



Republic of the Philippines
Department of Education
CARAGA REGION

APRIL 21, 2026

REGIONAL MEMORANDUM

No. 0366, s. 2026

To: Schools Division Superintendents
Assistant Schools Division Superintendents
Public Schools District Supervisors
School Principals, Public Secondary Schools
All Others Concerned

CONDUCT OF THE THREE-LEVEL SELECTION AND PRE-QUALIFICATION
PROCESS FOR THE BLENDED LEARNING 4-1 PILOT SCALE-UP,
SCHOOL YEAR 2026-2027

1. **Rationale of Activity.** In support of the Department of Education – Caraga Region's commitment to quality assurance, equitable access to structured alternative learning delivery, and the institutionalization of evidence-based program management, this Office directs all Schools Division Offices (SDOs) **to conduct the Three-Level Selection and Pre-Qualification Process for the Blended Learning 4-1 (BL 4-1) Pilot Scale-Up for School Year 2026-2027.**

In accordance with DepEd Order No. 12, s. 2024 and DepEd Order No. 21, s. 2019, and in support of DepEd Caraga's commitment to quality assurance, equitable access to structured alternative learning delivery, and the institutionalization of evidence-based program management, this Office directs all Schools Division Offices (SDOs) to conduct the Three-Level Selection and Pre-Qualification Process for the Blended Learning 4-1 (BL 4-1) Pilot Scale-Up for School Year 2026-2027.

2. **Objectives.** The three-level selection and pre-qualification process is conducted with the following objectives:

- a. Identify schools with verified structural need for the BL 4-1 modality, specifically those with documented classroom shortages, shifting class schedules, oversized classes, and recurrent class disruptions caused by natural disasters.
- b. Confirm teacher-facilitators who possess the major-field alignment, pedagogical competence, and technology capability required to implement the BL4-1 pedagogical cycle with fidelity within the school's verified technology environment.
- c. Qualify learners who demonstrate the literacy foundation, academic preparation, home-environment capacity, and independent self-regulation required to function as autonomous distance learners on the weekly home learning day.
- d. Ensure that the selection process across all three levels is transparent, data-verifiable, standardized across all twelve SDOs, and fully auditable in accordance with regional program management standards.

3. **Local Pilot Management Indicators.** For SY 2026-2027 BL 4-1 Pilot Scale-Up, the Caraga Region adopts the Classroom Shortage Index (CSI) and the Disaster Exposure Severity (DES) as Local Pilot Management Indicators.

These indices are derived from existing data maintained in the Enhanced Basic Education Information System (EBEIS) and Division-level Disaster Risk Reduction and Management (DRRM) records and are utilized solely for the prioritization of program participation within this region during this pilot period. The CSI and DES are not national DepEd planning metrics and shall not be cited as such in any report, correspondence, or policy instrument outside of this regional pilot. They shall be superseded by or aligned with any subsequent national framework upon formal adoption.

4. **Enclosures.** The following enclosures provide the complete, authoritative reference for the three-level selection and pre-qualification process and shall be uniformly used by all SDOs and pilot schools:

- **Enclosure No. 1** — Three-Level Pre-Qualification Framework, prescribing the criteria, thresholds, evidence requirements, scoring guide, and qualification verdicts at the school, teacher, and learner levels.
- **Enclosure No. 2** — Pre-Qualification Interaction Map, presenting the binding dataflow and structural dependencies among the three qualification levels.
- **Enclosure No. 3** — Templates for the Three-Level Selection Process, comprising Level 1 school pre-qualification instruments (Templates S-1 through S-3, including the School Pre-Qualification Checklist and the School Pre-Qualification Output Card), Level 2 teacher selection instruments (Templates T-1 through T-5), and Level 3 learner selection instruments (Templates L-1 through L-8)
- **Enclosure No. 4** — SDO Consolidated Report Template for the Three-Level Selection Results, to be accomplished and submitted to the Regional Office in accordance with the deadline prescribed herein.

5. **Data Management Protocols.** To streamline implementation and reduce administrative burden on schools, the following protocols shall be observed:

- a. Phil-IRI results and academic grades (SF9/SF10) already available in the Learner Information System (LIS) shall not be manually re-encoded at the school level. LIS-generated End-of-School-Year (EOSY) Phil-IRI summaries and SF9/SF10 Academic Summaries shall serve as primary source documents for Gates 1 and 2 of the learner selection process.
- b. Manual encoding into regional templates shall be limited to the consolidated SDO Consolidated Report (Enclosure 4) and only when LIS data are unavailable, subject to certification by the Division Planning Officer.
- c. EBEIS classroom utilization data shall be sourced from the Division Planning Office and pre-filled in Template S-2 by the Division BL 4-1 Focal Person prior to school-level assessment activities.

6. **Roles and Participants.**

- **Division level** — the Schools Division Superintendent or duly authorized representative, the Assistant Schools Division Superintendent, the Chief of the Curriculum Implementation Division (CID), the BL 4-1 Division Focal Person (Education Program Supervisor), and the Division ADM Coordinator;

- **School level** — the School Head, the BL 4-1/ADM Coordinator, the English and Filipino subject teachers (for Phil-IRI Gate 1 retrieval), advisory teachers (for academic and LESF verification), and all teacher-facilitator candidates and Grade 9 learner candidates in pilot schools designated by the SDO.
7. **Mandatory Timeline of Activities.**
- Level 1 — School Pre-Qualification: on or before April 27, 2026
 - Level 2 — Teacher Selection: on or before April 30, 2026
 - Level 3 — Learner Selection: on or before May 15, 2026
8. **Submission of Reports.** All Schools Division Offices shall submit the consolidated results using the prescribed SDO Consolidated Report Template (Enclosure 4) to the Regional Office **on or before 15 May 2026**. Submissions shall be addressed to the Regional BL 4-1 Program Focal through the Curriculum and Learning Management Division (CLMD).
9. **Technical Assistance.** For inquiries, coordination, and clarification, concerned SDOs may contact Rhea J. Yparraguirre, EPS-CLMD at rhea.yparraguirre@deped.gov.ph.
10. For information, guidance, and strict compliance.

MARIA INES C. ASUNCION

Director IV
Regional Director

CLMD/rjy
04/13/2026

(Enclosure No. 1 to Regional Memorandum No. 0366, s. 2026)

Blended Learning 4-1 Pilot Scale-Up Three-Level Pre-Qualification Framework
SY 2026–2027, Caraga Region

I. Rationale

Blended Learning 4-1 is a structural intervention. Its deployment is justified by verified, documented conditions of classroom inadequacy and disaster vulnerability — not by school interest, administrative convenience, or teacher preference. The program places sustained demands on schools, teachers, and learners alike. Pre-qualification ensures that each actor enters the program with confirmed capacity to meet those demands.

The framework operates across three levels — School, Teacher, and Learner — in a deliberate sequential dependency: a school must be structurally qualified before its teachers are evaluated, and teachers must be confirmed and rated before learners are enrolled. Each level produces verified data that directly parameterizes the selection instruments at the level below it, ensuring no individual is placed into an environment structurally mismatched to their evaluated profile.

Three principles govern the framework:

- Contextual Cascading — school-level data flows into teacher and learner instruments as binding parameters;
- Construct Alignment — shared constructs of readiness, capacity, and integrity are defined consistently across levels; and
- Non-Redundant Progression — no criterion verified at one level is re-verified at the next, and no data already available in existing DepEd information systems shall be manually re-collected.

II. Level 1 — School Pre-Qualification

A school is admitted to BL 4-1 only when verified evidence confirms that it operates under conditions the program is specifically designed to address. The five criteria below are scored on a 0–2 scale and yield two Local Pilot Management Indices and a technology track designation carried forward to Levels 2 and 3.

No.	Criterion	Threshold	Validation Documents	Authority
C1	Classroom shortage	Classroom-to-section deficit; ≥ 50% of sections exceed standard class size	SF1, Physical Facilities Inventory, EBEIS, SIP	Division Planning Officer / SGOD Chief
C2	Shifting classes	Multi-shift schedule in ≥ 2 of last 3 SYs; ≥	Approved School Class Program (per	EPS-CID, School Head certification

No.	Criterion	Threshold	Validation Documents	Authority
		25% of sections affected	SY), Division Memoranda	
C3	Oversized classes	≥ 30% of target-grade sections exceeded standard size in 2 of last 3 SYs	SF1, LIS class size data, Enrollment Summaries	Division Planning Officer (LIS-generated)
C4	Disaster-prone location	≥ 5 suspension days/SY due to disasters in ≥ 2 of last 3 SYs	DRRM Incident Reports, Suspension Orders, Hazard Maps	Division DRRM Coordinator
C5	Evacuation center use	Used as evacuation center ≥ 1 time causing ≥ 3 inaccessible school days	LDRRMC Designation Order, DRRM Incident Reports, Post-Disaster Monitoring	Division DRRM Coordinator

Scoring: 2 = Fully Met (evidence complete, threshold attained) · 1 = Partially Met · 0 = Not Met / Not Documented

Total Score	Verdict
8–10	Qualified — Priority
5–7	Qualified — Standard
3–4	Conditionally Qualified (succeeding cycle)
0–2	Not Qualified

Minimum gate: Score ≥1 on C1 AND ≥1 on C4 or C5 is required regardless of total score.

Derived Local Pilot Management Indices (for regional prioritization use only; not national DepEd planning metrics):

- **The Classroom Shortage Index (CSI)** = C1+C2+C3 (max 6): 5–6 Severe (≥2 sections target); 3–4 Moderate (≥1 section); 1–2 Mild.
- **The Disaster Exposure Severity (DES)** = C4+C5 (max 4): 4 High; 2–3 Moderate; 0–1 Low.

Both indices, together with the verified technology track (HT/LT/Hybrid/Mixed), are recorded in the School Pre-Qualification Output Card and transmitted to Levels 2 and 3 as binding parameters.

III. Level 2 — Teacher Pre-Qualification

Teacher pre-qualification confirms that every BL 4-1 teacher-facilitator possesses the alignment, competence, and technology capability to implement the BL 4-1 instructional cycle within the school's specific environment, in accordance with DepEd Order No. 42, s. 2017 (PPST). Teacher selection precedes learner selection. The teacher's WHLP Design Capability Rating becomes a binding input to the learner ILRT qualification threshold at Level 3.

Gate Zero — Universal Prerequisites (Template T-2): A single failed prerequisite disqualifies the teacher from deployment.

Code	Prerequisite	Activation
P1	Major alignment confirmed (PDS/TOR/diploma)	All schools
P2	IPCRF: 3 consecutive years VS or Outstanding	All schools
P3	PPST Domain 1 $\geq$ Proficient (incl. Indicator 1.3.2 ICT ethics)	All schools
P4	PPST Domain 4 $\geq$ Proficient (BL4-1 lesson design within 45-min ceiling)	All schools
P5	School Pre-Qualification Output Card acknowledged and signed	All schools
P6	Contingency literacy demonstrated (Offline-First Fallback Protocol; Time-Recovery Playbook; without external IT support)	Required if DES = High; preferred if DES = Moderate

Track-Specific Competency Evaluation (Template T-3): Only the section matching the school's verified technology track is administered. All items must be rated 3 (Proficient) or 4 (Exemplary). Each section includes competency items for WHLP design appropriate to the track context and, where DES $\geq$ Moderate, disaster-responsive BL 4-1 scheduling. The evaluation produces a WHLP Design Capability Rating:

Rating	Criteria	Implication for Learner ILRT Threshold
Advanced	All WHLP items rated 3–4; context-appropriate contingency WHLP produced	Learners at Instructional Level (ILRT 20–28) are prioritized for placement under Advanced teachers; learners at Independent Level (ILRT 29–36) may be placed under any qualified teacher
Proficient	Core WHLP items rated 3; context-appropriate WHLP produced	ILRT $\geq$ 29 (Independent Level) required for placement; learners at Instructional Level (ILRT 20–28) are not placed under Proficient teachers unless School Head grants specific written approval
Developing	One or more WHLP items rated 1–2	Teacher assigned to capacity building; not deployed until Proficient rating is achieved

IV. Level 3 — Learner Pre-Qualification

Learner pre-qualification confirms that every BL 4-1 enrollee possesses the literacy foundation, academic preparation, environmental capacity, and self-regulation required to function independently on the designated home learning day — within the school and technology environment into which they are placed, and calibrated to

the instructional support level their teacher can provide, in accordance with DepEd Order No. 46, s. 2006.

Gate	Focus	Threshold	Source / Template
Gate 1 Phil-IRI	Literacy foundation	Independent Level in both English and Filipino	EOSY Phil-IRI results (LIS-generated) · Template L-2
Gate 2 Academic	Academic foundation	Final grade $\geq$ 80% in Math, Science, and English	SF9/SF10 via LIS/EBEIS · Template L-3
Gate 3 LESF	Home environment and technology capacity	Suitable study space (verified through parental certification); available adult monitor; technology access within school track ceiling. <i>DES = High: adult monitor must certify capacity to implement printed HLD kit without internet.</i>	Parental Certification of Learning Environment Readiness · Template L-4
Gate 4 ILRT	Self-regulation	Score threshold determined by teacher's WHLP Design Capability Rating (see Section III above). Track-contextualized items. <i>Digital Ethics Orientation Activity required for all candidates.</i>	BL 4-1 Contextualized ILRT · Template L-5

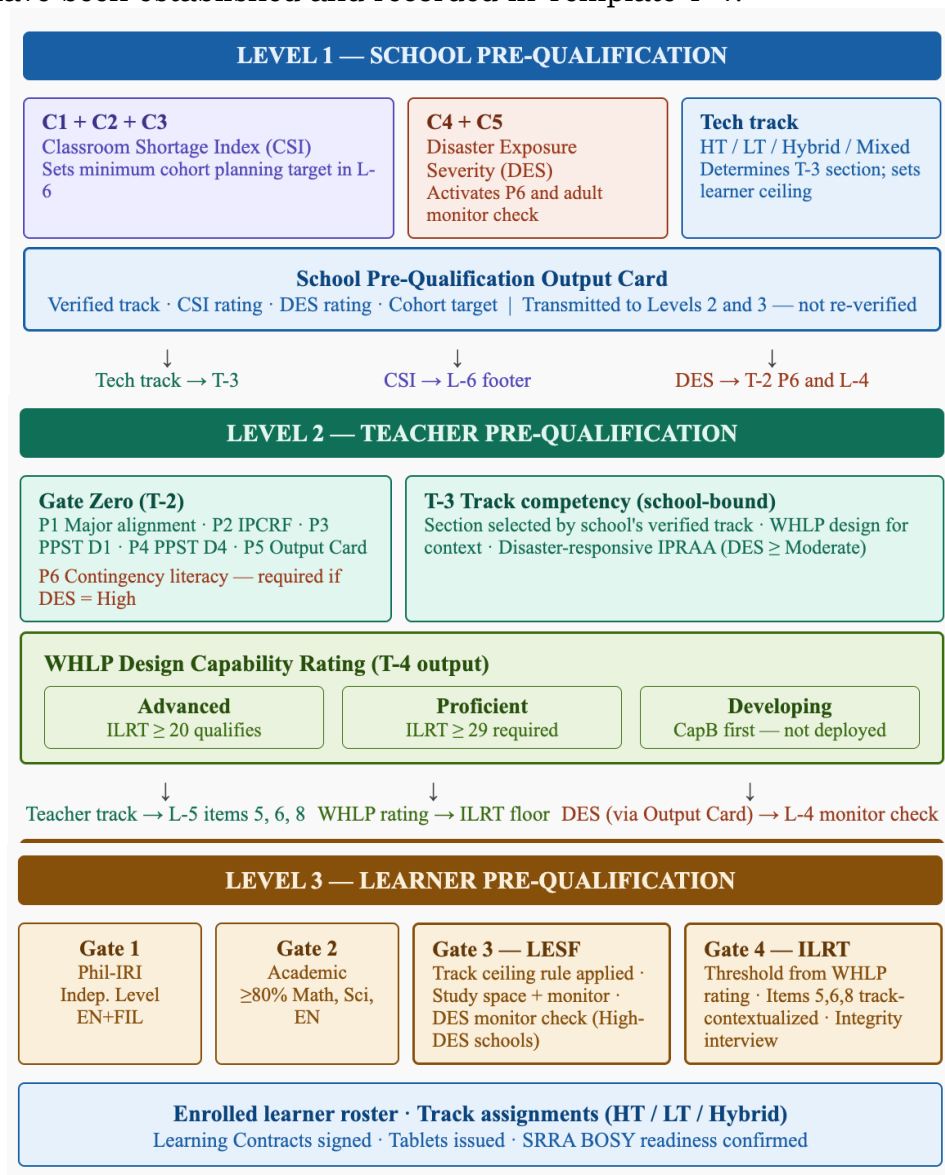
Track Ceiling Rule (Gate 3): Learner track may not exceed the school's verified technology track — HT school: HT/Hybrid/LT permissible; Hybrid school: Hybrid/LT only; LT school: LT only.

(Enclosure No. 2 to Regional Memorandum No. 0366, s. 2026)

Blended Learning 4-1 Pilot Scale-Up | SY 2026–2027
PRE-QUALIFICATION INTERACTION MAP

I. System Architecture

The three qualification levels function as a sequential dependency rather than independent processes. The School Pre-Qualification Output Card serves as the linking instrument across all three levels; it is generated at the end of Level 1 and attached, without re-verification, to all teacher and learner selection files for the school. Level 2 activities shall not commence in any school that has not received a qualified verdict and a completed Output Card. Level 3 activities shall not commence until the WHLP Design Capability Ratings of all confirmed teacher-facilitators in the school have been established and recorded in Template T-4.



II. Inter-Level Dependency Framework

Data Produced At	Flows To	Effect on Downstream Selection
School verified technology track (L1)	T-3, Template L-4	Determines which T-3 section is administered; sets track ceiling for learner assignment in Gate 3
DES rating (L1)	T-2 Gate Zero	DES = High makes P6 (contingency literacy) a mandatory Gate Zero prerequisite for all teachers in that school
DES rating (L1)	T-3 competency items	Activates disaster-responsive BL 4-1 scheduling and Offline-First Fallback items in track evaluation
DES rating (L1)	Template L-4 Gate 3	Activates adult monitor contingency capacity item in the Parental Certification for households in High-DES schools
CSI rating (L1)	Template L-6 footer	Sets minimum cohort planning target; L-6 tracks actual enrollment against CSI target to verify decongestion
WHLP Design Capability Rating (L2)	Template L-5 Gate 4	Pre-fills ILRT qualifying threshold: - Advanced teacher → Instructional (20–28) and Independent (29–36) learners eligible; - Proficient teacher → Independent (29–36) learners only, with SH approval for Instructional; - Developing → enrollment on hold
Teacher track assignment (L2)	Template L-5 items 5, 6, 8	ILRT items on digital navigation and output submission are presented in track-specific language from teacher's verified deployment context

(Enclosure No. 3 to Regional Memorandum No. 0366, s. 2026)

TEMPLATES FOR THE THREE-LEVEL SELECTION PROCESS
Blended Learning 4-1 Pilot Scale-Up | SY 2026–2027

The following templates constitute the standardized instruments for the three-level selection and pre-qualification process. All templates must be accomplished within the prescribed timeline, filed in the school's BL 4-1 Implementation Binder, and submitted to the Division BL 4-1 Focal Person for consolidation. No teacher or learner selection instrument shall be administered in a school that has not received a qualified verdict under Level 1.

Level 1: School Pre-Qualification Templates

Accomplished by the Division BL 4-1 Focal Person and validating officers prior to any teacher or learner selection activity. Deadline: on or before April 27, 2026.

Part 1: School Pre-Qualification Checklist

One form per school assessed. Accomplished by the Division BL 4-1 Focal Person and validating officers. EBEIS classroom utilization data and LIS class size outputs shall be pre-filled by the Division Planning Office prior to school-level assessment. A completed S-2 is required before the Output Card (S-3) may be issued.

School Name:	School ID:
SDO:	District:
School Head:	Target Grade Level:
Date of assessment:	Assessed by:

Section A — Criterion Assessment

Scoring: 2 = Fully Met (evidence complete, threshold attained) · 1 = Partially Met (evidence available but incomplete, or threshold partially attained) · 0 = Not Met / Not Documented

C1 — Classroom Shortage Threshold: Classroom-to-section deficit; ≥50% of sections exceed standard class size				
Evidence Item	Present?	Verified?	Notes / Findings	Score
SF1 showing sections vs. classrooms	☐ Yes ☐ No	☐ Yes ☐ No		☐ 2 — Fully Met ☐ 1 — Partially ☐ 0 — Not Met
EBEIS classroom utilization data	☐ Yes ☐ No	☐ Yes ☐ No		
SIP documentation of shortage	☐ Yes ☐ No	☐ Yes ☐ No		
Threshold attained (≥50% sections exceeding capacity)?				☐ Yes ☐ Partial ☐ No

C2 — Shifting Classes Threshold: Multi-shift in ≥2 of last 3 SYs; ≥25% of sections affected				
Master Schedule showing multi-shift (SY _____)	☐ Yes ☐ No	☐ Yes ☐ No		☐ 2 — Fully Met ☐ 1 — Partially ☐ 0 — Not Met
Master Schedule showing multi-shift (SY _____)	☐ Yes ☐ No	☐ Yes ☐ No		
Division Memorandum authorizing shifting	☐ Yes ☐ No	☐ Yes ☐ No		
Threshold attained (shifting in ≥2 of last 3 SYs, ≥25% of sections)?				☐ Yes ☐ Partial ☐ No
C3 — Oversized Classes Threshold: ≥30% of target-grade sections exceeded standard size in 2 of last 3 SYs				
SF1 / LIS class size data (SY _____)	☐ Yes ☐ No	☐ Yes ☐ No		☐ 2 — Fully Met ☐ 1 — Partially ☐ 0 — Not Met
SF1 / LIS class size data (SY _____)	☐ Yes ☐ No	☐ Yes ☐ No		
Enrollment summary confirming exceedance	☐ Yes ☐ No	☐ Yes ☐ No		
Threshold attained (≥30% of target sections exceeded size in 2 of last 3 SYs)?				☐ Yes ☐ Partial ☐ No
C4 — Disaster-Prone Location Threshold: ≥5 suspension days/SY due to disasters in ≥2 of last 3 SYs				
DRRM Incident Reports with suspension days	☐ Yes ☐ No	☐ Yes ☐ No		☐ 2 — Fully Met ☐ 1 — Partially ☐ 0 — Not Met
Official Suspension Orders (LGU / DepEd)	☐ Yes ☐ No	☐ Yes ☐ No		
Hazard classification / school risk profile	☐ Yes ☐ No	☐ Yes ☐ No		
Threshold attained (≥5 suspension days/SY in ≥2 of last 3 SYs)?				☐ Yes ☐ Partial ☐ No
C5 — Evacuation Center Use Threshold: Used as evacuation center ≥1 time causing ≥3 inaccessible school days				

LDRRMC / Barangay Council Designation Order	☐ Yes ☐ No	☐ Yes ☐ No		☐ 2 — Fully Met ☐ 1 — Partially ☐ 0 — Not Met
DRRM Incident Report (days of inaccessibility)	☐ Yes ☐ No	☐ Yes ☐ No		
Post-disaster monitoring / closure certification	☐ Yes ☐ No	☐ Yes ☐ No		
Threshold attained (used ≥ 1 time; ≥ 3 days of inaccessibility)?				☐ Yes ☐ Partial ☐ No

Section B — Summary Scoring

Criterion	Maximum Score	Score Awarded	Validation Authority
C1 — Classroom shortage	2		Division Planning Officer / SGOD Chief
C2 — Shifting classes	2		EPS-CID, School Head certification
C3 — Oversized classes	2		Division Planning Officer (LIS-generated)
C4 — Disaster-prone location	2		Division DRRM Coordinator
C5 — Evacuation center use	2		Division DRRM Coordinator
TOTAL	10	_____	

Section C — Minimum Gate Check

School scores at least 1 on Criterion 1 (Classroom Shortage)	☐ Met ☐ Not Met
School scores at least 1 on Criterion 4 or Criterion 5 (Disaster Exposure)	☐ Met ☐ Not Met
<i>Both conditions must be met for the school to receive a Qualified verdict, regardless of total score.</i>	

SECTION D — DERIVED LOCAL PILOT MANAGEMENT INDICES AND TECHNOLOGY TRACK

Note: The CSI and DES are Local Pilot Management Indicators for the SY 2026–2027 BL 4-1 Pilot Scale-Up only. They are derived from existing EBEIS and DRRM data and are used solely for regional prioritization. They are not national DepEd planning metrics.

Assessment Parameter	Scoring Criteria / Policy Application
Classroom Shortage Index (CSI) = C1 + C2 + C3	Score: ____ / 6 ☐ Severe (5–6) ☐ Moderate (3–4) ☐ Mild (1–2)
Disaster Exposure Severity (DES) = C4 + C5	Score: ____ / 4 ☐ High (4) ☐ Moderate (2–3) ☐ Low (0–1)

Assessment Parameter	Scoring Criteria / Policy Application
Verified Technology Track	☐ High-Tech ☐ Low-Tech ☐ Hybrid ☐ Mixed (Basis: C1 infrastructure data, C4–C5 connectivity exposure, EBEIS facility records)
Minimum BL 4-1 Cohort Target	_____ sections (CSI Severe → ≥2 sections; Moderate → ≥1 section; Mild → partial/rolling)
DES implication for teacher selection	☐ P6 contingency literacy required for all teachers (DES = High) ☐ P6 required for Hybrid teachers; preferred for HT/LT (DES = Moderate) ☐ P6 preferred but not required (DES = Low)

Section E — Pre-Qualification Verdict

Total Score	Verdict	Implication
8–10	Qualified — Priority	High structural need; strongly recommended for immediate inclusion
5–7	Qualified — Standard	Meets minimum threshold; eligible subject to Division prioritization
3–4	Conditionally Qualified	Included in succeeding implementation cycle; specific gaps documented
0–2	Not Qualified	Insufficient structural basis; retain in standard F2F program

VERDICT FOR THIS SCHOOL

☐ **Qualified — Priority** ☐ **Qualified — Standard** ☐ **Conditionally Qualified** ☐ **Not Qualified**

Basis / Remarks:

Section F — Certifications

Assessed and validated by:	Concurred by:	Noted by:
Name: Position: Division Assessment Officer Signature: Date:	Name: Position: SDO BL 4-1 Division Focal Signature: Date:	Name: Position: Schools Division Superintendent Signature: Date:

This form is an official pre-qualification instrument of the DepEd-Caraga BL 4-1 Pilot Scale-Up. Results shall be transmitted to the Regional Steering Committee through the SDO Consolidated Report (Enclosure 4) and retained in the Division Implementation Team's official records.

Part II — School Pre-Qualification Output Card

Issued by the Division BL 4-1 Focal Person upon completion of Template S-2. One card per qualified school. Attached to all teacher (T-2 through T-4) and learner (L-4 through L-6) selection files. Not re-accomplished at Levels 2 or 3 — referenced only.

School Pre-Qualification Output Card	
School Name	
School ID (EBEIS)	
SDO	
District	
Date of Pre-Qualification	
Pre-Qualification Verdict	☐ Qualified — Priority (8–10) ☐ Qualified — Standard (5–7) ☐ Conditionally Qualified (3–4) ☐ Not Qualified (0–2)
Total Pre-Qualification Score	_____ / 10 C1: ____ C2: ____ C3: ____ C4: ____ C5: ____
Classroom Shortage Index (CSI) [Local Pilot Management Indicator]	_____ / 6 ☐ Severe (5–6) ☐ Moderate (3–4) ☐ Mild (1–2)
Disaster Exposure Severity (DES) [Local Pilot Management Indicator]	_____ / 4 ☐ High (4) ☐ Moderate (2–3) ☐ Low (0–1)
Verified Technology Track	☐ High-Tech ☐ Low-Tech ☐ Hybrid ☐ Mixed
Minimum BL 4-1 Cohort Target	_____ sections
DES implication for teacher selection	☐ P6 contingency literacy required for all teachers (DES = High) ☐ P6 required for Hybrid only; preferred for HT/LT (DES = Moderate) ☐ P6 preferred, not required (DES = Low)
Track ceiling for learner assignment	- Learner track may not exceed the school's verified technology track. - HT school → HT / Hybrid / LT permissible · Hybrid school → Hybrid / LT only · LT school → LT only
<i>This card must be attached to Templates T-2, T-3, T-4, L-4, L-5, and L-6 for this school. Teacher and learner selection shall not commence without a completed and validated Output Card on file.</i>	
Issued by (Division BL 4-1 Focal)	Name: Signature: Date:
Concurred by (SDS / Representative)	Name: Signature: Date:

Level 2: Teacher Selection Templates

All templates must be accomplished by April 30, 2026

Part I— Gate Zero Universal Prerequisites Verification Form

One form per teacher candidate. A single failed prerequisite disqualifies from any BL 4-1 track.

Teacher Name: _____ Employee ID: _____ School: _____ Date: _____			
School verified technology track (from Output Card): ☐ HT ☐ LT ☐ Hybrid ☐ Mixed DES rating: ☐ High (4) ☐ Moderate (2–3) ☐ Low (0–1)			
Code	Prerequisite	Evidence Reviewed	Result
P1	Major alignment — specialization matches assigned learning area	☐ PDS ☐ TOR ☐ Diploma	☐ Eligible ☐ Ineligible
P2	IPCRF — 3 consecutive years VS or Outstanding Ratings: ____ / ____ / ____	IPCRF records on file	☐ Meets ☐ Does not meet
P3	PPST Domain 1 ≥ Proficient (incl. Indicator 1.3.2 ICT ethics) COT/Portfolio rating: ____	☐ COT rubric ☐ Portfolio	☐ Meets ☐ Capacity bldg.
P4	PPST Domain 4 ≥ Proficient — IPRAA lesson design within 45-min ceiling COT/Portfolio rating: ____	☐ COT rubric ☐ Lesson portfolio	☐ Meets ☐ Capacity bldg.
P5	School Pre-Qualification Output Card acknowledged and signed	☐ Signed Output Card on file	☐ Done ☐ Pending
P6	<i>Contingency literacy — Offline-First Fallback Protocol and Time-Recovery Playbook demonstrated without external IT support</i> (Complete only if DES = High; preferred if DES = Moderate)	☐ Structured demo ☐ Portfolio evidence	☐ Demonstrated ☐ Not yet ☐ N/A
Gate Zero Overall Result:		☐ All prerequisites cleared — proceed to T-3 ☐ Failed prerequisite: P____ Reason: _____	
Verified by School Head: _____ Date: _____			

Part II — Track-Specific Competency Evaluation Form

Complete **ONLY** the section matching the school's verified track.

Rating: 4=Exemplary, 3=Proficient, 2=Developing, 1=Beginning. Threshold: all items rated 3 or 4.

Section A — High-Tech Track

Competency	Evidence Provided	Rating (1–4)	Threshold Met?
ICT-CST Advanced (Knowledge Creation) level verified			☐ Yes ☐ No
Designs tasks structurally resistant to AI-assisted completion (understanding-based, process-evaluating)			☐ Yes ☐ No
Proficient in dynamic visualization tools (GeoGebra, Desmos) for active digital engagement			☐ Yes ☐ No
Configures anti-cheating protocols, randomized questions, and role-based rubrics in LMS			☐ Yes ☐ No
Advanced LMS administration and cloud synchronization troubleshooting			☐ Yes ☐ No
Designs WHLP with full-connectivity tasks AND functional offline fallback (required for all HT)			☐ Yes ☐ No
Produces contingency weekly IPRAA schedule for ≥ 2 disruption scenarios (required if DES $\geq$ Moderate)			☐ Yes ☐ No ☐ N/A
Section A result:		WHLP Design Rating: ☐ Advanced ☐ Proficient ☐ Developing ☐ Qualified ☐ Capacity building	

Section B — Low-Tech Track

Competency	Evidence Provided	Rating (1–4)	Threshold Met?
ICT-CST Proficient (Knowledge Deepening) level verified			☐ Yes ☐ No
Translates IPRAA cycle into structured offline activity sheets and digitized offline content			☐ Yes ☐ No
Pre-loads and distributes content via OTG drives, LAN, or pre-loaded tablets			☐ Yes ☐ No

Competency	Evidence Provided	Rating (1–4)	Threshold Met?
Autonomous hardware troubleshooting without external IT support			☐ Yes ☐ No
Designs WHLP executable entirely without internet using pre-loaded or printed materials (required for all LT)			☐ Yes ☐ No
Produces contingency weekly IPRAA schedule for ≥ 2 disruption scenarios (<i>required if DES $\geq$ Moderate</i>)			☐ Yes ☐ No ☐ N/A
Section B result:		WHLP Design Rating: ☐ Advanced ☐ Proficient ☐ Developing ☐ Qualified ☐ Capacity building	

Section C — Hybrid Track

Competency	Evidence Provided	Rating (1–4)	Threshold Met?
ICT-CST Proficient (Agile) — adaptability in unstable technology environments			☐ Yes ☐ No
Maintains parallel digital and manual lesson plans simultaneously per session			☐ Yes ☐ No
Offline-First Fallback Protocol mastery — full class pivot within 5 minutes			☐ Yes ☐ No
Time-Recovery Playbook expertise — bell-work and structured transition management			☐ Yes ☐ No
Multi-modal delivery switching: Bluetooth, local network, paper fallbacks without IT support			☐ Yes ☐ No
Designs WHLP with parallel digital and print pathways for mid-Wednesday connectivity loss (required for all Hybrid)			☐ Yes ☐ No
Produces contingency weekly IPRAA schedule for ≥ 2 disruption scenarios (<i>required if DES $\geq$ Moderate</i>)			☐ Yes ☐ No ☐ N/A
Section C result:		WHLP Design Rating: ☐ Advanced ☐ Proficient ☐ Developing ☐ Qualified ☐ Capacity building	

Part III — Consolidated Teacher Screening Results

All gate results consolidated per teacher. Submit to SDO by April 27, 2026. School Pre-Qualification Output Card must be attached.

School: _____ SDO: _____ School track: _____ DES: _____ Output Card attached: ☐ Yes ☐ No								
#	Employee ID	Teacher Name	Learning Area	P1-P5 Gate Zero	P6 Contingency	T-3 Track	WHLP Design Rating	Final Status
				☐ Pass ☐ Fail	☐ Pass ☐ N/A	☐ Pass ☐ CapB	☐ Adv ☐ Prof ☐ Dev	
				☐ Pass ☐ Fail	☐ Pass ☐ N/A	☐ Pass ☐ CapB	☐ Adv ☐ Prof ☐ Dev	
BL 4-1 Coordinator: _____ Date: _____					School Head: _____ Date: _____			

Capacity Building Plan for Non-Qualifying Teachers

#	Employee ID	Name	Prerequisite/ Track Item Not Met	Specific Gap	Capacity Building Activity	Target Date	Responsible Officer
Noted by School Head: _____ Date: _____							

LEVEL 3: LEARNER SELECTION TEMPLATES

All templates must be accomplished on or before 15 May 2026.

Gate 1 — Literacy: Phil-IRI Screening Summary Sheet

Source: EOSY Phil-IRI results. Both English AND Filipino must show Independent Level to pass Gate 1.

School: _____ Division: _____						
English Teacher: _____ Filipino Teacher: _____						
#	LRN	Learner Name	Phil-IRI English	Phil-IRI Filipino	Gate 1 Result	Remarks
			☐ Independent ☐ Instructional ☐ Frustration	☐ Independent ☐ Instructional ☐ Frustration	☐ PASS ☐ FAIL	
			☐ Independent ☐ Instructional ☐ Frustration	☐ Independent ☐ Instructional ☐ Frustration	☐ PASS ☐ FAIL	
			☐ Independent ☐ Instructional ☐ Frustration	☐ Independent ☐ Instructional ☐ Frustration	☐ PASS ☐ FAIL	
			☐ Independent ☐ Instructional ☐ Frustration	☐ Independent ☐ Instructional ☐ Frustration	☐ PASS ☐ FAIL	
Total assessed: _____ Passed: _____ Failed: _____						

Gate 2: Academic Foundation Screening Sheet

Source: SF9/SF10 via LIS/EBEIS. Minimum 80% in ALL three core subjects to pass.

#	LRN	Learner Name	Math (%)	Science (%)	English (%)	Gate 2 Result	Remarks
						☐ PASS ☐ FAIL	
						☐ PASS ☐ FAIL	
						☐ PASS ☐ FAIL	
						☐ PASS ☐ FAIL	
						☐ PASS ☐ FAIL	

Gate 3: LESF Environmental Capacity Verification

One form per learner who passed Gates 1 and 2. Environmental readiness is verified through parental certification as the primary mode of verification, consistent with data minimization principles and parental rights. Home visits are conducted only under established Child Find or remediation protocols following program commencement and shall not serve as a pre-qualification gate.

Learner Name: _____ LRN: _____ Grade: _____ School: _____
School verified technology track (from Output Card): ☐ High-Tech ☐ Low-Tech ☐ Hybrid ☐ Mixed

I, _____, parent/guardian of _____
(LRN: _____), hereby certify the following:

Condition	Certification Item	Result
Study space	A dedicated or suitable study space is available at home for the learner on Home Learning Days.	☐ Confirmed ☐ Not available
Adult monitor	An adult monitor will be available on Wednesday to supervise the learner. Name: _____ Relation: _____ Contact: _____	☐ Confirmed ☐ Not available
Technology access	The learner has access to: ☐ Personal device + stable internet (HT eligible) ☐ Device + mobile data/intermittent (Hybrid eligible) ☐ Device only / no internet (LT eligible) ☐ No device (LT with tablet issuance)	Track assigned: ☐ High-Tech ☐ Low-Tech ☐ Hybrid Note: track may not exceed school track
DES monitor contingency (High-DES schools only)	The adult monitor is capable of assisting the learner in using a printed Home Learning Day (HLD) kit and contacting the teacher via SMS without internet access on disruption days.	☐ Confirmed ☐ Not confirmed ☐ N/A
Gate 3 Result:	☐ Qualified ☐ Not qualified — refer to BL 4-1 Coordinator for follow-up under established remediation procedures	

Parent/Guardian Signature: _____

Date: _____

Received and verified by BL 4-1 Coordinator: _____

Date: _____

Gate 4: BL 4-1 Contextualized ILRT — Administration and Scoring Record
Administered after Gates 1–3 are cleared. One form per learner.

Learner Name: _____ LRN: _____ Grade: _____ Date: _____
Teacher WHLP Design Capability Rating (from T-4): ☐ Advanced (ILRT ≥ 29 required) ☐ Proficient (ILRT ≥ 29 qualifies) Assigned Track: ☐ HT ☐ LT ☐ Hybrid

Qualifying threshold:

- Advanced teacher: Learners at Instructional Level (ILRT 20–28) are prioritized; learners at Independent Level (29–36) may be placed under any qualified teacher.
- Proficient teacher: Learners must score at Independent Level (ILRT ≥ 29); Instructional Level (20–28) requires written School Head approval.

PART I — INDEPENDENT LEARNING READINESS ASSESSMENT

#	Competency	BL 4-1 Context (pre-filled per track)	Rating (circle)
1	Retrieve information from modules and digital/print materials	Find information in SLMs or tablet files on Home Learning Day (HLD) without teacher assistance	3 – 2 – 1
2	Recall and summarize key lesson details	Apply face-to-face lesson content to HLD tasks independently	3 – 2 – 1
3	Act on instructions from messages or pre-recorded clips	Respond to teacher instructions via message or voice note on distance day	3 – 2 – 1
4	Interpret charts, tables, and schedules	Read and follow the WHLP task schedule and guide independently	3 – 2 – 1
5	Use digital tools or downloaded files to access materials	Track-contextualized: HT — LMS navigation; LT — offline tablet files / OTG; Hybrid — both (record lower rating)	3 – 2 – 1
6	Follow on-screen icons and navigation instructions	Track-contextualized: as above	3 – 2 – 1
7	Manage own study schedule within a time frame	Complete all Wednesday WHLP tasks without reminders	3 – 2 – 1
8	Submit activity sheets and assessment outputs correctly	Track-contextualized: HT — digital upload; LT — physical submission Thursday; Hybrid — both (lower rating)	3 – 2 – 1

#	Competency	BL 4-1 Context (pre-filled per track)	Rating (circle)
9	Follow a sequence of instructions for multi-step tasks	Complete WHLP activities in order without waiting for teacher clarification	3 – 2 – 1
10	Write original ideas and reflections in own words	Produce WHLP outputs reflecting genuine thinking	3 – 2 – 1
11	Solve mathematical problems independently	Compute and solve problems during the Wednesday distance block	3 – 2 – 1
12	Seek information independently when stuck	Re-read, review notes, or consult reference materials rather than stopping	3 – 2 – 1
PART I TOTAL SCORE			___ / 36

Scoring guide: 29–36 = Independent Level (qualifies) · 20–28 = Instructional Level (conditional — Advanced teacher required) · 12–19 = Beginning Level (not yet qualified)

PART II — DIGITAL ETHICS ORIENTATION ACTIVITY

In accordance with DepEd Order No. 003, s. 2026 (Foundational Guidelines on Artificial Intelligence in Basic Education), all learner candidates shall complete a Digital Ethics Orientation Activity prior to enrollment. This activity is not a qualification gate and does not produce a rating that affects program eligibility. A learner's honest disclosure of permitted AI use is not grounds for disqualification or exclusion. The orientation is designed to establish shared expectations regarding academic integrity and responsible digital citizenship.

#	Orientation Question	Learner Response Summary
Q1	"If you're working on a Wednesday task and you don't know the answer, what will you do?"	
Q2	"What makes an answer 'not your own work'? What is your view on using AI tools for school tasks?"	
Q3 (HT only)	"If your tablet has an AI assistant app installed and you are working on a Wednesday task, when is it appropriate to use it, and when is it not?"	
Digital Ethics Orientation Status:	☐ Completed ☐ Pending (schedule follow-up session)	

GATE 4 OVERALL RESULT

- ☐ **Qualified** — Part I score meets threshold for teacher's WHLP Design Rating; Digital Ethics Orientation completed. Proceed to enrollment.
- ☐ **Conditionally Qualified** — Part I 20–28 under Advanced teacher; or Digital Ethics Orientation pending. Written SH approval required. Condition: _____
- ☐ **Not yet qualified** — Part I ≤ 19; or Part I 20–28 under Proficient teacher without SH approval. Retain in standard modality; document in L-7.

Administered by:
BL 4-1 Coordinator:
School Head:

PART III: Consolidated Learner Screening Results and Track Assignment

All four gate results consolidated per learner.

School: SDO: Verified school track: _____ CSI: ____/6 DES: ____/4 Teacher WHLP Rating: _____										
#	LRN	Learner Name	G1 Phil-IRI	G2 Academic	G3 LESF	G4 ILRT	All Gates Cleared?	Track (HT/LT/Hy)	Status	Remarks
			☐ P ☐ F	☐ P ☐ F	☐ P ☐ F	☐ P ☐ F				
			☐ P ☐ F	☐ P ☐ F	☐ P ☐ F	☐ P ☐ F				
			☐ P ☐ F	☐ P ☐ F	☐ P ☐ F	☐ P ☐ F				
Total screened: ____ Qualified: ____ HT: ____ LT: ____ Hybrid: ____					Enrolled sections vs. CSI target: ____/____ Indep. ILRT: ____% Cond. ILRT: ____%					
BL 4-1 Coordinator: _____ Date: _____						School Head: _____ Date: _____				

Disqualification and Remediation Record

#	LRN	Name	Gate Failed	Specific Reason	Remediation Plan	Re-eval. Date	Responsible Teacher
Noted by School Head: _____					Date: _____		

Part IV: BL 4-1 Learning Contract (Tri-Partite Agreement)

Signed during Tablet Issuance Event (on or before 10 May 2026) or Opening Block (June 8–11, 2026) for late enrollees.

School: _____ SDO: _____	
Learner Name: _____ LRN: _____	
Grade/Section: _____ Track: ☐ HT ☐ LT ☐ Hybrid	
Parent/Guardian: _____ Contact: _____	
School commits to:	Learner commits to:
• Provide WHLPs ≥ 1 week before each Wednesday HLD • Ensure teacher reachable on HLD via agreed channel • Conduct regular consultations per three-term calendar • Notify parent/guardian of performance or compliance issues	• Complete all WHLP tasks and submit outputs by deadline • Attend all four F2F days unless documented illness/emergency • Use DepEd-issued tablet exclusively for BL 4-1 activities • Submit only original work; AI-generated answers constitute academic dishonesty and may result in disqualification
Parent/Guardian commits to:	
• Monitor learner's Wednesday study and ensure quiet environment • Ensure access to tablet and connectivity/electricity on Wednesdays • Attend all parent/guardian orientations called by the school • Report immediately any household change affecting distance-day participation <i>For 4Ps beneficiaries: Compliance with this contract is a prerequisite for continued receipt of educational grants.</i>	
_____ School Head Date: _____	_____ Learner Date: _____
_____ Parent/Guardian: Date: _____	_____ Witness (BL 4-1 Coordinator): Date: _____

(Enclosure No. 4 to Regional Memorandum No. 0366, s. 2026)

SDO CONSOLIDATED REPORT
Three-Level Selection and Pre-Qualification Results

Region: Caraga (Region XIII)	Schools Division Office:
Reporting Period:	Date of Submission:

I. General Information

Total number of schools pre-qualified (Level 1 — School):	— of which Priority: _____ Standard: _____ Conditional: _____
Total number of teacher candidates screened (Level 2 — Teacher):	Qualified: _____ For CapB: _____ Disqualified: _____
Total number of learner candidates screened (Level 3 — Learner):	
Total qualified after Gate 1 (Phil-IRI):	
Total qualified after Gate 2 (Academic):	
Total qualified after Gate 3 (LESF / Environment):	
Total qualified after Gate 4 (ILRT — Final): HT: _____ LT: _____ Hybrid: _____	

II. Summary of Results by Level

Selection Level	No. of Schools / Candidates	Screening Focus	Qualified	Not Qualified / CapB
Level 1 School Pre-Qualification	_____ schools	Structural need verified: classroom shortage (C1), shifting classes (C2), oversized classes (C3), disaster-prone location (C4), evacuation center use (C5). Produces CSI, DES, verified technology track, and School Pre-Qualification Output Card.	_____	_____

Selection Level	No. of Schools / Candidates	Screening Focus	Qualified	Not Qualified / CapB
		Establishes eligible school pool.		
Level 2 Teacher Pre-Qualification	_____ candidates	Conducted in qualified schools only. Major alignment, IPCRF, PPST Domains 1 and 4, Output Card acknowledgment (P1–P5), contingency literacy (P6 where DES requires), track-specific WHLP competency (T-3). Produces WHLP Design Capability Rating. Confirms and prepares implementers per school.	_____	_____ (CapB)
Level 3 Learner Pre-Qualification	_____ candidates	Conducted after teacher selection is confirmed. Phil-IRI literacy (Gate 1), academic foundation (Gate 2), LESF environment and track ceiling — school track binding (Gate 3), ILRT self-regulation calibrated to teacher WHLP rating (Gate 4), digital integrity interview. Sorts learners into sections and tracks under confirmed teacher-facilitators.	_____	_____

III. Summary by School

#	School Name	Pre-Qual Verdict	Verified Track	CSI	DES	Teachers Qualified	WHL P Rating (Adv/Prof)	Learners Qualified (HT/LT/Hy)	Remarks
Attach additional sheets as necessary. One row per school.									

IV. Final List of Qualified BL 4-1 Teacher-Facilitators

Attach additional sheets as necessary. List all teachers confirmed qualified after Gate Zero and T-3 evaluation.

#	Employee ID	Name	School	Learning Area	Track	WHL P Design Rating	Remarks

V. Final List of Qualified BL 4-1 Learners

Attach additional sheets as necessary. List all learners who cleared all four gates.

#	LRN	Name	School	Grade/Section	Track (HT/LT/Hy)	ILRT Score	ILRT Level	Remarks

VI. Certification and Validation

This is to certify that the foregoing results reflect the accurate, complete, and duly validated consolidated outcomes of the Three-Level Selection and Pre-Qualification Process conducted in this Schools Division Office in accordance with the prescribed Regional Framework, Interaction Map, and Standard Templates. All selection activities were conducted within the prescribed timeline, and all documents supporting the reported results are on file and available for audit.

The undersigned affirm that no unqualified school, teacher-facilitator, or learner has been admitted to the BL 4-1 program, and that the composition of all qualified cohorts reflects verified structural need, confirmed pedagogical capacity, and demonstrated learner readiness as required under the Three-Level Pre-Qualification Framework.

Prepared by:	Noted by:
Name: Designation: Signature: Date:	Schools Division Superintendent Schools Division of _____ Signature: Date: