTES :

- ALL ELECTRICAL WORKS SHALL COMPLY IN ACCORDANCE WITH THESE PLANS AND SPECIFICATIONS. THE APPLICABLE PROVISIONS OF THE LATEST EDITION OF THE PHILIPPINE ELECTRICAL CODE (PEC). THE RULES AND REGULATIONS OF THE LOCAL ENFORCING AUTHORITY AND THE REQUIREMENTS OF THE LOCAL POWER COMPANY. THE ELECTRICAL WORKS SHALL BE UNDER IMMEDIATE SUPERVISION OF A DULY REGISTERED ELECTRICAL ENGINEER.
- THE ELECTRICAL SERVICE POWER IS 1-PHASE, 2-WIRE + GROUND 230 V AC, 60 Hz.
- WIRING METHOD SHALL BE AS FOLLOWS :
a. FEEDERS AND RISERS - INTERMEDIATE METALLIC CONDUIT
b. LIGHTING, POWER RECEPTACLE - POLYVINYL CHLORIDE CONDUIT THICK WALL
& AUXILIARY
- ALL WIRES SHALL BE COPPER AND THERMOPLASTIC INSULATED TYPE "THHN" UNLESS OTHERWISE INDICATED IN THE PLAN. THE MINIMUM SIZE OF WIRE FOR POWER AND LIGHTING CIRCUIT HOMERUN SHALL BE 3.5mm AND INSULATED FOR 600 VOLTS. SMALLEST RACEWAY SHALL BE 15mm ϕ TRADE/NOMINAL SIZE. LIKEWISE ALL ELECTRICAL WIRES SHALL BE COLOR CODED.
- ALL OUTLET BOXES SHALL BE GALVANIZED GAGE NO. 16 DEEP TYPE WITH FACTORY KNOCKOUTS.
- ALL MATERIALS TO BE USED SHALL BE BRAND NEW AND APPROVED TYPE FOR THE PARTICULAR LOCATION AND PURPOSE OF USAGE.
- EQUIPMENT GROUNDING SYSTEM SHALL BE PROVIDED TO THE ELECTRICAL SYSTEM AS PER PHILIPPINE ELECTRICAL CODE REQUIREMENT.
- MOUNTING HEIGHT OF WIRING DEVICES SHALL BE AS FOLLOWS :
a. LIGHT SWITCH - 1.20 M ABOVE FINISH FLOOR
b. CONVENIENCE OUTLET - 0.30 M ABOVE FINISH FLOOR.
c. PANELBOARD - 1.80 M ABOVE FINISH FLOOR
d. FIRE ALARM STATION OUTLET - 1.50 M. ABOVE FINISH FLOOR
e. PUSH BUTTON OUTLET - 1.20 M ABOVE FINISH FLOOR
f. FIRE ALARM & VIBRATING BELL - 0.30 M BELOW CEILING LINE



4 SINGLE LINE DIAGRAM
E-1 SCALE NTS

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DepEd

SHEET CONTENTS :

POWER LAYOUT LIGHTING LAYOUT
LOAD SCHEDULE GENERAL NOTES,
LEGEND, RISER DIAGRAM

SHEET NO:

E-1

1

DATE PREPARED :

DATE REVISED : JANUARY 2021_REV 05



PROGRAM OF WORKS DETAILED COST ESTIMATE

PROJECT : PROPOSED REPAIR AND REHABILITATION OF TWO (2) - CLASSROOM SCHOOL BUILDING (BLSB - TYPE 1) - (6.40m x 8.00m)
 SCHOOL :
 LOCATION :
 OWNER : DEPARTMENT OF EDUCATION

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
GENERAL REQUIREMENTS								
	Mobilization/Temporary Structures, Utilities and Services/Demobilization	lot	1.00	6,578.03	4,385.35	6,578.03	4,385.35	10,963.38
	Safety and Health	lot	1.00	10,963.38	-	10,963.38	-	10,963.38
	Project Billboard	lot	1.00	3,630.00	1,261.60	3,630.00	1,261.60	4,891.60
	Fire Safety Inspection Certificate (FSIC)	lot	1.00	-	1,096.34	-	1,096.34	1,096.34
	Other Permit Fee	lot	1.00	-	-	-	-	-
	Hauling cost	lot	1.00	-	-	-	-	-
	Sub-total							27,914.70
5.0000	Masonry Works							
	Masonry Wall	sq.m	110.00					
5.0200	CHB 6" thk	pc	1,375.00	15.00	4.50	20,625.00	6,187.50	26,812.50
2.0200	Portland Cement	bag	37.00	240.00	72.00	8,880.00	2,664.00	11,544.00
2.0500	Washed Sand	cu.m	5.00	1,250.00	375.00	6,250.00	1,875.00	8,125.00
5.0400	10mm x 6m RSB	kg	146.00	43.50	13.05	6,351.00	1,905.30	8,256.30
3.1200	G.I. Tie Wire	kg	3.00	80.00	24.00	240.00	72.00	312.00
	Plastering	sq.m	219.00					
2.0200	Portland Cement	bag	73.00	240.00	72.00	17,520.00	5,256.00	22,776.00
2.0500	Washed Sand	cu.m	8.00	1,250.00	375.00	10,000.00	3,000.00	13,000.00
	Sub-total							90,825.80
8.0000	Roofing Works							
8.010	Removal of Roofing Sheets	sq m	158.00		9.00	-	1,422.00	1,422.00
8.020	Removal of Ridge Roll	pc	7.00	-	18.00	-	126.00	126.00
8.030	Removal of Flashing	pc	8.00	-	18.00	-	144.00	144.00
8.050	Removal of Fascia Board	pc	22.00	-	28.00	-	616.00	616.00
	G.I. Long-Span Roofing, Corrugated, Pre-Painted, 1220mm x 0.5mm BMT	lm	178.60	510.00	106.70	91,086.00	19,056.62	110,142.62
	6mm thk Bubble - type Flexible Thermal Insulation with Two - sided Aluminum Foil, (1.0 m width)	lm	226.00	557.00	-	125,882.00	-	125,882.00
	G.I. Flashing, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	8.00	578.00	82.50	4,624.00	660.00	5,284.00
	G.I. Ridge Roll, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	7.00	577.00	84.00	4,039.00	588.00	4,627.00
9.1430	Fascia Board, Fiber Cement 12" x 8'	pc	22.00	288.00	86.40	6,336.00	1,900.80	8,236.80
7.1040	L 20 x 20 x 2mm	kg	96.00	52.00	15.60	4,992.00	1,497.60	6,489.60
7.1020	L 38 x 38 x 4.5mm	kg	61.00	52.00	15.60	3,172.00	951.60	4,123.60
	3" Flat head Countersunk screw	pc	380.00	1.00	0.15			
8.0900	J-Bolt (6mm dia.)	pc	1,272.00	10.00	3.00	12,720.00	3,816.00	16,536.00
8.1000	Teckscrew 2-1/2"	pc	1,272.00	2.50	0.38	3,180.00	477.00	3,657.00
8.1300	Roof Sealant	L	4.00	475.00	71.25	1,900.00	285.00	2,185.00
8.1100	Blind Rivets	pc	150.00	2.00	0.30	300.00	45.00	345.00
	Sub-total							289,816.62
7.0000	Steel Works							
7.0900	L 50 x 50 x 6mm	kg	1,584.00	52.00	15.60	82,368.00	24,710.40	107,078.40
7.0200	2" x 4" x 1.5mm C - purlins	kg	1,047.00	46.00	13.80	48,162.00	14,448.60	62,610.60
7.1010	L 50 x 50 x 2mm	kg	29.00	52.00	15.60	1,508.00	452.40	1,960.40
7.1810	Machine Bolts (10 mm dia.)	pc	336.00	40.00	10.00	13,440.00	3,360.00	16,800.00
7.2200	12mmØ Sag Rods with Standard Nuts and Washers	pc	132.00	82.00	20.50	10,824.00	2,706.00	13,530.00
7.1900	Plain Round Bar 16mmØ x 6m	pc	18.00	430.00	129.00	7,740.00	2,322.00	10,062.00
7.2000	Turn Buckle 16 mmØ	pc	24.00	180.00	45.00	4,320.00	1,080.00	5,400.00
7.1510	Anchor Bolt with Nuts and Washer, 16mmØ x 50mm x 300mm	pc	56.00	38.00	9.50	2,128.00	532.00	2,660.00
7.1200	Steel Plate 1.20m x 2.40m x 10mm thk	pc	2.50	9,300.00	2,790.00	23,250.00	6,975.00	30,225.00
7.1300	Steel Plate 1.20m x 2.40m x 12mm thk	pc	0.50	10,500.00	3,150.00	5,250.00	1,575.00	6,825.00
7.3600	Welding Rod	kg	59.00	90.00	27.00	5,310.00	1,593.00	6,903.00
13.1100	Primer, Zinc Chromate	gal	7.00	688.00	172.00	4,816.00	1,204.00	6,020.00
	Sub-total							270,074.40

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
9.0000	Carpentry Works							
	Interior ceiling	sq m	102.40					
9.0100	Removal of Ceiling	sq.m	102.40	-	10.00	-	1,024.00	1,024.00
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	36.00	500.00	150.00	18,000.00	5,400.00	23,400.00
	50 mm x 50 mm Ceiling Joist	bd.ft	209.98					
	50 mm x 75 mm Ceiling Joist	bd.ft	314.98					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	524.96	65.00	19.50	34,122.40	10,236.72	44,359.12
9.2100	Finishing Nails	kg	2.00	80.00	24.00	160.00	48.00	208.00
4.0400	CWN, Assorted	kg	10.00	70.00	14.00	700.00	140.00	840.00
9.2200	Concrete Nails	kg	2.00	80.00	24.00	160.00	48.00	208.00
9.1900	Wood Preservative, Brown	L	4.00	1,020.00	306.00	4,080.00	1,224.00	5,304.00
	Exterior Ceiling	sq m	44.96					
9.0100	Removal of Ceiling	sq.m	44.96	-	10.00	-	449.60	449.60
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	16.00	500.00	150.00	8,000.00	2,400.00	10,400.00
	50 mm x 50 mm Ceiling Joist	bd.ft	146.11					
	50 mm x 75 mm Ceiling Joist	bd.ft	131.11					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	277.22	65.00	19.50	18,019.47	5,405.84	23,425.31
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	5.00	70.00	14.00	350.00	70.00	420.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	2.00	1,020.00	306.00	2,040.00	612.00	2,652.00
	Partition Wall	sq.m	14.96					
9.0090	Removal of Partition	sq.m	14.96	-	10.00	-	149.57	149.57
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	6.00	500.00	150.00	3,000.00	900.00	3,900.00
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	99.00	65.00	19.50	6,435.00	1,930.50	8,365.50
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	2.00	70.00	14.00	140.00	28.00	168.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	1.00	1,020.00	306.00	1,020.00	306.00	1,326.00
	Blackboards							
9.1800	S4S Lumber, Kiln Dried, Tanguile	bd.ft	74.00	84.00	25.20	6,216.00	1,864.80	8,080.80
9.2000	Lawanit, 1/4" thk	pc	4.00	280.00	84.00	1,120.00	336.00	1,456.00
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	2.00	70.00	14.00	140.00	28.00	168.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
	Sub-total							136,927.90
10.0000	Electrical Works							
	Roughing-ins							
10.0100	Electrical Conduit uPVC, 15mmØ	pc	24.00	105.00	26.25	2,520.00	630.00	3,150.00
10.0490	RSC 20mmØ	pc	1.00	432.00	108.00	432.00	108.00	540.00
10.0800	Entrance Cap 20mm dia.	pc	1.00	57.00	14.25	57.00	14.25	71.25
10.1200	Junction Box, 4" x 4" G.I.	pc	8.00	80.00	20.00	640.00	160.00	800.00
10.1300	Utility Box, 2" x 4" G.I.	pc	4.00	80.00	20.00	320.00	80.00	400.00
	Wires & Fixtures							
10.1600	3.5 mm² THHN Wire, Stranded	m	216.00	38.00	7.60	8,208.00	1,641.60	9,849.60
10.2700	Duplex Convenience Outlet, Grounding Type, 20A, 250V	set	4.00	299.00	59.80	1,196.00	239.20	1,435.20
10.3200	3 Single Pole Wall Switches in One Switch Plate (10 AMP, 230V)	set	2.00	240.00	48.00	480.00	96.00	576.00
10.3610	FL 1 x 40W Industrial Type	set	12.00	550.00	82.50	6,600.00	990.00	7,590.00
10.3310	Safety Switch 30A 2P	set	1.00	603.25	120.65	603.25	120.65	723.90
10.5500	Electrical Tape	pc	2.00	40.00	4.00	80.00	8.00	88.00
	Sub-total							25,223.95
6.0000	Doors and Windows							
6.0100	Removal of Door with Jamb	set	2.00	-	102.08	-	204.15	204.15
6.0200	Removal of Window with Jamb	sq.m	34.00	-	27.78	-	944.60	944.60
6.0200	Removal of Window with Jamb	sq.m	6.00	-	27.78	-	166.69	166.69
6.0610	Door Jamb 45mm x 150mm	set	2.00	1,550.00	155.00	3,100.00	310.00	3,410.00
6.0330	D-2, (0.90m x 2.10m) Panel Door	set	2.00	8,505.00	850.50	17,010.00	1,701.00	18,711.00
6.2000	Hinges, Standard 3-1/2" x 3-1/2"	pa	8.00	216.00	21.60	1,728.00	172.80	1,900.80
6.1900	Entrance, Lever Lockset	set	2.00	1,452.00	145.20	2,904.00	290.40	3,194.40
6.0710	Window Jamb 45mm x 150mm	sq.ft	247.00	108.00	10.80	26,676.00	2,667.60	29,343.60
6.1009	Jalousie Window with Clear Glass Blades on JalouPlus Type Silver Colored Frame with Grilles	sq.ft	414.00	340.00	51.00	140,760.00	21,114.00	161,874.00
	Sub-total							219,749.25
13.0000	Painting Works							
	Concrete surfaces	sq.m	110.00					
13.0100	Neutralizer	gal	2.00	165.00	41.25	330.00	82.50	412.50
13.0200	Latex, Flat	gal	5.00	572.00	143.00	2,860.00	715.00	3,575.00
13.0400	Latex, Semi Gloss	gal	5.00	629.00	157.25	3,145.00	786.25	3,931.25
13.0500	Acri Color	qrt	2.00	206.00	51.50	412.00	103.00	515.00
	Interior Ceiling	sq.m	102.40					
13.0600	Enamel, Flatwall	gal	6.00	611.00	152.75	3,666.00	916.50	4,582.50
13.0800	Enamel, Semi Gloss	gal	11.00	621.00	155.25	6,831.00	1,707.75	8,538.75
13.0900	Paint Thinner	gal	5.00	324.00	81.00	1,620.00	405.00	2,025.00

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
	Exterior Ceiling	sq.m	44.96					
13.0600	Enamel, Flatwall	gal	3.00	611.00	152.75	1,833.00	458.25	2,291.25
13.0800	Enamel, Semi Gloss	gal	5.00	621.00	155.25	3,105.00	776.25	3,881.25
13.0900	Paint Thinner	gal	2.00	324.00	81.00	648.00	162.00	810.00
	Partition Wall	sq.m	15.00					
13.0600	Enamel, Flatwall	gal	1.00	611.00	152.75	611.00	152.75	763.75
13.0800	Enamel, Semi Gloss	gal	2.00	621.00	155.25	1,242.00	310.50	1,552.50
13.0900	Paint Thinner	gal	1.00	324.00	81.00	324.00	81.00	405.00
	Doors and Windows	sq.m	88.00					
13.0600	Enamel, Flatwall	gal	5.00	611.00	152.75	3,055.00	763.75	3,818.75
13.0700	Glazing Putty	gal	5.00	612.00	153.00	3,060.00	765.00	3,825.00
13.0800	Enamel, Semi Gloss	gal	9.00	621.00	155.25	5,589.00	1,397.25	6,986.25
13.0900	Paint Thinner	gal	4.00	324.00	81.00	1,296.00	324.00	1,620.00
	Sub-total							49,533.75
	Ramp on Fill (with Ramp Railing)	cu.m	0.54					
2.0200	Portland Cement	bag	5.00	240.00	72.00	1,200.00	360.00	1,560.00
2.0400	Crushed Gravel 1"	cu.m	0.75	1,500.00	450.00	1,125.00	337.50	1,462.50
2.0500	Washed Sand	cu.m	0.50	1,250.00	375.00	625.00	187.50	812.50
5.0400	10mm x 6m RSB	kg	23.28	43.50	13.05	1,012.50	303.75	1,316.25
3.1200	G.I. Tie Wire	kg	1.00	80.00	24.00	80.00	24.00	104.00
7.2610	G.I. Pipe 1-1/2"Ø Sch. 40	pc	6.00	1,100.00	330.00	6,600.00	1,980.00	8,580.00
7.3600	Welding Rod	kg	3.00	90.00	27.00	270.00	81.00	351.00
	Sub-total							14,186.25
I.	DIRECT COST							1,124,252.61
II.	INDIRECT COST 22% of (I - Gen. Req.)							241,194.34
III.	TAX 5% of (I + II)							68,272.35
IV.	TOTAL CONSTRUCTION COST (I + II + III)							1,433,719.30

Prepared by:

DEPED Engineer

Recommending Approval:

Chief, SGOD

Approved:

Schools Division Superintendent

Concurred:

ENGR. ANNABELLE R. PANGAN
Chief, EFD - AS



PROGRAM OF WORKS

DETAILED COST ESTIMATE

PROJECT : PROPOSED REPAIR AND REHABILITATION OF TWO (2) - CLASSROOM SCHOOL BUILDING (BLSB - TYPE 2) - (8.00m x 6.00m)
SCHOOL :
LOCATION :
OWNER : DEPARTMENT OF EDUCATION

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
GENERAL REQUIREMENTS								
	Mobilization/Temporary Structures, Utilities and Services/Demobilization	lot	1.00	8,104.09	5,402.73	8,104.09	5,402.73	13,506.82
	Safety and Health	lot	1.00	13,506.82	-	13,506.82	-	13,506.82
	Project Billboard	lot	1.00	3,630.00	1,261.60	3,630.00	1,261.60	4,891.60
	Fire Safety Inspection Certificate (FSIC)	lot	1.00	-	1,350.68	-	1,350.68	1,350.68
	Other Permit Fee	lot	1.00	-	-	-	-	-
	Hauling cost	lot	1.00	-	-	-	-	-
	Sub-total							33,255.92
1.0000	Earthworks							
1.0100	Clearing and Grubbing	sq.m	135.00	-	20.00	-	2,700.00	2,700.00
1.0200	Structural Excavation	cu.m	10.00	-	285.82	-	2,858.20	2,858.20
1.0300	Backfilling and Compaction	cu.m	8.00	-	230.13	-	1,841.07	1,841.07
1.0400	Gravel Bedding G-1	cu.m	13.00	1,400.00	420.00	18,200.00	5,460.00	23,660.00
1.0500	Select Fill	cu.m	20.00	350.00	105.00	7,000.00	2,100.00	9,100.00
1.0600	Soil Poisoning	sq.m	96.00	23.00	6.90	2,208.00	662.40	2,870.40
	Sub-total							43,029.67
2.0000	Concreting Works							
	Column Footing	cu.m	3.00					
2.0200	Portland Cement	bag	27.00	240.00	72.00	6,480.00	1,944.00	8,424.00
2.0400	Crushed Gravel 1"	cu.m	3.00	1,500.00	450.00	4,500.00	1,350.00	5,850.00
2.0500	Washed Sand	cu.m	1.50	1,250.00	375.00	1,875.00	562.50	2,437.50
	Wall Footing	cu.m	4.00					
2.0200	Portland Cement	bag	36.00	240.00	72.00	8,640.00	2,592.00	11,232.00
2.0400	Crushed Gravel 1"	cu.m	4.00	1,500.00	450.00	6,000.00	1,800.00	7,800.00
2.0500	Washed Sand	cu.m	2.00	1,250.00	375.00	2,500.00	750.00	3,250.00
	Column	cu.m	3.00					
2.0200	Portland Cement	bag	27.00	240.00	72.00	6,480.00	1,944.00	8,424.00
2.0300	Crushed Gravel 3/4"	cu.m	3.00	2,360.00	708.00	7,080.00	2,124.00	9,204.00
2.0500	Washed Sand	cu.m	1.50	1,250.00	375.00	1,875.00	562.50	2,437.50
	Beams	cu.m	3.00					
2.0200	Portland Cement	bag	27.00	240.00	72.00	6,480.00	1,944.00	8,424.00
2.0300	Crushed Gravel 3/4"	cu.m	3.00	2,360.00	708.00	7,080.00	2,124.00	9,204.00
2.0500	Washed Sand	cu.m	1.50	1,250.00	375.00	1,875.00	562.50	2,437.50
	Slab on Grade	cu.m	10.00					
2.0200	Portland Cement	bag	90.00	240.00	72.00	21,600.00	6,480.00	28,080.00
2.0400	Crushed Gravel 1"	cu.m	10.00	1,500.00	450.00	15,000.00	4,500.00	19,500.00
2.0500	Washed Sand	cu.m	5.00	1,250.00	375.00	6,250.00	1,875.00	8,125.00
	Sub-total							134,829.50
3.0000	Rebar Works							
3.0500	Footing	kg	65.00	55.75	16.73	3,623.75	1,087.13	4,710.88
3.0500	Wall Footing	kg	147.00	55.75	16.73	8,195.25	2,458.58	10,653.83
3.0500	Column	kg	503.00	55.75	16.73	28,042.25	8,412.68	36,454.93
3.0500	Beam	kg	541.00	55.75	16.73	30,160.75	9,048.23	39,208.98
3.1200	G.I. Tie Wire	kg	26.00	80.00	24.00	2,080.00	624.00	2,704.00
	Sub-total							93,732.60
4.0000	Formworks							
	Column	sq.m	40.00					
4.0100	Coco Lumber	bd.ft	680.00	35.00	7.00	23,800.00	4,760.00	28,560.00
4.0200	Plywood Ordinary, 1/4" x 4' x 8'	pc	7.00	488.00	97.60	3,416.00	683.20	4,099.20
4.0400	CWN, Assorted	kg	10.00	70.00	14.00	700.00	140.00	840.00
	Beams	sq.m	34.00					
4.0100	Coco Lumber	bd.ft	578.00	35.00	7.00	20,230.00	4,046.00	24,276.00
4.0200	Plywood Ordinary, 1/4" x 4' x 8'	pc	6.00	488.00	97.60	2,928.00	585.60	3,513.60
4.0400	CWN, Assorted	kg	9.00	70.00	14.00	630.00	126.00	756.00
	Sub-total							62,044.80
5.0000	Masonry Works							
	Masonry Wall	sq.m	101.00					
5.0200	CHB 6" thk	pc	1,263.00	15.00	4.50	18,945.00	5,683.50	24,628.50
2.0200	Portland Cement	bag	34.00	240.00	72.00	8,160.00	2,448.00	10,608.00
2.0500	Washed Sand	cu.m	5.00	1,250.00	375.00	6,250.00	1,875.00	8,125.00

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
5.0400	10mm x 6m RSB	kg	134.00	43.50	13.05	5,829.00	1,748.70	7,577.70
3.1200	G.I. Tie Wire	kg	3.00	80.00	24.00	240.00	72.00	312.00
	Plastering	sq.m	201.00					
2.0200	Portland Cement	bag	67.00	240.00	72.00	16,080.00	4,824.00	20,904.00
2.0500	Washed Sand	cu.m	7.00	1,250.00	375.00	8,750.00	2,625.00	11,375.00
	Sub-total							83,530.20
8.0000	Roofing Works							
8.0100	Removal of Roofing Sheets	sq m	138.00	-	9.00	-	1,242.00	1,242.00
8.0200	Removal of Ridge Roll	pc	6.00	-	18.00	-	108.00	108.00
8.0300	Removal of Flashing	pc	9.00	-	18.00	-	162.00	162.00
8.0500	Removal of Fascia Board	pc	20.00	-	28.00	-	560.00	560.00
	G.I. Long-Span Roofing, Corrugated, Pre-Painted, 1220mm x 0.5mm BMT	lm	156.00	510.00	106.70	79,560.00	16,645.20	96,205.20
	6mm thk Bubble - type Flexible Thermal Insulation with Two - sided Aluminum Foil, (1.0 m width)	lm	198.00	557.00	-	110,286.00	-	110,286.00
	G.I. Flashing, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	9.00	578.00	82.50	5,202.00	742.50	5,944.50
	G.I. Ridge Roll, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	6.00	577.00	84.00	3,462.00	504.00	3,966.00
9.1430	Fascia Board, Fiber Cement 12" x 8'	pc	20.00	288.00	86.40	5,760.00	1,728.00	7,488.00
7.1040	L 20 x 20 x 2mm	kg	86.00	52.00	15.60	4,472.00	1,341.60	5,813.60
7.1020	L 38 x 38 x 4.5mm	kg	66.00	52.00	15.60	3,432.00	1,029.60	4,461.60
	3" Flat head Countersunk screw	pc	332.00	1.00	0.15			
8.0900	J-Bolt (6mm dia.)	pc	1,008.00	10.00	3.00	10,080.00	3,024.00	13,104.00
8.1000	Teckscrew 2-1/2"	pc	1,176.00	2.50	0.38	2,940.00	441.00	3,381.00
8.1300	Roof Sealant	L	4.00	475.00	71.25	1,900.00	285.00	2,185.00
8.1100	Blind Rivets	pc	150.00	2.00	0.30	300.00	45.00	345.00
	Sub-total							255,251.90
7.0000	Steel Works							
	Trusses and Members							
9.0070	Removal of Wooden Truss/ Beams	bd.ft	630.00	-	6.00	-	3,780.00	3,780.00
9.0080	Removal of Purlins	bd.ft	448.00	-	6.00	-	2,688.00	2,688.00
7.0900	L 50 x 50 x 6mm	kg	1,199.00	52.00	15.60	62,348.00	18,704.40	81,052.40
7.0200	2" x 4" x 1.5mm C - purlins	kg	917.00	46.00	13.80	42,182.00	12,654.60	54,836.60
7.1010	L 50 x 50 x 2mm	kg	22.00	52.00	15.60	1,144.00	343.20	1,487.20
7.1810	Machine Bolts (10 mm dia.)	pc	260.00	40.00	10.00	10,400.00	2,600.00	13,000.00
7.2200	12mmØ Sag Rods with Standard Nuts and Washers	pc	96.00	82.00	20.50	7,872.00	1,968.00	9,840.00
7.1900	Plain Round Bar 16mmØ x 6m	pc	16.00	430.00	129.00	6,880.00	2,064.00	8,944.00
7.2000	Turn Buckle 16 mmØ	pc	16.00	180.00	45.00	2,880.00	720.00	3,600.00
7.1510	Anchor Bolt with Nuts and Washer, 16mmØ x 50mm x 300mm	pc	40.00	38.00	9.50	1,520.00	380.00	1,900.00
7.1200	Steel Plate 1.20m x 2.40m x 10mm thk	pc	2.50	9,300.00	2,790.00	23,250.00	6,975.00	30,225.00
7.1300	Steel Plate 1.20m x 2.40m x 12mm thk	pc	0.50	10,500.00	3,150.00	5,250.00	1,575.00	6,825.00
7.3600	Welding Rod	kg	48.00	90.00	27.00	4,320.00	1,296.00	5,616.00
13.1100	Primer, Zinc Chromate	gal	5.00	688.00	172.00	3,440.00	860.00	4,300.00
	Sub-total							228,094.20
9.0000	Carpentry Works							
	Interior ceiling	sq m	96.00					
9.0100	Removal of Ceiling	sq.m	96.00	-	10.00	-	960.00	960.00
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	34.00	500.00	150.00	17,000.00	5,100.00	22,100.00
	50 mm x 50 mm Ceiling Joist	bd.ft	192.49					
	50 mm x 75 mm Ceiling Joist	bd.ft	295.29					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	487.78	65.00	19.50	31,705.40	9,511.62	41,217.02
9.2100	Finishing Nails	kg	2.00	80.00	24.00	160.00	48.00	208.00
4.0400	CWN, Assorted	kg	9.00	70.00	14.00	630.00	126.00	756.00
9.2200	Concrete Nails	kg	2.00	80.00	24.00	160.00	48.00	208.00
9.1900	Wood Preservative, Brown	L	3.00	1,020.00	306.00	3,060.00	918.00	3,978.00
	Exterior Ceiling	sq m	40.32					
9.0100	Removal of Ceiling	sq.m	40.32	-	10.00	-	403.20	403.20
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	14.00	500.00	150.00	7,000.00	2,100.00	9,100.00
	50 mm x 50 mm Ceiling Joist	bd.ft	124.24					
	50 mm x 75 mm Ceiling Joist	bd.ft	119.30					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	243.54	65.00	19.50	15,829.95	4,748.99	20,578.94
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	5.00	70.00	14.00	350.00	70.00	420.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	2.00	1,020.00	306.00	2,040.00	612.00	2,652.00
	Partition Wall	sq.m	24.00					
9.0090	Removal of Partition	sq.m	24.00	-	10.00	-	240.00	240.00
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	9.00	500.00	150.00	4,500.00	1,350.00	5,850.00
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	153.00	65.00	19.50	9,945.00	2,983.50	12,928.50
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	3.00	70.00	14.00	210.00	42.00	252.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	1.00	1,020.00	306.00	1,020.00	306.00	1,326.00
	Blackboards							

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
9.1800	S4S Lumber, Kiln Dried, Tanguile	bd.ft	74.00	84.00	25.20	6,216.00	1,864.80	8,080.80
9.2000	Lawanit, 1/4" thk	pc	4.00	280.00	84.00	1,120.00	336.00	1,456.00
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	2.00	70.00	14.00	140.00	28.00	168.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
	Sub-total							133,506.45
10.0000	Electrical Works							
	Roughing-ins							
10.0100	Electrical Conduit uPVC, 15mmØ	pc	24.00	105.00	26.25	2,520.00	630.00	3,150.00
10.0490	RSC 20mmØ	pc	1.00	432.00	108.00	432.00	108.00	540.00
10.0800	Entrance Cap 20mm dia.	pc	1.00	57.00	14.25	57.00	14.25	71.25
10.1200	Junction Box, 4" x 4" G.I.	pc	8.00	80.00	20.00	640.00	160.00	800.00
10.1300	Utility Box, 2" x 4" G.I.	pc	4.00	80.00	20.00	320.00	80.00	400.00
	Wires & Fixtures							
10.1600	3.5 mm ² THHN Wire, Stranded	m	219.00	38.00	7.60	8,322.00	1,664.40	9,986.40
10.2700	Duplex Convenience Outlet, Grounding Type, 20A, 250V	set	4.00	299.00	59.80	1,196.00	239.20	1,435.20
10.3200	3 Single Pole Wall Switches in One Switch Plate (10 AMP, 230V)	set	2.00	240.00	48.00	480.00	96.00	576.00
10.3610	FL 1 x 40W Industrial Type	set	12.00	550.00	82.50	6,600.00	990.00	7,590.00
10.3310	Safety Switch 30A 2P	set	1.00	603.25	120.65	603.25	120.65	723.90
10.5500	Electrical Tape	pc	2.00	40.00	4.00	80.00	8.00	88.00
	Sub-total							25,360.75
6.0000	Doors and Windows							
6.0100	Removal of Door with Jamb	set	2.00	-	102.08	-	204.15	204.15
6.0200	Removal of Window with Jamb	sq.m	48.00	-	27.78	-	1,333.56	1,333.56
6.0610	Door Jamb 45mm x 150mm	set	2.00	1,550.00	155.00	3,100.00	310.00	3,410.00
6.0330	D-2, (0.90m x 2.10m) Panel Door	set	2.00	8,505.00	850.50	17,010.00	1,701.00	18,711.00
6.2000	Hinges, Standard 3-1/2" x 3-1/2"	pa	8.00	216.00	21.60	1,728.00	172.80	1,900.80
6.1900	Entrance, Lever Lockset	set	2.00	1,452.00	145.20	2,904.00	290.40	3,194.40
6.0710	Window Jamb 45mm x 150mm	sq.ft	391.00	108.00	10.80	42,228.00	4,222.80	46,450.80
	Jalousie Window with Clear Glass Blades on JalousPlus Type Silver Colored Frame with Grilles	sq.ft	391.00	340.00	51.00	132,940.00	19,941.00	152,881.00
	Sub-total							228,085.71
13.0000	Painting Works							
	Concrete surfaces	sq.m	205.00					
13.0100	Neutralizer	gal	3.00	165.00	41.25	495.00	123.75	618.75
13.0200	Latex, Flat	gal	9.00	572.00	143.00	5,148.00	1,287.00	6,435.00
13.0400	Latex, Semi Gloss	gal	9.00	629.00	157.25	5,661.00	1,415.25	7,076.25
13.0500	Acri Color	qrt	3.00	206.00	51.50	618.00	154.50	772.50
	Interior Ceiling	sq.m	96.00					
13.0600	Enamel, Flatwall	gal	5.00	611.00	152.75	3,055.00	763.75	3,818.75
13.0800	Enamel, Semi Gloss	gal	10.00	621.00	155.25	6,210.00	1,552.50	7,762.50
13.0900	Paint Thinner	gal	4.00	324.00	81.00	1,296.00	324.00	1,620.00
	Exterior Ceiling	sq.m	40.32					
13.0600	Enamel, Flatwall	gal	3.00	611.00	152.75	1,833.00	458.25	2,291.25
13.0800	Enamel, Semi Gloss	gal	5.00	621.00	155.25	3,105.00	776.25	3,881.25
13.0900	Paint Thinner	gal	2.00	324.00	81.00	648.00	162.00	810.00
	Partition Wall	sq.m	24.00					
13.0600	Enamel, Flatwall	gal	2.00	611.00	152.75	1,222.00	305.50	1,527.50
13.0800	Enamel, Semi Gloss	gal	3.00	621.00	155.25	1,863.00	465.75	2,328.75
13.0900	Paint Thinner	gal	2.00	324.00	81.00	648.00	162.00	810.00
	Doors and Windows	sq.m	44.00					
13.0600	Enamel, Flatwall	gal	3.00	611.00	152.75	1,833.00	458.25	2,291.25
13.0700	Glazing Putty	gal	3.00	612.00	153.00	1,836.00	459.00	2,295.00
13.0800	Enamel, Semi Gloss	gal	5.00	621.00	155.25	3,105.00	776.25	3,881.25
13.0900	Paint Thinner	gal	2.00	324.00	81.00	648.00	162.00	810.00
	Sub-total							49,030.00

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
	Ramp on Fill (with Ramp Railing)	cu.m	0.54					
2.0200	Portland Cement	bag	5.00	240.00	72.00	1,200.00	360.00	1,560.00
2.0400	Crushed Gravel 1"	cu.m	0.75	1,500.00	450.00	1,125.00	337.50	1,462.50
2.0500	Washed Sand	cu.m	0.50	1,250.00	375.00	625.00	187.50	812.50
5.0400	10mm x 6m RSB	kg	23.28	43.50	13.05	1,012.50	303.75	1,316.25
3.1200	G.I. Tie Wire	kg	1.00	80.00	24.00	80.00	24.00	104.00
7.2610	G.I. Pipe 1-½"Ø Sch. 40	pc	6.00	1,100.00	330.00	6,600.00	1,980.00	8,580.00
7.3600	Welding Rod	kg	3.00	90.00	27.00	270.00	81.00	351.00
	Sub-total							14,186.25
I.	DIRECT COST							1,383,937.95
II.	INDIRECT COST 22% of (I - Gen. Req.)							297,150.05
III.	TAX 5% of (I + II)							84,054.40
IV.	TOTAL CONSTRUCTION COST (I + II + III)							1,765,142.40

Prepared by:

DEPED Engineer

Recommending Approval:

Chief, SGOD

Approved:

Schools Division Superintendent

Concurred:

ENGR. ANNABELLE R. PANGAN
Chief, EFD - AS



PROGRAM OF WORKS

DETAILED COST ESTIMATE

PROJECT : PROPOSED REPAIR AND REHABILITATION OF TWO (2) - CLASSROOM SCHOOL BUILDING (BLSB - TYPE 3) - (8.00m x 6.00m)
SCHOOL :
LOCATION :
OWNER : DEPARTMENT OF EDUCATION

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
GENERAL REQUIREMENTS								
	Mobilization/Temporary Structures, Utilities and Services/Demobilization	lot	1.00	8,547.78	5,698.52	8,547.78	5,698.52	14,246.31
	Safety and Health	lot	1.00	14,246.31	-	14,246.31	-	14,246.31
	Project Billboard	lot	1.00	3,630.00	1,261.60	3,630.00	1,261.60	4,891.60
	Fire Safety Inspection Certificate (FSIC)	lot	1.00	-	1,424.63	-	1,424.63	1,424.63
	Other Permit Fee	lot	1.00	-	-	-	-	-
	Hauling cost	lot	1.00	-	-	-	-	-
	Sub-total							34,808.85
1.0000	Earthworks							
1.0100	Clearing and Grubbing	sq.m	135.00	-	20.00	-	2,700.00	2,700.00
1.0200	Structural Excavation	cu.m	14.00	-	285.82	-	4,001.47	4,001.47
1.0300	Backfilling and Compaction	cu.m	10.00	-	230.13	-	2,301.34	2,301.34
1.0400	Gravel Bedding G-1	cu.m	13.00	1,400.00	420.00	18,200.00	5,460.00	23,660.00
1.0500	Select Fill	cu.m	20.00	350.00	105.00	7,000.00	2,100.00	9,100.00
1.0600	Soil Poisoning	sq.m	96.00	23.00	6.90	2,208.00	662.40	2,870.40
	Sub-total							44,633.22
2.0000	Concreting Works							
	Column Footing	cu.m	3.00					
2.0200	Portland Cement	bag	27.00	240.00	72.00	6,480.00	1,944.00	8,424.00
2.0400	Crushed Gravel 1"	cu.m	3.00	1,500.00	450.00	4,500.00	1,350.00	5,850.00
2.0500	Washed Sand	cu.m	1.50	1,250.00	375.00	1,875.00	562.50	2,437.50
	Wall Footing	cu.m	4.00					
2.0200	Portland Cement	bag	36.00	240.00	72.00	8,640.00	2,592.00	11,232.00
2.0400	Crushed Gravel 1"	cu.m	4.00	1,500.00	450.00	6,000.00	1,800.00	7,800.00
2.0500	Washed Sand	cu.m	2.00	1,250.00	375.00	2,500.00	750.00	3,250.00
	Column	cu.m	4.00					
2.0200	Portland Cement	bag	36.00	240.00	72.00	8,640.00	2,592.00	11,232.00
2.0300	Crushed Gravel 3/4"	cu.m	4.00	2,360.00	708.00	9,440.00	2,832.00	12,272.00
2.0500	Washed Sand	cu.m	2.00	1,250.00	375.00	2,500.00	750.00	3,250.00
	Beams	cu.m	3.00					
2.0200	Portland Cement	bag	27.00	240.00	72.00	6,480.00	1,944.00	8,424.00
2.0300	Crushed Gravel 3/4"	cu.m	3.00	2,360.00	708.00	7,080.00	2,124.00	9,204.00
2.0500	Washed Sand	cu.m	1.50	1,250.00	375.00	1,875.00	562.50	2,437.50
	Slab on Grade	cu.m	10.00					
2.0200	Portland Cement	bag	90.00	240.00	72.00	21,600.00	6,480.00	28,080.00
2.0400	Crushed Gravel 1"	cu.m	10.00	1,500.00	450.00	15,000.00	4,500.00	19,500.00
2.0500	Washed Sand	cu.m	5.00	1,250.00	375.00	6,250.00	1,875.00	8,125.00
	Sub-total							141,518.00
3.0000	Rebar Works							
3.0500	Footing	kg	90.00	55.75	16.73	5,017.50	1,505.25	6,522.75
3.0500	Wall Footing	kg	147.00	55.75	16.73	8,195.25	2,458.58	10,653.83
3.0500	Column	kg	703.00	55.75	16.73	39,192.25	11,757.68	50,949.93
3.0500	Beam	kg	541.00	55.75	16.73	30,160.75	9,048.23	39,208.98
3.1200	G.I. Tie Wire	kg	30.00	80.00	24.00	2,400.00	720.00	3,120.00
	Sub-total							110,455.48
4.0000	Formworks							
	Column	sq.m	56.00					
4.0100	Coco Lumber	bd.ft	952.00	35.00	7.00	33,320.00	6,664.00	39,984.00
4.0200	Plywood Ordinary, 1/4" x 4' x 8'	pc	10.00	488.00	97.60	4,880.00	976.00	5,856.00
4.0400	CWN, Assorted	kg	14.00	70.00	14.00	980.00	196.00	1,176.00
	Beams	sq.m	34.00					
4.0100	Coco Lumber	bd.ft	578.00	35.00	7.00	20,230.00	4,046.00	24,276.00
4.0200	Plywood Ordinary, 1/4" x 4' x 8'	pc	6.00	488.00	97.60	2,928.00	585.60	3,513.60
4.0400	CWN, Assorted	kg	9.00	70.00	14.00	630.00	126.00	756.00
	Sub-total							75,561.60
5.0000	Masonry Works							
	Masonry Wall	sq.m	109.00					
5.0200	CHB 6" thk	pc	1,363.00	15.00	4.50	20,445.00	6,133.50	26,578.50
2.0200	Portland Cement	bag	36.00	240.00	72.00	8,640.00	2,592.00	11,232.00
2.0500	Washed Sand	cu.m	5.00	1,250.00	375.00	6,250.00	1,875.00	8,125.00

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
5.0400	10mm x 6m RSB	kg	145.00	43.50	13.05	6,307.50	1,892.25	8,199.75
3.1200	G.I. Tie Wire	kg	3.00	80.00	24.00	240.00	72.00	312.00
	Plastering	sq.m	218.00					
2.0200	Portland Cement	bag	72.00	240.00	72.00	17,280.00	5,184.00	22,464.00
2.0500	Washed Sand	cu.m	8.00	1,250.00	375.00	10,000.00	3,000.00	13,000.00
	Sub-total							89,911.25
8.0000	Roofing Works							
8.0100	Removal of Roofing Sheets	sq m	146.00	-	9.00	-	1,314.00	1,314.00
8.0200	Removal of Ridge Roll	pc	6.00	-	18.00	-	108.00	108.00
8.0300	Removal of Flashing	pc	10.00	-	18.00	-	180.00	180.00
8.0500	Removal of Fascia Board	pc	20.00	-	28.00	-	560.00	560.00
	G.I. Long-Span Roofing, Corrugated, Pre-Painted, 1220mm x 0.5mm BMT	lm	165.00	510.00	106.70	84,150.00	17,605.50	101,755.50
	6mm thk Bubble - type Flexible Thermal Insulation with Two - sided Aluminum Foil, (1.0 m width)	lm	209.00	557.00	-	116,413.00	-	116,413.00
	G.I. Flashing, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	10.00	578.00	82.50	5,780.00	825.00	6,605.00
	G.I. Ridge Roll, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	6.00	577.00	84.00	3,462.00	504.00	3,966.00
9.1430	Fascia Board, Fiber Cement 12" x 8'	pc	20.00	288.00	86.40	5,760.00	1,728.00	7,488.00
7.1040	L 20 x 20 x 2mm	kg	89.00	52.00	15.60	4,628.00	1,388.40	6,016.40
7.1020	L 38 x 38 x 4.5mm	kg	66.00	52.00	15.60	3,432.00	1,029.60	4,461.60
	3" Flat head Countersunk screw	pc	340.00	1.00	0.15			
8.0900	J-Bolt (6mm dia.)	pc	1,008.00	10.00	3.00	10,080.00	3,024.00	13,104.00
8.1000	Teckscrew 2-1/2"	pc	1,176.00	2.50	0.38	2,940.00	441.00	3,381.00
8.1300	Roof Sealant	L	4.00	475.00	71.25	1,900.00	285.00	2,185.00
8.1100	Blind Rivets	pc	160.00	2.00	0.30	320.00	48.00	368.00
	Sub-total							267,905.50
7.0000	Steel Works							
	Trusses and Members							
9.0070	Removal of Wooden Truss/ Beams	bd.ft	630.00	-	6.00	-	3,780.00	3,780.00
9.0080	Removal of Purlins	bd.ft	448.00	-	6.00	-	2,688.00	2,688.00
7.0900	L 50 x 50 x 6mm	kg	1,434.00	52.00	15.60	74,568.00	22,370.40	96,938.40
7.0200	2" x 4" x 1.5mm C - purlins	kg	917.00	46.00	13.80	42,182.00	12,654.60	54,836.60
7.1010	L 50 x 50 x 2mm	kg	22.00	52.00	15.60	1,144.00	343.20	1,487.20
7.1810	Machine Bolts (10 mm dia.)	pc	260.00	40.00	10.00	10,400.00	2,600.00	13,000.00
7.2200	12mmØ Sag Rods with Standard Nuts and Washers	pc	96.00	82.00	20.50	7,872.00	1,968.00	9,840.00
7.1900	Plain Round Bar 16mmØ x 6m	pc	17.00	430.00	129.00	7,310.00	2,193.00	9,503.00
7.2000	Turn Buckle 16 mmØ	pc	16.00	180.00	45.00	2,880.00	720.00	3,600.00
7.1510	Anchor Bolt with Nuts and Washer, 16mmØ x 50mm x 300mm	pc	40.00	38.00	9.50	1,520.00	380.00	1,900.00
7.1200	Steel Plate 1.20m x 2.40m x 10mm thk	pc	2.50	9,300.00	2,790.00	23,250.00	6,975.00	30,225.00
7.1300	Steel Plate 1.20m x 2.40m x 12mm thk	pc	0.50	10,500.00	3,150.00	5,250.00	1,575.00	6,825.00
7.3600	Welding Rod	kg	53.00	90.00	27.00	4,770.00	1,431.00	6,201.00
13.1100	Primer, Zinc Chromate	gal	5.00	688.00	172.00	3,440.00	860.00	4,300.00
	Sub-total							245,124.20
9.0000	Carpentry Works							
	Interior ceiling	sq m	96.00					
9.0100	Removal of Ceiling	sq.m	96.00	-	10.00	-	960.00	960.00
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	34.00	500.00	150.00	17,000.00	5,100.00	22,100.00
	50 mm x 50 mm Ceiling Joist	bd.ft	192.49					
	50 mm x 75 mm Ceiling Joist	bd.ft	295.29					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	487.78	65.00	19.50	31,705.40	9,511.62	41,217.02
9.2100	Finishing Nails	kg	2.00	80.00	24.00	160.00	48.00	208.00
4.0400	CWN, Assorted	kg	9.00	70.00	14.00	630.00	126.00	756.00
9.2200	Concrete Nails	kg	2.00	80.00	24.00	160.00	48.00	208.00
9.1900	Wood Preservative, Brown	L	3.00	1,020.00	306.00	3,060.00	918.00	3,978.00
	Exterior Ceiling	sq m	42.72					
9.0100	Removal of Ceiling	sq.m	42.72	-	10.00	-	427.20	427.20
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	15.00	500.00	150.00	7,500.00	2,250.00	9,750.00
	50 mm x 50 mm Ceiling Joist	bd.ft	153.11					
	50 mm x 75 mm Ceiling Joist	bd.ft	128.06					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	281.17	65.00	19.50	18,276.10	5,482.83	23,758.93
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	6.00	70.00	14.00	420.00	84.00	504.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	2.00	1,020.00	306.00	2,040.00	612.00	2,652.00
9.1400	25mm x 25mm x 300mm Wood slats @25mm clear spacing ceiling ventilation (provide stainless steel wire mesh inside)	pc	4.00	250.00	75.00	1,000.00	300.00	1,300.00
	Partition Wall	sq.m	24.00					
9.0090	Removal of Partition	sq.m	24.00	-	10.00	-	240.00	240.00
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	9.00	500.00	150.00	4,500.00	1,350.00	5,850.00
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	153.00	65.00	19.50	9,945.00	2,983.50	12,928.50
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	3.00	70.00	14.00	210.00	42.00	252.00

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	1.00	1,020.00	306.00	1,020.00	306.00	1,326.00
	Blackboards							
9.1800	S4S Lumber, Kiln Dried, Tanguile	bd.ft	74.00	84.00	25.20	6,216.00	1,864.80	8,080.80
9.2000	Lawanit, 1/4" thk	pc	4.00	280.00	84.00	1,120.00	336.00	1,456.00
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	2.00	70.00	14.00	140.00	28.00	168.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
	Sub-total							138,744.45
10.0000	Electrical Works							
	Roughing-ins							
10.0100	Electrical Conduit uPVC, 15mmØ	pc	24.00	105.00	26.25	2,520.00	630.00	3,150.00
10.0490	RSC 20mmØ	pc	1.00	432.00	108.00	432.00	108.00	540.00
10.0800	Entrance Cap 20mm dia.	pc	1.00	57.00	14.25	57.00	14.25	71.25
10.1200	Junction Box, 4" x 4" G.I.	pc	8.00	80.00	20.00	640.00	160.00	800.00
10.1300	Utility Box, 2" x 4" G.I.	pc	4.00	80.00	20.00	320.00	80.00	400.00
	Wires & Fixtures							
10.1600	3.5 mm² THHN Wire, Stranded	m	219.00	38.00	7.60	8,322.00	1,664.40	9,986.40
10.2700	Duplex Convenience Outlet, Grounding Type, 20A, 250V	set	4.00	299.00	59.80	1,196.00	239.20	1,435.20
10.3200	3 Single Pole Wall Switches in One Switch Plate (10 AMP, 230V)	set	2.00	240.00	48.00	480.00	96.00	576.00
10.3610	FL 1 x 40W Industrial Type	set	12.00	550.00	82.50	6,600.00	990.00	7,590.00
10.3310	Safety Switch 30A 2P	set	1.00	603.25	120.65	603.25	120.65	723.90
10.5500	Electrical Tape	pc	2.00	40.00	4.00	80.00	8.00	88.00
	Sub-total							25,360.75
6.0000	Doors and Windows							
6.0100	Removal of Door with Jamb	set	2.00	-	102.08	-	204.15	204.15
6.0200	Removal of Window with Jamb	sq.m	38.00	-	27.78	-	1,055.73	1,055.73
6.0610	Door Jamb 45mm x 150mm	set	2.00	1,550.00	155.00	3,100.00	310.00	3,410.00
6.0330	D-2, (0.90m x 2.10m) Panel Door	set	2.00	8,505.00	850.50	17,010.00	1,701.00	18,711.00
6.2000	Hinges, Standard 3-1/2" x 3-1/2"	pa	8.00	216.00	21.60	1,728.00	172.80	1,900.80
6.1900	Entrance, Lever Lockset	set	2.00	1,452.00	145.20	2,904.00	290.40	3,194.40
6.0710	Window Jamb 45mm x 150mm	sq.ft	380.00	108.00	10.80	41,040.00	4,104.00	45,144.00
6.1009	Jalousie Window with Clear Glass Blades on JalouPlus Type Silver Colored Frame with Grilles	sq.ft	380.00	340.00	51.00	129,200.00	19,380.00	148,580.00
	Sub-total							222,200.09
13.0000	Painting Works							
	Concrete surfaces	sq.m	213.00					
13.0100	Neutralizer	gal	3.00	165.00	41.25	495.00	123.75	618.75
13.0200	Latex, Flat	gal	9.00	572.00	143.00	5,148.00	1,287.00	6,435.00
13.0400	Latex, Semi Gloss	gal	9.00	629.00	157.25	5,661.00	1,415.25	7,076.25
13.0500	Acri Color	qrt	3.00	206.00	51.50	618.00	154.50	772.50
	Interior Ceiling	sq.m	96.00					
13.0600	Enamel, Flatwall	gal	5.00	611.00	152.75	3,055.00	763.75	3,818.75
13.0800	Enamel, Semi Gloss	gal	10.00	621.00	155.25	6,210.00	1,552.50	7,762.50
13.0900	Paint Thinner	gal	4.00	324.00	81.00	1,296.00	324.00	1,620.00
	Exterior Ceiling	sq.m	42.72					
13.0600	Enamel, Flatwall	gal	3.00	611.00	152.75	1,833.00	458.25	2,291.25
13.0800	Enamel, Semi Gloss	gal	5.00	621.00	155.25	3,105.00	776.25	3,881.25
13.0900	Paint Thinner	gal	2.00	324.00	81.00	648.00	162.00	810.00
	Partition Wall	sq.m	24.00					
13.0600	Enamel, Flatwall	gal	2.00	611.00	152.75	1,222.00	305.50	1,527.50
13.0800	Enamel, Semi Gloss	gal	3.00	621.00	155.25	1,863.00	465.75	2,328.75
13.0900	Paint Thinner	gal	2.00	324.00	81.00	648.00	162.00	810.00
	Doors and Windows	sq.m	46.00					
13.0600	Enamel, Flatwall	gal	3.00	611.00	152.75	1,833.00	458.25	2,291.25
13.0700	Glazing Putty	gal	3.00	612.00	153.00	1,836.00	459.00	2,295.00
13.0800	Enamel, Semi Gloss	gal	5.00	621.00	155.25	3,105.00	776.25	3,881.25
13.0900	Paint Thinner	gal	2.00	324.00	81.00	648.00	162.00	810.00
	Sub-total							49,030.00

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
	Ramp on Fill (with Ramp Railing)	cu.m	0.54					
2.0200	Portland Cement	bag	5.00	240.00	72.00	1,200.00	360.00	1,560.00
2.0400	Crushed Gravel 1"	cu.m	0.75	1,500.00	450.00	1,125.00	337.50	1,462.50
2.0500	Washed Sand	cu.m	0.50	1,250.00	375.00	625.00	187.50	812.50
5.0400	10mm x 6m RSB	kg	23.28	43.50	13.05	1,012.50	303.75	1,316.25
3.1200	G.I. Tie Wire	kg	1.00	80.00	24.00	80.00	24.00	104.00
7.2610	G.I. Pipe 1-½"Ø Sch. 40	pc	6.00	1,100.00	330.00	6,600.00	1,980.00	8,580.00
7.3600	Welding Rod	kg	3.00	90.00	27.00	270.00	81.00	351.00
	Sub-total							14,186.25
I.	DIRECT COST							1,459,439.62
II.	INDIRECT COST 22% of (I - Gen. Req.)							313,418.77
III.	TAX 5% of (I + II)							88,642.92
IV.	TOTAL CONSTRUCTION COST (I + II + III)							1,861,501.30

Prepared by:

Recommending Approval:

Approved:

DEPED Engineer

Chief, SGOD

Schools Division Superintendent

Concurred:

ENGR. ANNABELLE R. PANGAN

Chief, EFD - AS

PROGRAM OF WORKS

DETAILED COST ESTIMATE

PROJECT : PROPOSED REPAIR AND REHABILITATION OF TWO (2) - CLASSROOM SCHOOL BUILDING (RP - US) - (8.00m x 6.00m)
 SCHOOL :
 LOCATION :
 OWNER : DEPARTMENT OF EDUCATION

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
GENERAL REQUIREMENTS								
	Mobilization/Temporary Structures, Utilities and Services/Demobilization	lot	1.00	5,846.41	3,897.61	5,846.41	3,897.61	9,744.01
	Project Billboard	lot	1.00	3,630.00	1,261.60	3,630.00	1,261.60	4,891.60
	Safety and Health	lot	1.00	9,744.01	-	9,744.01	-	9,744.01
	Fire Safety Inspection Certificate (FSIC)	lot	1.00		974.40	-	974.40	974.40
	Other Permit Fee	lot	1.00	-	-	-	-	-
	Hauling cost	lot	1.00	-	-	-	-	-
	Sub-total							25,354.03
5.0000	Masonry Works							
	<i>Masonry Wall</i>	sq.m	103.00					
5.0200	CHB 6" thk	pc	1,288.00	15.00	4.50	19,320.00	5,796.00	25,116.00
2.0200	Portland Cement	bag	34.00	240.00	72.00	8,160.00	2,448.00	10,608.00
2.0500	Washed Sand	cu.m	5.00	1,250.00	375.00	6,250.00	1,875.00	8,125.00
5.0400	10mm x 6m RSB	kg	137.00	43.50	13.05	5,959.50	1,787.85	7,747.35
3.1200	G.I. Tie Wire	kg	3.00	80.00	24.00	240.00	72.00	312.00
	<i>Plastering</i>	sq.m	206.00					
2.0200	Portland Cement	bag	68.00	240.00	72.00	16,320.00	4,896.00	21,216.00
2.0500	Washed Sand	cu.m	7.00	1,250.00	375.00	8,750.00	2,625.00	11,375.00
	Sub-total							84,499.35
8.0000	Roofing Works							
8.0100	Removal of Roofing Sheets	sq m	146.00	-	9.00	-	1,314.00	1,314.00
8.0200	Removal of Ridge Roll	pc	6.00	-	18.00	-	108.00	108.00
8.0300	Removal of Flashing	pc	10.00	-	18.00	-	180.00	180.00
8.0500	Removal of Fascia Board	pc	20.00	-	28.00	-	560.00	560.00
	G.I. Long-Span Roofing, Corrugated, Pre-Painted, 1220mm x 0.5mm BMT	lm	165.00	510.00	106.70	84,150.00	17,605.50	101,755.50
	6mm thk Bubble - type Flexible Thermal Insulation with Two - sided Aluminum Foil, (1.0 m width)	lm	209.00	557.00	-	116,413.00	-	116,413.00
	G.I. Flashing, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	10.00	578.00	82.50	5,780.00	825.00	6,605.00
	G.I. Ridge Roll, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	6.00	577.00	84.00	3,462.00	504.00	3,966.00
9.1430	Fascia Board, Fiber Cement 12" x 8'	pc	20.00	288.00	86.40	5,760.00	1,728.00	7,488.00
7.1040	L 20 x 20 x 2mm	kg	89.00	52.00	15.60	4,628.00	1,388.40	6,016.40
7.1020	L 38 x 38 x 4.5mm	kg	66.00	52.00	15.60	3,432.00	1,029.60	4,461.60
	3" Flat head Countersunk screw	pc	340.00	1.00	0.15			
8.0900	J-Bolt (6mm dia.)	pc	1,008.00	10.00	3.00	10,080.00	3,024.00	13,104.00
8.1000	Teckscrew 2-1/2"	pc	1,176.00	2.50	0.38	2,940.00	441.00	3,381.00
8.1300	Roof Sealant	L	4.00	475.00	71.25	1,900.00	285.00	2,185.00
8.1100	Blind Rivets	pc	160.00	2.00	0.30	320.00	48.00	368.00
	Sub-total							267,905.50
7.0000	Steel works							
	<i>Trusses and Members</i>							
9.0070	Removal of Wooden Truss/ Beams	bd.ft	824.00	-	6.00	-	4,944.00	4,944.00
9.0080	Removal of Purlins	bd.ft	555.00	-	6.00	-	3,330.00	3,330.00
7.0900	L 50 x 50 x 6mm	kg	1,434.00	52.00	15.60	74,568.00	22,370.40	96,938.40
7.0200	2" x 4" x 1.5mm C - purlins	kg	917.00	46.00	13.80	42,182.00	12,654.60	54,836.60
7.1010	L 50 x 50 x 2mm	kg	22.00	52.00	15.60	1,144.00	343.20	1,487.20
7.1810	Machine Bolts (10 mm dia.)	pc	260.00	40.00	10.00	10,400.00	2,600.00	13,000.00
7.2200	12mmØ Sag Rods with Standard Nuts and Washers	pc	96.00	82.00	20.50	7,872.00	1,968.00	9,840.00
7.1900	Plain Round Bar 16mmØ x 6m	pc	17.00	430.00	129.00	7,310.00	2,193.00	9,503.00
7.2000	Turn Buckle 16 mmØ	pc	16.00	180.00	45.00	2,880.00	720.00	3,600.00
7.1510	Anchor Bolt with Nuts and Washer, 16mmØ x 50mm x 300mm	pc	40.00	38.00	9.50	1,520.00	380.00	1,900.00
7.1200	Steel Plate 1.20m x 2.40m x 10mm thk	pc	2.50	9,300.00	2,790.00	23,250.00	6,975.00	30,225.00
7.1300	Steel Plate 1.20m x 2.40m x 12mm thk	pc	0.50	10,500.00	3,150.00	5,250.00	1,575.00	6,825.00
7.3600	Welding Rod	kg	53.00	90.00	27.00	4,770.00	1,431.00	6,201.00
13.1100	Primer, Zinc Chromate	gal	5.00	688.00	172.00	3,440.00	860.00	4,300.00
	Sub-total							246,930.20

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
9.0000	Carpentry works							
	Interior Ceiling		96.00					
9.0100	Removal of Ceiling	sq.m	96.00	-	10.00	-	960.00	960.00
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	34.00	500.00	150.00	17,000.00	5,100.00	22,100.00
	50 mm x 50 mm Ceiling Joist	bd.ft	192.49					
	50 mm x 75 mm Ceiling Joist	bd.ft	295.29					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	487.78	65.00	19.50	31,705.40	9,511.62	41,217.02
9.2100	Finishing Nails	kg	2.00	80.00	24.00	160.00	48.00	208.00
4.0400	CWN, Assorted	kg	9.00	70.00	14.00	630.00	126.00	756.00
9.2200	Concrete Nails	kg	2.00	80.00	24.00	160.00	48.00	208.00
9.1900	Wood Preservative, Brown	L	3.00	1,020.00	306.00	3,060.00	918.00	3,978.00
	Exterior Ceiling	sq m	42.72					
9.0100	Removal of Ceiling	sq.m	42.72	-	10.00	-	427.20	427.20
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	15.00	500.00	150.00	7,500.00	2,250.00	9,750.00
	50 mm x 50 mm Ceiling Joist	bd.ft	153.11					
	50 mm x 75 mm Ceiling Joist	bd.ft	128.06					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	281.17	65.00	19.50	18,276.10	5,482.83	23,758.93
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	6.00	70.00	14.00	420.00	84.00	504.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	2.00	1,020.00	306.00	2,040.00	612.00	2,652.00
9.1400	25mm x 25mm x 300mm Wood slats @25mm clear spacing ceiling ventilation (provide stainless steel wire mesh inside)	pc	4.00	250.00	75.00	1,000.00	300.00	1,300.00
	Sub-total							108,027.15
10.0000	Electrical Works							
	Roughing-ins							
10.0100	Electrical Conduit uPVC, 15mmØ	pc	24.00	105.00	26.25	2,520.00	630.00	3,150.00
10.0490	RSC 20mmØ	pc	1.00	432.00	108.00	432.00	108.00	540.00
10.0800	Entrance Cap 20mm dia.	pc	1.00	57.00	14.25	57.00	14.25	71.25
10.1200	Junction Box, 4" x 4" G.I.	pc	8.00	80.00	20.00	640.00	160.00	800.00
10.1300	Utility Box, 2" x 4" G.I.	pc	4.00	80.00	20.00	320.00	80.00	400.00
	Wires & Fixtures							
10.1600	3.5 mm² THHN Wire, Stranded	m	219.00	38.00	7.60	8,322.00	1,664.40	9,986.40
10.2700	Duplex Convenience Outlet, Grounding Type, 20A, 250V	set	4.00	299.00	59.80	1,196.00	239.20	1,435.20
10.3200	3 Single Pole Wall Switches in One Switch Plate (10 AMP, 230V)	set	2.00	240.00	48.00	480.00	96.00	576.00
10.3610	FL 1 x 40W Industrial Type	set	12.00	550.00	82.50	6,600.00	990.00	7,590.00
10.3310	Safety Switch 30A 2P	set	1.00	603.25	120.65	603.25	120.65	723.90
10.5500	Electrical Tape	pc	2.00	40.00	4.00	80.00	8.00	88.00
	Sub-total							25,360.75
6.0000	Doors and Windows							
6.0100	Removal of Door with Jamb	set	2.00	-	102.08	-	204.15	204.15
6.0200	Removal of Window with Jamb	sq.m	24.00	-	27.78	-	666.78	666.78
6.0610	Door Jamb 45mm x 150mm	set	2.00	1,550.00	155.00	3,100.00	310.00	3,410.00
6.0330	D-2, (0.90m x 2.10m) Panel Door	set	2.00	8,505.00	850.50	17,010.00	1,701.00	18,711.00
6.2000	Hinges, Standard 3-1/2" x 3-1/2"	pa	8.00	216.00	21.60	1,728.00	172.80	1,900.80
6.1900	Entrance, Lever Lockset	set	2.00	1,452.00	145.20	2,904.00	290.40	3,194.40
6.0710	Window Jamb 45mm x 150mm	sq.ft	273.00	108.00	10.80	29,484.00	2,948.40	32,432.40
6.1009	Jalousie Window with Clear Glass Blades on JalousPlus Type Silver Colored Frame with Grilles	sq.ft	254.00	340.00	51.00	86,360.00	12,954.00	99,314.00
	Sub-total							159,833.53
13.0000	Painting Works							
	Concrete surfaces	sq.m	265.00					
13.0100	Neutralizer	gal	14.00	165.00	41.25	2,310.00	577.50	2,887.50
13.0200	Latex, Flat	gal	27.00	572.00	143.00	15,444.00	3,861.00	19,305.00
13.0300	Masonry Putty	gal	11.00	397.00	99.25	4,367.00	1,091.75	5,458.75
13.0400	Latex, Semi Gloss	gal	10.00	629.00	157.25	6,290.00	1,572.50	7,862.50
13.0500	Acri Color	qrt	6.00	206.00	51.50	1,236.00	309.00	1,545.00
	Interior and exterior Ceiling	sq.m	138.72					
13.0600	Enamel, Flatwall	gal	7.00	611.00	152.75	4,277.00	1,069.25	5,346.25
13.0800	Enamel, Semi Gloss	gal	14.00	621.00	155.25	8,694.00	2,173.50	10,867.50
13.0700	Glazing Putty	gal	7.00	612.00	153.00	4,284.00	1,071.00	5,355.00
13.0900	Paint Thinner	gal	7.00	324.00	81.00	2,268.00	567.00	2,835.00
	Doors and Windows Jamb	sq.m	26.00					
13.0600	Enamel, Flatwall	gal	2.00	611.00	152.75	1,222.00	305.50	1,527.50
13.0700	Glazing Putty	gal	2.00	612.00	153.00	1,224.00	306.00	1,530.00
13.0800	Enamel, Semi Gloss	gal	3.00	621.00	155.25	1,863.00	465.75	2,328.75
13.0900	Paint Thinner	gal	2.00	324.00	81.00	648.00	162.00	810.00
	Sub-total							67,658.75

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
	Ramp on Fill (with Ramp Railing)	cu.m	0.54					
2.0200	Portland Cement	bag	5.00	240.00	72.00	1,200.00	360.00	1,560.00
2.0400	Crushed Gravel 1"	cu.m	0.75	1,500.00	450.00	1,125.00	337.50	1,462.50
2.0500	Washed Sand	cu.m	0.50	1,250.00	375.00	625.00	187.50	812.50
5.0400	10mm x 6m RSB	kg	23.28	43.50	13.05	1,012.50	303.75	1,316.25
3.1200	G.I. Tie Wire	kg	1.00	80.00	24.00	80.00	24.00	104.00
7.2610	G.I. Pipe 1-½"Ø Sch. 40	pc	6.00	1,100.00	330.00	6,600.00	1,980.00	8,580.00
7.3600	Welding Rod	kg	3.00	90.00	27.00	270.00	81.00	351.00
	Sub-total							14,186.25
I.	DIRECT COST							999,755.50
II.	INDIRECT COST 22% of (I - Gen. Req.)							214,368.32
III.	TAX 5% of (I + II)							60,706.19
IV.	TOTAL CONSTRUCTION COST (I + II + III)							1,274,830.02

Prepared by:

DEPED Engineer

Recommending Approval:

Chief, SGOD

Approved:

Schools Division Superintendent

Concurred:

ENGR. ANNABELLE R. PANGAN
Chief, EFD - AS

PROGRAM OF WORKS

DETAILED COST ESTIMATE

PROJECT : PROPOSED REPAIR AND REHABILITATION OF TWO (2) - CLASSROOM SCHOOL BUILDING (DECS) - (7.00m x 8.00m)
 SCHOOL :
 LOCATION :
 OWNER : DEPARTMENT OF EDUCATION

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
GENERAL REQUIREMENTS								
	Mobilization/Temporary Structures, Utilities and Services/Demobilization	lot	1.00	6,405.36	4,270.24	6,405.36	4,270.24	10,675.60
	Project Billboard	lot	1.00	3,630.00	1,261.60	3,630.00	1,261.60	4,891.60
	Safety and Health	lot	1.00	10,675.60	-	10,675.60	-	10,675.60
	Fire Safety Inspection Certificate (FSIC)	lot	1.00	-	1,067.56	-	1,067.56	1,067.56
	Other Permit Fee	lot	1.00	-	-	-	-	-
	Hauling cost	lot	1.00	-	-	-	-	-
	Sub-total							27,310.35
5.0000	Masonry Works							
	<i>Masonry Wall</i>	sq.m	89.00					
5.0200	CHB 6" thk	pc	1,113.00	15.00	4.50	16,695.00	5,008.50	21,703.50
2.0200	Portland Cement	bag	30.00	240.00	72.00	7,200.00	2,160.00	9,360.00
2.0500	Washed Sand	cu.m	4.00	1,250.00	375.00	5,000.00	1,500.00	6,500.00
5.0400	10mm x 6m RSB	kg	118.00	43.50	13.05	5,133.00	1,539.90	6,672.90
3.1200	G.I. Tie Wire	kg	3.00	80.00	24.00	240.00	72.00	312.00
	<i>Plastering</i>	sq.m	177.00					
2.0200	Portland Cement	bag	59.00	240.00	72.00	14,160.00	4,248.00	18,408.00
2.0500	Washed Sand	cu.m	6.00	1,250.00	375.00	7,500.00	2,250.00	9,750.00
	Sub-total							72,706.40
8.0000	Roofing Works							
8.0100	Removal of Roofing Sheets	sq m	168.00	-	9.00	-	1,512.00	1,512.00
8.0200	Removal of Ridge Roll	pc	7.00	-	18.00	-	126.00	126.00
8.0300	Removal of Flashing	pc	9.00	-	18.00	-	162.00	162.00
8.0500	Removal of Fascia Board	pc	22.00	-	28.00	-	616.00	616.00
	G.I. Long-Span Roofing, Corrugated, Pre-Painted, 1220mm x 0.5mm BMT	lm	190.00	510.00	106.70	96,900.00	20,273.00	117,173.00
	6mm thk Bubble - type Flexible Thermal Insulation with Two - sided Aluminum Foil, (1.0 m width)	lm	240.00	557.00	-	133,680.00	-	133,680.00
	G.I. Flashing, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	9.00	578.00	82.50	5,202.00	742.50	5,944.50
	G.I. Ridge Roll, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	7.00	577.00	84.00	4,039.00	588.00	4,627.00
9.1430	Fascia Board, Fiber Cement 12" x 8'	pc	22.00	288.00	86.40	6,336.00	1,900.80	8,236.80
7.1040	L 20 x 20 x 2mm	kg	98.00	52.00	15.60	5,096.00	1,528.80	6,624.80
7.1020	L 38 x 38 x 4.5mm	kg	66.00	52.00	15.60	3,432.00	1,029.60	4,461.60
	3" Flat head Countersunk screw	pc	372.00	1.00	0.15			
8.0900	J-Bolt (6mm dia.)	pc	1,272.00	10.00	3.00	12,720.00	3,816.00	16,536.00
8.1000	Teckscrew 2-1/2"	pc	1,484.00	2.50	0.38	3,710.00	556.50	4,266.50
8.1300	Roof Sealant	L	4.00	475.00	71.25	1,900.00	285.00	2,185.00
8.1100	Blind Rivets	pc	160.00	2.00	0.30	320.00	48.00	368.00
	Sub-total							306,519.20
7.0000	Steel works							
	<i>Trusses and Members</i>							
9.0070	Removal of Wooden Truss/ Beams	bd.ft	1,119.00	-	6.00	-	6,714.00	6,714.00
9.0080	Removal of Purlins	bd.ft	662.00	-	6.00	-	3,972.00	3,972.00
7.0900	L 50 x 50 x 6mm	kg	1,330.00	52.00	15.60	69,160.00	20,748.00	89,908.00
7.0200	2" x 4" x 1.5mm C - purlins	kg	1,135.00	46.00	13.80	52,210.00	15,663.00	67,873.00
7.1010	L 50 x 50 x 2mm	kg	22.00	52.00	15.60	1,144.00	343.20	1,487.20
7.1810	Machine Bolts (10 mm dia.)	pc	260.00	40.00	10.00	10,400.00	2,600.00	13,000.00
7.2200	12mmØ Sag Rods with Standard Nuts and Washers	pc	192.00	82.00	20.50	15,744.00	3,936.00	19,680.00
7.1900	Plain Round Bar 16mmØ x 6m	pc	18.00	430.00	129.00	7,740.00	2,322.00	10,062.00
7.2000	Turn Buckle 16 mmØ	pc	16.00	180.00	45.00	2,880.00	720.00	3,600.00
7.1510	Anchor Bolt with Nuts and Washer, 16mmØ x 50mm x 300mm	pc	40.00	38.00	9.50	1,520.00	380.00	1,900.00
7.1200	Steel Plate 1.20m x 2.40m x 10mm thk	pc	2.50	9,300.00	2,790.00	23,250.00	6,975.00	30,225.00
7.1300	Steel Plate 1.20m x 2.40m x 12mm thk	pc	0.50	10,500.00	3,150.00	5,250.00	1,575.00	6,825.00
7.3600	Welding Rod	kg	55.00	90.00	27.00	4,950.00	1,485.00	6,435.00
13.1100	Primer, Zinc Chromate	gal	5.00	688.00	172.00	3,440.00	860.00	4,300.00
	Sub-total							265,981.20

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
9.0000	Carpentry works							
	Interior Ceiling	sq.m	112.00					
9.0100	Removal of Ceiling	sq.m	112.00	-	10.00	-	1,120.00	1,120.00
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	39.00	500.00	150.00	19,500.00	5,850.00	25,350.00
	50 mm x 50 mm Ceiling Joist	bd.ft	227.48					
	50 mm x 75 mm Ceiling Joist	bd.ft	344.51					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	571.99	65.00	19.50	37,179.20	11,153.76	48,332.96
9.2100	Finishing Nails	kg	3.00	80.00	24.00	240.00	72.00	312.00
4.0400	CWN, Assorted	kg	11.00	70.00	14.00	770.00	154.00	924.00
9.2200	Concrete Nails	kg	3.00	80.00	24.00	240.00	72.00	312.00
9.1900	Wood Preservative, Brown	L	4.00	1,020.00	306.00	4,080.00	1,224.00	5,304.00
	Exterior Ceiling	sq.m	46.08					
9.0100	Removal of Ceiling	sq.m	46.08	-	10.00	-	460.80	460.80
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	16.00	500.00	150.00	8,000.00	2,400.00	10,400.00
	50 mm x 50 mm Ceiling Joist	bd.ft	148.74					
	50 mm x 75 mm Ceiling Joist	bd.ft	135.57					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	284.31	65.00	19.50	18,480.12	5,544.04	24,024.16
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	6.00	70.00	14.00	420.00	84.00	504.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	2.00	1,020.00	306.00	2,040.00	612.00	2,652.00
9.1400	25mm x 25mm x 300mm Wood slats @25mm clear spacing ceiling ventilation (provide stainless steel wire mesh inside)	pc	4.00	250.00	75.00	1,000.00	300.00	1,300.00
	Sub-total							121,203.92
10.0000	Electrical Works							
	<i>Roughing-ins</i>							
10.0100	Electrical Conduit uPVC, 15mmØ	pc	30.00	105.00	26.25	3,150.00	787.50	3,937.50
10.0490	RSC 20mmØ	pc	1.00	432.00	108.00	432.00	108.00	540.00
10.0800	Entrance Cap 20mm dia.	pc	1.00	57.00	14.25	57.00	14.25	71.25
10.1200	Junction Box, 4" x 4" G.I.	pc	8.00	80.00	20.00	640.00	160.00	800.00
10.1300	Utility Box, 2" x 4" G.I.	pc	4.00	80.00	20.00	320.00	80.00	400.00
	<i>Wires & Fixtures</i>							
10.1600	3.5 mm² THHN Wire, Stranded	m	230.00	38.00	7.60	8,740.00	1,748.00	10,488.00
10.2700	Duplex Convenience Outlet, Grounding Type, 20A, 250V	set	4.00	299.00	59.80	1,196.00	239.20	1,435.20
10.3200	3 Single Pole Wall Switches in One Switch Plate (10 AMP, 230V)	set	2.00	240.00	48.00	480.00	96.00	576.00
10.3610	FL 1 x 40W Industrial Type	set	12.00	550.00	82.50	6,600.00	990.00	7,590.00
10.3310	Safety Switch 30A 2P	set	1.00	603.25	120.65	603.25	120.65	723.90
10.5500	Electrical Tape	pc	2.00	40.00	4.00	80.00	8.00	88.00
	Sub-total							26,649.85
6.0000	Doors and Windows							
6.0100	Removal of Door with Jamb	set	2.00	-	102.08	-	204.15	204.15
6.0200	Removal of Window with Jamb	sq.m	34.00	-	27.78	-	944.60	944.60
6.0610	Door Jamb 45mm x 150mm	set	2.00	1,550.00	155.00	3,100.00	310.00	3,410.00
6.0330	D-2, (0.90m x 2.10m) Panel Door	set	2.00	8,505.00	850.50	17,010.00	1,701.00	18,711.00
6.2000	Hinges, Standard 3-1/2" x 3-1/2"	pa	8.00	216.00	21.60	1,728.00	172.80	1,900.80
6.1900	Entrance, Lever Lockset	set	2.00	1,452.00	145.20	2,904.00	290.40	3,194.40
6.0710	Window Jamb 45mm x 150mm	sq.ft	401.00	108.00	10.80	43,308.00	4,330.80	47,638.80
6.1009	Jalousie Window with Clear Glass Blades on JalouPlus Type Silver Colored Frame with Grilles	sq.ft	178.00	340.00	51.00	60,520.00	9,078.00	69,598.00
6.1400	Steel Encased Clear Glass Window with Grilles	sq.ft	237.00	195.00	29.25	46,215.00	6,932.25	53,147.25
	Sub-total							198,749.01
13.0000	Painting Works							
	Concrete surfaces	sq.m	230.00					
13.0100	Neutralizer	gal	12.00	165.00	41.25	1,980.00	495.00	2,475.00
13.0200	Latex, Flat	gal	23.00	572.00	143.00	13,156.00	3,289.00	16,445.00
13.0300	Masonry Putty	gal	9.00	397.00	99.25	3,573.00	893.25	4,466.25
13.0400	Latex, Semi Gloss	gal	8.00	629.00	157.25	5,032.00	1,258.00	6,290.00
13.0500	Acri Color	qrt	5.00	206.00	51.50	1,030.00	257.50	1,287.50
	Interior and exterior Ceiling	sq.m	158.08					
13.0600	Enamel, Flatwall	gal	8.00	611.00	152.75	4,888.00	1,222.00	6,110.00
13.0800	Enamel, Semi Gloss	gal	16.00	621.00	155.25	9,936.00	2,484.00	12,420.00
13.0700	Glazing Putty	gal	8.00	612.00	153.00	4,896.00	1,224.00	6,120.00
13.0900	Paint Thinner	gal	8.00	324.00	81.00	2,592.00	648.00	3,240.00
	Doors and Windows Jamb	sq.m	8.00					
13.0600	Enamel, Flatwall	gal	1.00	611.00	152.75	611.00	152.75	763.75
13.0700	Glazing Putty	gal	1.00	612.00	153.00	612.00	153.00	765.00
13.0800	Enamel, Semi Gloss	gal	1.00	621.00	155.25	621.00	155.25	776.25
13.0900	Paint Thinner	gal	1.00	324.00	81.00	324.00	81.00	405.00
	Sub-total							61,563.75

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
	Ramp on Fill (with Ramp Railing)	cu.m	0.54					
2.0200	Portland Cement	bag	5.00	240.00	72.00	1,200.00	360.00	1,560.00
2.0400	Crushed Gravel 1"	cu.m	0.75	1,500.00	450.00	1,125.00	337.50	1,462.50
2.0500	Washed Sand	cu.m	0.50	1,250.00	375.00	625.00	187.50	812.50
5.0400	10mm x 6m RSB	kg	23.28	43.50	13.05	1,012.50	303.75	1,316.25
3.1200	G.I. Tie Wire	kg	1.00	80.00	24.00	80.00	24.00	104.00
7.2610	G.I. Pipe 1-½"Ø Sch. 40	pc	6.00	1,100.00	330.00	6,600.00	1,980.00	8,580.00
7.3600	Welding Rod	kg	3.00	90.00	27.00	270.00	81.00	351.00
	Sub-total							14,186.25
I.	DIRECT COST							1,094,869.92
II.	INDIRECT COST 22% of (I - Gen. Req.)							234,863.11
III.	TAX 5% of (I + II)							66,486.65
IV.	TOTAL CONSTRUCTION COST (I + II + III)							1,396,219.68

Prepared by:

DEPED Engineer

Recommending Approval:

Chief, SGOD

Approved:

Schools Division Superintendent

Concurred:

ENGR. ANNABELLE R. PANGAN

Chief, EFD - AS



PROGRAM OF WORKS

DETAILED COST ESTIMATE

PROJECT : **PROPOSED REPAIR AND REHABILITATION OF TWO (2) - CLASSROOM SCHOOL BUILDING (DEPED) - (7.00m x 9.00m)**
 SCHOOL :
 LOCATION :
 OWNER : DEPARTMENT OF EDUCATION

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
GENERAL REQUIREMENTS								
	Mobilization/Temporary Structures, Utilities and Services/Demobilization	lot	1.00	7,027.73	4,685.16	7,027.73	4,685.16	11,712.89
	Project Billboard	lot	1.00	3,630.00	1,261.60	3,630.00	1,261.60	4,891.60
	Safety and Health	lot	1.00	11,712.89	-	11,712.89	-	11,712.89
	Fire Safety Inspection Certificate (FSIC)	lot	1.00	-	1,171.29	-	1,171.29	1,171.29
	Other Permit Fee	lot	1.00	-	-	-	-	-
	Hauling cost	lot	1.00	-	-	-	-	-
	Sub-total							29,488.67
5.0000	Masonry Works							
	Masonry Wall	sq.m	172.58					
5.0200	CHB 6" thk	pc	2,158.00	15.00	4.50	32,370.00	9,711.00	42,081.00
2.0200	Portland Cement	bag	87.00	240.00	72.00	20,880.00	6,264.00	27,144.00
2.0500	Washed Sand	cu.m	8.00	1,250.00	375.00	10,000.00	3,000.00	13,000.00
5.0400	10mm x 6m RSB	kg	229.00	43.50	13.05	9,961.50	2,988.45	12,949.95
3.1200	G.I. Tie Wire	kg	5.00	80.00	24.00	400.00	120.00	520.00
5.0600	Concrete Louver Blocks	pc	16.00	30.00	9.00	480.00	144.00	624.00
	Plastering	sq.m	345.15					
2.0200	Portland Cement	bag	114.00	240.00	72.00	27,360.00	8,208.00	35,568.00
2.0500	Washed Sand	cu.m	12.00	1,250.00	375.00	15,000.00	4,500.00	19,500.00
	Sub-total							151,386.95
6.0000	Doors and Windows							
6.0320	D-1, Panel Door 0.90m x 2.10m on 150mm Wooden Jamb complete with Accessories (lever type door knob)	set	4.00	7,817.50	781.75	31,270.00	3,127.00	34,397.00
6.1040	W - 1, (2.6 x 1.6 m) Jalousie Window with Clear Glass Blades on JalouPlus Type Silver Colored Frame and Fixed Clear Glass Transom on 50 x 150 mm Wooden Jamb complete with Accessories with grilles	set	4.00	15,111.00	2,266.65	60,444.00	9,066.60	69,510.60
6.1050	W - 2, (1.3 x 1.6 m) Jalousie Window with Clear Glass Blades on JalouPlus Type Silver Colored Frame and Fixed Clear Glass Transom on 50 x 150 mm Wooden Jamb complete with Accessories with grilles	set	4.00	7,613.00	1,141.95	30,452.00	4,567.80	35,019.80
	Sub-total							138,927.40
7.0000	Steel Works							
7.0900	L 63 x 63 x 6mm	kg	1,940.00	52.00	15.60	100,880.00	30,264.00	131,144.00
7.0200	2" x 4" x 1.5mm C - purlins	kg	1,315.00	46.00	13.80	60,490.00	18,147.00	78,637.00
7.1010	L 50 x 50 x 2mm	kg	9.00	52.00	15.60	468.00	140.40	608.40
7.1810	Machine Bolts (10 mm dia.)	pc	104.00	40.00	10.00	4,160.00	1,040.00	5,200.00
7.2200	12mmØ Sag Rods with Standard Nuts and Washers	pc	192.00	82.00	20.50	15,744.00	3,936.00	19,680.00
7.1900	Plain Round Bar 16mmØ x 6m	pc	19.00	430.00	129.00	8,170.00	2,451.00	10,621.00
7.2000	Turn Buckle 16 mmØ	pc	16.00	180.00	45.00	2,880.00	720.00	3,600.00
	Anchor Bolt with Nuts and Washer, 12mmØ x 50mm x 300mm	pc	16.00	34.00	8.50	544.00	136.00	680.00
	Anchor Bolt with Nuts and Washer, 10mmØ x 50mm x 150mm	pc	12.00	21.00	5.25			
7.1100	Steel Plate 1.20m x 2.40m x 6mm thk	pc	2.25	5,390.00	1,617.00	12,127.50	3,638.25	15,765.75
7.1400	Steel Plate 1.20m x 2.40m x 16mm thk	pc	0.25	15,180.00	4,554.00	3,795.00	1,138.50	4,933.50
7.3600	Welding Rod	kg	72.00	90.00	27.00	6,480.00	1,944.00	8,424.00
13.1100	Primer, Zinc Chromate	gal	4.00	688.00	172.00	2,752.00	688.00	3,440.00
	Sub-total							282,733.65
8.0000	Roofing Works							
8.0100	Removal of Roofing Sheets	sq m	197.00	-	9.00	-	1,773.00	1,773.00
8.0200	Removal of Ridge Roll	pc	8.00	-	18.00	-	144.00	144.00
8.0300	Removal of Flashing	pc	10.00	-	18.00	-	180.00	180.00
8.0500	Removal of Fascia Board	pc	24.00	-	28.00	-	672.00	672.00

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
	G.I. Long-Span Roofing, Corrugated, Pre-Painted, 1220mm x 0.5mm BMT	lm	220.00	510.00	106.70	112,200.00	23,474.00	135,674.00
	6mm thk Bubble - type Flexible Thermal Insulation with Two - sided Aluminum Foil, (1.0 m width)	lm	283.00	557.00	-	157,631.00	-	157,631.00
	G.I. Flashing, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	10.00	578.00	82.50	5,780.00	825.00	6,605.00
	G.I. Ridge Roll, Preformed, Pre-Painted, 0.610m x 2.440m x 0.5mm BMT	pc	8.00	577.00	84.00	4,616.00	672.00	5,288.00
9.1430	Fascia Board, Fiber Cement 12" x 8'	pc	24.00	288.00	86.40	6,912.00	2,073.60	8,985.60
7.1040	L 20 x 20 x 2mm	kg	107.00	52.00	15.60	5,564.00	1,669.20	7,233.20
7.1020	L 38 x 38 x 4.5mm	kg	66.00	52.00	15.60	3,432.00	1,029.60	4,461.60
	3" Flat head Countersunk screw	pc	408.00	1.00	0.15			
8.0900	J-Bolt (6mm dia.)	pc	1,428.00	10.00	3.00	14,280.00	4,284.00	18,564.00
8.1000	Teckscrew 2-1/2"	pc	1,666.00	2.50	0.38	4,165.00	624.75	4,789.75
8.1300	Roof Sealant	L	4.00	475.00	71.25	1,900.00	285.00	2,185.00
8.1100	Blind Rivets	pc	180.00	2.00	0.30	360.00	54.00	414.00
	Sub-total							354,600.15
9.0000	Carpentry Works							
	Interior ceiling	sq m	126.00					
9.0100	Removal of Ceiling	sq.m	126.00	-	10.00	-	1,260.00	1,260.00
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	44.00	500.00	150.00	22,000.00	6,600.00	28,600.00
	50 mm x 50 mm Ceiling Joist	bd.ft	255.92					
	50 mm x 75 mm Ceiling Joist	bd.ft	367.47					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	623.39	65.00	19.50	40,520.35	12,156.11	52,676.46
9.2100	Finishing Nails	kg	3.00	80.00	24.00	240.00	72.00	312.00
4.0400	CWN, Assorted	kg	12.00	70.00	14.00	840.00	168.00	1,008.00
9.2200	Concrete Nails	kg	3.00	80.00	24.00	240.00	72.00	312.00
9.1900	Wood Preservative, Brown	L	4.00	1,020.00	306.00	4,080.00	1,224.00	5,304.00
	Exterior Ceiling	sq m	46.08					
9.0100	Removal of Ceiling	sq.m	46.08	-	10.00	-	460.80	460.80
9.0500	Plywood, Marine 1/4" x 4' x 8'	pc	16.00	500.00	150.00	8,000.00	2,400.00	10,400.00
	50 mm x 50 mm Ceiling Joist	bd.ft	163.83					
	50 mm x 75 mm Ceiling Joist	bd.ft	102.02					
9.1700	Rough Lumber, Sun Dried, Tanguile	bd.ft	265.85	65.00	19.50	17,280.51	5,184.15	22,464.66
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	5.00	70.00	14.00	350.00	70.00	420.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
9.1900	Wood Preservative, Brown	L	2.00	1,020.00	306.00	2,040.00	612.00	2,652.00
9.1400	25mm x 25mm x 300mm Wood slats @25mm clear spacing ceiling ventilation (provide stainless steel wire mesh inside)	pc	4.00	250.00	75.00	1,000.00	300.00	1,300.00
	Blackboards	sq.m	11.52					
9.1800	S4S Lumber, Kiln Dried, Tanguile	bd.ft	74.00	84.00	25.20	6,216.00	1,864.80	8,080.80
9.2000	Lawanit, 1/4" thk	pc	4.00	280.00	84.00	1,120.00	336.00	1,456.00
9.2100	Finishing Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
4.0400	CWN, Assorted	kg	2.00	70.00	14.00	140.00	28.00	168.00
9.2200	Concrete Nails	kg	1.00	80.00	24.00	80.00	24.00	104.00
	Sub-total							137,290.71
10.0000	Electrical Works							
	Roughing-ins							
10.0100	Electrical Conduit uPVC, 15mmØ	pc	48.00	105.00	26.25	5,040.00	1,260.00	6,300.00
10.0490	RSC 20mmØ	pc	1.00	432.00	108.00	432.00	108.00	540.00
10.0800	Entrance Cap 20mm dia.	pc	1.00	57.00	14.25	57.00	14.25	71.25
10.1200	Junction Box, 4" x 4" G.I.	pc	12.00	80.00	20.00	960.00	240.00	1,200.00
10.1300	Utility Box, 2" x 4" G.I.	pc	8.00	80.00	20.00	640.00	160.00	800.00
10.1400	Grounding Rod, 2.4m x 16mm dia.	pc	1.00	170.00	42.50	170.00	42.50	212.50
	Wires & Fixtures							
10.1600	3.5 mm ² THHN Wire, Stranded	m	432.00	38.00	7.60	16,416.00	3,283.20	19,699.20
10.1700	5.5 mm ² THHN Wire, Stranded	m	10.00	58.00	11.60	580.00	116.00	696.00
10.2700	Duplex Convenience Outlet, Grounding Type, 20A, 250V	set	5.00	299.00	59.80	1,495.00	299.00	1,794.00
10.3200	3 Single Pole Wall Switches in One Switch Plate (10 AMP, 230V)	set	2.00	240.00	48.00	480.00	96.00	576.00
10.2900	Single Pole Wall Switch in One Switch Plate (10 AMP, 230V)	set	2.00	111.00	22.20	222.00	44.40	266.40
10.3620	FL 2 x 40W Industrial Type	set	12.00	940.00	141.00	11,280.00	1,692.00	12,972.00
10.3610	FL 1 x 40W Industrial Type	set	2.00	550.00	82.50	1,100.00	165.00	1,265.00
10.3700	Panel Box, Flush Type, 4 Branches	set	1.00	1,360.00	136.00	1,360.00	136.00	1,496.00
10.4300	Circuit Breaker, 40A 2P	set	1.00	775.00	77.50	775.00	77.50	852.50
10.4100	Circuit Breaker, 20A 2P	set	2.00	550.00	55.00	1,100.00	110.00	1,210.00
10.4200	Circuit Breaker, 30A 2P	set	2.00	550.00	55.00	1,100.00	110.00	1,210.00
10.5500	Electrical Tape	pc	2.00	40.00	4.00	80.00	8.00	88.00
	Sub-total							51,248.85
13.0000	Painting Works							
	Concrete surfaces	sq.m	345.15					
13.0100	Neutralizer	gal	5.00	165.00	41.25	825.00	206.25	1,031.25
13.0200	Latex, Flat	gal	14.00	572.00	143.00	8,008.00	2,002.00	10,010.00
13.0300	Masonry Putty	gal	14.00	397.00	99.25	5,558.00	1,389.50	6,947.50

ITEM NO.	DESCRIPTION	UNIT	QTY	UNIT COST		TOTAL COST		GRAND TOTAL
				MATERIAL	LABOR	MATERIAL	LABOR	
13.0400	Latex, Semi Gloss	gal	14.00	629.00	157.25	8,806.00	2,201.50	11,007.50
13.0500	Acri Color	qrt	4.00	206.00	51.50	824.00	206.00	1,030.00
	Wood surfaces	sq.m	191.16					
13.0600	Enamel, Flatwall	gal	10.00	611.00	152.75	6,110.00	1,527.50	7,637.50
13.0700	Glazing Putty	gal	10.00	612.00	153.00	6,120.00	1,530.00	7,650.00
13.0800	Enamel, Semi Gloss	gal	10.00	621.00	155.25	6,210.00	1,552.50	7,762.50
13.0900	Paint Thinner	gal	5.00	324.00	81.00	1,620.00	405.00	2,025.00
	Sub-total							55,101.25
I.	DIRECT COST							1,200,777.63
II.	INDIRECT COST 22% of (I - Gen. Req.)							257,683.57
III.	TAX 5% of (I + II)							72,923.06
IV.	TOTAL CONSTRUCTION COST (I + II + III)							1,531,384.27

Prepared by:

Recommending Approval:

Approved:

DEPED Engineer

Chief, SGOD

Schools Division Superintendent

Concurred:

ENGR. ANNABELLE R. PANGAN
Chief, EFD - AS

REPAIR PARAMETERS
BAGONG LIPUNAN TYPE I

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION (OMS)	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS	0.50mm thk. Pre-painted Longspan Corrugated Roofing Sheet with double bubble double foil roof insulation and Bended Accessories (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Wood Purlins	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS	2" x 4" x 1.5mm thk. C-purlins space @ 500mm OC and 300mm OC for the first 3 purlins from the apex of truss and from the lower end of the truss (see annex A)	When wood trusses are to be replaced with steel trusses
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Trusses	Wood Trusses	Collapsed, evidence of termite incursion, severe deflection, signs of separation between members	90% to 100%	Total Replacement	Replace all using MPSS	Steel Truss (see Annex A)	When anchorage details can be applied. When there is no additional hauling cost needed. For schools with electricity
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	CHB with Plain Cement Plaster	Collapsed, severe cracks (2mm or larger), displacement	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary	150mm CHB with plain cement paster painted finish (See Annex A)	None
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary		

Partition	Plywood Partition	Collapsed, evidence of termite incursion, sagging, decay	90% to 100%	Total Replacement	Replace all using MPSS	Marine plywood partition on wooden studs (see Annex A)	None
			10% to 89%	Major Repair	Repair affected areas using MPSS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Doors	Panel Door on Wood Jambs with Transom	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on wooden jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jambs	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (BLSB I - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		

Beams	RC Beams	Large cracks, evidence of deflection, exposed rebars, shear failure	90% to 100%	Total Replacement	Replace all beams using MPSS	RC Beam (see BLSB I - MPSS)	
			1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	RC Columns	Large cracks, evidence of buckling, exposed rebars, severe spalling	51% to 100%	Total Replacement	For demolition of affected classroom	RC Column (see BLSB I - MPSS)	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

DAMAGE RANK

Rank 0	No damage
Rank 1	Negligible Damage
Rank 2	Moderate
Rank 3	Severe
Rank 4	Totally Damaged

REPAIR PARAMETERS
BAGONG LIPUNAN TYPE II

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION (OMS)	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS	0.50mm thk. Pre-painted Longspan Corrugated Roofing Sheet with double bubble double foil roof insulation and Bended Accessories (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Wood Purlins	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS	2" x 4" x 1.5mm thk. C-purlins space @ 500mm OC and 300mm OC for the first 3 purlins from the apex of truss and from the lower end of the truss (see annex A)	When wood trusses are to be replaced with steel trusses
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Trusses	Wood Trusses	Collapsed, evidence of termite incursion, severe deflection, signs of separation between members	90% to 100%	Total Replacement	Replace all using MPSS	Steel Truss (see Annex A)	When anchorage details can be applied. When there is no additional hauling cost needed. For schools with electricity
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	Wood exterior walls on wooden studs	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	150mm CHB with plain cement paster painted finish (See Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Partition	Plywood Partition	Collapsed, evidence of termite incursion, sagging, decay	90% to 100%	Total Replacement	School-based repair	Marine plywood partition on wooden studs (see Annex A)	None
			10% to 89%	Major Repair	Repair affected areas using MPSS or match existing		
			1% to 9%	Minor Repair	School-based repair		

Doors	Panel Door on Wood Jambs with Transom	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on wooden jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jambs	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (BLSB II - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	RC Beams	Large cracks, evidence of deflection, exposed rebars, shear failure	90% to 100%	Total Replacement	Replace all beams using MPSS	RC Beam (see BLSB II - MPSS)	
			1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	RC Columns	Large cracks, evidence of buckling, exposed rebars, severe spalling	51% to 100%	Total Replacement	For demolition of affected classroom	RC Column (see BLSB II - MPSS)	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

DAMAGE RANK

Rank 0	No damage
Rank 1	Negligible Damage
Rank 2	Moderate
Rank 3	Severe
Rank 4	Totally Damaged

REPAIR PARAMETERS
BAGONG LIPUNAN TYPE III

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION (OMS)	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS	0.50mm thk. Pre-painted Longspan Corrugated Roofing Sheet with double bubble double foil roof insulation and Bended Accessories (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Wood Purlins	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS	2" x 4" x 1.5mm thk. C-purlins space @ 500mm OC and 300mm OC for the first 3 purlins from the apex of truss and from the lower end of the truss (see annex A)	When wood trusses are to be replaced with steel trusses
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Trusses	Wood Trusses	Collapsed, evidence of termite incursion, severe deflection, signs of separation between members	90% to 100%	Total Replacement	Replace all using MPSS	Steel Truss (see Annex A)	When anchorage details can be applied. When there is no additional hauling cost needed. For schools with electricity
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	CHB with Plain Cement Plaster	Collapsed, severe cracks (2mm or larger), displacement	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary	150mm CHB with plain cement paster painted finish (See Annex A)	Materials are locally available. No hauling cost needed
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary		

Partition	Plywood Partition	Collapsed, evidence of termite incursion, sagging, decay	90% to 100%	Total Replacement	School-based repair	Marine plywood partition on wooden studs (see Annex A)	None
			10% to 89%	Major Repair	Repair affected areas using MPSS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Doors	Panel Door on Wood Jamb with Transom	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on wooden jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jamb	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (BLSB III - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	RC Beams	Large cracks, evidence of deflection, exposed rebars, shear failure	90% to 100%	Total Replacement	Replace all beams using MPSS	RC Beam (see BLSB III - MPSS)	
			1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	RC Columns	Large cracks, evidence of buckling, exposed rebars, severe spalling	51% to 100%	Total Replacement	For demolition of affected classroom	RC Column (see BLSB III - MPSS)	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

DAMAGE RANK

Rank 0	No damage
Rank 1	Negligible Damage
Rank 2	Moderate
Rank 3	Severe
Rank 4	Totally Damaged

REPAIR PARAMETERS

DECS STANDARD

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION (OMS)	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS	0.50mm thk. Pre-painted Longspan Corrugated Roofing Sheet with double bubble double foil roof insulation and Bended Accessories (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Wood Purlins	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS	2" x 4" x 1.5mm thk. C-purlins space @ 500mm OC and 300mm OC for the first 3 purlins from the apex of truss and from the lower end of the truss (see annex A)	When wood trusses are to be replaced with steel trusses
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Trusses	Wood Trusses	Collapsed, evidence of termite incursion, severe deflection, signs of separation between members	90% to 100%	Total Replacement	Replace all using MPSS	Steel Truss (see Annex A)	When anchorage details can be applied. When there is no additional hauling cost needed. For schools with electricity
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	CHB with Plain Cement Plaster	Collapsed, severe cracks (2mm or larger), displacement	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary	150mm CHB with plain cement paster painted finish (See Annex A)	Materials are locally available. No hauling cost needed
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary		
		Collapsed, severe cracks	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary		

Partition	CHB with Plain Cement Plaster	Collapsed, severe cracks (2mm or larger), displacement	1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary	100mm CHB with plain cement paster painted finish (See Annex A)	Materials are locally available. No hauling cost needed
Doors	Panel Door on Wood Jambs with Transom	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on wooden jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jambs	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (see DECS - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	RC Beams	Large cracks, evidence of deflection, exposed rebars, shear failure	90% to 100%	Total Replacement	Replace all beams using MPSS	RC Beam (see DECS - MPSS)	
			1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	RC Columns	Large cracks, evidence of buckling, exposed rebars, severe spalling	51% to 100%	Total Replacement	For demolition of affected classroom	RC Column (see DECS - MPSS)	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

DAMAGE RANK

Rank 0 No damage

Rank 1	Negligible Damage
Rank 2	Moderate
Rank 3	Severe
Rank 4	Totally Damaged

REPAIR PARAMETERS

DEPED STANDARD

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION (OMS)	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS	0.50mm thk. Pre-painted Longspan Corrugated Roofing Sheet with double bubble double foil roof insulation and Bended Accessories (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Steel Purlins	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS	150 x 65 x 20 x 1.5mm thk. C-purlins space @ 500mm OC and 300mm OC for the first 3 purlins from the apex of truss and from the lower end of the truss (see annex A)	Materials are locally available. No hauling cost needed
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Trusses	Steel Trusses	Collapsed, evidence of termite incursion, severe deflection, signs of separation between members	90% to 100%	Total Replacement	Replace all using MPSS	Same as OMS	Materials are locally available. No hauling cost needed
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Ceiling	Plywood Ceiling Boards on metal furring framing system	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on metal furring framing system	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	CHB with Plain Cement Plaster	Collapsed, severe cracks (2mm or larger), displacement	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary	150mm CHB with plain cement paster painted finish (See Annex A)	Materials are locally available. No hauling cost needed
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary		
		Collapsed, severe cracks	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary		

Partition	CHB with Plain Cement Plaster	Collapsed, severe cracks (2mm or larger), displacement	1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary	100mm CHB with plain cement paster painted finish (See Annex A)	Materials are locally available. No hauling cost needed
Doors	Panel Door on Wood Jambs with Transom	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on wooden jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jambs	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (see DEPED STD. - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	RC Beams	Large cracks, evidence of deflection, exposed rebars, shear failure	90% to 100%	Total Replacement	Replace all beams using MPSS	RC Beam (see DEPED STD. - MPSS)	
			1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	RC Columns	Large cracks, evidence of buckling, exposed rebars, severe spalling	51% to 100%	Total Replacement	For demolition of affected classroom	RC Column (see DEPED STD. - MPSS)	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

DAMAGE RANK

Rank 0 No damage

Rank 1	Negligible Damage
Rank 2	Moderate
Rank 3	Severe
Rank 4	Totally Damaged

REPAIR PARAMETERS

RP-US SCHOOL BUILDING

BUILDING COMPONENT	ORIGINAL MATERIALS SPECIFICATION (OMS)	CONDITION (DAMAGE RANK 2 to 4)	DAMAGE RATIO	REPAIR CLASSIFICATION	RECOMMENDATION	MPSS	PREREQUISITE TO USING MPSS
Roofing and Accessories	Ordinary Corrugated G.I. Sheet and Bended Accessories	Dismantled, severe corrosion, severe dents and deformation	80% to 100%	Total Replacement	Replace all using MPSS	0.50mm thk. Pre-painted Longspan Corrugated Roofing Sheet with double bubble double foil roof insulation and Bended Accessories (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Replace affected portions using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Purlins	Wood Purlins	Collapsed, evidence of termite incursion, severe deflection, evidence of decay	90% to 100%	Total Replacement	Replace all using MPSS	2" x 4" x 1.5mm thk. C-purlins space @ 500mm OC and 300mm OC for the first 3 purlins from the apex of truss and from the lower end of the truss (see annex A)	When wood trusses are to be replaced with steel trusses
			10% to 89%	Major Repair	Repair affected lengths using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Trusses	Wood Trusses	Collapsed, evidence of termite incursion, severe deflection, signs of separation between members	90% to 100%	Total Replacement	Replace all using MPSS	Steel Truss (see Annex A)	When anchorage details can be applied. When there is no additional hauling cost needed. For schools with electricity
			10% to 89%	Major Repair	Repair affected members and or connections using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Interior Ceiling	Plywood Ceiling Boards on Wood Ceiling Joists	Collapsed, evidence of termite incursion, severe sagging, decay, dismantled boards	80% to 100%	Total Replacement	Replace all using MPSS	Marine plywood on wooden joists (see Annex A)	Materials are locally available. No hauling cost needed
			10% to 79%	Major Repair	Repair affected areas using OMS or match existing		
			1% to 9%	Minor Repair	School-based repair		
Exterior Wall	CHB with Plain Cement Plaster	Collapsed, severe cracks (2mm or larger), displacement	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary	150mm CHB with plain cement paster painted finish (See Annex A)	Materials are locally available. No hauling cost needed
			1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary		
		Collapsed, severe cracks	90% to 100%	Total Replacement	Replace all using MPSS. Reconstruct from wall footing if necessary		

Partition	CHB with Plain Cement Plaster	Collapsed, severe cracks (2mm or larger), displacement	1% to 89%	Major Repair	Remove and replace affected areas using MPSS. Consider column to column area. Reconstruct from wall footing if necessary	100mm CHB with plain cement paster painted finish (See Annex A)	Materials are locally available. No hauling cost needed
Doors	Panel Door on Wood Jambs with Transom	Severely damaged door and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Solid Panel Door on wooden jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Windows	Wood Jalousie on Wood Jambs	Severely damaged jalousie and jamb	90% to 100%	Total Replacement	Replace all using MPSS. Repair affected wall opening	Glass Jalousie Window on Wooden Jamb (see Annex A)	None
			10% to 89%	Major Repair	Refurbish affected portions using OMS or match existing. Repair affected wall opening		
			1% to 9%	Minor Repair	School-based repair		
Flooring	Concrete Slab on Grade	With large cracks	90% to 100%	Total Replacement	With settlement: Remove and replace entire slab using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire	see Case 1 (see RP-US - MPSS)	Apply MPSS (case 2: slab with large cracks but without settlement) when there are other repair works to be done in the same building
			10% to 89%	Major Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
			1% to 9%	Minor Repair	With settlement: Remove and replace affected area using MPSS. Provide backfill materials compacted every 200mm. Without settlement: Retain slab and provide 50mm minimum concrete topping with 50mm x 50mm x 3mm welded wire		
Beams	RC Beams	Large cracks, evidence of deflection, exposed rebars, shear failure	90% to 100%	Total Replacement	Replace all beams using MPSS	RC Beam (see RP-US - MPSS)	
			1% to 89%	Major Repair	Replace affected beam using MPSS		
Columns	RC Columns	Large cracks, evidence of buckling, exposed rebars, severe spalling	51% to 100%	Total Replacement	For demolition of affected classroom	RC Column (see RP-US - MPSS)	No 2 columns which are subject for replacement support the same load
			1% to 50%	Major Repair	Replace affected columns using MPSS		

DAMAGE RANK

Rank 0 No damage

Rank 1	Negligible Damage
Rank 2	Moderate
Rank 3	Severe
Rank 4	Totally Damaged

Doors										
Windows (Front)										
Windows (Rear)										
Electrical Fixtures										
Electrical Wires										
Electrical Rough-ins										
Flooring										
Beams										
Columns										
AVERAGE DAMAGE RATIO	0	0	0	0	0	0	0	0	0	0
NUMBER OF CLASSROOMS (Affected by Recent Calamity)										
TOTALLY DAMAGED										
PARTIALLY DAMAGED (Major)										
PARTIALLY DAMAGED (Minor)										
FOR FURTHER INVESTIGATION										
IN-GOOD CONDITION										
NUMBER OF CLASSROOMS (Not Affected by Recent Calamity)										
TOTALLY DAMAGED										
PARTIALLY DAMAGED (Major)										
PARTIALLY DAMAGED (Minor)										
FOR FURTHER INVESTIGATION										
IN-GOOD CONDITION										

ASSESSMENT	CRITERIA 1	CRITERIA 2
Totally Damaged	80% - 100%	None
Partially Damaged (Major)	10% - 79%	1. Estimated cost of repair should be more than P10,000 but not to exceed the budget ceiling (<i>Change assessment to Totally Damaged if condition is not satisfied</i>)
Partially Damaged (Minor)	1% - 9%	1. Estimated cost of repair should not exceed P10,000 per classroom AND 2. No damage to columns, beams and exterior walls (<i>Change assessment to Partially Damaged (Major) if conditions 1 and 2 are not satisfied</i>)
For Further Investigation	10% - 79%	1. When there is damage to structural components like beams and columns AND 2. Applicable only to Gabaldon Buildings and buildings two storeys and above
In Good Condition	0%	None

Prepared by:

Regional/Division Engineer

SITE APPRAISAL FORM

School: _____ School ID: _____
 Address: _____ Name of Principal: _____
No. Street Barangay City/Municipality Province
 Division: _____
 Region: _____

I. SITE INFORMATION

Site Ownership: Titled under the name of Contract of Usufruct Deed of Donation Tax Declaration
 DepED Private/Others With conditions Absolute DepED
 LGU Perpetual Use With Condition LGU
 Deed of Sale Presidential Proclamation Others/ specify: _____

Location: Urban Low land Island Coastal Others/ specify: _____
 Rural High land/Up land w/ about _____ km boat ride from the mainland

Distance to nearest public school: _____ (m/km) Distance to nearest private school: _____ (m/km)
 Name of nearest public school : _____ Name of nearest private school : _____

Topography: Level/ Flat Sloping Rolling Others/ specify: _____ w/ cut & fill works (_____ m) / needs site improvement
 w/ cut & fill works (_____ m) / needs site improvement

Flood Level: _____ (m) Often utilized as Evacuation Center during Disaster/Emergencies Yes No

Soil Condition: Rocky Sandy Clayey Others/ specify: _____

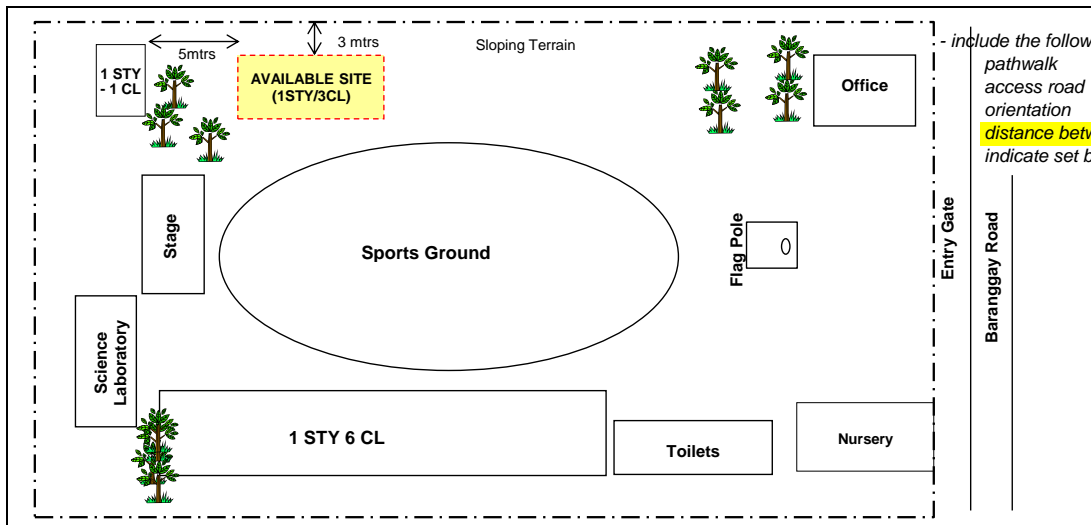
Power Supply: NPC Line Cooperative Generator Others/ _____

Water Supply: Potable (drinking) Local Water District Spring Others/ specify: _____
 Distance from Tapping Point: _____ (m)
 Not Potable Deepwell Shallow well
 _____ Depth: _____ (m) _____ Depth: _____ (m)

Access: Cemented _____ km. Asphalt _____ km. Gravel bed _____ km. Rough _____ km.
 Hiking _____ km. Others/ specify: _____ By boat _____ km.

Material Source: Distance from the school site: _____

II. SITE DEVELOPMENT PLAN Total lot area: _____ (sq mtr./hectare) Proposed total buildable space for construction: _____ sq/mtr.



**To include the locations of proposed Electrical and Water Supply lay-out*

III. FEASIBILITY

A. SCHOOL BUILDING

Type of Building	No. of Units	Condition			Remarks
		Good	For Repair	Needs Replacement	
Academic Classrooms					
Science Laboratory					
Home Economics					
Industrial Arts					
Kindergarten					
Makeshift Classrooms					
Total:					
Auxiliary Rooms					
Admin Offices					
Library					
Canteen					
Others					
Total:					
WASH Facilities					
Attached Toilets					
Urinals					
Toilet					
Toilet for PWD					
Detached Toilets					
Urinals					
Toilet					
Handwashing Facilities					
Total:					

* Indicate justification on the following conditions:

- needs replacement
- for demolition
- for condemnation
- heritage school building for demolition/condemnation

B. AVAILABLE SPACE FOR CONSTRUCTION

(For this section, location/s of the available space for construction(if any)should be reflected in the Site Development Plan)

No. of Units (Building)	Type of Building	Building footprint can be accommodated in the available space?*				Remarks (Additional Site Information e.g. Embankment, Slope Protection, Hauling etc.)
		Yes	Yes, but with demolition	Yes, but with design modification	No	

* If the site will require demolition of an old or condemnable structure, specify in the remarks column the type and number of buildings and classrooms to be demolished. If the site will require some modifications in the design,specify in the remarks columns the particular modifications to be made in the design of the building.

C. SCHOOL PROFILE

Student Population : _____

No. of Classes: _____

ELEMENTARY	Kinder	I	II	III	IV	V	VI	Total
No of Enrollment								-
No. of Sections								-

SECONDARY	Y1	Y2	Y3	Y4	Total
No of Enrollment					
No. of Sections					

SENIOR HIGH	Y1	Y2	Total
No of Enrollment			
No. of Sections			

Additional Remarks (if any):

Appraised by: _____

Noted: _____

DepEd Engineer

School Head/ Principal/Teacher-in-charge

Date of Inspection



Republic of the Philippines
Department of Education

15 DEC 2017

DepEd ORDER
No. **64**, s. 2017

**ESTABLISHING THE MINIMUM PERFORMANCE STANDARDS AND SPECIFICATIONS
FOR DEPED SCHOOL BUILDINGS**

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

1. The Department of Education (DepEd) issues this DepEd Order on **Establishing the Minimum Performance Standards and Specifications (MPSS) for DepEd School Buildings** to guide the Department and other stakeholders in the preparation of plans—architectural, structural, electrical, fire protection and sanitary—to ensure the comfort and safety of the would-be occupants of the school buildings.
2. A well-designed school building, that considers ergonomics, anthropometrics, thermal comfort, illumination, ventilation, acoustics, color, and compliance with the law, contributes to improved student performance, and makes a lasting impression on the community with regard to importance of education.
3. All DepEd Orders and other related issuances, rules and regulations that are inconsistent with these minimum performance standards and specifications are hereby repealed, rescinded, or modified accordingly.
4. This Order shall take effect immediately upon its approval.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated
Reference: DepEd Order No. 69, s. 2003
To be indicated in the Perpetual Index
under the following subjects:

LOGO	SEAL
POLICY	SCHOOLS
PROGRAMS	SCHOOLBUILDING
RULES AND REGULATIONS	

MCR/DO-establishing the Minimum Performance Standards...
0935-October 2, 2017/11-6

**MINIMUM PERFORMANCE STANDARDS AND SPECIFICATIONS (MPSS)
FOR DEPED SCHOOLBUILDINGS**

I. Rationale

With the passage of Republic Act. No. 9155, otherwise known as the “Governance of Basic Education Act”, the Department of Education (DepEd) was vested with the authority, accountability and responsibility of ensuring access, promoting equity, and improving the quality of basic education.

With the issues on education becoming more complex with the passage of time, there is a need to synchronize, harmonize, and unify existing provisions on order to fast track the DepEd’s delivery of basic services.

This Order specifically aims to establish the acceptable minimum performance standards and specifications (MPSS) in the design of DepEd schoolbuildings, whether single-storey, medium-rise or high-rise to be constructed in the various school sites across the country. The MPSS will serve as the basic instrument of the Central and field offices as well as the stakeholders towards the standardization of schoolbuildings wherever schools are located. The Department believes that quality schoolbuildings contribute greatly to the attainment of education goals.

II. Background

It is not uncommon at the Education Facilities Division (EFD) Office that calls are received seeking answers to queries such as the classroom size in public schools, how to establish a pre-school, as well as what are acceptable building materials and modifications to a programmed schoolbuilding. In addition to these are communications forwarded through letters, e-mail and the like, which may originate from an ordinary resident or a high ranking official, on issues pertaining to schoolbuildings.

These issues and concerns build up for the EFD Technical Team, particularly the Planning and Design Unit, which necessitates the formulation of a workable means to disseminate information not only to the field offices but also to the public interested in DepEd’s School Building Program. With modern

technology impinging on the architecture and engineering of future school buildings, the EFD faces the challenge of releasing/issuing a mini-literature establishing the minimum specification and standards for schoolbuildings guided by the principle of comfort, safety, and security of occupants at all times.

III. Scope of Policy

This DepEd Order provides for the establishment of minimum performance standards and specifications (MPSS) in the design of the Department's schoolbuildings whether to be implemented by co-partners in government (DPWH) or by non-government agencies/entities, such as foreign-assisted school building projects. It covers such elements as architectural design standards, structural design standards as well as electrical design standards which may concern DepEd stakeholders within and outside the DepEd CO.

IV. Policy Statement

1. A well-designed schoolbuilding (which considers ergonomics, anthropometrics, thermal comfort, illumination, ventilation, acoustics, color and compliance with laws) contributes to improved student performance and makes a lasting impression on the community with regard to the importance of education.
2. The Department established the Minimum Performance Standards and Specifications (MPSS) in the design of DepEd schoolbuildings to guide the Department and other stakeholders constructing schoolbuildings in the preparation of plans - architectural, structural, electrical, and sanitary - to ensure the comfort and safety of the would-be occupants of the schoolbuildings.

V. Architectural Design Standards

a. Classroom Size

The size of the classroom for elementary and secondary schools must be 7.00 meters in width/depth x 9.00 meters in length or 9.00 meters in width/depth x 7.00 meters in length measured from the centers of the walls.

b. Windows

- 1) The windows must be of bilateral fenestration (transparent or translucent), operable louver type. The window must allow the entry of daylight even if it is closed.
- 2) The total area of window openings must be at least 10.00 square meters to provide for natural ventilation and illumination.
- 3) The window sill must not be lower than 0.60 meter for single-storey buildings or higher than 0.90 meter for multi-storey buildings from the finished floor line (FFL).
- 4) The minimum height of the fixed louver or transom window above the operable windows is 0.30 meter.
- 5) The window panels, when opened, must not be an obstruction along the corridor.
- 6) The window metal frames and jalousie holders must be sturdy enough to withstand vandalism.

c. Doors

- 1) There shall be two (2) doors for every classroom.
- 2) The swing-out should be 180 degrees.
- 3) The doors must be 0.90 meter in clear width and 2.10 meters in clear height.
- 4) The doors must withstand normal wear and tear and shall be provided with keyed lever-type locksets.

d. Floor

- 1) The floor must be of non-skid finish (grayish color).
- 2) The classroom FFL should be higher than the corridor FFL by 25 millimeters.
- 3) The first floor finish elevation must not be less than 225 millimeters and 325 millimeters for single-storey and multi-storey school buildings, respectively. The elevation may be increased depending on the history of flood level.
- 4) A ramp must be provided with a maximum slope of 1:12 in compliance with the Accessibility Law (B.P. No. 344), of non-skid finish and properly labeled.

e. Ceiling

- 1) The ceiling must be a drop-type ceiling.
- 2) The clear height of rooms from FFL to the finished ceiling line (FCL) must be at least 2.70 meters.
- 3) Materials to be used for the ceiling must provide thermal comfort inside the classroom.
- 4) Maintenance access to the ceiling cavity must be through the corridor.

f. Roofing

- 1) The roofing material must be adequately protected from rust/oxidation, salt air, acid rain, or other sources and forms of corrosion. If made of metal, the roofing sheets shall be of 0.40 mm base metal thickness (BMT) and securely fastened to the roof frames.
- 2) For single-storey schoolbuildings, gutters may not be included however, a properly sloped trench drain on both sides must be provided.
- 3) For multi-storey schoolbuildings, the roof must be provided with concrete gutter and eaves which shall be at least 1.10 meters from the corridor.

g. Partitions

The partitions must be from floor to ceiling.

h. Corridors

- 1) The corridor for single-storey schoolbuildings shall not be less than 1.50 meters.
- 2) For multi-storey schoolbuildings the corridors must not be less than 2.50 meters and should be provided with steel railings at a height not less than 1.50 meters.

i. Stairways

- 1) For multi-storey schoolbuildings, concrete stairs must have a width of not less than 1.50 meters.
- 2) Number of stairways per schoolbuilding shall comply with the requirements stipulated in the National Building Code of the Philippines (NBCP).
- 3) Handrails with steel railings must be provided.

j. Fire Protection

- 1) All schoolbuildings shall comply with R.A. No. 9514, otherwise known as the Fire Code of the Philippines (FCP) and its latest Implementing Rules and Regulations (IRR). The requirements shall include a fire alarm system, a standpipe system, pressure and gravity tanks, hose boxes/reels, extinguishers and other firefighting equipment, including an automatic sprinkler system (NFPA 13). In addition, 3-storey and 4-storey school buildings should be compliant with NFPA 25.
- 2) Fire escapes must be provided for multi-storey schoolbuildings following the requirements of the Fire Code of the Philippines.

k. Chalkboard

The classroom must be provided with a built-in curved chalkboard measuring 4.88 meters wide by 1.22 meters tall, with mounting heights and specifications as per DepEd standards.

l. Painting

- 1) The standard paint/color schedule of DepEd schoolbuildings shall be as follows:

Element	DepEd MPSS Color Scheme	Paint / Color Schedule	Masonry Paint (Latex)	Paint for Wood, Metal, etc.
ROOFING and ACCESSORIES (if introduced)	Foam Green	Foam Green	N / A	
DOORS	Palmyra Green	Temptation	Semi-gloss Latex	Quick-dry Enamel (QDE) Semi-gloss
COLUMNS and BEAMS	Beige (Light shade)	Yellow Rain		
EXTERIOR WALL	Beige (Very Light shade)	Crisp Ecru		
INTERIOR WALL	Beige (Lightest shade)	Bright Wonder		
CEILING (suspended or slab / stair slab soffit)	White	White		
GRILLS and RAILINGS	Palmyra Green	N / A		
BASEBOARD	Beige (Lightest shade)	N / A		
FLOOR FINISH (Interior and Exterior)	Concrete Plain Cement Non-skid finish (Grayish color)	N / A	N / A	N / A

*Website : www.pantone.com/pages/paint/paintselector.aspx#paints palettes

- 2) Paint materials for internal finish must be independently certified lead-safe paints/coatings.
- 3) All new schoolbuildings should follow the standard color scheme above, except in the following cases:

- i. A different dominant color scheme already exists. In such cases, the dominant color scheme may be applied.
 - ii. Designs and/or accents depicting local culture or school approach are practiced. In such cases, the same design/accents may be adopted.
 - iii. In both cases above, no additional cost may be charged.
- 4) No new design, accent, or color scheme different from what is hereby prescribed and/or from what already predominantly exists under Item 3 above may be proposed/introduced.
- 5) There is a need to ensure, as far as practicable, the uniformity of all public school buildings essentially to provide an environment for educational activities, and effective teaching and learning. At the same time, the DepEd encourages and promotes regional diversity and cultural identity.

m. Roof Markings

Roof Markings shall be painted on the main building or the tallest building of the school. It shall include only the DepEd logo and School ID Number.

Details and specifications shall be as follows:

Roof Marking	Size	Color
DepEd Logo <i>*Refer to DepEd Order No. 69, s. 2003 entitled DepEd Logo</i>	3.80 m Height 7.60 m Length	Existing DepEd Logo Design
School I.D. Number	2.00 m Height 0.30 m Thick	Blue with Color White Outline

*Note: Distance between the DepEd Logo and the School I.D Number shall be at least **2.00m***

n. Wall Markings

- 1) All walls must be free from any markings, except the following which may be painted on separate prominent places:
- i. DepEd Name, Seal, Logo, Mission, Vision and Core Values
 - ii. Portraits and Sayings of National Heroes
 - iii. Name, ID, and Location of school.

- 2) An interior wall section may be selected and dedicated for the recognition of sponsors, donors, and other school partners, provided that the recognition material shall follow a standard metal plaque format that will be mounted on the wall.

o. Ventilation

Natural ventilation shall be primarily supplied by the windows and vents. Artificial ventilation inside each classroom shall be supplied by two (2) units of oscillating ceiling fans.

p. Illumination

Illumination falling at desk or arm rest should be taken with combined artificial and natural lighting. Illumination at all staircases and fire exit stairs shall comply with R.A. No. 9514 and its IRR.

VI. Structural Design Standards

- a. The structural design must be in accordance with the revised IRR of the 1977 NBCP and the latest edition of the National Structural Code of the Philippines (NSCP), Volume 1, 2010.

b. Classification of Structure

In accordance with the NSCP, buildings under the Project shall be designed in accordance to the classification, based on the nature of occupancy, of "Essential Facilities."

c. Wind Load

For all schoolbuildings, the roofing and walls shall be designed to withstand a minimum BASIC wind speed (as defined in Sec. 207 of the NSCP) of 250 kilometers per hour (kph). The year-round effects of the southwest monsoon ("habagat") wind and the northeast monsoon ("amihan") wind as well as of the easterly winds must be taken into consideration due to the extensive damage these may cause to roofing, walls, and fenestrations.

A Wind Importance Factor (WIF) of 1.15, based on the NSCP, shall be used.

The structure should be fully sealed against rainwater intrusion during typhoons and heavy rains to protect sensitive materials and equipment. Doors and windows should be fully sealed against strong vertical and lateral rains.

d. Seismic Load

For all schoolbuildings, the structure shall be designed to withstand earthquakes for Seismic Zone 4 with a corresponding Seismic Zone Factor of 0.4, or as otherwise specified in the NSCP.

A Seismic Importance Factor (SIF) of 1.5 shall be used.

As the FFL shall be elevated to 0.20 meter above the level of flood indicated/identified in the Site Appraisal Reports (SAR), the use of "containment wall" is prescribed to ensure the safety of the structure during the rainy season.

e. Live Loads

The minimum occupancy or live loads shown in the table below shall be used in the design.

Live Loads

Structure Part	Live Load
Classrooms	1.9 kPa
Corridor / Stairs	4.8 kPa
Roof	1.0 kPa

Note: kPa = kilopascals

f. Design Life

The **schoolbuilding and its structure** shall have a design life of at least twenty-five (25) years.

g. Building Foundation

The foundation shall be designed for a net allowable soil bearing pressure of 96 kPa (2,000 pounds per square foot or psf). Consistent with

best practices, the Proponent shall undertake the prior appropriate studies/investigations for use as basis/bases for the foundation and structural design of each Sub-Project.

h. Wall Vibration

Walls must not unduly vibrate due to impact caused by any part of an adult human body and must neither be dented nor punctured by deliberate punches or kicks by adult humans.

VII. Electrical Design Standards

The electrical design must be in accordance with the latest edition of the Philippine Electrical Code (PEC). It must be provided with the basic electrical power and lighting layout, general notes, riser diagram, single line diagram, legends and symbols, load schedule and auxiliary layouts.

a. Lighting and Fixtures

- 1) Each classroom of dimension 7m x 9m or 9m x 7m must be provided with at least six (6) units of double T-5 36 watts fluorescent lamp with reflector or a minimum of 104 Lumens per Watt (LPW).
- 2) A duplex convenience outlet (CO) of the grounding type must be provided on each windowless side of the classroom.
- 3) Two ceiling outlets for ceiling fans for every classroom must be provided.

b. Wires and Wiring Devices

- 1) Wires shall be properly designed in accordance with Article 3.10 and the grounding system shall conform to Article 2.50 of the PEC.
- 2) Wiring devices must be of modern type and approved for both location and purpose.
- 3) Service Entrance wires for a standard 7m x 9m or 9m x 7m described above must have a size of 8.0 sq.mm minimum and properly protected by circuit breaker protection.

c. Roughing-ins

Service Entrance

The service entrance shall be at least 1.60 meters above the natural grade line (NGL) or 0.30 meter above the established high flood level, whichever is higher.

VIII. Sanitary and Plumbing Design Standards

a. Provision of Toilets and Sanitary Facilities

Toilets and sanitary facilities shall be in accordance with the Plumbing Code and the Sanitary Code of the Philippines.

b. Waste and Vent Line Piping System

The drain, waste, and vent line piping system must be aligned with the American Society for Testing and Materials (ASTM) D-2729, International Standards Organization (ISO) 4435 and ISO 3633.

c. Waterline Piping System

The system must be aligned with the Deutsche Industrie-Norm (DIN) 1988 for Polypropylene Random Copolymer (PP-R) type 3 pipe and ASTM A53/ A53M. The system must provide for a waterline service entrance.

d. Plumbing Fixtures

These must be aligned with the American National Standards Institute (ANSI) / American Society of Mechanical Engineers (ASME), A112.19.4m, A112.19.3, A112.19.5.

e. Drainage System

The storm drainage system must be sized in consideration of the rainfall intensities, slope, and roof areas of the schoolbuildings. Provision shall be made for the future installation of rainwater collection system in compliance with R.A. No. 6716 "An Act Providing for the Construction of Water Wells, Rainwater Collectors, Development of Springs and Rehabilitation of Existing Water Wells in all *Barangays* in the Philippines".

f. Septic Vault

All concrete septic tanks, if used as the sanitation solution, shall be protected from corrosion by coating with an approved bituminous coat or by other acceptable means.

IX. Mechanical / Fire Protection Design Standards

All Mechanical System equipment and installation mentioned shall conform to the provisions of the Mechanical Code of the Philippines, latest edition.

X. MONITORING AND EVALUATION

- Expected Outcome
Comfortable and safe school children in schoolbuildings turned over and accepted by DepEd from government or private implementers.
- Success Indicators
All schoolbuildings constructed are compliant with the Minimum Performance Standards and Specifications (MPSS) for schoolbuildings as mandated in this DepEd Order.
- Office in-Charge of M&E per governance level:

Governance Level	Offices/Actors for M & E	Roles/ Duties and Responsibilities
Central Office Level	<ul style="list-style-type: none"> • Office of the Undersecretary for Administration (OUA) • Education Facilities Division (EFD) 	<ul style="list-style-type: none"> • Provides policies to guide the operations of the offices under it • Among others, develop appropriate standards and designs for education facilities; • Monitor the status of implementation (on-going/completed) of the different infrastructure programs and projects and provide status updates to

	<ul style="list-style-type: none"> • Area Managers • Office of the Secretary/ Undersecretaries (DPWH) 	<p>management and other stakeholders;</p> <ul style="list-style-type: none"> • Monitor compliance of the Central, Regional and School Division Offices (CO, RO's, SDO's) with the prescribed implementation guidelines, design and timelines; assist in the resolution of implementation issues and concerns; and manage risks that may affect the timely implementation of the projects • Receive and evaluate Narrative Site Inspection Reports for further evaluation • As per Memorandum of Agreement (MOA) between the DPWH and DepEd on the implementation of the School Building Program, specifically, the Basic Educational Facilities Fund (BEFF), observe the Minimum Performance Standards and Specifications (MPSS) and Harmonized Standard Regional Costing in the implementation of projects • Ensure the construction of complete school buildings (feature and subsidiary works enumerated in the MOA) • Conduct Joint Punch Listing Inspection to determine items of work that need to be rectified by the contractor • Conduct joint post technical inspection activities within the defects and liability
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		period
Regional Level	<ul style="list-style-type: none"> Regional Directors Regional Engineers 	<ul style="list-style-type: none"> Lead the Inspectorate Team in the monitoring and evaluation of construction/repair projects
Division Level	<ul style="list-style-type: none"> Schools Division Superintendent (SDS) DPWH District Engineering Office (DPWH-DEO) Division Engineer and Project Engineer 	<ul style="list-style-type: none"> Concur with the Program of Works (POWs) prepared by the DPWH District Engineering Office Assume all the duties and responsibilities relating to project implementation pursuant to R.A No. 9184 Implement projects until completion Submit Final Report to DepEd before the issuance of the corresponding Certificate of Completion (COC) and Certificate of Project Acceptance (CoPA) Conduct site inspection during construction phase and punch listing of substantially completed (90%) projects
School Level	<ul style="list-style-type: none"> School Head (Principal, Teacher-In-Charge) with Parent – Teachers Association (PTA) 	<ul style="list-style-type: none"> Accepts completed school buildings Check items based on approved Program of Works (POW)

- Mechanics and Timetable for Progress Monitoring and Evaluation**
Based on the timetable submitted by the Project Implementor, DepEd Engineers (Regional, Division, and Project Engineers) shall coordinate and prepare schedule of visits to monitor schoolbuilding projects.
- Feedback Mechanisms**
All feedback relayed to DepEd are referred to the office concerned for reply/action as necessary.

XI. REFERENCES

- Memorandum of Agreement (MOA) between the DepEd and DPWH On The Implementation of CY 2017 Basic Educational Facilities Fund (BEFF) dated March 20, 2017
- DepEd Order No. 69, series 2003 entitled DepEd Logo
- National Building Code of the Philippines (NBCP) and its revised Implementing Rules and Regulation (IRR)
- National Structural Code of the Philippines (NSCP), latest edition
- Philippine Electrical Code (PEC), latest edition
- Plumbing Code of the Philippines, latest edition
- Sanitary Code of the Philippines, latest edition
- Mechanical Code of the Philippines, latest edition
- Fire Code of the Philippines (R.A No. 9514) and its revised Implementing Rules and Regulation (IRR)



Republic of the Philippines
Department of Education

08 FEB 2021

DepEd ORDER
No. 006 s. 2021

**RE-ESTABLISHMENT OF MINIMUM PERFORMANCE STANDARDS
AND SPECIFICATIONS FOR DEPED SCHOOL BUILDINGS
USING ALTERNATIVE CONSTRUCTION MATERIALS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) re-establishes the enclosed **Minimum Performance Standards and Specifications (MPSS) for DepEd School Buildings Using Alternative Construction Materials** to guide the Department and its stakeholders in the preparation of architectural, structural, electrical, fire prevention, and sanitary plans to ensure the comfort and safety of future occupants of school buildings.
2. The MPSS aims to drive the construction of well-designed school buildings that:
 - a. consider anthropometrics, ergonomics, thermal comfort, illumination, ventilation, acoustics, and color;
 - b. comply with the law;
 - c. contribute to improved learner performance; and
 - d. make a lasting impression on the community with regard to the importance of education.
3. All DepEd Orders and other related issuances, rules and regulations, and provisions which are inconsistent with these guidelines are rescinded.
4. For more information, please contact the **Administrative Service-Education Facilities Division**, 2nd Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at as.efd@deped.gov.ph or at telephone number (02) 8632-7110.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated

Reference: DepEd Order No. 64, s. 2017

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

POLICY
RULES AND REGULATIONS

SCHOOLS
SCHOOL BUILDINGS



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please scan the QR code



DEPED-OSEC-437691

DJP/SMMA APA, DQ Re-establishment of MPSS for DepEd School Buildings Using ACM
0258 - October 30, 2020

Encl.:

As stated

Reference:

DepEd Order 64, s. 2017

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

POLICY
RULES AND REGULATIONS
SCHOOLS
SCHOOL BUILDINGS

DJP DO Re-establishment of MPSS for DepEd School Buildings Using ACM
0258 October 30, 2020

**MINIMUM PERFORMANCE STANDARDS AND SPECIFICATIONS (MPSS)
FOR DEPED SCHOOL BUILDINGS USING ALTERNATIVE
CONSTRUCTION MATERIALS**

I. Rationale

In the effort of the Department to ensure quality basic education for our learners, the “Sulong Edukalidad Program” was established by the management to ensure that specific programs of the Department are aligned with the quality objectives of this flagship program. In terms of the provision of basic school facilities, the program shall ensure that school facilities are safe, conducive for learning, and school sites and environment are free or protected from any natural or human-induced calamities.

In ensuring the quality of the school facilities being constructed in our schools, the timely provision of this critical inputs are also vital to ensure that learners can take advantage of their full utilization during the school year. Thus, the Department is open to new technologies currently being practiced in the construction industry that will make the completion of school buildings much faster than the usual conventional manner of construction.

This Order specifically aims to establish the Minimum Performance Standards and Specifications (MPSS) in the design of DepEd school buildings using alternative construction materials. This MPSS will also provide guidance to the Central and field offices as well as the different stakeholders in understanding the basic requirements of the Department in the construction of school buildings which shall always be complied with.

II. Scope of Policy

This DepEd Order provides for the establishment of Minimum Performance Standards and Specifications (MPSS) in the design of the Department's school buildings using alternative construction materials. It covers such elements as architectural design standards, structural design standards, electrical design standards, sanitary and plumbing designs, and the necessary compliances to existing national building codes and other related laws.



III. **Definition of Terms**

Bilateral Fenestration – window openings inside the classroom positioned on opposite side of the wall

Essential Facilities – the classification of school buildings in terms of structural design

Live Loads – the moving loads applied in designing the structural integrity of a school building

R- Value – the unit of measure of heat resistance

Seismic Load – the load applied in designing the structural integrity of a school building in terms of earthquake or shaking

Wind Load – the load applied in designing the structural integrity of a school building in terms of wind velocity

IV. **Policy Statement**

A well-designed school building (which considers anthropometrics, ergonomics, thermal comfort, illumination, ventilation, acoustics, color, and compliance with laws) contributes to improved student performance and makes a lasting impression on the community with regard to the importance of education.

The Department established this Minimum Performance Standards and Specifications (MPSS) in the design of DepEd school buildings using Alternative Construction Materials to guide the Department and other stakeholders constructing school buildings in the preparation of plans - architectural, structural, electrical, and sanitary and other requirements - to ensure the comfort and safety of the would-be occupants of the school buildings.

V. **Evaluation of Design**

- i. All proposed school building designs and plans introducing new construction technology or materials shall follow the Minimum Performance Standard Specification (MPSS) using alternative construction materials.



- ii. The Education Facilities Division of the DepEd Central Office shall evaluate the proposed school building designs and plans, using alternative construction materials, to ensure compliance with the design standards.
- iii. The proposed school building design and plans shall be approved by the Secretary or by the Undersecretary for Administration.
- iv. The alternative construction materials/system proposed to be used for school buildings shall be recognized by the Bureau of Research and Standards (BRS) of the Department of Public Works and Highways or accredited by the Accreditation of Innovative Technologies for Housing (AITECH).
- v. School building designs and plans using alternative construction materials may be introduced in areas where there will be difficulty in the use of conventional type of construction materials and requires shorter construction period.

VI. **Design Standards**

The following design standards shall guide designers in the preparation of architectural, structural, electrical, mechanical and plumbing and sanitary plans for school buildings.

A. Architectural Design Standards

a. Classroom Size

The size of the classroom for elementary and secondary schools must be 7.00 meters in width x 9.00 meters in length measured from the centers of the walls. The classroom area of 63 square meter is suitable for a class size of 45 learners. In cases where site is limited, particularly in urban areas, the Division Engineer may opt to reduce the classroom size, provided that such change is concurred by the School Head and approved by the Schools Division Superintendent with the corresponding information on the maximum number of students that can be accommodated inside the given classroom size.

b. Windows



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DEPED-OSEC-437691

- i. The windows must be of bilateral fenestration (transparent or translucent), operable louver type. The window must allow the entry of daylight even if it is closed.
- ii. The total area of window openings must be at least 10.00 square meters to provide natural ventilation and illumination.
- iii. The window sill must not be lower than 0.60 meter for single-storey buildings or higher than 0.90 meter for multi-storey buildings, from the finished floor line (FPL).
- iv. The minimum height of the fixed louver or transom window above the operable window is 0.30 meter.
- v. The window panels, when opened, must not be an obstruction along the corridor.
- vi. The window metal frames and jalousie holders must be sturdy enough to withstand vandalism.
- vii. Jambs shall be provided for all window openings.

c. Classroom Doors

- i. There shall be two (2) doors for every classroom.
- ii. The door swing-out angle should be 180 degrees.
- iii. The doors must be 0.90 meter in clear width and 2.10 meters in clear height.
- iv. The doors must withstand normal wear and tear and shall be provided with keyed lever-type locksets. The School Head may however request to change the locksets into other types subject to the review of the Division Engineer and approval of the Schools Division Superintendent.
- v. Polyvinyl chloride (PVC) and wooden flush doors must not be used for classroom doors.
- vi. Jambs shall be provided for all doors. Use of concrete jamb shall not be allowed.



d. Floor

- i. The floor must be of non-skid finish (grayish color).
- ii. The classroom Finish Floor Line (FFL) should be higher than the corridor FFL by 25 millimeters.
- iii. The first floor finish elevation must not be less than 225 millimeters for single-storey school building and 325 millimeters for multi-storey school buildings. The elevation may be increased depending on the history of flood level.
- iv. A ramp must be provided with a maximum slope of 1:12 in compliance with the Accessibility Law (B.P. No. 344), of non-skid finish and properly labeled.

e. Ceiling

- i. The ceiling could be drop-type ceiling or cathedral type ceiling, either type of Ceiling must provide thermal comfort and structural integrity.
- ii. The clear height of rooms from FFL to the finished ceiling line (FCL) must be at least 2.70 meters.
- iii. Materials to be used for the ceiling must provide thermal comfort inside the classroom.
- iv. Ceiling must be securely fastened into a sub-frame.

f. Roofing

- i. The roofing material must be adequately protected from rust/oxidation, salt air, acid rain, or other sources and forms of corrosion.
- ii. Roofing shall be of 0.50 mm base metal thickness (BMT), long span, galvanized steel with Z40 coating, pre-painted, and securely fastened to the roof frames.
- iii. The size of purlin must be based on the structural design of the roof frames but in no case smaller than 1.5 mm thickness x 2" x 6". C-purlins must be spaced not more than 50 cm on center.



- iv. Roofing insulation must be provided for cathedral type ceiling to repel the heat from entering the classroom. It is critical that the roofing insulation, placed between the roof and C-purlins, must have a minimum insulation value of R8. This is to provide thermal comfort inside the classroom.

g. Walls

- i. Classroom partitions must be from floor to bottom of beam.
- ii. Noise must not travel from one room to another, minimum of 45 decibels (dB).
- iii. Walls must be free from dents, cracks and cannot be easily deformed when hit by an object.
- iv. Walls should be easily repaired using standard/common hand tools.
- v. R-rating number with a minimum of R28 for external and internal walls.
- vi. The insulation within the walls should be fire-rated for at least 2-hours.
- vii. External walls and partitions must be water-resistant and must not absorb more than 5% of its volume.

h. Corridors

- i. The corridor for single-storey school buildings shall not be less than 1.50 meters.
- ii. For multi-storey school buildings, the corridors must not be less than 2.50 meters and should be provided with steel railings at a height of not less than 1.50 meters.
- iii. Corridors at the ground floor shall be provided with bench type rails, if elevation of the floor is not more than 0.30 meters from Natural Grade Line (NGL).

i. Stairways



- i. For multi-storey school buildings, concrete stairs must have a clear width of not less than 1.50 meters.
- ii. Number and width the of stairways per school building shall comply with the requirements stipulated in the National Building Code of the Philippines (NBCP).
- iii. Handrails with steel railings must be provided.

j. Fire Protection

- i. All school buildings shall comply with R.A. No. 9514, otherwise known as the Fire Code of the Philippines (FCP) and its latest Implementing Rules and Regulations (IRR). The requirements shall include a fire alarm system, a standpipe system, pressure and gravity tanks, hose boxes/reels, extinguishers and other firefighting equipment.
- ii. Fire escapes must be provided for multi-storey school buildings following the requirements of the Fire Code of the Philippines.

k. Chalkboard

- i. The classroom must be provided with a built-in chalkboard and laminate whiteboard measuring 4.88 meters wide by 1.22 meters tall each board, with mounting heights and specifications as per DepEd standards.
- ii. Provision for the installation of digital board.

l. Painting

The standard paint/color schedule of DepEd school buildings shall be as follows:

Element	DepEd MPSS Color Scheme
ROOFING and ACCESSORIES	Foam Green
DOORS	Palmyra Green
COLUMNS along classrooms	Beige (Light Shade)
COLUMNS along corridors	Light Brown
BEAMS	Beige (Light Shade)
EXTERIOR WALL	Beige (Very Light Shade)



INTERIOR WALL	Beige (Lightest Shade)
CEILING (suspended or slab/ stair slab soffit)	White
GRILLS and RAILINGS	Palmyra Green
BASEBOARD	Beige (Lightest Shade)
FLOOR FINISH (Interior and Exterior)	Concrete Plain Cement Non-skid finish (Grayish Color)

- i. Paint Materials must be certified lead-safe paints/ coatings.
- ii. All new school buildings should follow the standard color scheme above, except in the following cases:
- iii. A different dominant color scheme already exists. In such cases, the dominant color scheme may be applied.
- iv. Designs and/or accents depicting local culture or school approach are practiced. In such cases, the same design/accents may be adopted.
- v. In both cases above, no additional cost may be charged.
- vi. No new design, accent, or color scheme different from what is hereby prescribed and/or from what already predominantly exists under Item 3 above may be proposed/introduced.
- vii. There is a need to ensure, as far as practicable, the uniformity of all public school buildings essentially to provide an environment for educational activities, and effective teaching and learning. At the same time, DepEd encourages and promotes regional diversity and cultural identity.

m. Roof Markings

- i. Roof Markings shall be painted on the main building or the tallest building of the school. It shall include only the DepEd Logo and the School ID Number.
- ii. Details and specifications shall be as follows:

Roof Markings	Size	Color
---------------	------	-------



DepEd Logo * Refer to DepEd Order No. 69, s. 2003 entitled DepEd Logo	3.80 m Height 7.60 m Length	Existing DepEd Logo Design
School I.D Number	2.00 m Height 0.30 m Thick	Blue with Color White Outline

*Note: Distance between the DepEd Logo and the School I.D Number shall be at least **2.00 meters**.*

n. Wall Markings

- i. All walls must be free from any markings, except the following which may be painted on separate prominent places:
 1. DepEd Name, Seal, Logo, Mission, Vision, and Core Values
 2. Portraits and Sayings of National Heroes
 3. Name, ID, and Location of school.
- ii. An interior wall section may be selected and dedicated for the recognition of sponsors, donors, and other school partners, provided that the recognition material shall follow a standard metal plaque format that will be mounted on the wall.

o. Ventilation

- i. Natural ventilation shall be primarily supplied by the windows and vents. Artificial ventilation inside each classroom shall be supplied by at least two (2) units of 16-inch oscillating wall fans.

p. Illumination

- i. Illumination falling at desk or writing board should be taken with combined artificial and natural lighting. Illumination at all staircases and fire exit stairs shall comply with R.A. No. 9514 and its IRR.

B. Structural Design Standards

The structural design must be in accordance with the revised IRR of the 2018 National Building Code of the Philippines (NBCP) and the



latest edition of the National Structural Code of the Philippines (NSCP 2015), Volume 1, 2015.

a. Classification of Structures

In accordance with the NSCP 2015, buildings under the Project shall be designed in accordance with the classification based on the nature of occupancy of "Essential Facilities."

b. Wind Load

For all school buildings, the roofing and walls shall be designed to withstand a wind velocity of **340 kilometers per hour (kph)**. The year-round effects of the southwest monsoon ("habagat") wind and the northeast monsoon ("amihan") wind as well as of the easterly winds must be taken into consideration due to the extensive damage these may cause to roofing, walls, and fenestrations. A Wind Importance Factor (WIF) of 1.15, based on the NSCP 2015, shall be used.

The structure should be fully sealed against rainwater intrusion during typhoons and heavy rains to protect sensitive materials and equipment. Doors and windows should be fully sealed against strong vertical and lateral rains.

c. Seismic Load

For all school buildings, the structure shall be designed to withstand earthquakes for Seismic Zone 4 with a corresponding **Seismic Zone Factor of 0.4 or 8.0 magnitude**, or as otherwise specified in the NSCP 2015.

A Seismic Importance Factor (SLP) of 1.5 shall be used.

As the FFL shall be elevated to 0.20 meter above the level of flood indicated/ identified in the Site Appraisal Report (SAR), the use of "containment wall" is prescribed to ensure the safety of the structure during the rainy season.

d. Live Loads

The minimum occupancy or live loads shown in the table below shall be used in the design.



Structure Part	Live Load
Classrooms	4.80 kPa
Corridors / Stairs	4.80 kPa
Roof	1.0 kPa

Note: kPa = kilopascals

e. Design Life

The school building and its structure shall have a design life of at least twenty-five (25) years.

f. Building Foundation

The foundation shall be designed for a net allowable soil bearing pressure of 96 kPa (2,000 pounds per square foot or psf). Consistent with best practices, appropriate studies/investigation of soil shall be conducted for use as basis/bases for the foundation and structural design.

g. Wall Vibration

Walls must not unduly vibrate due to the impact caused by any part of an adult human body and must neither be dented nor punctured by deliberate punches or kicks by an individual.

C. Electrical Standards

The electrical design must in be accordance with the latest edition of the Philippine Electrical Code (PEC). It must be provided with the basic electrical power and lighting layout, general notes, riser diagram, single line diagram, legends and symbols, load schedule and auxiliary layouts.

a. Lighting and Fixtures

- i. Each classroom of dimension 7m x 9m or 9m x 7m must be provided with at least six (6) units of 32 watts Solar LED light with 5,120 lumens each.
- ii. A duplex convenience outlet (CO) of the grounding type (3-prong-universal type) must be provided on each windowless side of the classroom.
- iii. Two (2) oscillating 16-inch solar wall fan shall be provided for every classroom.



b. Wires for Devices when applicable

- i. Wires shall be properly designed in accordance with Article 3.10 and the grounding system shall conform to Article 2.50 of the PEC.
- ii. Wiring devices must be of modern type and approved for both location and purpose.
- iii. Service Entrance wires for a standard 7m x 9m or 9m x 7m described above must have a size of 8.0 sq.mm minimum if required and must be protected by circuit breaker protection 60 amp for main breaker, 20 amp for lighting, 20 amp for fans, and 20 amp for convenience outlets.

c. Service Entrance

The service entrance shall at least 1.60 meters above the natural grade line (NGL) or 0.30 meter above the established high flood level, whichever is higher.

D. Sanitary and Plumbing Standards

i. Provision of Toilets and Sanitary Facilities

Toilets and sanitary facilities shall be in accordance with the Plumbing Code and the Sanitary Code of the Philippines.

ii. Waste and Vent Line Piping System

The drain, waste, and vent line piping system must be aligned with the American Society for Testing and Materials (ASTM) D-2729, International Standards Organization (ISO) 4435 and ISO 3633.

iii. Waterline Piping System

The system must be aligned with the Deutsche Industrie-Norm (DIN) 1988 for Polypropylene Random Copolymer (PP-R) type 3 pipe and ASTM A53/A53M. The system must provide for a waterline service entrance.

iv. Plumbing Fixtures



These must be aligned with the American National Standards Institute (ANSI)/ American Society of Mechanical Engineers (ASME), A112.19.4m, A1 12.19.3, A1 12.19.5.

v. *Drainage System*

The storm drainage system must be sized in consideration of the rainfall intensities, and roof areas of the school buildings. Provision shall be made for the future installation of rainwater collection system in compliance With R.A. No. 6716 “An Act Providing for the Construction of Water Wells, Rainwater Collectors, Development of Springs and Rehabilitation of Existing Water Wells in all Barangays in the Philippines”.

vi. *Septic Vault*

All concrete septic tanks, if used as the sanitation solution, shall be protected from corrosion by coating with an approved bituminous coat or by other acceptable means.

E. *Mechanical Standards*

All Mechanical systems and installation shall conform to the provisions of the latest edition of the Mechanical Code of the Philippines.

VII. **Monitoring and Evaluation**

a. School Division Office

The School Governance and Operations Division (SGOD) shall monitor and evaluate the construction of school buildings using alternative construction materials to be implemented by the Department of Education.

- i. The DepEd Division Engineer shall monitor and evaluate the construction of school buildings using alternative construction materials to ensure compliance with the approved design and plans.
- ii. A report on the compliance of the construction work with the design and plans shall be submitted to the Education Facilities Division of the DepEd Central Office.

b. Regional Office



The Education Support Services Division (ESSD) shall monitor and evaluate the construction of school buildings to ensure compliance with the approved design and plans.

- i. The DepEd Regional Engineer shall monitor and evaluate the construction of school buildings using alternative construction materials to ensure compliance with the approved design and plans.
- ii. A report on the compliance of the construction work with the design and plans shall be submitted to the Education Facilities Division of the DepEd Central Office.

c. Central Office

The Education Facilities Division shall:

- i. Monitor and evaluate the construction of school buildings using alternative construction materials to ensure compliance with the approved design and plans.
- ii. Review the report received from the field to determine compliance of school building projects with the approved design and plans.
- iii. Consolidate reports of school building projects using alternative construction materials.

VIII. References

- Memorandum of (MOA) between the DepEd and DPWH on the Implementation of CY2017 Basic Educational Facilities Fund (BEFF) dated March 20, 2017
- DepEd Order No. 64, series of 2017
- DepEd Order No. 69, series 2003 entitled DepEd Logo
- National Building Code of the Philippines (NBCP) and its revised Implementing Rules and Regulations (IRR)
- National Structural Code of the Philippines (NSCP), latest edition
- Philippine Electrical Code (PEC), latest edition
- Plumbing Code of the Philippines, latest edition
- Sanitary Code of the Philippines, latest edition
- Mechanical Code of the Philippines, latest edition
- Fire Code of the Philippines (R.A. No. 9514) and its revised Implementing Rules and Regulations (IRR)

IX. Effectivity /Transitory Provisions



This Order shall take effect immediately upon its approval. Provisions and other previous issuances which are inconsistent with this Order are hereby repealed.



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DEPED-OSEC-437691



Republic of the Philippines
Department of Education

30 MAY 2020

DepEd O R D E R
No. **009** s. 2020

**CONSTRUCTION SAFETY GUIDELINES FOR THE IMPLEMENTATION
OF DEPED INFRASTRUCTURE PROJECTS DURING
THE COVID-19 PUBLIC HEALTH CRISIS**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Regional and Division Engineers
All Others Concerned

1. Pursuant to Department of Public Works and Highways (DPWH) Department Order No. 035, s. 2020 titled *Construction Safety Guidelines for the Implementation of All DPWH Infrastructure Projects During the COVID-19 Public Health Crisis*, the Department of Education (DepEd) issues the enclosed **Construction Safety Guidelines for the Implementation of DepEd Infrastructure Projects During the COVID-19 Public Health Crisis** in areas under Enhanced, Modified and/or General Community Quarantine (ECQ, MECQ, MGCQ, GCQ), to ensure the safety of construction workers and stakeholders, supplemental to the existing safety standards.
2. Infrastructure projects or construction activities shall not be allowed to start in schools which were used as isolation areas or quarantine facilities until it is declared safe, and the proper safety and health clearances are issued by their respective Local Government Units (LGUs) and Local Health Officers.
3. These guidelines shall immediately be implemented by Implementing Units for DepEd infrastructure projects and may be modified or revised as circumstances may warrant or should the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF), the Office of the President, the Department of Health (DOH), or the DPWH may issue new rules pertinent to these matters.
4. All DepEd Orders, Memoranda, and other related issuances, rules, regulations, and provisions which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
5. For inquiries and/or clarifications relative to the enclosed guidelines, please contact the Administrative Service-Education Facilities Division (AS-EFD) via email as.efd@deped.gov.ph.

6. This Order shall take effect immediately upon its issuance. Non-compliance to the guidelines herein shall be dealt with accordingly.

7. Immediate dissemination of and strict compliance with this Order are directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:
As stated

Reference:
None

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

PROJECTS
POLICY
SCHOOL BUILDINGS



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DEPED-OSEC-433088

SMMA, JoBM – DM Construction Safety Guidelines
March 27, 2020

(Enclosure to DepEd Order No. **009**, s. 2020)

**CONSTRUCTION SAFETY GUIDELINES FOR THE IMPLEMENTATION
OF DEPED INFRASTRUCTURE PROJECTS DURING
THE COVID-19 PUBLIC HEALTH CRISIS**

I. RATIONALE

The infrastructure projects under the Basic Education Facilities Funds (BEFF), Quick Response Funds (QRF) and other related infrastructure projects of the Department of Education (DepEd) were suspended in areas declared under Enhanced Community Quarantine (ECQ) due to COVID-19. The work suspension caused delays in the completion of construction works on scheduled target dates. With the lifting of the ECQ in some areas, the government allows the resumption of construction works, taking into consideration construction safety protocols.

Consistent with the National Government's efforts to control and mitigate the spread of the COVID-19 virus and in its commitment to protect the welfare of students, employees and other proponents, DepEd seeks to provide direction and policies in various infrastructure projects especially in areas where community quarantine is still in effect.

II. SCOPE

In view of the current COVID-19 public health situation and the extended implementation of the Enhanced, Modified and/or General Community Quarantine (ECQ, MECQ, GCQ, MGCQ), the herein construction safety guidelines shall apply to the following DepEd priority infrastructure projects, but not limited to:

- a. repair and rehabilitation of water, sanitation, hygiene, toilets and hand-washing facilities;
- b. repair and refurbishment of school clinics;
- c. repair and replacement of classroom ceilings;
- d. repair and replacement of calamity-devastated school building damages;
- e. construction of Last Mile Schools;
- f. repair and rehabilitation of classrooms;
- g. new construction of buildings;
- h. repair and restoration of Gabaldon and Heritage School Buildings;
- i. electrification of unenergized schools and modernization of electrical systems of on-grid schools; and
- j. construction and repair of DepEd offices and buildings.



1. The construction works for DepEd infrastructure projects may commence in areas located under the Modified Enhance Community Quarantine (MECQ) and General Community Quarantine (GCQ) following the construction safety guidelines.

III. DEFINITION OF TERMS

For the purpose of this policy, the following terms are defined and understood as follows:

- a. *Deployment* – the disposition or placement workers in a construction project
- b. *Fenced-off* – a barrier placed around the construction site to separate the workers from the school learners and personnel
- c. *Off-Site Employees* – an individual employed by the contractor who does not stay overnight in the project site
- d. *Project Site* – refers to the location of the project inside the school compound also referred as the construction site
- e. *Safety Officer* – refers to a person who oversee the construction safety and health practices are observe during construction
- f. *Work Suspension* – the deferment or stoppage of works in a construction project

IV. POLICY STATEMENT

Pursuant to Department of Public Works and Highways (DPWH) Department Order No. 35, s. 2020, “*Construction Safety Guidelines for the Implementation of All DPWH Infrastructure Projects During the COVID-19 Public Health Crisis*”, this policy aims to ensure the safety of construction workers and stakeholders in the implementation of DepEd infrastructure projects, specifically in areas declared to be under the GCQ, MGCQ, MECQ, and/or ECQ. These guidelines shall cover the deployment of workers, prior and during construction activities.

V. MANNER OF DEPLOYMENT OF CONSTRUCTION WORKERS

A. Prior to Deployment

1. Only persons from twenty-one (21) to fifty-nine (59) years of age, without pre-existing health conditions such as, but not limited to, immunodeficiency, comorbidities, or other health risks, including any person who resides with the aforementioned, and who did not come into contact with someone with COVID-19, shall be allowed to be included in the workforce. Employees or consultants who are sixty (60) years or above may be part of the workforce for construction projects as may be allowed under GCQ, MGCQ, MECQ, and ECQ guidelines under the *Omnibus Guidelines on the Implementation of Community Quarantine in the Philippines* ("OG") dated 29 April 2020.



2. Construction personnel shall be required to undergo any available COVID-19 test, as may be prescribed by Department of Health (DOH), and retested as the need arises. In this regard, consultation with medical doctors (duly accredited by DOH, if possible) prior to the conduct of COVID-19 testing shall be made.
3. The head of the concerned DepEd Implementing Units (IUs) shall issue a construction quarantine pass (QP) to the individual qualified personnel of the contractors, clearly stating identification, designation, nature of work, validity, and destination. The Construction Quarantine Pass Format is provided in **Annex "A"**. It is understood that the QP shall cover transit of personnel from (a) one community quarantine area to another, and vice versa; and from (b) an area not under community quarantine to another under community quarantine, and vice versa.
4. The QPs shall only be issued after the issuance of Permit to Enter School Premises and Start Construction by the school principal, school head or teacher-in-charge, after a thorough project briefing and consultation by the contractors of the school heads. Permit to Enter School Premises and Start Construction shall be issued by the school head upon compliance of the contractor with the following:
 - a. Contractor conducts briefing about the project and on the safety protocols to be implemented during construction works;
 - b. Submission of list of workers and equipment to enter and to be used inside the school compound;
5. The contractors shall provide for their personnel/workers the necessary welfare facilities and amenities, such as employees' quarters for board and lodging, ensuring compliance to physical distancing, proper hygiene, etc. Contractors shall submit the design of such welfare facilities and amenities, for monitoring, to the Schools Division Offices or Regional Offices concerned.
6. Contractors shall ensure that their projects are in compliance with DOLE D.O. No. 13, series of 1998. Contractors shall provide their personnel and workers continuous supply of vitamins, particularly Vitamin C, other over-the-counter medicines, quarantine facilities, and oxygen tanks for emergency purposes.
7. Contractors shall provide disinfection facilities in their respective project sites in compliance with pertinent DOH and Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF) Guidelines, to be placed at strategic locations to ensure the safety and welfare of all personnel.
8. Proper information dissemination regarding COVID-19 construction protocols on top of existing construction safety practices shall be conducted by Safety Officers to all personnel.
9. For government construction projects, personal records of all personnel necessary for contact tracing shall be submitted by the contractors to the concerned DepEd IUs and shall be resubmitted and updated monthly, or as the need arises. The Workers Records Log Format is provided in **Annex "B"**.



10. The contractor shall ensure that the project site is properly fenced-off in order to minimize, if not avoid, the disruption of the school's operation.

B. During Deployment

1. The contractor shall submit its revised construction schedule to the DepEd Regional/ Division/ Project Engineers concerned with sequencing to be followed and undertaken to maintain the required physical distancing measures. Likewise, break times shall be conducted in a staggered manner.
2. However, for the repair and electrification projects funded under CY 2019, the construction shall be scheduled, such that all works will be completed before face-to-face teaching-learning sessions commence after the opening of SY 2020-2021. This is to make sure that all the contractor's temporary facilities have been cleared at the project site and proper disinfection procedures have been made.
3. Employees shall be housed in their respective quarters for the entire duration of the project covered by the GCQ, MGCQ, MECQ, and ECQ. Otherwise, "Prior to Deployment" procedures shall be conducted at every instance of re-entry.
4. Only the assigned contractor's employees and construction workers shall be allowed to stay within the project sites, employees' quarters, and field offices for the duration of the project. Non-essential personnel, visitors, and the general public shall not be allowed to enter the project site, quarters, and offices.
5. Errands to be conducted outside the project site premises shall be kept to a minimum. Number of personnel running errands shall be limited and shall be properly disinfected and closely monitored for symptoms within fourteen (14) days upon re-entry.
6. Field offices, employees' quarters, and other common areas shall be regularly maintained, including daily disinfection of such facilities.
7. Smoking, vaping, drinking of liquor, gambling, etc. shall be strictly prohibited in all project sites, field offices, employees' quarters, and other common areas. Contractors are enjoined to carry out the necessary disciplinary action against violators.
8. Adequate food, safe/potable drinking water, disinfectants, and hand soaps shall be made available by the contractors to their in-house personnel.
9. Daily monitoring of the pre- and post-work health conditions of workers shall be undertaken by the contractors, including but not limited to temperature, health, and exposure monitoring as preventive measures. Personnel with manifestations or symptoms relative to COVID-19 shall, under strict confidentiality and privacy, be immediately reported to the nearest Barangay Health Emergency Response Team (BHERT) or the office designated by the LGU to handle such cases for appropriate intervention, including isolation and quarantine for fourteen (14) days or confinement to the nearest DOH COVID-19 treatment facility. Likewise, proper



protocols in accordance with the DTI and DOLE *Interim Guidelines on Work Place Prevention and Control of COVID-19* shall be strictly observed. For government construction projects, a daily health monitoring report to be prepared by the Safety Officer shall be submitted to the DepEd IUs. The Daily Covid-19 Surveillance Fill-Up/Checklist Form is provided as **Annex “C”**.

10. Work activities shall be under daily strict monitoring by the Safety Officer on-site to ensure compliance with safety standards and quarantine protocols.
11. For government construction projects, the DepEd Regional and Division Project Engineers concerned shall ensure strict compliance to DOLE D.O. No. 13, series of 1998, and the implementation of wearing additional Personal Protective Equipment (PPE) required, such as, but not limited to, face masks, safety glasses/goggles, face shields, and long-sleeve T-shirts, to contain the spread of COVID-19 in the workplace. On the other hand, contractors for essential private construction projects shall assign a full-time safety officer devoted to ensure compliance with D.O. No. 13, series of 1998 and the implementation of physical distancing measures provided herein.
12. For off-site employees' quarters, transport service, duly disinfected before and after use, shall be provided, with physical distancing observed.
13. Sharing of construction and office equipment is discouraged. However, if necessary, the shared equipment must be disinfected in between transfers among personnel.
14. All material and equipment delivery and disposal shall be conducted by a specific team of personnel in an isolated loading/unloading zone, while limiting contact with the delivery/disposal personnel. All materials and/or equipment entering the project site shall be duly disinfected, as soon as possible.
15. All personnel entering the project site premises on a temporary basis (e.g., delivery truck drivers, inspectors, etc.) shall be properly logged and checked for symptoms. Gatherings, bringing in and drinking liquor, and/or merrymaking are strictly prohibited within the project site premises.
16. Clustered and staggered deployment of employees within the project site shall be observed to minimize personnel contact and for easier contact tracing.
17. Proper waste disposal shall be provided for infectious waste such as PPEs and other waste products coming from outside the construction premises.

VI. MONITORING AND EVALUATION

1. The Head of Implementing Offices shall see to it that this Order is strictly enforced in their respective areas. Violation of any provision under these Construction Safety Guidelines shall be subject to the penalties stated in DPWH Order No. 35, s. 2020.



2. The Implementing Units through the School Governance and Operations Division (SGOD) at the Schools Division Office level or the Education Support Services Division (ESSD) at the Regional Office level through its respective Division or Regional Engineer, shall monitor the compliance of the contractors to these guidelines.
3. Compliance of contractors to these guidelines shall be submitted to the Administrative Service-Education Facilities Division (AS-EFD) via email as.efd@deped.gov.ph.

VII. REFERENCE

The reference for this Order is DPWH Department Order No. 35, s. 2020 titled *Construction Safety Guidelines for the Implementation of All DPWH Infrastructure Projects During the COVID-19 Public Health Crisis*.

VIII. EFFECTIVITY/TRANSITORY PROVISIONS

Provisions and other previous issuances, which are inconsistent with this Order are hereby repealed. These guidelines shall be implemented until the IATF, the Office of the President, the DOH, or the DPWH issue pertinent new rules to these matters.




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DEPED-OSEC-433088

Annex "A"

DEPARTMENT OF EDUCATION
CONSTRUCTION WORK PASS
Temporarily issued to:

 Juan
De la Cruz
Project Engineer
[Name &
Designation]


SAMPLE ONLY
Company Name

SAMPLE ONLY
Project Location

SAMPLE ONLY
Head of Implementing Office

Date of Issue: May ____, 2020
Valid __ days from date of issue.

Control No: NCR-2020-0001


SAMPLE ONLY

Name of Project

On the basis of the present situation, bearer must observe physical distancing in the workplace and follow existing Construction Safety Guidelines for the Implementation of Infrastructure Projects During the COVID-19 Public Health Crisis for Workers of DepEd and private entities.

This work pass is deemed revoked or cancelled if not used according to its purpose
IMPORTANT:
Upon inspection at workplace, present this I.D. together with your valid company I.D.

For further verification,
please contact:

SAMPLE ONLY

of Issuing Office

5.5"

4"

FRONT

BACK

Annex "B"

**DEPARTMENT OF EDUCATION
(IMPLEMENTING OFFICE)
(Address)**

Name of Project: _____

Location: _____

Name of Contractor: _____

WORKERS RECORD LOG

No.	Name	Age	Sex	Address	Location of Origin Prior to Site Deployment	Mode of Transportation	Contact No.	Had any COVID-19 SYMPTOMS	Signature

**adopted from the DPWH DO 35, s.2020*

Annex "C"

DEPARTMENT OF EDUCATION
(IMPLEMENTING OFFICE)
(Address)

DAILY COVID-19 SURVEILLANCE FILL-UP/CHECKLIST FORM

Pangalan:		Petsa :
Edad:	Kasarian:	Telepono:
Lugar ng Tirahan:		Trabaho:
Lugar ng Trabaho:		
Kontraktor:		
FEVER	RESPIRATORY INFECTION	
≥38°C	Presensya ng mga sumusunod (Presence of the following):	
___ Oo (Yes)	___ Ubo (Cough) (productive or non-productive cough)	
___ Hindi (No)	___ Igsi ng paghinga (Shortness of breath)	
	___ Sipon (Colds)	
	___ Namamagang lalamunan (Sore throat)	
	___ Tumutulong sipon (Runny Nose)	
	___ Naninikip na ilong (Nasal Congestion)	
	___ Nananakit na kalamnan (Muscle Pains)	
	___ Sakit ng ulo (Headache)	
	___ Hirap sa paghinga (Difficulty of Breathing)	
	___ Pagtatae (Diarrhea)	
	___ Pagkawala ng pang-amoy (Loss of Sense of Smell)	
	___ Pagkawala ng panlasa (Loss of Sense of Taste)	
	___ WALA (NONE)	
	Kung mayroong presenya ng mga nasa taas, simula kailan? (If identified with presence of the above, since when)?	

Pagpapahayag: Ang mga impormasyon na aking ibinigay dito ay totoo, tama at kumpleto. Aking naiintindihan na ang hindi pagsagot sa mga katanungan o ang maling sagot ay maaaring may seryosong kinahihinatnan. (Article 171, & 172 of the Revised Penal Code of the Philippines and Republic Act No. 11332.)

PIRMA SA TAAS NG NAKALIMBAG NA PANGALAN



Republic of the Philippines
DEPARTMENT OF PUBLIC WORKS AND HIGHWAYS
OFFICE OF THE SECRETARY
Manila

097.13 DPWH
11-24-2015

NOV 23 2015

DEPARTMENT ORDER)
NO. 177)
Series of 2015)

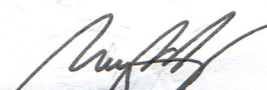
**SUBJECT: Criteria on the Change of Foundation
for School Buildings**

Suppletory to D.O. No. 115, series of 2015, the following additional criteria on the change of foundation for school buildings are hereby prescribed:

1. If the actual soil bearing capacity of the natural ground is less than 96 kPa at depth of 1.5 meters, the depth of the isolated footing may be adjusted up to 2.0 meters, maximum.
2. If the actual soil bearing capacity did not meet the required 96 kPa soil bearing capacity, the implementing office may opt to perform but not limited to the following:
 - a. Use of micropiles
 - b. Use of driven piles
 - c. Use of bored piles
 - d. Use of mat foundation
 - e. Recommendation of the Geotechnical Consultant
3. The use of driven piles may be executed if there are no adjacent structures that may be affected in the construction of school building.
4. If the actual condition of the soil is susceptible to liquefaction, ground improvement techniques such as permeation grouting, jet grouting or compaction grouting, may be performed.

The authority for approval of the amendments in the design plans is delegated to the District Engineers, and it shall be supported with design analysis and computation. If necessary, all concerns on the review of revised design plans shall be undertaken by the Regional Offices and need not be forwarded for the approval of the Bureau of Design.

This Order shall take effect immediately.


ROGELIO L. SINGSON
Secretary

Department of Public Works and Highways
Office of the Secretary



WIN5R01196

Annex K

SCHOOL FACILITIES MAINTENANCE PROCEDURE

A. SCHOOL BUILDING

A.1. Leaking G.I. Roof, G.I. Ridge Roll, G.I. Gutter and G.I. Flashing

Procedure:

- Clean the affected area prior to any application.
- Apply sealant on small holes or leaking parts/area.
- Tighten loose tekscrew/ roof nails
- For very large holes, replace affected materials.
- Always follow the specification in the restoration of replaced materials.

Step 1: Clean the affected area with the use of a steel brush.

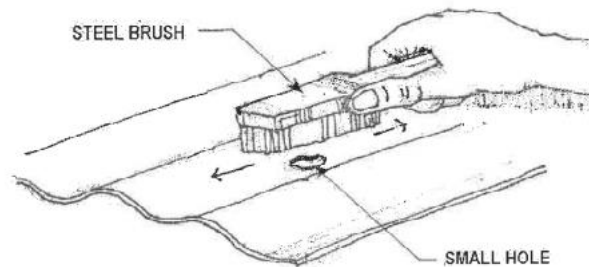


Figure 1

Step 2: After cleaning, apply sealant using a palette. Ensure that the affected area is dry before applying seal.

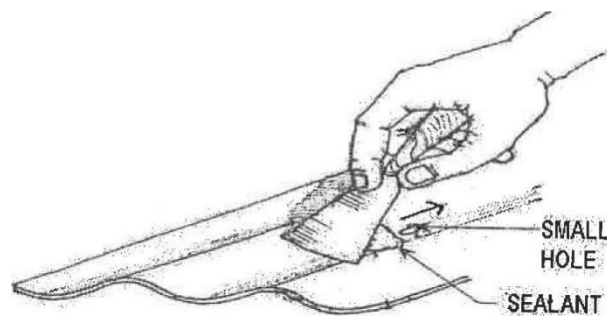


Figure 2

Other maintenance suggestions:

- Inspect periodically the roof and roof framing materials for leaks, loose connections and material corrosion.
- Apply anti-rust paint at corroded area prior to final coating.
- Clean the gutter and downspout regularly to prevent clogging.
- Inspect the roof immediately after any occurrence of force majeure.
- Repaint the roof every five (5) years. Use roof paint.
- Repair immediately defective roofing materials.

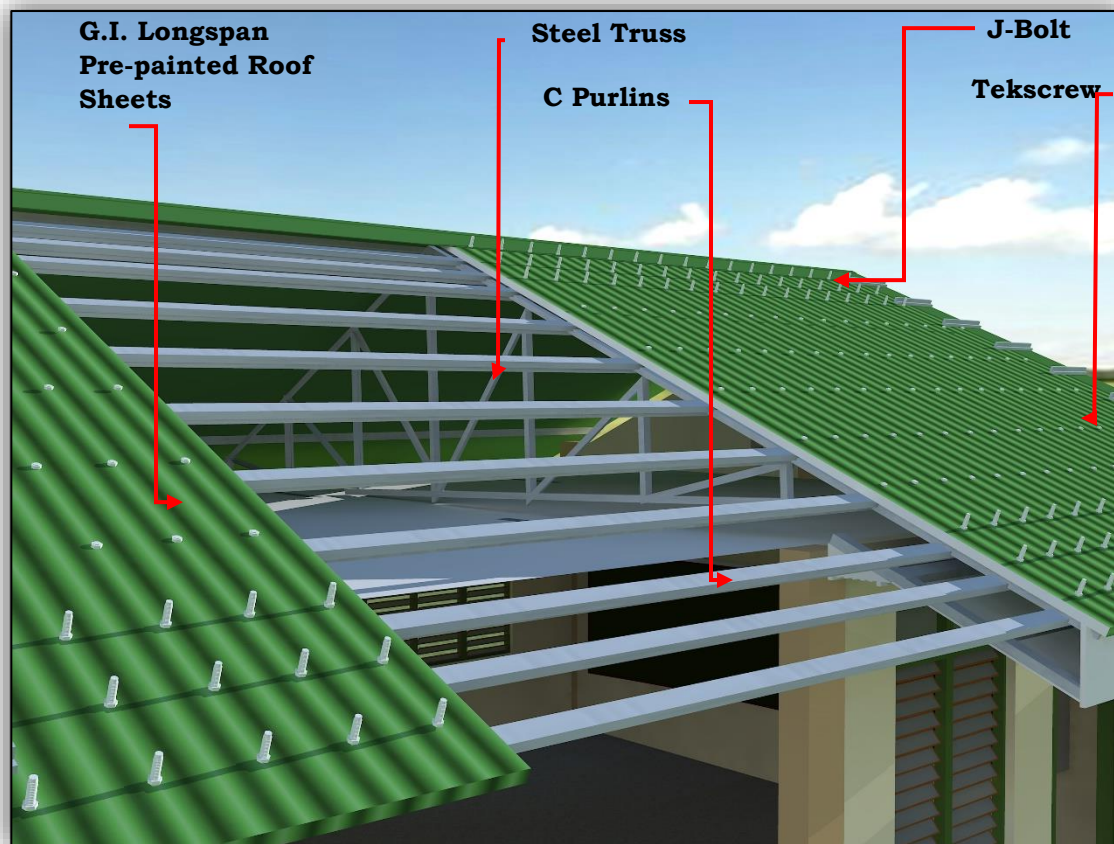


Figure 3

A.2. Damaged Ceiling Eaves Board (Exterior)

Procedure:

- Replace totally damaged plywood ceiling board with marine type plywood ceiling board. Apply putty and smoothen with sand paper and apply paint of the same color of the existing.
- For warped/ sagged plywood ceiling board, put additional nails.



Figure 4 Sagged Plywood Ceiling

Procedure:

- Replace totally damaged ceiling board with the same but new material. Apply putty and smoothen with sand paper and apply paint of the same color of the existing ceiling.
- If not totally damaged, put additional nails for warp/ sag board. Apply putty and smoothen with sand paper and apply paint of the same color of the existing ceiling.

Other maintenance suggestions:

- If there is any discoloring of ceiling paint, immediately check the roofing and adjacent wall for possible leaks. Repair and replace leaking portion and subsequently repair the ceiling board.
- Check for deteriorated ceiling joists prior to replacement or re-installation of ceiling boards. Replace deteriorated ceiling joists with treated wood.



Note: Never repair or replace the ceiling board until the cause of damage has been detected.

Figure 5

A.4. Deep Cracks on Beams/ Columns/ Walls

Procedure:

- Ensure to consult with the Municipal/City Engineer, DepEd equivalent (if any) to get his/her opinion and recommendations on the extent of the damage, before any repair is to be done.
- Ensure to put sufficient shoring/support before demolishing the member subject for repair.
- Demolish the damaged portion.
- Apply structural adhesive when advised by the engineer.



Figure 6 Crack on Column

A.5. Severely Corroded Steel Columns

(Marcos -Type School Buildings)

Procedure:

- Ensure to consult with the Municipal/ City Engineer, DepEd equivalent (if any) to get his/her opinion and recommendations on the extent of the damage, before any repair is to be done.
- Ensure to put sufficient shoring/support before demolishing the member-subject for repair.
- Demolish the damaged portion.
- Replace with a concrete column as per design of the structural engineer.

A.6. Concrete Wall and Wall Partition

A.6.1 Minor Cracks on Concrete Walls

Procedure:

- Apply putty on cracks, and paint the affected portion.
- Always follow the painting procedure prescribed in the manufacturer's instruction/manual.

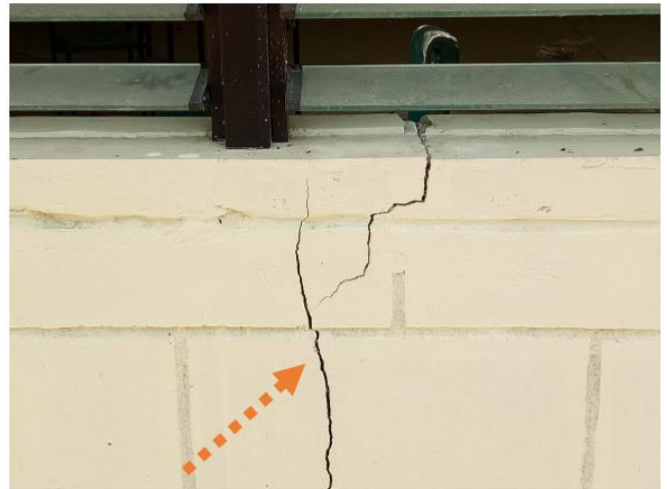


Figure 7 Crack on Walls

Other maintenance suggestions:

- Repaint the wall every five (5) years.
- Keep walls clean and free from writings and unnecessary displays.

A.6.2 Damaged/Warped Wooden Wall Partitions and Removable Wall Partitions (for other building types)

Procedure:

- Replace totally damaged wall partition board with the same but new material. Apply putty and smoothen with sand paper and apply paint of the same color of the existing ceiling.

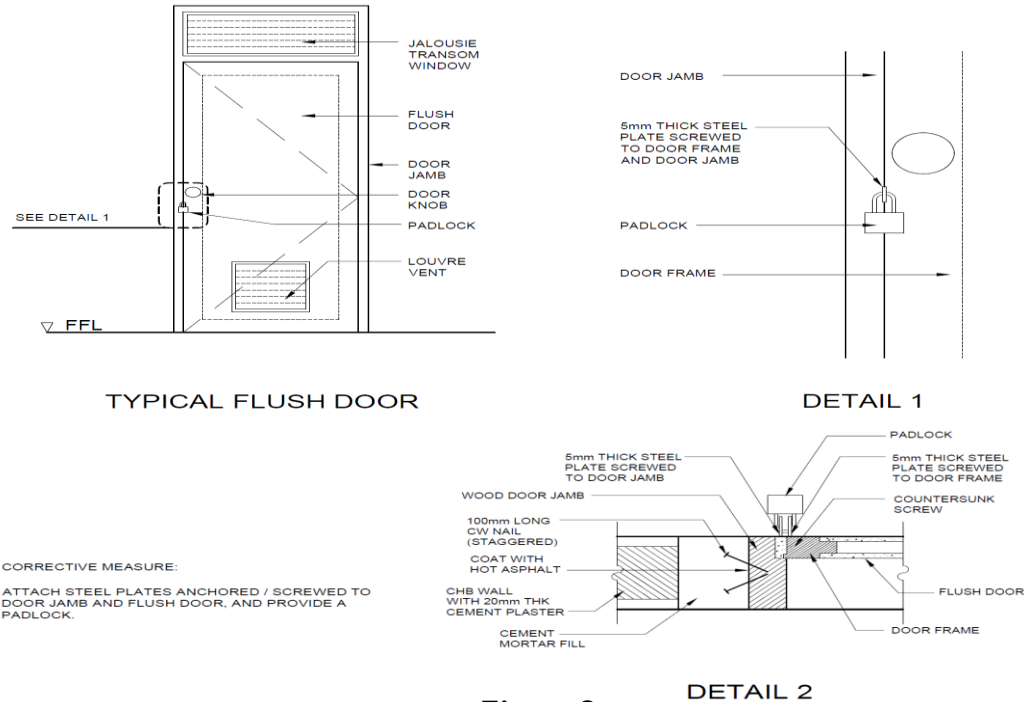


Figure 8

- If not totally damaged, put additional nails for warp board. Apply putty and smoothens with sand paper and apply paint of the same color of the existing wall.

A.7 Door Maintenance

Corrective Measures:

- For malfunctioning or missing doorknobs, replace the door lockset or attach steel plates, one anchored to the door and the other anchored to the jamb, and provide a padlock.
- In cases of plywood ply separation on flush doors, provide additional nails along the detached edges or apply wood glue.
- In cases of termite infestation on doors and door-jamb, replace the heavily deteriorated ones and treat less damaged parts with anti-termite chemicals. Use hard wood for door jambs.

Other maintenance suggestions:

- Check the alignment of door butt hinge pins.
- Apply oil or lubricant to door hinges every six (6) months or every time you hear a hissing sound when you close and open the door.

- When the door is opened, make sure that the doorstopper is engaged to avoid denting the wall.
- Instruct the pupils/students to carefully and slowly close the door.
- Doors must be securely locked when classroom is not in use to minimize pilferage.

A.8 Windows

A.8.1 Jalousie Windows

Corrective Measures:

- Use the lever arm when opening and closing the window. Do not force the glass when opening and closing the window.
- When it is difficult to close, put lubricants or oil at the window glass joints.
- Replace immediately broken glasses or warp/sag wooden jalousies.
- Tighten loose jalousie clips and jamb joints.
- Paint window grills/bars.
- Familiarize the pupils/students on how to open and close the windows.



Figure 9 Jalousie Window w/ Window Grill

A.8.2 Steel Casement Window

Corrective Measures:

- Use the handle when closing and opening the window.
- Do not push the glass when opening and closing the windows.
- Apply lubricants at hinges every six (6) months or when the window is hard to open.
- Replace immediately broken glasses. Use glass putty when replacing window glass panes.
- Familiarize the pupil/students on how to open and close the windows.

A.8.3 Plywood Window Shutters for Typhoon Prone Provinces

Types:

Barrel Bolt Plywood Shutters – for window inset two or more inches from the exterior wall.

Materials Needed:

- Minimum ½ inch (12mm) thick marine type plywood
- 3- or 4-inch heavy duty barrel bolts
- Drill

Basic Installation Directions:

- Cut plywood to fit snugly in each window indentation. A good fit is important for the window to be protected.
- Connect multiple sheets of plywood with 2 x 4s or sturdy hinges (or even a full-length piano hinge to make the panel easier to fold, handle, and store) for large window openings.
- Screw barrel bolts to each plywood shutter, using one bolt for every 12 inches of vertical plywood. Mark Location for bolt holes in the wall. Label each panel with “Top” and “Bottom” and the window it fits.
- Once the marks have been made, remove the panel and drill the bolt holes into the window recess. Use a drill bit just large enough to accommodate

the bolt. (The fit will be tight enough that a gentle tap with a hammer is usually needed to fasten the bolt)

- Plug the holes when not in use.

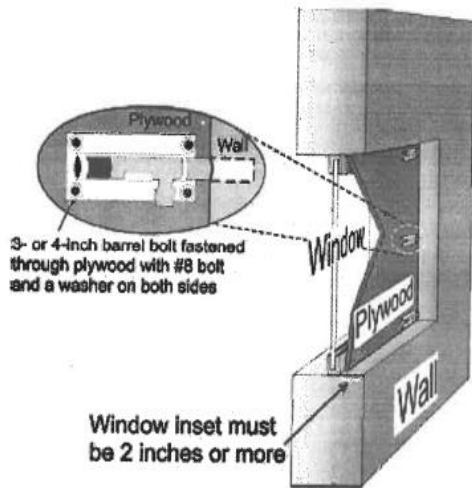


Figure 10

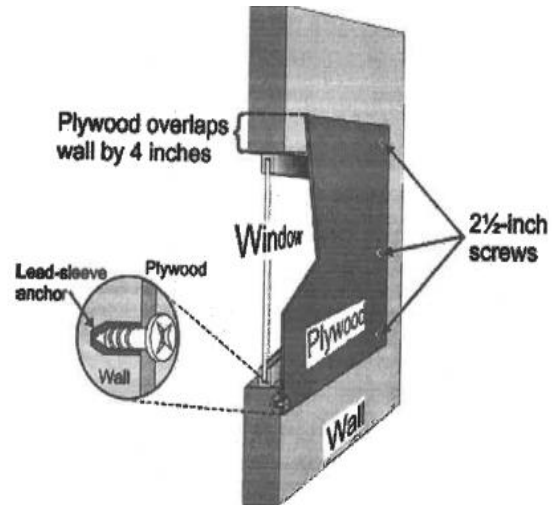


Figure 11

Overlapping Plywood Shutters - are best for windows that are inset less than two inches (see Figure 13).

Materials Needed:

- Minimum ½ inch (12mm) thick marine type plywood
- Nails (less secure) or screw/bolts (more secure) at least 2 inches long
- Lead or stainless-steel sleeve wall anchors (do not use plastic)
- Hammer (for nails) and/or drill (for screws)
- Wood shims (if necessary)

Basic Installation Directions:

- Cut plywood to overlap each window opening by 4 inches or more.
- Connect multiple sheets with 2x4s or sturdy hinges for large openings.
- Drill matching holes through the plywood and the wall.
- Label each panel with “Top” and “Bottom” and the window it fits
- Hammer sleeve anchors into wall holes.
- Screw (or bolt) plywood into the anchors.
- Plug the holes when not in use.



Figure 12 Proposed replacement to Window shutters: To get Material needed, Installation Procedure and Corrective measures to implementing SDO

A.9 Detached Chalk Holder

Corrective Measures:

- Apply wood glue at the detached portion.
- Provide additional nails at the connections.
- Provide a support plate (angular or bar type) and secure with screws.

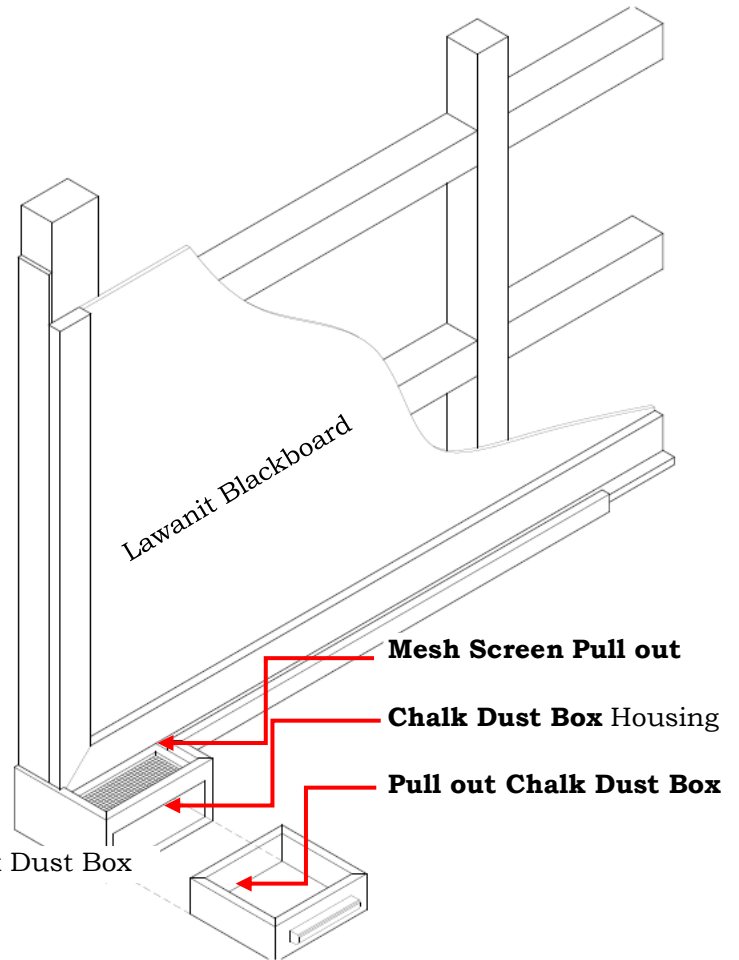


Figure 13 Chalk Dust Box

A.10 Detached Cabinet Doors

Corrective Measures:

- Replace broken hinges with new ones and secure with screws.
- Provide catches to help secure the cabinet door leaf.

A.11 Broken Tiles

Corrective Measures:

- Chip off broken tiles and clean the surface, apply tile adhesive on the new tile and carefully attach.
- When dry apply tile grout or white cement on the joints.

A.12 Floor

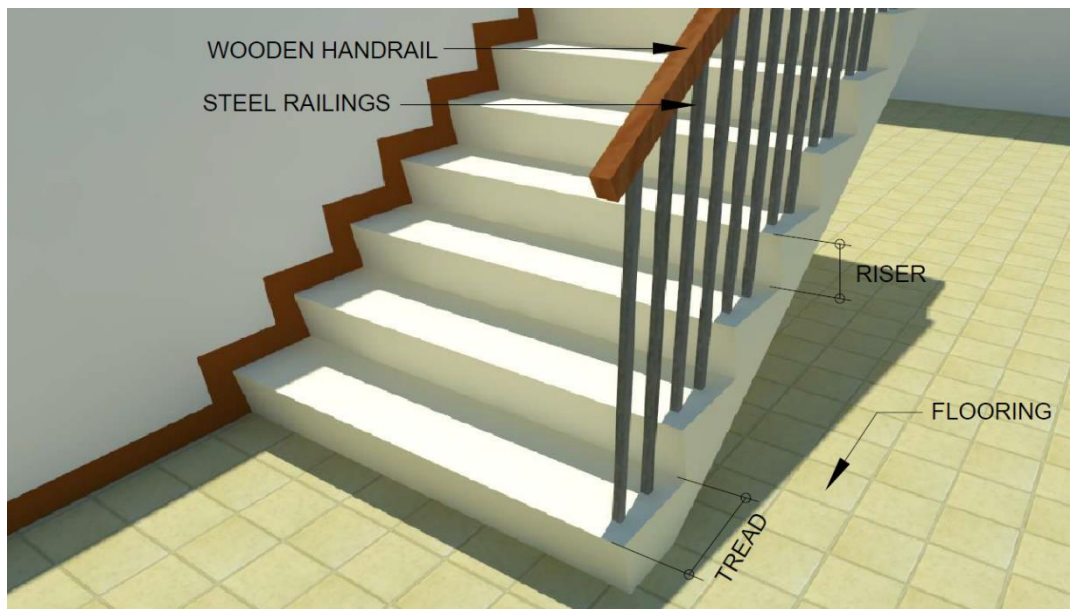
Corrective Measures:

- In cases of damaged wooden flooring, replace broken portion of T&G flooring to prevent further damages.
- Check for deteriorated floor joist and replace with treated wood.
- In cases of cracks in concrete floor slab, apply sealant to avoid see page to internal parts.

A.13 Stairs

Corrective Measures:

- In cases of cracks in concrete floor, apply sealant to avoid see page to integral parts of the stairs.
- Replace immediately damaged wooden handrail with treated wood.
- Paint steel railings frequently to prevent rusting.



Typical Parts of a Stair

Figure 14

A.14 Termite Control

Types of Termite Infestations:

- Subterranean (Ground) Termite will have colonies in the ground, building vertical tunnels that look like mud tubes above ground level so that they can search for food. Subterranean (Ground) termites can form tunnels through cracks in concrete, so slab structures are not exempt from these termites. Subterranean termites will die if exposed to air for an extended period of time; tunnels are used for transporting the food to the nest and protecting themselves. Subterranean termites need to stay in contact with the soil in order to survive as opposed to the dry wood termites that only need low moisture.



Figure 15 Subterranean Termites, Cement/Masonry



Figure 16 Subterranean Termites Wood Damage

- Drywood Termites are more prevalent in the coastal regions. These termites may be carried in furniture from one region to another. Drywood termites are found many times in the attic wood structures (See Figure 17). Drywood termites are more prevalent in the coastal regions. They may be carried in furniture from one region to another. These termites are found many times in the ceiling.



Figure 17 Drywood Termites

Signs of termite infestation may include:

- Mud like tunnels, usually vertical, among the foundation of the interior or exterior walls.
- Appearance of termite wings.
- “Swarmer” or flying termites appearing in the school premises, particularly near light sources.

Corrective Measures:

- A thorough inspection is the first and most important step. Calling in a professional pest control service may be necessary, as their experience can locate the specific areas in the school building where termite attack is likely to occur.
- Apply anti termite chemicals on infected wood members (spot treatments).
- Replace severely infected wood members with a new one and treat the whole wooden structure with anti-termite chemicals. One treatment option uses the chemical Disodium Octaborate Tetrahydrate (DOT). Common ones are Bora-Care and Timbor. Both products are borax based and must be applied to untreated wood. Important areas for treatments could be in the crawlspace and parts of the framing in a school building.

- Data provided by product manufacturers indicate that termites do not extend their tubes over treated wood.
- Perimeter Poisoning – this method involves trenching or rodding soil along the foundation walls and around pipes, then applying termiticides to the soil. Dig narrow trenches along both the inside and outside of foundation walls, sewer pipes, conduits, and all other structural members in contact with the soil, applied at a rate of 4 gals per 10 linear feet.

A.15 Repainting (Concrete and Wooden Surface)

Applying a new paint coat without proper preparation of the old surface can lead to early paint failure. The following are common paint defects and their remedies:

- Moisture is one of the most common causes of premature paint failure on wood and concrete surface. Application of masonry neutralizer, water-repellant preservative or water repellent, or masonry surface conditioner can eliminate moisture on concrete surface. For wooden surface dry the surface before application of paint.
- Temperature Blisters are bubble-like swellings that occur on the surface of the paint film. This is the result when partially dried paint is suddenly heated by the direct rays of the sun. To prevent temperature blisters, avoid painting surfaces that will soon be heated. Follow the sun around the structure is the best procedure. Scrape off the blisters, smooth the edges with sandpaper and spot paint the area.



Figure 18 *Moisture Blisters*

- Moisture Blisters are also bubble-like swellings on the surface of the paint film (see figure 18). As the name implies, they usually contain moisture when they are formed. Moisture blisters may also result from inside liquid water moving to the outside. Plumbing leaks, overflow of sinks, and improperly sealed walls are sources of inside water. Such damage is not seasonal and occurs when the faulty condition develops. Elimination of the moisture problem is the only practical way to prevent moisture blisters in paint. The moisture source should be identified and eliminated to avoid more serious problems.



Figure 19 Intercoat Peeling

- Intercoat Peeling is the separation of the new paint film from the old paint coat, indicating a weak bond between the two (see figure 19). Intercoat peeling usually results from poor preparation of the old surface. This can be prevented by following good painting practices.
- Cross-grain crackling results from an excessive build-up of paint (see figure 20). Paint usually cracks in the direction it was brushed onto the wood or concrete surface. Once cross-grain crackling has occurred the only solution is to completely remove the old paint and apply a new one. To prevent cross-grain crackling, follow the paint manufacturer's recommendation for spreading rates.



Figure 20 Cross-grain Crackling

Simple Guidelines for Repainting

- Inspect Painted Surfaces
- It is necessary to have a periodic inspection of interior and exterior surfaces by anyone familiar with paints and good painting practice.

Experience indicates that considerable savings may be attained provided that maintenance painting is scheduled at the right time. By spot painting before any real damage is done, the life of a paint job can be prolonged and maintenance painting costs are reduced substantially.

Surface Conditions and Preparation

- The most important in any repainting job is the surface preparation. This is because most of the problems in repainted jobs are caused by faulty surface conditions, inadequate preparation, and moisture entry. Preparing surfaces properly will give you a much better final result. The extra time invested is worth it.
- It is not advisable to simply apply a fresh coat of paint over a surface that already has a thick paint build-up. The adhesion between the new and old layers of paint coatings may be weakened as the new paint expands and contracts with changes in temperature. The old paint underneath will lose its elasticity and peel-off causing a paint failure. Better check if the existing paint is in good condition, its adhesion is of utmost importance. Do a test coat on a small area to establish suitability for recoating
- Beware of peeling or flaking in the existing paint film. Cut a small cross-section in the old paint with a sharp blade. Apply masking tape over it and then remove; if the old paint comes off, the old paint film needs to be stripped. Scraping, wire brushing and sanding will remove loose paint in most areas. Applying a paint and varnish remover to facilitate scraping of old paint may be useful. In some cases, sand blasting may be necessary.
- Next, clean the surface thoroughly using the gentlest means possible yet achieving the level of cleanliness required. Water, chemical and mechanical methods are available for this purpose. Surface must be rid of dirt, dust, chalk, grease, wax polishes, alkali, soap films, etc.

- After the surface preparation, complete the priming operation as soon as possible. Use a suitable primer for a particular surface which is also compatible with the desired finish.
- Remember, when painting never try to put too much paint on at once. Two coat at the recommended coverage rate are better than one overly thick coat.

Application

- Use brush, roller or spray in painting.
- Apply paints evenly, free from sags, runs, crawls, and defects. Apply thin coats at a time, leaving a minimum number of brush marks.
- The number of coats specified is the minimum number acceptable. If full coverage is not obtained with the specified coats, apply additional coats as necessary to produce the required finish.

Painting Schedule

- Always start painting at the top and work downwards.
- Finish surfaces in accordance with manufacturer's recommendation.
- Do not intermix paints of different types.
- Be sure painting area is properly ventilated. For outdoors, paint only when the weather allows it. Do not paint under direct sunlight, on rainy days or during a very windy day.

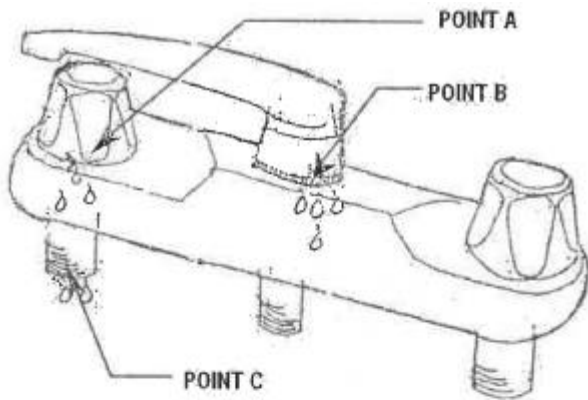
A.16. Plumbing Works

A.16.1 Leaking Faucets

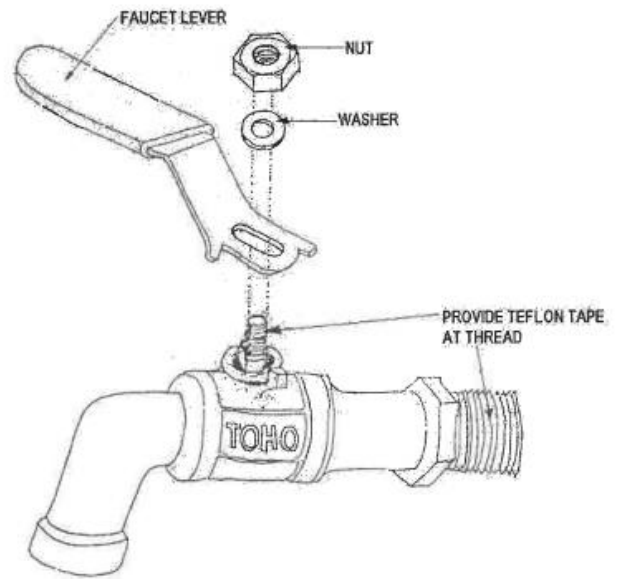
Corrective Measures:

- Periodically check lavatory faucets for possible leaks.
- If leakage is at point A or point C, rubber gasket may be worn out and needs to be replaced (see figure 21 and 22).
- If leakage is at point B, provide Teflon tape at thread.

- For ball valve type of faucet, check for leaks and immediately change or provide Teflon tape at the thread as shown on figure 23.
- For kitchen sink faucet (see figure 24), check for leaks and immediately change or provide Teflon tape at the thread, also replace worn out rubber washers.

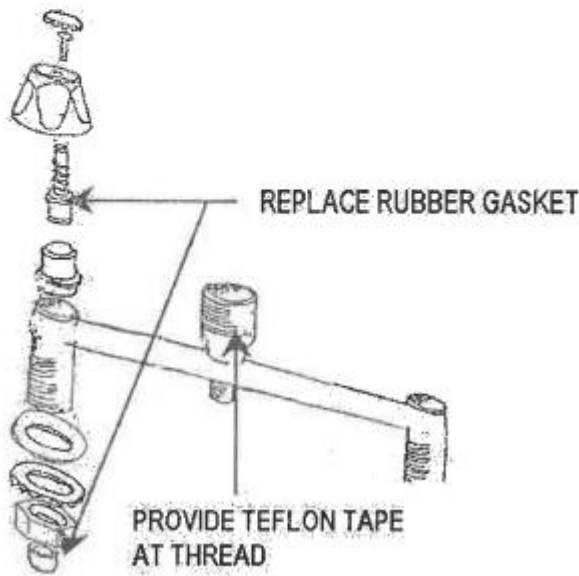


Typical Lavatory Faucet
Figure 21

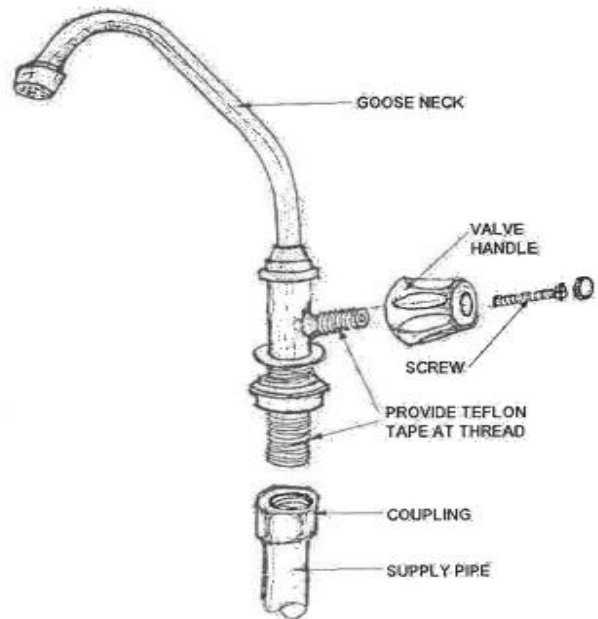


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Ball Valve leak maintenance
Figure 23



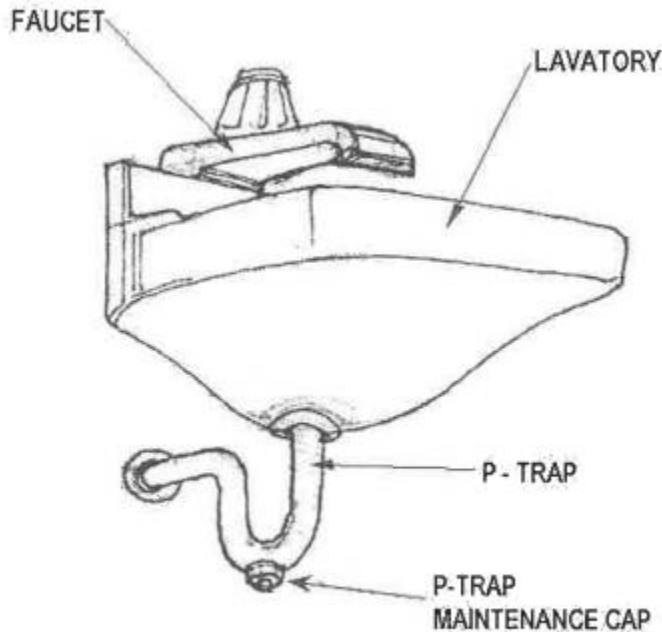
Leaking Faucet maintenance
Figure 22



Parts of a Kitchen Sink Faucet
Figure 24

Corrective Measures:

- Open the P-Trap located under the sink. Clean the P-Trap using plastic brush. Clean the cover or cap and check the rubber washer (see figure 25).



- Replace defective cap, cover and washer. Tighten the cap properly until no leakage is observed.
- Use appropriate chemicals for cleaning and removing clogged materials.

Note: Never use strong chemicals that may cause permanent damage to the fixtures and glazing.

Figure 25

Other maintenance suggestions:

- Regularly clean lavatories, water closets, ceramic floor and tiles with the use of cleansers and detergents.

A.16.3 Clogged Water Closet

Procedure:

- Open the clean-out pipe of the building sewerage pipe system (see figure 26).
- Inset and appropriate flexible steel bar into the clean-out to reach the end of the inlet pipe of the septic tank (see figure 26).
- Pour water or flush the water closet.
- If it is still clogged, check the condition of the ventilation pipe or check if the septic tank needs to be cleaned or dislodged.

Other maintenance suggestions:

- A plunger or rubber pump may be used to remove clogging or to push dirt and silts on water closets and floor drains.

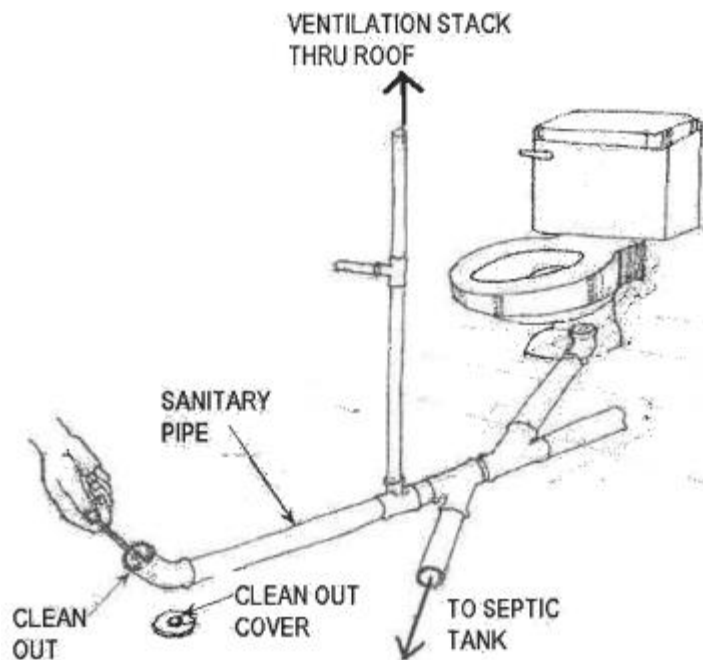
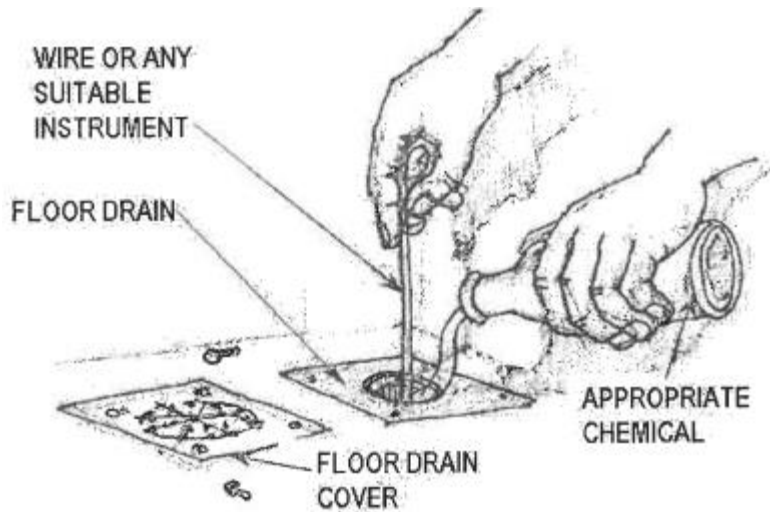


Figure 26

A.16.4 Clogged Floor Drain

Procedure:

- Remove the cover of the floor drain (see figure 27).
- Clean the pipeline using wire and other suitable instruments/tools.
- Apply appropriate chemicals and cleaning solutions regularly (see figure 27).



Floor Drain Maintenance

Figure 27

A.16.5 Clogged Downspout/Catch Basin

Procedure:

- Remove clogged materials or waster at the opening of the downspout (see figure 28).
- Clean catch basin regularly including the drainage pipe or canal to have a continuous flow of rain water (see figure 28).

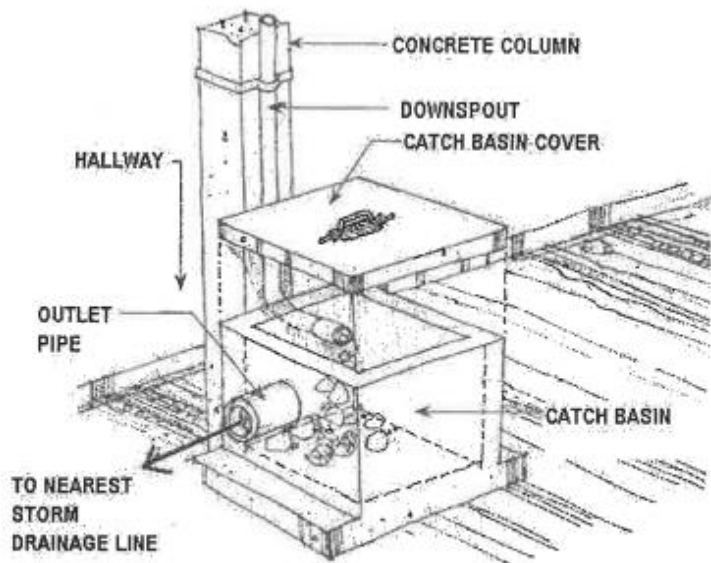


Figure 28

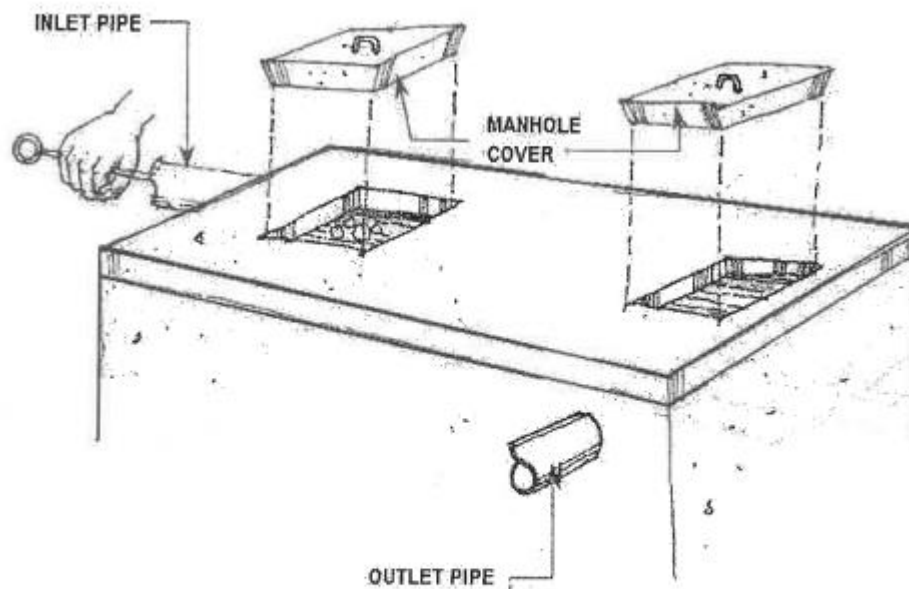
Step 1: Remove/lift cover with appropriate tools.

Step 2: Remove clogged materials or waster.

Step 3: Clean catch basis regularly.

A.16.6 Clogged Septic Tank

- Remove solid materials at the inlet and outlet pipe (see figure 29)
- Dislodge solid human waste if the digestive chamber is full.



Septic Tank
Figure 29

A.16.7. Cleansing Water Tanks

Procedure:

- Close the gate valve at the supply pipe.
- Drain the water and remove the sediments.

Other maintenance suggestions:

- Regularly clean the water tank and replace the water content.



Figure 30

A.16.8 Clogged Rain Collector Water Tank

Procedure:

- Close the gate valve at distribution center (see figure 31),
- Open the gate valve at drain pipe. Drain the water and clean the cistern tank by scrubbing the inside wall with a nylon brush.
- After cleaning the tank, close the gate valve at the drain pipe and open the gate valve at the distribution pipe.
- Remove the dirt or sediment retained along the distribution pipe between the junction of the drain and distribution gate valve by opening all the faucets for about three (3) minutes.

Other maintenance suggestions:

- Check also if the gutter connected to the rainwater collector tank is clogged. Remove and clean leaves and dirt clogging the strainer of the gutter.

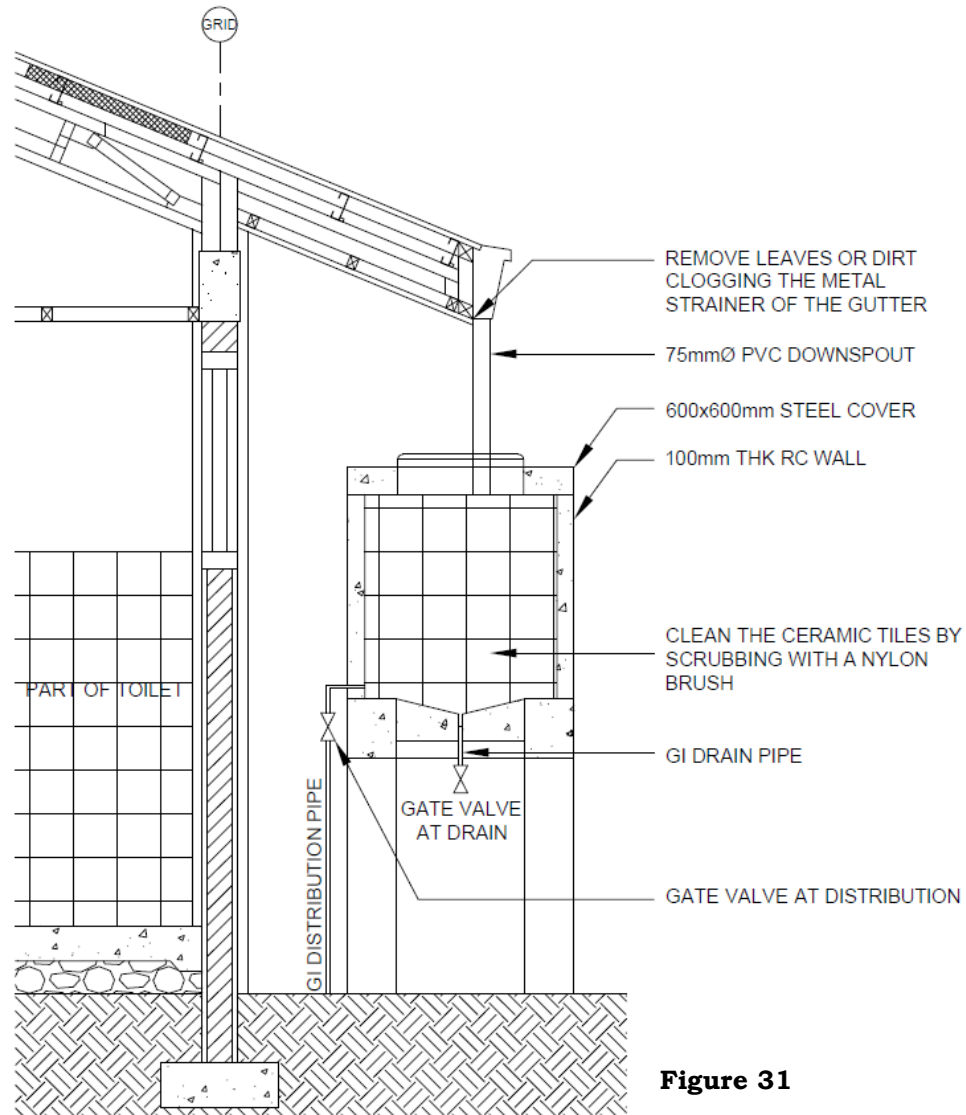


Figure 31

A.17 Electrical Works

As a general rule, keep any electrical controls such as switches, fuses, outlets and circuit breakers from flammable gases or liquid, water, and from pupils.

A.17.1 Components:

- Service Entrance

This is the portion of the supply conductors which extends from the main street transformer down to the service switch board of the

building supply. As defined by the Philippines Electrical Code, it is the conductor and equipment for delivering energy- from the electricity supply system to the wiring system of the premises served combined overhead and underground service entrance.

- Meter Base

The electric service meter (also called watt-hour meter) is normally installed outside the building or property line/post for easy access to the meter reader (see figure 32).

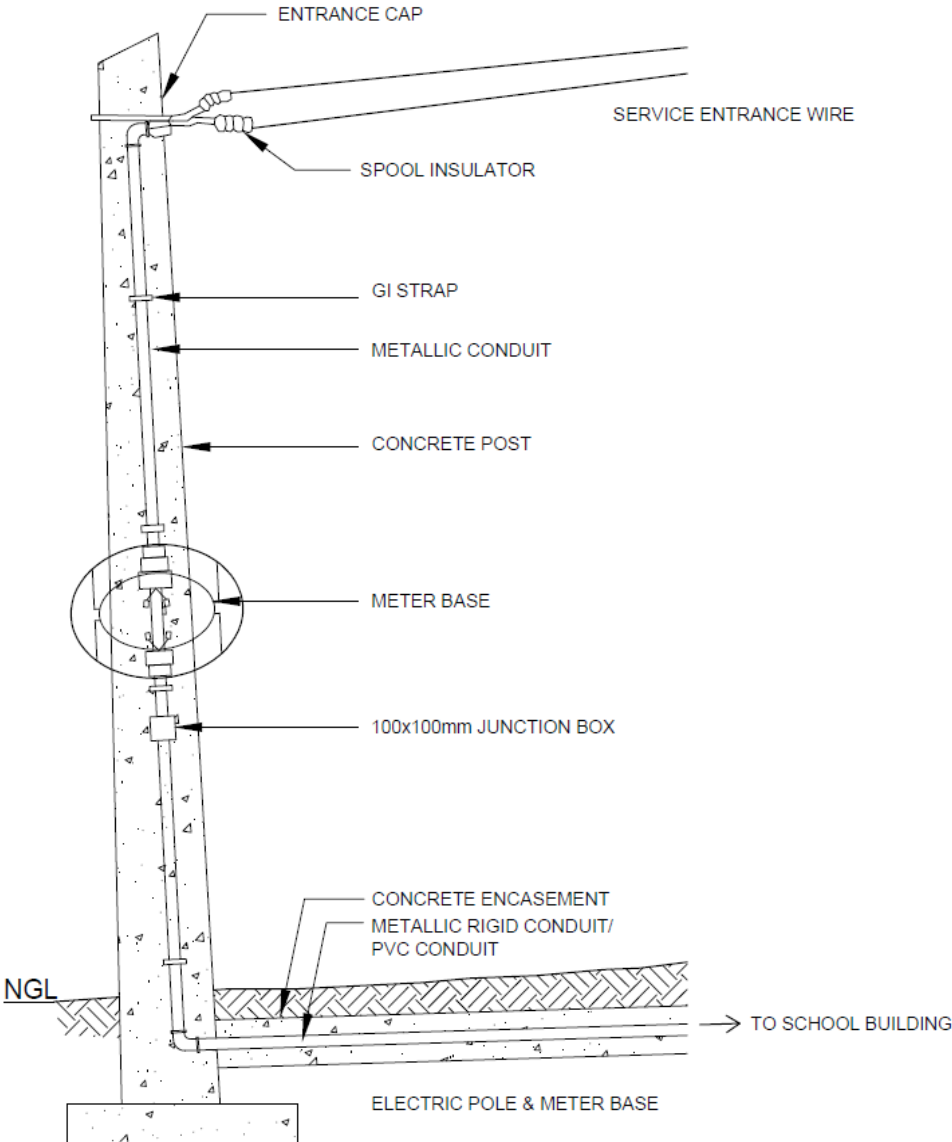


Figure 32

- Panel Box

A safety device which consist of a metal enclosure equipped with an automatic main breaker and circuit breakers. This is installed at the end wall adjacent to the toilet. It simply operates as follows:

- The system is energized by switching on the main breaker for each type and the branches of circuit breakers.
- The circuit breaker automatically trips-off or switch-off when its capacity is either overloaded or shorted. When this trouble occurs, de-energize the system by switching off the main breaker after which check and repair the defects. The main wiring system is concealed above the ceiling.



Figure 33

Color Code of Wiring System

Color coding system was used in this project for easier maintenance procedure. This system requires different colors of wires to differentiate the following:

- a. For all hot wires
- b. All neutral wires
- c. Ground wires
- d. Control wires

If in case there are circuits or outlets that will not function or will trip-off, it is advised to consult an experienced master electrician or equivalent before any repair works will be done.

The color coding of the wires are as follows:

- a. Hot wires – Black
- b. Neutral Wires – White
- c. Grounding Wires – Green
- d. Control Wires – Blue

A.17.2 Maintenance

1. Malfunctioning Lighting Fixtures

Procedure:

- Ensure that power is switched off before replacing any fluorescent or incandescent bulbs.
- Check if the ends of the fluorescent bulb have darkened or blackened. If this is so, then it needs to be replaced.
- Adjust the holder of the bulb to fit securely.
- If the fluorescent lamp is still not functioning, check if the starter is working.



Figure 34 Replacing Incandescent Bulb

2. Detached Ballast from the Ceiling

Procedure:

- Check that the power is switched off.
- Tighten loose screws or provide additional wood screws anchored at the ceiling joist.

- Defective or physically damaged switches should be replaced immediately by an electrician.
- Keep pupils away from the location of the main switch.

3. Outlets

Procedure:

- Electrical outlets should be enclosed by a cover.
- Avoid multiple/octopus connections, this causes over loading of the outlet (see figure 35).
- Defective outlets (i.e. convenience outlets without power, outlets with physical signs of burned plates due to sparks) should be removed and replaced immediately by a competent electrician.

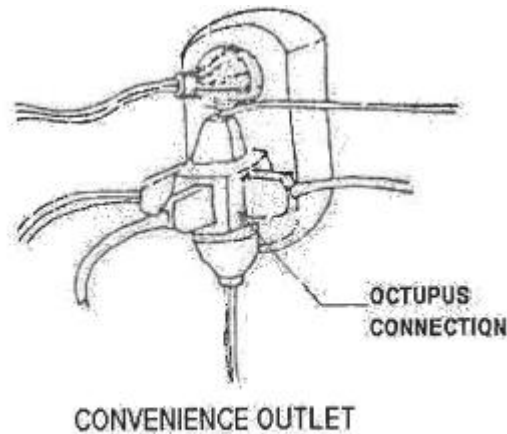


Figure 35

4. Fuses

- Always keep the safety boxes closed.
- Defective fuses should be removed and replaced immediately by a competent electrician (see figure 36).



Figure 36 Fuse Box

B. Ancillary Facilities

B.1 Entrance Gate

Procedure:

- Broken fence grilles and detached parts should be repaired or replaced immediately in order to avoid injuries/accidents.
- Paint steel gates with lead paint and apply oil on hinges to prevent rust or decay.
- Lock gates after classes and during non-school days.

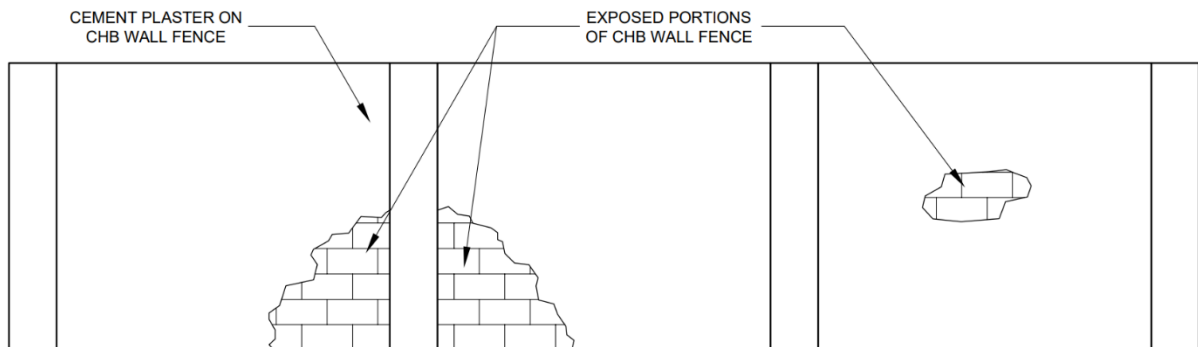


Figure 37 Entrance Gate

B.2 Perimeter Fence

Procedure:

- Portions of exposed CHB wall fence should be re-plastered and repainted (see figure 38).
- Plaster cracks on cement walls.
- Paint with lead paint all metal fences to prevent from rust.
- Observe proper distance in planting trees near the fence.



CHB Perimeter Wall Fence

Figure 38

B.3 Walkways

Procedure:

- Damaged concrete walkways and other concrete surfaces such as basketball courts should be repaired immediately in order to avoid accidents due to tripping.
- Fill cracks on the concrete pavement with cement to avoid further damage. Cement mortar should be applied with cement trowel or paint brush.
- Plant shallow and rooted ornamental plants along the sides and trim them properly.

- Keep paths clean and properly drained.
- Construct drainage or canals on both sides of the pathway.

B.4 Playground Equipment

Procedure:

- Periodic maintenance like repainting, tightening of loose screws/bolts and replacement of deteriorating wood parts are some of the basic maintenance procedures in order to keep the playground equipment in good working condition which will benefit the end user.
- Maintain plants at appropriate places and layout proper drainage to prevent erosion.
- Avoid unnecessary diggings.
- Improve/flatten irregular terrain as needed
- Improve/flatten terrain as needed.
- Dismantle equipment which are not permanently installed during

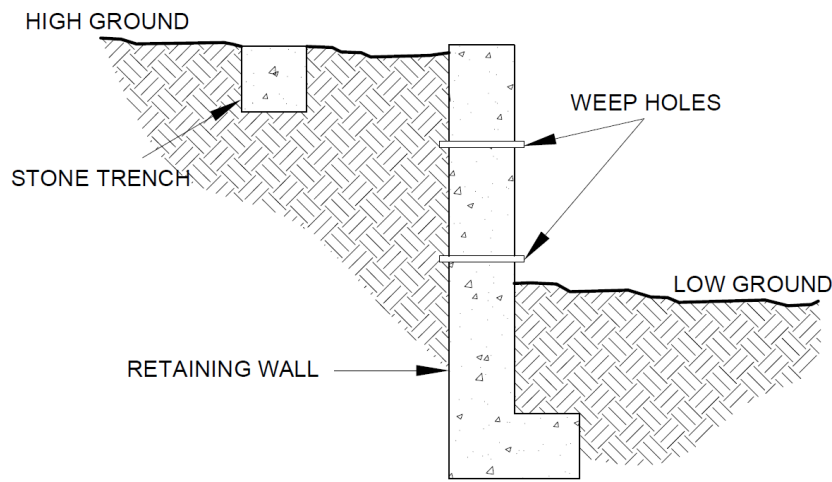


Figure 39 Playground Equipment

B.5 Retaining Wall

Procedure:

- Provide a stone trench behind the retaining wall to prevent excessive pressure build up and water accumulation.
- Drill holes through the walls (weep holes) to relieve pressure build up and drain water behind the wall.
- Remove tree roots that might cause pressure to the retaining walls.



Typical Retaining Wall

Figure 40

B.6 Gardens

Procedure:

- Layout the garden in such a way that all available areas are utilized appropriately.
- Provide separate space for vegetable gardens.
- Practice crop rotation to maintain the fertility of the soil and or terracing to prevent erosion.
- Provide compost pit and or compost pile.
- Fence gardens to prevent destruction of plants



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
(Region/ Division)
(Name of School)
(OR use the letterhead of the school)

ANNEX L

Permit To Enter School Premises

To whom it may concern:

This **Permit** is hereby given to _____
(Name of Contractor)
for the _____
(Name of Project)
with Contract No. _____ in
(Contract Number)
_____ located at
(Name of School)

(Address of School)

This **Notice** shall serve as permit for the contractor's workers and equipment to enter the premises of the school but limited to the project site and other assigned areas for the project specified above.

Given this ____th day of _____, 20 ____ .

<Implementing Office Header and Logo>

CERTIFICATE OF POST-TECHNICAL INSPECTION

Project Title : _____
Location : _____
Contract Number : _____
Contractor : _____
Contract Amount : _____
Completion Date : _____

This is to certify that the above-cited project was completed including all corrective works based on the Post Technical Inspection held on (insert Date of Post Technical Inspection).

This Certification will serve as requisite prior to the issuance of the Certificate of Acceptance.

Done this _____ day of _____, _____.

Inspected by:

Approved By:

Provincial/Municipal/City Engineering
Office Representative

Provincial/Municipal/City Engineer

School Head

DepEd Division Engineer

PUNCHLIST OF CORRECTIVE WORKS / INSPECTION REPORT

Project Title : _____
 Location : _____
 Contract Number : _____
 Contractor : _____
 Contract Amount : _____

Initial Inspection
 Date: _____

Final Inspection
 Date: _____

Item of Work	Description of Corrective Works	Remarks	Date Rectified	Signature of Inspector
			Note: The contractor agrees to immediately correct any defect indicated in the above inspection report within 15 calendar days.	

Jointly Inspected by:

 Provincial/Municipal/City Engineering
 Office Representative

 DepEd Division Engineer