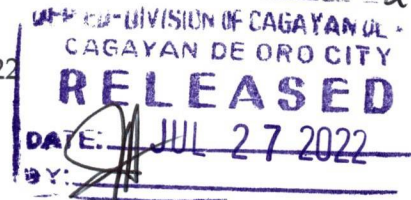




Republic of the Philippines  
**Department of Education**  
REGION X  
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

July 25, 2022



**The School Principal**  
Private Elementary, Secondary, and Senior High Schools  
Division of Cagayan de Oro City

Sir/Ma'am:

Warm greetings of hope.

Please see attached Department Orders for your information and guidance:

1. DepEd Order No. 034 s.2022 – School Calendar and Activities for the School Year 2022-2023
2. DepEd Order No. 035 s.2022 – Guidelines on Enrolment for School Year 2022-2023 in the Context of Re-Introduction of the In-Person Classes

Thank you.

Very truly yours,

  
**CHERRY MAE L. LIMBACO-REYES**  
Schools Division Superintendent



**Address:** Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City  
**Telephone:** (08822)-8550048



Republic of the Philippines  
**Department of Education**

11 JUL 2022

DepEd ORDER  
No. 034 s. 2022

**SCHOOL CALENDAR AND ACTIVITIES FOR THE SCHOOL YEAR 2022-2023**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers, and Heads of Units  
Regional Directors  
Minister, Basic, Higher and Technical Education, BARMM  
Schools Division Superintendents  
Heads, Public and Private Elementary and Secondary Schools  
Heads, ALS Community Learning Centers  
State/Local Universities and Colleges Heads  
All Others Concerned

1. The Department of Education (DepEd) issues the **School Calendar and Activities for the School Year (SY) 2022-2023** in accordance with its commitment to the resumption of 5 days in-person classes despite the health crisis brought on by the COVID-19 pandemic.
2. Pursuant to Republic Act 11480, An Act Amending Section 3 of RA No. 7797, otherwise known as "An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days", the School Year 2022-2023 shall formally open on **Monday, August 22, 2022**, and shall end on **July 7, 2023**. It shall consist of **203** school days or as may be determined by further issuance/s in case of changes in the school calendar due to unforeseen circumstances.
3. Unless otherwise amended, the period of the SY 2023-2024 will start from August 28, 2023 to June 28, 2024 and SY 2024-2025 will be from August 26, 2024 up to June 27, 2025. A separate DepEd Order (DO) shall be issued for the School Calendars of the respective school years above.
4. The learning intervention for Alternative Learning System (ALS) shall formally open on the same date while the program duration will depend on the learner's educational background or existing knowledge level prior to enrolling in the ALS program.
5. Private schools and state/local universities and colleges may implement this school calendar, provided they start classes not earlier than the first Monday of June and not later than the last day of August. Any deviation from the school calendar shall be reported to the respective Regional Offices in advance.
6. The number of school days in this DO shall solely be dedicated to academics and related co-curricular activities. The conduct of extra-curricular activities shall be strictly prohibited. The list of co-curricular activities will be issued in a separate DO.





7. This DO shall apply regardless of the COVID-19 alert level imposed by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases or the Department of Health in areas where schools are located.
8. The Implementing Guidelines on the SY 2022-2023 Calendar and Activities are provided in Enclosure No. 1 to ensure that the number of school days required for curriculum operations and academic-related activities are properly complied with. It likewise ensures that schools are given the necessary information on how to manage certain situations involving COVID-19 and other infectious diseases.
9. In preparation for the opening of classes, *Brigada Eskwela* and *Oplan Balik Eskwela* shall be conducted, focusing on information campaigns and strengthening partnerships that complement the Department's effort to ensure quality basic education.
10. This DepEd Order shall take effect immediately upon issuance and publication on the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR).
11. For any clarifications or inquiries, please contact the **Office of the Director IV, Bureau of Learning Delivery**, 4th Floor, Bonifacio Building, DepEd Central Office, DepEd Complex, Meralco Avenue, Pasig City through the email address at [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph) or telephone numbers (02) 8636-6540/8637-4347.
12. Immediate dissemination of and strict compliance with this Order is directed.

  
**SARA Z. DUTERTE**  
Secretary

Encls:  
As stated



Reference: DepEd Order No. 29, s. 2021

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

CALENDAR, SCHOOL  
CELEBRATIONS AND FESTIVALS  
CLASSES  
LEARNERS  
POLICY  
SCHOOLS  
TEACHERS



## **IMPLEMENTING GUIDELINES ON THE SCHOOL CALENDAR AND ACTIVITIES FOR THE SCHOOL YEAR 2022-2023**

### **I. RATIONALE**

1. The Department of Education (DepEd) ensures the effective implementation of the K to 12 curriculum amid the challenges posed by the pandemic. It has been advocating the government's initiative to encourage strict adherence to public health protocols while implementing policies that ensure the delivery of accessible, responsive, and quality education throughout this health crisis.
2. Recognizing the COVID-19 pandemic vis-à-vis the need to resume 5 days in-person classes, the DepEd intends for schools to be given ample time to slowly transition into it.
3. Schools and community learning centers (CLCs) are urged to adhere to the school calendar to comply with the required number of school days to attain the learning standards.
4. This Policy is intended to provide schools and CLCs with direction and guidance in the re-opening of classes, the gradual introduction of 5 days in-person learning modality, and the organizing of curricular and co-curricular operations within the required number of school days.

### **II. SCOPE**

5. These Implementing Guidelines on the **School Calendar and Activities for School Year 2022-2023** shall apply to public and private elementary and secondary schools, including CLCs nationwide. Private schools and state/local universities and colleges (SUCs/LUCs) may implement this school calendar. They may start classes not earlier than the first Monday of June and not later than the last day of August.

### **III. DEFINITION OF TERMS**

6. For this policy, the following terms are operationally defined as follows:
  - a. **Alternative Delivery Modes (ADM)** are instructional or learning modalities that do not strictly follow the typical set-up for regular classroom instruction but follow the K to 12 Curriculum of formal education in content. It caters to learners who are in unique circumstances that hinder them from regularly attending classes inside the classroom. (*DepEd Order [DO] 21, s. 2019, Policy Guidelines on the K to 12 Basic Education Program*)
  - b. **Blended Learning** refers to a learning delivery that combines in-person with any mix of online distance learning, modular distance learning, and TV/Radio-based instruction.



- c. **Co-curricular Activities** are authorized, voluntary, and non-graded engagements, whether on or off-campus, that reinforce the development of 21st-century skills beyond the scheduled contact time between teachers and learners. The activities must be anchored on the curriculum's content and performance standards. They are considered extension of formal learning experiences and are provided to tap into and enrich the varied intelligences and skills of the learners. *(DO 21, s. 2019, Policy Guidelines on the K to 12 Basic Education Program)*
- d. **Curricular Activities** are opportunities and experiences undertaken by the learners in the classrooms, laboratories, workshops, and homes as well as school-based and out-of-school activities conducted to ensure the learners' acquisition of the K to 12 learning standards and the 21st-century skills. *(DO 21, s. 2019)*
- e. **Distance Learning** refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. It includes Modular Distance Learning (MDL), Online Distance Learning (ODL), television (TV)/Radio-Based Instruction, and Blended Distance Learning.
- f. **Exit Assessment** is a standardized set of examinations taken by learners in Years 6, 10, and 12. The test, which covers 21st-century skills, is designed to determine if learners are meeting the learning standards outlined in the K to 12 Basic Education Program.
- g. **Extra-Curricular Activities** are voluntary, non-graded learner engagements that are **not anchored** on the content and performance standards in the curriculum and are offered/coordinated by the school to promote the learner's holistic development.
- h. **Homeschooling Program** is one among the ADMs under the Flexible Learning Options of public and private elementary and secondary schools where the learner's education is managed by parents/guardians and happens primarily at home. *(DO 1, s. 2022)*
- i. **In-person Classes** refers to conducting classes through instructional interaction that occurs physically and in real-time between teachers and students in the classroom.
- j. **In-Service Training (INSET)** refers to a modality of professional development that aims to continually develop, enhance, and improve the competency of teachers, non-teaching personnel, and school leaders through formal or informal professional development activities designed around specific work-related development objectives. Preferably, formal and structured INSET should undergo quality assurance by the National Educators Academy of the Philippines (NEAP), the professional development arm for teachers and school leaders in the Department of Education.
- k. **Parent-Teacher Conference** refers to an opportunity to bring parents and teachers together in partnership to support the learners' holistic

success in the school. Teachers shall discuss with the parents the academic progress and social behavior of students, as well as showcase their outputs.

1. **School day** is a day devoted to instructionally-relevant activities pursuant to engaging students in learning the lessons of the curriculum. (*DO 9, s. 2005, Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*)

#### **IV. POLICY STATEMENT**

7. The Department of Education issues these policy guidelines to ensure that all public and private schools, as well as non-DepEd schools offering basic education, adhere to the number of school days required to implement the curriculum and allowed co-curricular activities throughout the school year. These policy guidelines ensure that school days are devoted to instructionally-relevant activities that support learners in attaining the learning standards. Further, the guidelines are issued for schools to gradually re-open to 5 days in-person classes and slowly transition to full operational capacity during the pandemic.

#### **V. GENERAL GUIDELINES**

8. The School Year 2022-2023 shall formally start on **Monday, August 22, 2022**, and end on **Friday, July 7, 2023**. There shall be a total of **203** days or as may be determined by further issuance/s in case of changes in the school calendar due to unforeseen circumstances.

9. No inspections, tools, or any additional requirements to re-open schools and to implement 5 days in-person classes shall be required, except for the compliance with the usual pre-pandemic regulatory permits and licenses, as required by law or ordinances.

10. Classes are immediately suspended during observances of regular and special national holidays as stipulated by the law, as well as, local holidays which have been duly declared by law or Presidential Proclamation.

11. This DepEd Order (DO) shall apply regardless of the COVID-19 alert level that the Inter-Agency Task Force for the Management of Emerging Infectious Diseases or the Department of Health (DOH) may impose in the areas where schools are situated.

12. In the Alternative Learning System (ALS), learning intervention shall formally open on the same date, August 22, 2022. The program duration will be dependent on the learner's educational background or existing knowledge level prior to enrollment in the ALS program.

13. Private schools and state/local universities and colleges (SUCs/LUCs) offering basic education have the choice to implement or deviate from this school calendar. They may start classes not earlier than the first Monday of June and not later than the last day of August, as provided for under RA 11480. Any deviation from the school calendar shall be reported to the respective Regional Offices (ROs) in advance, along with the updated school's Learning Continuity Plan reflecting the learning delivery



modalities and class programs that will be adopted and the school's proposed school calendar for SY 2022-2023.

### **Preparation for SY 2022-2023**

14. In preparation for the opening of classes for SY 2022-2023, public schools shall conduct the following activities on the following dates:

- a. **Enrollment**, which shall be held from **July 25, 2022** to **August 22, 2022**. A separate set of guidelines on enrollment for SY 2022-2023 shall be issued; and
- b. **Brigada Eskwela** and **Oplan Balik Eskwela**, which shall focus on an information campaign, preparations, and strengthening partnerships that complement the Department's effort to ensure quality basic education. The Brigada Eskwela and Oplan Balik Eskwela shall be conducted on **August 1-26, 2022** and **August 15, 2022**, respectively.

15. Public schools that were already implementing the 5 days in-person classes at the end of SY 2021-2022 shall continue to do the same at the beginning of the incoming school year.

16. Recognizing the COVID-19 pandemic vis-à-vis the need to resume to 5 days in-person classes, the DepEd intends for schools to be given ample time to slowly transition into it by implementing any of the following options:

- a. 5 days of in-person classes;
- b. Blended learning modality:
  - b.1 3 days of in-person classes and 2 days of distance learning (modular, online, or television/radio-based instruction); and thereafter, 4 days of in-person classes and 1 day of distance learning (modular, online, or television/radio-based instruction)
    - e.g. Mondays to Wednesdays (in-person classes) and Thursdays to to Fridays (distance learning).
    - e.g. Mondays to Thursdays (in-person classes) and Friday (distance learning).
- c. Full Distance Learning.

The abovementioned options shall only be implemented by schools until October 31, 2022.

17. Starting November 2, 2022, all public and private schools shall have transitioned to 5 days in-person classes. After the said date, no school shall be allowed to implement purely distance learning or blended learning except for those that are implementing Alternative Delivery Modes as provided for in DO 21, s. 2019 entitled "Policy Guidelines on the K to 12 Basic Education Program" and DO 01 s. 2022 entitled "Revised Policy Guidelines on Homeschooling Program."

18. The time allotment for in-person class hours shall be based on Annex 1 (Elementary Education) and Annex 2 (Secondary Education) of DO 21, s. 2019.

19. The transition to 5 days in-person classes presents learners with new stressors and challenges. This entails adjustment to the school environment, learning modality, and additional safety protocols, as well as managing the mix of pleasant and difficult feelings. Hence, providing psychosocial support during the first week of the school year is imperative in promoting, protecting, and prioritizing the learners' socio-emotional well-being, and developing their coping skills for this transition. The DepEd Disaster Risk Reduction and Management Service will organize an online orientation and learning session for K-12 teachers on how to conduct psychosocial support activities for learners, using the Psychosocial Support Activity Pack that the office developed with MAGIS Creatives.

### **Basic Education Development Plan (BEDP) 2030**

20. The Department of Education ensures the effective implementation of the K to 12 curriculum amid the challenges posed by the pandemic.

21. DepEd has been advocating the government's initiative to encourage strict adherence to public health protocols while implementing policies that ensure the delivery of accessible, responsive, and quality education throughout this health crisis.

22. The Basic Education Development Plan (BEDP) 2030, as adopted in DO 24, s. 2022, puts forward four priority development areas, namely (1) pivoting to quality, ensuring that all learners attain learning standards in every key stage in the K to 12 program; (2) expanding access to education for groups in situations of the disadvantaged to ensure inclusive and equitable quality service delivery; (3) empowering learners to be resilient and to acquire life skills; and (4) strengthening the promotion of the overall well-being of learners in a positive learning environment where learners exercise their rights and experience joy while being aware of their responsibilities as individuals and as members of society.

23. The Phase 1 implementation of the BEDP 2030 covers post-COVID-19 recovery and transition, addressing the remaining access gaps, focusing on quality, and system-wide capacity development.

Anchored on BEDP 2030, the School Calendar and Activities for SY 2022-2023 shall provide schools and CLCs with direction and guidance in organizing curricular and co-curricular operations within the required number of school days.

### **Learning Recovery and Continuity Plan (LRCP)**

24. The Regional Offices are highly encouraged to implement a contextualized set of strategies and interventions as part of the Learning Recovery and Continuity Plan which shall focus on three key areas:

- a. Learning remediation and intervention;
- b. Socio-emotional functioning, mental health, and well-being; and
- c. Professional development of teachers.



The key outcome of the Department's recovery planning and success is ensuring that learning gaps are identified and addressed among all learners, especially the most vulnerable ones.

25. Teachers shall adhere to the stipulations under DO 8, s. 2015, which requires the provision of intervention through remediation or extra lessons to learners who receive a grade below 75. To ensure that teachers perform this task, they must be spared of any administrative and finance-related tasks, particularly in schools where qualified non-teaching personnel can be designated to perform such roles.

### **Classroom-Based and System Assessments**

26. The *Most Essential Learning Competencies (MELCs)* shall continue to apply for SY 2022-2023. However, classroom assessment shall follow DO 8, s. 2015 or the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

27. To assure the quality of learning, formative assessments shall be regularly conducted by the teachers. At the national level, the Bureau of Education Assessment (BEA) shall conduct the following system assessment: Early Language Literacy and Numeracy Assessment (ELLNA) and the National Achievement Test (NAT). The ELLNA assesses early language literacy and numeracy in 19 languages and is administered to Grade 4 learners; while the NAT assesses 21st-century skills (problem-solving, information literacy, critical thinking) through the lens of learning areas. The NAT is an exit assessment administered to Grades 6, 10, and 12 learners. The ELLNA and NAT shall cover the MELCS. As provided for in DO 27, s. 2022 entitled "Conduct of Rapid Assessment in School year 2021-2022 for Learning Recovery as well as in Preparation for the 2021 Baseline System Assessment," the conduct of the above-mentioned national assessments in SY 2021-2022 will serve as a rapid assessment to identify learning gaps and to design appropriate interventions, as well as preparation for establishing a new system assessment baseline in 2024.

28. BEA also administers the National Career Assessment Examination (NCAE) to ascertain the learners' aptitude and interests and to provide them with relevant information on their skills, abilities, and readiness for academic and non-academic courses. Further, all elementary schools shall administer the Early Childhood Development Checklist for Kindergarten during the opening of classes, midyear, and end of the school year. The results will be used as the basis for planning and formulating appropriate interventions for children.

29. The Bureau of Alternative Education (BAE) shall develop a policy on assessment for the ALS Program, in coordination with the BEA.

30. As provided for in DO 14, s. 2018 or the Implementing Guidelines on the Administration of the Revised Philippine Informal Reading Inventory, the Phil-IRI Group Screening Test (GST) for Filipino (Grade 3 to Grade 6) and for English (Grade 4 to Grade 6), shall be conducted within the first or second month of the school year while the Individualized Phil-IRI Assessment shall be conducted within a month after the GST is administered. The schedule of administration of the Posttest shall be announced in a separate issuance. The Phil-IRI Assessment Tool is used to measure the reading performance of learners. The results provide feedback data to classroom teachers as a basis for designing and delivering appropriate reading instruction for the learners. The Phil-IRI assessment results also serve as a guide to school heads to plan appropriate reading programs or activities to improve learning outcomes.



31. On the other hand, the Multi-Factored Assessment Tool (MFAT) shall be administered to Grade 1 learners a month after the opening of classes, as provided for in DO 29, s. 2018 or the Policy on the Implementation of MFAT. The results will be used as the basis for instructional planning and in formulating appropriate intervention strategies for learners who exhibit development advancement or delays or show manifestations of learning disabilities.

### **Curricular and Co-Curricular Activities**

32. Classes are immediately suspended during observances of regular and special national holidays as stipulated by the law, as well as local holidays which have been duly declared by law or through Presidential Proclamation.

33. The number of school days in this DO shall solely be dedicated to academics and related co-curricular activities. The conduct of extra-curricular activities shall be strictly prohibited.

34. Virtual activities through different social media platforms which require reactions or sharing may be done for advocacy, awareness, or collaboration purposes, but shall not form part of the learner's scholastic grade. Curricular and co-curricular activities that involve the in-person gathering of a large number of participants like the National Schools Press Conference, National Science and Technology Fair, National Festival of Talent, and other similar undertakings, may be conducted in hybrid modality subject to the declared alert levels of the country.

35. Curricular activities shall be conducted during the academic quarter to ensure that learners can seamlessly connect and integrate learning within and across learning areas while providing manageable breaks consistent with Memorandum OUCI-2020-307 entitled 'Suggested Measures to Foster Academic Ease during the COVID-19 Pandemic.' On the other hand, co-curricular activities shall be conducted after the quarter examinations to avoid disruption of classes.

36. Pursuant to the objectives of *Sulong Edukalidad*, schools shall strictly devote ten (10) weeks of every academic quarter to actual classroom teaching. The eleventh week of each quarter may be used for the conduct of co-curricular activities. The Central Office, Regional Offices, Schools Division Offices (SDOs), and other concerned external stakeholders that need to introduce co-curricular activities, may do so in accordance with this provision on scheduling the same.

37. **Enclosure No. 3** indicates the list of celebrations/observances provided for by law. Schools are encouraged to integrate such celebrations/observances into curricular activities as they deem reasonable and appropriate, so long as the total number of school days shall not be compromised.

### **Career Guidance Activities**

38. Career guidance activities which may be conducted in-person or hybrid, whichever is applicable, shall be conducted between August and December to guide junior high school learners in making informed choices on their preferred senior high school track, as well as senior high school learners in pursuing subsequent curriculum exits or tertiary education. College and middle-level skills fairs, job fairs, business and entrepreneurship expos, and similar activities shall be conducted during the last quarter of the school year.



### **PTA Conferences and Cards Distribution**

39. Parent-teacher conferences and report cards distribution shall be held not earlier than the second Saturday following the end of every quarter. Suggested dates for these activities are indicated in **Enclosure No. 2**. Specifically, the parent-teacher conferences are intended to apprise the parents of the progress and performance of their children and to ensure parental involvement in school activities.

### **Five-Day Mid-Year Break**

40. The five-day mid-year break shall be spent for the conduct of the Midyear Performance Review and Evaluation and the School-Based INSET. The first two days shall be spent in evaluating the school's progress in the implementation of the educational programs, projects, and activities, as well as in reviewing the performance of teachers and the school staff to address concerns through cooperative effort. The last three days shall be devoted to the conduct of the school-based INSET activities for the teachers' continued professional development and the preparation of their Instructional Materials.

### **Conduct of Learning Action Cell**

41. The Learning Action Cell shall be sustained by conducting it at least once a month on an in-person learning modality; however, it may also be done virtually when it is difficult to have in-person sessions, particularly when involving clustered schools. DO 35 s. 2016, The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning, suggests the following broad areas of discussion where specific topics may be deduced:

- a. Learner Diversity and Student Inclusion
- b. Content and Pedagogy of the K to 12 Basic Education Program
- c. Assessment and Reporting in the K to 12 Basic Education Program
- d. 21<sup>st</sup> Century Skills and ICT Integration in Instruction and Assessment
- e. Curriculum Contextualization, Localization, and Indigenization

### **General Assembly**

42. Schools may opt to conduct in-person, online, or hybrid orientation at the beginning of the school year to orient stakeholders on the vision, mission, and core values of DepEd, as well as the curriculum, other ancillary services that support the learners' development, and added initiatives that may produce better learning among students. Public schools are required to conduct a year-end General Assembly at the start of the school year, midway through the year, and at the end of the school year to present the School Report Cards (SRC) and consult the assembly on how to better achieve the vision, goals, and objectives of all stakeholders. Private schools, on the other hand, are encouraged to do the same. The SRC provides stakeholders with a picture of the school's current condition and performance. It is used to advocate and communicate to stakeholders the school situation, context, and performance for better learning outcomes. Said general assemblies shall be done in a manner that would ensure the proper observance of basic health protocols.

### **Year-End Deliberation of Awards and Clearance**

43. Deliberation of awards and recognition may be conducted two weeks before the graduation or moving-up ceremonies by the School Awards Committee for the following: (a) Learners who will receive recognition and awards; and (b) Learners who are candidates for graduation.

44. For public schools, the accomplishment of year-end financial clearance of learners is strictly prohibited in accordance with DepEd's No Collection Policy.

### **Christmas Break**

45. The Christmas break shall begin on **December 19, 2022**, Monday. Classes shall resume on **January 4, 2023**, Wednesday.

### **Remedial Classes**

46. The remedial classes for public schools shall start on **July 17, 2023**, Monday, and shall end on **August 26, 2023**, Saturday.

### **Enclosure No. 2**

47. Enclosure No. 2, of this policy, presents the school calendar with the following markings on relevant dates:

- a. Declared holidays (X)
- b. Days for INSET, Curricular and Co-curricular activities, homeschool collaboration-related activities (□).
- c. Days for the Administration of Academic Quarter Examination (△)

## **VI. GUIDELINES ON THE PREVENTION OF COVID-19 AND OTHER INFECTIOUS DISEASES**

48. Face masks shall be mandatory in the re-opening of classes. A face shield may be used in lieu of a face mask for activities requiring the entire face of an individual to be visible.

49. Physical distancing shall be observed whenever possible.

50. Classroom doors and windows shall be opened for ventilation.

51. Students, teaching, and non-teaching personnel are strictly prohibited from eating together while facing one another. If there is a lack of space in the classroom or school premises to allow distancing during meals, eating shall be done in a manner where all individuals face in one direction and do not talk while their masks are off.

52. Schools shall coordinate with the DOH for counselling on the benefits of COVID-19 vaccination of the family of an unvaccinated learner and implement mobile vaccinations for those who sign a written consent to be vaccinated.

53. Schools shall seek the support of and partner with mental health associations or psychiatry societies in their respective areas to assist in ensuring the mental



wellness of students, teachers, and non-teaching personnel during the transition period.

54. Learners who exhibit symptoms of COVID-19 shall be immediately excused from in-person classes and shall shift to distance learning. This shall only be required of those who feel well enough to answer modules or participate in online classes but are in the home or facility isolation. This provision excludes learners who are admitted to hospitals. To prevent learners with symptoms similar to COVID-19 from going to school, parents are highly encouraged to monitor and report the health status of their children to the school, through the class adviser, and appropriate authorities.

55. Schools shall have an infection control plan and containment strategy that is ready to be implemented in the event of the spread of COVID-19 or other infectious diseases within their premises.

56. Schools shall not be held liable should any learner or personnel turn COVID-19 positive. There is no need for parents or guardians to sign a waiver for this item. Likewise, no parent's or guardian's consent shall be required for a learner to resume 5 days in-person classes.

## **VII. MONITORING AND EVALUATION**

57. The Bureau of Learning Delivery (BLD), the Curriculum Learning Management Division, the Curriculum Implementation Division, and the School Governance Operations Division, shall monitor the compliance of schools with the provisions of these guidelines. Likewise, SDOs shall submit reports on the compliance of this policy through ROs to the Bureau of Learning Delivery.

58. The Bureau of Learner Support Services (BLSS) and the Disaster Risk Reduction Management Services (DRRMS) shall monitor the compliance of schools with the mechanisms and standards, particularly on health and safety protocols during the 5 days in-person classes. The SDOs, through the ROs, shall ensure that these protocols are in place and shall submit their reports to the BLSS and DRRMS for progress monitoring and evaluation.

59. Queries on these guidelines shall be addressed to the Office of the Director IV, BLD, via email address [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph) or at telephone numbers 8637-4346 and 8637-4347.

60. The SDOs shall monitor the compliance of schools with the provisions of these guidelines and the number of school days.

## **VIII. EFFECTIVITY**

61. This DepEd Order shall take effect immediately upon issuance and publication on the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR).

## **IX. REPEALING CLAUSE**

62. All decrees, orders, instructions, rules, regulations, or parts thereof which are inconsistent with this Department Order are hereby deemed repealed or modified accordingly.

### **References**

- D.O. No. 29, s. 2021, School Calendar and Activities for School Year 2021-2022.
- D.O. No. 30, s. 2020, Amendment to DepEd Order No. 7, s. 2020
- D.O. No. 7, s. 2020, School Calendar and Activities for School Year 2020-2021
- D.O. No. 13, s. 2018, Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program.
- D.O. No. 3, s. 2018, Basic Education Enrolment Policy
- D.O. No. 66, s. 2017, Implementing Guidelines on the Conduct of Off-Campus Activities
- DO No. 55, s. 2016, Policy Guidelines on the National Assessment of Student Learning for K to 12 Basic Education Program
- D.O. No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program
- D.O. No. 9, s. 2005, Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith
- DO No. 29, s. 2017, Policy Guidelines on System Assessment in the K to 12 Basic Education Program
- DepEd Order No. 21, s. 2019, Policy Guidelines on the K to 12 Basic Education Program
- DepEd Order No 01, s. 2022, Revised Policy Guidelines on Homeschooling Program





### Monthly School Calendar of Activities For School Year 2022-2023

Month	Activity																																																		
<b>July</b>																																																			
25	<ul style="list-style-type: none"> <li>Start of Enrollment Period</li> </ul>	<b>JULY 2022</b> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>Sa</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24/31</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table> <p style="text-align: right;">Class days:</p>	S	M	T	W	T	F	Sa						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24/31	25	26	27	28	29	30							
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1 1-26 15 21 22 22 22 22-26 29	<ul style="list-style-type: none"> <li>Brigada National Kick-Off</li> <li>Brigada Eskwela (National Schools' Repair and Maintenance Perion</li> <li>Oplan Balik Eskwela Command Conference</li> <li>Ninoy Aquino Day</li> <li>End of Enrollment Period</li> <li>Opening of Classes</li> <li>Start of Academic Quarter 1</li> <li>Conduct Psychosocial Support (PSS) Activities</li> <li>National Heroes Day</li> </ul>	<b>AUGUST 2022</b> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>Sa</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td><del>21</del></td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td><del>29</del></td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: right;">Class days: 7</p>	S	M	T	W	T	F	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	<del>21</del>	22	23	24	25	26	27	28	<del>29</del>	30	31										
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TBA TBA TBA TBA	<ul style="list-style-type: none"> <li>SPG/SSG Election (First to Second Week)</li> <li>Accreditation and Equivalency Test (A&amp;E)</li> <li>Oplan Kalusugan sa DepEd</li> <li>Start of Career Guidance Orientation for Grade 9,10,11, and 12</li> </ul>	<b>SEPTEMBER 2022</b> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>Sa</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table> <p style="text-align: right;">Class days: 22</p>	S	M	T	W	T	F	Sa					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
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5 TBA  TBA 27-28	<ul style="list-style-type: none"> <li>World Teachers' Day</li> <li>National Achievement Test for Grade 10 (NAT G10 SY 2021-2022)</li> <li>Accreditation and Equivalency (A &amp; E) Test</li> <li>First Quarter Examination</li> </ul>	<b>OCTOBER 2022</b> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>Sa</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td><del>27</del></td><td><del>28</del></td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: right;">Class days: 21</p>	S	M	T	W	T	F	Sa							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	<del>27</del>	<del>28</del>	29	30	31					
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**Legend:**

- ~~×~~ - Declared Holidays
- School activities for teachers, personnel, and other stakeholders
- Administration of Quarter Examination



### Activities and Celebrations

Month/Date	Activities and/or Observances	Legal Bases
<b>August</b>		
1-31	Buwan ng Wikang Pambansa	Proklamasyong Blg 1041, s. 1997
	ASEAN Month	PP No. 282, s. 2017
	National Adolescent Immunization Month	Health Calendar 2022 (DOH) <a href="https://doh.gov.ph/healthcalendar">https://doh.gov.ph/healthcalendar</a>
	Breastfeeding Awareness Month	RA No. 10028
	National Lung Month	PP No. 1761, s. 1978
	Sight Saving Month	DOH Calendar 2022 <a href="https://doh.gov.ph/healthcalendar">https://doh.gov.ph/healthcalendar</a>
	History Month	PP No. 339, s. 2012
1	White Cane Safety Day	RA No. 6759
1 <sup>st</sup> Week	Sight-Conservation Week	PP No. 40, s. 1954
9	National Indigenous Peoples Day	RA No. 10689
12	Philippine International Youth Day	PP No. 229, s. 2002
8-12	Linggo ng Kabataan	RA No. 10742
19	Commemoration of the Birth Anniversary of President Manuel L. Quezon	RA No 6741
	World Humanitarian Day	United Nations General Assembly as part of a Swedish-sponsored GA Resolution A/63/L.49
25	National Tech-Voc Day	RA No. 10970
<b>September</b>		
1-30	National Peace Consciousness Month	PP No. 675, s. 2004
	Maritime and Archipelagic Nation Awareness Month	PP No. 316, s. 2017
1 <sup>st</sup> Week	National Crime Prevention Week	PP No. 461, s. 1994
2-8	Literacy Week Celebration	PP No. 239, s. 1993
8	International Literacy Day	UNESCO in its 14 <sup>th</sup> Session in November, 1966
September 5 –October 5	National Teachers' Month	PP No. 242, s. 2011
21	International Day of Peace in the Philippines	PP No. 1881, s. 2009
10	World Suicide Prevention Day	Health Calendar 2022 (DOH) <a href="https://doh.gov.ph/healthcalendar">https://doh.gov.ph/healthcalendar</a>
3 <sup>rd</sup> Saturday	International Coastal Clean-up Day	PP No 470, s. 2003
3 <sup>rd</sup> Week	Linggo ng Kasuotang Pilipino	PP No. 241, s. 1993
4 <sup>th</sup> Monday	"Salu-salo ng Pamilya Mahalaga" Day	PP No. 1895, s. 2009
Last Week	Family Week	PP No. 60, s. 1992
<b>October</b>		
1-31	Consumer Welfare Month	PP No. 1098, s. 1997
	National Indigenous Peoples Month	PP No. 1906, s. 2009
	National Scouting Month	PP No. 1326, s. 1974
1 <sup>st</sup> Week	Linggo ng Katandaang Filipino (Elderly Filipino Week)	PP No. 470, s. 1994
5	World Teacher's Day	UNESCO
	National Teachers' Day	RA No. 10743



<b>Month/Date</b>	<b>Activities and/or Observances</b>	<b>Legal Bases</b>
2 <sup>nd</sup> Week	National Mental Health Week	PP No. 452, s. 1994
13	International Day of Disaster Risk Reduction	Sendai Framework
18-24	United Nations Week	PP No. 483, s. 2003
4 <sup>th</sup> Week	Juvenile Justice and Welfare Consciousness Week	PP No. 489, s. 2012
<b>November</b>		
1-30	Filipino Values Month	PP No. 479, s. 1994
	Malaria Awareness Month	PP No. 1168, s. 2006
	National Children's Month	RA No. 10661
	Library and Information Services Month	PP No. 837, s. 1991
5	World Tsunami Awareness Day	2015 UN General Assembly
10-16	Deafness Awareness Week	PP No. 829, s. 1991
2 <sup>nd</sup> Week	Economic and Financial Literacy Week	RA No. 10922
17	National Students' Day	RA No. 11369
19-25	Global Warming and Climate Change Consciousness Week	PP No. 1667, s. 2008
3 <sup>rd</sup> Sunday	National Day of Remembrance for Road Crash Victims, Survivors and their Families	RA No. 11468
25	National Consciousness Day for the Elimination of Violence Against Women and Children (VAWC)	RA No. 10398
	National Day for Youth in Climate Action	PP No. 1160, s. 2015
25-Dec 12	18-day Campaign to End Violence Against Women (VAW)	PP No. 1172, s. 2006
27	Araw ng Pagbasa	RA No. 10556
4 <sup>th</sup> Week	National Week for the Gifted and Talented	PP No. 199, s. 1999
	National Science and Technology Week	PP No. 780, s. 2019
Last Week	National Music Week for Young Artists	PP No. 25, s. 1998
<b>December</b>		
1	World AIDS Day	United Nations/UNAIDS
3	International Day of Persons with Disabilities in the Philippines	PP No. 1157, s. 2006
1-31	Firecrackers Injury Prevention Month	Health Calendar 2022 (DOH) <a href="https://doh.gov.ph/healthcalendar">https://doh.gov.ph/healthcalendar</a>
4-10	National Human Rights Consciousness Week	RA No. 9201
2 <sup>nd</sup> Sunday	National Children's Day of Broadcasting	RA No. 8296
2 <sup>nd</sup> Week	Education Week	PP No. 2399, s. 1985
<b>January</b>		
1-31	Food Conservation Month	PP No. 1398, s. 1975
	Zero Waste Month	PP No. 760, s. 2014
20-26	National Cancer Consciousness Week	PP No. 1348, s. 1974
3 <sup>rd</sup> Week	Autism Consciousness Week	PP No. 711, s. 1996
23	Commemoration of the First Philippine Republic Day	RA No. 11014
<b>February</b>		
1-28	National Arts Month	PP No. 683, s. 1991
	National Dental Health Month	PP No. 559, s. 2004
	Philippine Heart Month	PP No. 1096, s. 1973
1 <sup>st</sup> Saturday	Adoption Consciousness Day	PP No. 72, s. 1999

<b>Month/Date</b>	<b>Activities and/or Observances</b>	<b>Legal Bases</b>
11	International Day of Women and Girls in Science	UN Gen Assembly A/RES/70/212
2 <sup>nd</sup> Tuesday	Safer Internet Day for Children Philippines	PP No. 417, s. 2018
2 <sup>nd</sup> Week	National Awareness Week for the Prevention of Child Sexual Abuse and Exploitation	PP No. 731, s. 1996
14-20	National Intellectual Disability Week	PP No. 1385, s. 1975
22-25	EDSA People Power Commemoration Week	PP No. 1224, s. 2007
Last Week	Leprosy Control Week	PP No. 467, s. 1965
<b>March</b>		
1-31	Fire Prevention Month	PP No. 115-A, s. 1966
	Women's Role in History Month	PP No. 227, s. 1998
1 <sup>st</sup> Week	Women's Week	PP No. 224, s. 1988
8	Women's Rights and International Day of Peace	PP No. 224, s. 1988
4 <sup>th</sup> Week	Protection and Gender Fair Treatment of the Girl Child Week	PP No. 759, s. 1996
<b>April</b>		
1-30	National Intellectual Property Month	PP No. 190, s. 2017
	Commemoration of the Birth Anniversary of Francisco 'Balagtas' Baltazar	PP No. 964, s. 1997
2		
9	Commemoration of the Araw ng Kagitingan	EO No. 203, s. 1987
21	Philippine Innovation Day	RA No. 11293
28	International Girls in ICT Day	UNESCO Project-ITU Member States in PLENIPOTENTIARY Resolution 70(Rev. Busan, 2014)
<b>May</b>		
7	Health Workers' Day	RA No. 10069
17	World Telecommunication and Information Society Day	International Telecommunication Union Plenipotentiary Conference in Antalya, Turkey, Nov. 2006
22	Commemoration of the Philippine-Australia Friendship Day	PP No. 1282, s. 2016
22	Philippines' Earth Day	PP No. 1481, s. 2008
May 28- June 12	Display of the National Flag	EO No. 179, s. 1994
28	Flag Day	PP No. 374, s. 1965
31	World No Tobacco Day	Res WHA 42.19, 1988
<b>June</b>		
1-30	National Dengue Awareness Month	PP No. 1204, s. 1998
	National Kidney Month	PP No. 184, s. 1993
	W.A.T.C.H. (We Advocate Time Consciousness and Honesty) Month	PP No.1782, s. 2009
	Philippine Environment Month	PP No. 237, s. 1988



<b>Month/Date</b>	<b>Activities and/or Observances</b>	<b>Legal Bases</b>
	National Information and Communications Technology Month	PP No. 11521, s. 2008
5	World Environmental Day	PP No. 1149, s. 1973
3rd Week of June	National Safe Kids Week	PP No. 1307, s. 2007
23	Department of Education Founding Anniversary	Administrative Order (AO) No 322, s. 1997
26	International Day Against Drug Abuse and Illicit Trafficking	PP No. 264, s. 1988
30	Commemoration of the Historic Siege of Baler and Philippine-Spanish Friendship Day	RA No. 9187
<b>July</b>		
1-31	National Disaster Resilience Month	E.O No. 29, s. 2017
	Nutrition Month	PD No. 491, s. 1974
3rd Week	National Disability Prevention and Rehabilitation Week	PP No. 361, s. 2000 PP No. 1870, s. 1979
23	Commemoration of Philippines-Japan Friendship Day	PP. No. 854, s. 2005
Last Week	Linggo ng Musikang Pilipino	PP No. 993, s. 2014

**Note: Other observances may be included pursuant to prevailing and succeeding issuances.**



Republic of the Philippines  
**Department of Education**

23 JUL 2022

DepEd O R D E R  
No. **035**, s. 2022

**GUIDELINES ON ENROLLMENT FOR SCHOOL YEAR 2022-2023 IN THE CONTEXT  
OF RE-INTRODUCTION OF THE IN-PERSON CLASSES**

To: Undersecretaries  
Assistant Secretaries  
Minister, Basic, Higher, and Technical Education, BARMM  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private School Heads  
All Others Concerned

1. In preparation for the opening of School Year (SY) 2022-2023 on **August 22, 2022**, and in consideration of the easing of mobility restrictions, the Department of Education (DepEd) will be implementing the enhanced enrollment procedures that are reflective of the current health and safety situation in the country for SY 2022-2023. Consistent with DepEd Order (DO) No. 034, s. 2022 or the School Calendar and Activities for the School Year 2022-2023, the enrollment shall begin on **July 25 to August 22, 2022**.
2. In this light, DepEd issues the enclosed enhanced policy guidelines restoring the in-person enrollment as provided in DO 003, s. 2018 and providing options for remote enrollment through various means that adhere to the minimum health and safety standards promulgated by the national government.
3. These enhanced enrollment guidelines shall guide learners, parents, legal guardians, and teachers in the enrollment procedures for Kindergarten, Elementary, Junior High School, and Senior High School, including Alternative Learning System (ALS), for SY 2022-2023. State/Local Universities and Colleges (SUCs/LUCs) offering basic education and private schools are encouraged to adopt this policy to their specific contexts.
4. These guidelines shall govern the SY 2022-2023 enrollment. For this purpose, provisions of DO 003, s. 2018 on the eligibility and documentary requirements, registration, tagging, and enrollment recording protocols shall remain in effect.
5. These guidelines shall be posted at the DepEd website and certified copies of this Order shall be registered with the University of the Philippines Law Center-Office of the National Administrative Register (UP LC-ONAR), UP Diliman, Quezon City.
6. For more information, please contact the **Planning Service-Education Management Information System Division**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [ps.emisd@deped.gov.ph](mailto:ps.emisd@deped.gov.ph).
7. Immediate dissemination of and strict compliance with this Order is directed.



To authenticate this document,  
please scan the QR code.



DEPED-OSEC-465982

**SARA Z. DUTERTE**  
Vice President and Secretary



Encl.:

As stated

References:

DepEd Order No. (003, s. 2018 and 034, s. 2022)

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

BASIC EDUCATION  
ENROLLMENT  
LEARNERS  
POLICY  
SCHOOLS  
TEACHERS



## **Guidelines on Enrollment for School Year 2022-2023 in the Context of the Re-Introduction of the In-person Classes**

### **I. Rationale**

The unprecedented success of the pilot implementation and progressive expansion of in-person classes provide DepEd with concrete evidence and solid experience on how to safely reopen the schools nationwide. Consistent with the provisions of DO No. 34, s. 2022 and in preparation to the the resumption of the 5 days in-person classes that will start on November 2, 2022, the Department considered the conduct of the in-person enrollment in schools.

For the past two (2) school years, remote enrollment has been largely implemented as the main enrollment procedure due to the restrictions imposed by the health authorities. Within these periods, learners can be enrolled through phone calls, text messages, online messaging through the platforms of Facebook Messenger, Viber, and email messaging. Dropbox enrollment was also one of the options given to parents/legal guardians who have been affected by the health alert levels implemented in the various parts of the country.

The enrollment process is one of the key activities of DepEd conducted in preparation for the school year opening. In light of this, the DepEd issues these **Guidelines on Enrollment for School Year 2022-2023 in the Context of the Re-introduction of the In-person Classes** in order to enhance the procedure and clarify the roles of key stakeholders in the enrollment process. The guidelines will also introduce improvements in the reporting mechanisms, the Enhanced Basic Education Enrollment Form (BEEF), and the encoding procedure in the Learner Information System (LIS).

### **II. Scope**

These guidelines shall provide guidance to school heads, teachers, and parents/legal guardians regarding the new enrollment process for SY 2022-2023, which will start on **July 25, 2022 to August 22, 2022**.

The procedures and policies set forth under these guidelines shall be adopted by all public schools in basic education including Alternative Learning System (ALS). State/Local Universities and Colleges (SUCs/ LUCs) offering basic education and private schools in basic education are encouraged to adopt this policy to their specific contexts.

These guidelines shall apply for SY 2022-2023. The provisions on **DO No. 03, s. 2018**, which discusses the eligibility and documentary requirements in the registration, tagging, and enrollment-recording protocols shall remain in effect.

### **III. Definition of Terms**

For the purpose of this policy, the following terms are defined and understood as follows:



- a. **ALS Enrollment Focal Person (AEFP)** – ALS teacher designated by the School Head as in-charge of receiving the ALS enrollment form and responding to queries related to ALS in schools offering ALS
- b. **Balik-Aral Learner** – a learner who went back to school and resumed study after year/s of dropping out or discontinuing study.
- c. **Date of First Attendance (DOFA)** – refers to the date of Learner’s first attendance in class or learning session.
- d. **Dropbox Enrollment** – type of remote enrollment strategy where parents/legal guardians may just drop the accomplished Enhanced Basic Education Enrollment Form (Enhanced BEEF) in the enrollment dropbox or kiosk/booth, whichever is appropriate, located in front of the school gate, in front of the Barangay halls and other strategic locations that are accessible to parents/legal guardians.
- e. **Grade Level Enrollment Chair (GLEC)** – personnel assigned to manage and facilitate a smooth enrollment process for a specific grade level, particularly in medium and big schools.
- f. **In-person Classes** – a mode of instruction wherein learners and/or teachers are physically interacting in the classroom/learning centers.
- g. **Enhanced Basic Education Enrollment Form (Enhanced BEEF)** – the official enrollment form for basic education, which will be used to register learners for the school year. This form is not subject to any modification since it is the national standard form.
- h. **Modified ALS Form 2 (ALS Enrollment Form)** – a basic information sheet of individuals who signified interest to enroll in ALS Program.
- i. **Remote enrollment** – a process of registering learners conducted without face-to-face interaction.
- j. **School Enrollment Focal Person (SEFP)** – personnel designated by the school to oversee the overall conduct of enrollment and shall receive all Enhanced Enrollment Forms submitted by parents/legal guardians.

#### IV. Policy Statement

The herein guidelines shall provide a range of options relating to the enrollment of learners for all public schools in basic education and ALS programs nationwide for SY 2022-2023. It will seek to ensure continued access to learning opportunities through the conduct of an enrollment process that is efficient, safe, and in line with minimum health and safety standards.

#### V. Enrollment Procedures

Enrollment for SY 2022-2023 shall primarily be administered through the following:

- 1) **In-person enrollment.** This may be done in the schools where parents and/or learners can physically process the enrollment while observing **minimum health and**

**safety standards** (i.e., wearing of facemask, temperature checks upon entry, availability of alcohols, and physical distance).

2) **Remote enrollment.** This can be facilitated by fillig out of the digital forms and sending it through the official email address of the school or through any of the available messaging platforms provided by the school.

3) **Enrollment through dropbox forms.** Parents/legal guardians or the learners may fill out the forms in their homes and physically submit it through dropboxes in the schools where the learners are to be enrolled. Alternatively, schools may establish a dropbox in front of the school, in every Barangay Hall, or in any other visible location where parents and legal guardians can get the printed copy of the BEEF and submit the filled up Form in the same dropbox.

The School Enrollment Focal Person (SEFP) shall receive all submitted enrollment forms and turn them over to grade level coordinators (if applicable), who shall then distribute them to prospective advisers. Prospective advisers shall encode the Enhanced BEEF (see Annex I) in the LIS Beginning of School Year (BOSY) Facility and register the DOFA of the learner.

### **Specific Instructions to Parents/Legal Guardians and Enrollees**

#### *1. For in-person enrollment*

The parents or legal guardians of Kindergarten, Grade 7, and Grade 11 learners shall communicate/reaffirm their intent to enroll their children to a school of their choice via physical enrollment and submission of the Enhanced BEEF. Learners may also enroll themselves, provided that their Enhanced BEEF are signed by their parent or legal guardian.

Grades 1 to 6, Grades 8 to 10, and Grade 12 learners who have existing accounts in the LIS (i.e., have Learner Reference Numbers [LRNs]) will still need to update their information by filling out the Enhanced BEEF. It is the responsibility of the concerned school personnel to ensure that the updated information is reflected in the LIS.

#### *2. For remote enrollment (email or any available messgaing platform by the school)*

Schools shall make the Enhanced BEEF available both in digital and print format. The digital format of the Enhanced BEEF shall be made accessible/downloadable from the websites of the Central Office, Regional Offices (ROs), Schools Division Offices (SDOs) and Schools. It shall also be made available in the LIS Support page. Filled-up digital copy of the BEEF shall be submitted through the official email address of the school which shall be made available by the school authorities or through available messaging platforms by the school.

#### *3. For Enrollment using dropboxes*

Alternatively, schools may establish a dropbox in front of the school, in every Barangay Hall, or in any other visible location where parents and legal guardians can get the printed copy of the BEEF and submit the filled up Form in the same dropbox.



ROs and SDOs shall maintain or activate hotlines that they established during the last year's enrollment period. They can also set up other communication lines that are dedicated for Oplan Balik Eskwela which will help in disseminating information and responding to queries regarding enrollment procedures.

#### 4. For ALS enrollees

ALS enrollees may communicate their intent to enroll via digital and/or physical enrollment platforms established by schools and barangays with community learning centers (CLCs). Modified ALS Form 2 (*Annex 2*) shall be used for this purpose. This form will be made available in digital and physical format. The summary of the ALS enrollment shall be submitted by each mobile teacher to the Education Program Specialist for ALS (EPSA).

### A. Protocol for Enhanced General Enrollment

This section guides teachers and school administrators in determining how to implement the enhanced general enrollment and provides procedures under major stages in this process—pre-data collection, data collection, and data retrieval.

#### 1. Pre-Data Collection

##### a. Designate School Enrollment Focal Person (SEFP), Grade Level Enrollment Chair (GLEC) and ALS Enrollment Focal Person (AEFP)

School heads shall designate an SEFP who will oversee the overall conduct of enrollment in the school, whether in-person or remote. For schools with a higher capacity to accept enrollees, a GLEC may be designated by the school head to facilitate the smooth implementation of enrollment procedures in their respective grade levels. The GLEC shall receive all Enhanced BEEFs and turn them over to prospective class advisers.

All schools are directed to receive all accomplished ALS enrollment forms in their locality. School heads may designate an AEFP, particularly in schools hosting a school-based ALS class. The designated AEFP shall receive all accomplished ALS enrollment forms and shall coordinate with their Division ALS Focal Person in processing the ALS enrollment Forms.

##### b. Deadline for submission of documentary requirements

The deadline for the submission of documentary requirements under Section V-A of DO No. 03, s. 2018 shall be on **October 31, 2022** for both public and private schools.

Only schools and their personnel shall transmit the learners' records, whether internally (e.g. between a learner's previous and incoming class advisers) or externally (i.e. between schools). **Schools shall not compel learners and/or their parents/legal guardians to take responsibility in the transmission of school records.** This is in accordance with DepEd Order No. 54, s. 2016 (Guidelines on the Request and Transfer of Learner's School Records).

**c. Option to transmit electronic format/scanned copy of credential document for specific grade levels**

For Grade 6 graduates and Grade 10 completers who already enrolled in Grade 7 and Grade 11, respectively, transmission of the scanned copy of Form 137/SF10, together with other supporting or attached document to the receiving school is an option, provided that the request was made thru LIS portal – Tracking/Transfer facility, as instructed in DepEd Order 54, s. 2016 (Guidelines on the Request and Transfer of Learner's School Records)The school official email (schoolid@deped.gov.ph) shall be used in the sending/receiving of the records by both schools. The option to transmit the scanned credentials/documents through the official email, instead of sending the hard copies of the documents, is also applicable for kindergarten completers who opted to transfer and enroll to Grade 1 in another school. ALS Teachers may also use this option in sending electronic/scanned copies of Portfolio Assessment Passer Certificate for Elementary and Junior HS completers who enrolled in Grade 7 and Grade 11, respectively.

The school/ALS Teacher who receives the scanned copy of document is hereby reminded that **there is no need** for the originating school to compel the submission of the physical copies of the said requirements.

**d. Disseminate information on enrollment procedures**

The DepEd shall disseminate the information on the enrollment procedures to the public through print, social media, radio, and television. Schools shall publish the contact number of schools and/or designated teachers for queries and enrollment procedures.

Parents, legal guardians, and learners may access and download the Enhanced BEEF at the DepEd website or obtain copies of it from the school upon enrollment. While teachers may also download the said form from the Learner Information System (LIS).

**e. Encourage stakeholder participation**

The Active participation of stakeholders is crucial to the success of the enrollment process. DepEd shall exhaust all available means to engage stakeholders from information dissemination to the actual conduct of the enrollment.

Parents/legal guardians shall be encouraged to proactively communicate with school authorities during the enrollment period.

**2. Data collection and Reporting**

Learners and/or their parents/legal guardians shall use printed Enhanced BEEFs as the main document for enrollment in their school of choice. However, schools may also adopt various means in the collection of Enhanced BEEFs.

**a. Establishment of digital and physical platforms**



Schools shall provide specific instructions to guide the submission of the Enhanced BEEF by the parents/legal guardians of prospective enrollees, especially transferees, kindergarten, Balik-Aral and ALS learners who obtained it from enrollment booths/kiosks.

### **b.Enrollment Quick Count Reporting**

There will be a daily reporting of enrollment count and summary result of Enhanced BEEF and ALS Modified AF-2 from the start of enrollment period until one month after the opening of classes using the Quick Count Facility in LIS. Instruction and system tutorial guide will be made available through the LIS support tab.

### **c. LIS Encoding**

#### **c.1. Enrollment and Tracking in LIS**

Following the same process in updating the enrollment status of learners at the Beginning of School Year (BOSY Encoding), the enrollment status of learners in the school's registry shall be updated based on their SF 9 (Learner Progress Report Card).

For this purpose, the class adviser shall encode collected learner data from the Enhanced BEEF in the LIS.

Public and private schools shall start their encoding/updating of Enhanced BEEF data in the LIS BOSY module starting the first week of opening of classes. All schools are directed to enroll all of their learners who are attending classes.

#### **c.2. Transferred Out from Private School with Unsettled Financial Obligation**

For learners who moved/transferred out from Private Schools but still have outstanding financial obligations, the receiving public school is instructed to accommodate the learner and assist the parent in the execution of an affidavit of undertaking, as stipulated in DO No. 03, s. 2018. The originating Private School, within thirty (30) calendar days upon receipt of electronic notification of transfer through LIS Portal – Tracking/Transfer Facility, is requested to review the validity of the request and take required action by confirming the transfer request and clicking the unsettled account check box to tag/mark in the system that the learner is just Temporarily Enrolled in the current school, consistent with Section V-C of DO No. 03, s. 2018 which states that such learners *“shall be required to submit an Affidavit of Undertaking, signed by parent/guardian in order to be temporarily enrolled”*.

To ensure timely and accurate reporting of learner's movement from one school to another, the Division LIS System Administrator or the Division Planning Officer is reminded to monitor compliance of private & public schools concerned and maintain proper utilization of LIS particularly, the Tracking System which is intended to monitor the physical transfer of learners. Any malicious intent/misutilization of LIS Tracking System

that result in delays or in pending transfer transactions between schools shall be reported to the Office of the Schools Division Superintendent for appropriate action, in relation to DepEd Order 14, s. 2016.

**c.3. Transfer From ALS Program to Formal**

The class adviser is directed to enroll the learners in LIS as soon as the latter starts attending classes. Enrollment eligibility and presentation of supporting documents as stipulated in DepEd Order 3, 2018 is still applicable, except for enrollment that requires ALS A&E Certificate, Portfolio Assessment Certificate shall be used for SY 2022-2023.

**c.4. Transfer From Formal to ALS Program or From ALS CLC to another CLC**

The ALS Teachers shall encode the learner's information in the LIS using the duly accomplished and signed Modified ALS Form 2 with supporting documents establishing the identity of the learner.

**c.5 Data retrieval**

The Central Office (CO) shall retrieve new data pertaining to the Enhanced BEEF from the LIS and process the results. ROs and SDOs shall also be given access and provide monitoring dashboard keep an update to the new data and the processed results in the Quick Count Facility.



## B. Functions and Responsibilities

The table below shows the functions and responsibilities of each governance level during the key stages of the enrollment process:

<b>Governance Level</b>	<b>Pre-Data Collection</b>	<b>Data Collection</b>	<b>Data Retrieval</b>
Central Office: <i>PS-EMISD</i> <i>ICTS-USD</i>	<u>Policy and planning</u> <ul style="list-style-type: none"> <li>• Issue guidelines on enrollment procedures</li> </ul> <u>Data and resource management</u> <ul style="list-style-type: none"> <li>• Design the Enhanced BEEF and offline encoding for data collection</li> <li>• Modify LIS to accommodate new data requirements</li> </ul> <u>Communication</u> <ul style="list-style-type: none"> <li>• Provide information materials on the enrollment procedures</li> <li>• Disseminate information on the enrollment</li> </ul>	<u>Monitoring</u> <ul style="list-style-type: none"> <li>• Monitor data encoding in the system</li> </ul> <u>Support and assistance</u> <ul style="list-style-type: none"> <li>• Provide necessary support and assistance to the field</li> </ul>	<u>Analysis and evaluation</u> <ul style="list-style-type: none"> <li>• Retrieve necessary data from the LIS</li> <li>• Process results from the Enhanced BEEF</li> <li>• Assess how these results may inform related policies and programs</li> <li>• Prepare regular enrollment updates for public consumption</li> </ul>
Regional Office: <i>Policy, Planning, and Research Division (PPRD)</i> <i>Quality Assurance Division (QAD)</i>	<u>Policy and planning</u> <ul style="list-style-type: none"> <li>• Issue regional policy document echoing national policy as necessary</li> </ul> <u>Communication</u> <ul style="list-style-type: none"> <li>• Disseminate information on the enrollment</li> </ul>	<u>Monitoring</u> <ul style="list-style-type: none"> <li>• Monitor data collection and encoding in the system</li> </ul> <u>Support and assistance</u> <ul style="list-style-type: none"> <li>• Provide support and assistance to SDOs</li> </ul>	<u>Analysis and evaluation</u> <ul style="list-style-type: none"> <li>• Access summary of results from the Enhanced BEEF</li> <li>• Assess the implications of results on learning delivery</li> <li>• Prepare regular regional enrollment updates for public consumption</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct orientation on the enrollment procedures</li> </ul>		
<p>Schools Division Office</p> <p><i>School Governance</i> <i>Operations Division (SGOD)</i></p>	<p><u>Support and assistance</u></p> <ul style="list-style-type: none"> <li>• Print enrollment form and excel template for data collection</li> </ul> <p><u>Coordination and linkages</u></p> <ul style="list-style-type: none"> <li>• Coordinate with the LGU on the conduct of enrollment</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Disseminate information on the enrollment</li> <li>• Conduct orientation on the enrollment procedures</li> </ul>	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>• Monitor data collection and encoding in the system</li> </ul> <p><u>Support and assistance</u></p> <ul style="list-style-type: none"> <li>• Provide support and assistance to schools/CLCs</li> </ul>	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> <li>• Access summary of results from the Enhanced BEEF</li> <li>• Assess the implications of results on learning delivery.</li> <li>• Prepare regular SDO level enrollment updates for public consumption</li> </ul>
School/CLC	<p><u>Support and assistance</u></p> <ul style="list-style-type: none"> <li>• Ensure that all teachers have facility and assistance in data collection and LIS encodings</li> </ul> <p><u>Coordination and linkages</u></p> <ul style="list-style-type: none"> <li>• Coordinate with the LGU on the conduct of enrollment</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Disseminate information on the enrollment especially to parents/legal guardians</li> </ul>	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> <li>• Monitor data collection and encoding in the system</li> </ul> <p><u>Technical support</u></p> <ul style="list-style-type: none"> <li>• Provide support to teachers during data collection and encoding</li> </ul> <p><u>Accountability</u></p> <ul style="list-style-type: none"> <li>• School Head shall be responsible for the accuracy of data inputted on both LIS Data Quick Count and LIS BOSY facilities</li> </ul>	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> <li>• Assess summary of results from the Enhanced BEEF</li> <li>• Assess how these results may affect the learning delivery.</li> <li>• Prepare regular community enrollment updates for public consumption</li> </ul>



## **VI. Data Privacy**

1. Schools shall properly dispose of accomplished enrollment forms after the BOSY encoding in the LIS, by using a shredder or any similar means that will ensure that the information of the learners will not be identified.
2. The Data Protection Officer shall ensure DepEd's compliance with the requirements of the Data Privacy Act during the enrollment process. The said officer may issue further guidelines as necessary.
3. Regional Directors, Schools Division Superintendents, and School Heads shall act as Data Compliance Officers at their respective levels of governance and ensure the protection of collected personal information. They may use the results of the enrollment to plan and develop interventions for their respective jurisdictions consistent with the requirements of the Data Privacy Act.
4. The Planning Service (PS) shall process the results of the enrollment for policy and program development purposes consistent with the requirements of the Data Privacy Act.

## **VII. Monitoring and Evaluation**

The Planning Service (PS) through the Education Management Information System Division (EMISD) in the Central Office; the Policy, Planning, and Research Division (PPRD) and Quality Assurance Division (QAD) in ROs; and the School Governance Operations Division (SGOD) in SDOs shall conduct monitoring, provide technical assistance, and gather issues, best practices, and feedback, and facilitate timely submission of the enrollment update.

The PS-EMISD shall continuously gather feedback on the implementation of this policy from all concerned internal and external stakeholders. It shall conduct a periodic policy review to further enhance its relevance to the priorities and thrusts of the agency.

Furthermore, all stakeholders, particularly parents/legal guardians, are encouraged to provide feedback relative to the implementation of these enrollment guidelines to [ps.emisd@deped.gov.ph](mailto:ps.emisd@deped.gov.ph).

## **VIII. Effectivity**

- IX. This DepEd Order shall take effect immediately upon issuance and publication on the DepEd website and shall be registered with the Office of the National Administrative Register (ONAR).

## **X. Repealing Clause**

All decrees, orders, instructions, rules, regulations, or parts thereof which are inconsistent with this Department Order are hereby deemed repealed or modified accordingly.

## **XI. References**

**DepEd Order No. 03, s. 2018** - Basic Education Enrollment Policy

**DepEd Order No. 58, s. 2017** – Adoption of New School Forms for Kindergarten, Senior High School, Alternative Learning System, Health and Nutrition, and Standardization of Permanent Records

**DepEd Order No. 54, s. 2016** - Guidelines on the Request and Transfer of Learner's School Records

**DepEd Order No. 14, s. 2016** - Updating of Learner Profiles for End of School Year (EOSY) 2015 -2016 on the Learner Information System (LIS)





**ENHANCED BASIC EDUCATION ENROLLMENT FORM**  
THIS FORM IS NOT FOR SALE.



ANNEX 1

School Year   -

Grade level to Enroll:

Check the appropriate box only

1. With LRN?  Yes  No

2. Returning (Balik-Aral)  Yes  No

**INSTRUCTIONS:**  
Print legibly all information required in CAPITAL letters. Submit accomplished form to the Person-in-Charge/Registrar/Class Adviser. Use black or blue pen only.

**LEARNER INFORMATION**

PSA Birth Certificate No. (if available upon registration) \_\_\_\_\_ Learner Reference No. (LRN)

Last Name

Birthdate (mm/dd/yyyy)

Place of Birth (Municipality/City)

First Name

Sex  Male  Female

Age

Mother Tongue

Middle Name

Belonging to any Indigenous Peoples (IP) Community/Indigenous Cultural Community?  
 Yes  No If Yes, please specify: \_\_\_\_\_

Extension Name e.g. Jr., III (if applicable)

Is your family a beneficiary of 4Ps?  Yes  No

If Yes, write the 4Ps Household ID Number below

**Current Address**

House No./Street  Street Name  Barangay

Municipality/City  Province  Country  Zip Code

**Permanent Address** Same with your Current Address?  Yes  No

House No./Street  Street Name  Barangay

Municipality/City  Province  Country  Zip Code

**PARENT'S/GUARDIAN'S INFORMATION**

Father's Name  
Last Name  First Name  Middle Name  Contact Number

Mother's Maiden Name  
Last Name  First Name  Middle Name  Contact Number

Guardian's Name  
Last Name  First Name  Middle Name  Contact Number

**For Returning Learner (Balik-Aral) and Those Who will Transfer/Move In**

Last Grade Level Completed \_\_\_\_\_ Last School Year Completed \_\_\_\_\_

Last School Attended \_\_\_\_\_ School ID

**For Learners in Senior High School**

Semester  1st Sem  2nd Sem Track \_\_\_\_\_

Strand \_\_\_\_\_

Preferred Distance Learning Modality/ies

Choose all that applies.

Modular (Print)

Online

Radio-Based Instruction

Blended

Modular (Digital)

Educational Television

Homeschooling

Face to Face

*I hereby certify that the above information given are true and correct to the best of my knowledge and I allow the Department of Education to use my child's details to create and/or update his/her learner profile in the Learner Information System. The information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.*

\_\_\_\_\_  
Signature Over Printed Name of Parent/Guardian

\_\_\_\_\_  
Date





Republic of the Philippines  
 Department of Education  
**ALTERNATIVE LEARNING SYSTEM**  
**MODIFIED ALS ENROLLMENT FORM**  
 (AF2) Learner's Basic Profile



Date \_\_\_\_\_

LRN (if available)   

Personal Information (Part I)													
Last Name	First Name	Middle Name	Name Extension										
<b>CURRENT ADDRESS</b>													
House No./Street/Sitio	Barangay	Municipality/City	Province										
<b>PERMANENT ADDRESS</b> <i>Same with your Current Address?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No													
House No./Street/Sitio	Barangay	Municipality/City	Province										
Birthdate (mm/dd/yyyy) <table border="1" style="width: 100%; border-collapse: collapse;"><tr><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td></tr></table>											Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	Place of Birth (Municipality/City)	Civil Status <input type="checkbox"/> Single <input type="checkbox"/> Separated <input type="checkbox"/> Solo Parent <input type="checkbox"/> Married <input type="checkbox"/> Widower
Religion	IP (Specify ethnic group) :	Mother Tongue	Contact Number/s										
PWD <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, specify the type of disability: <input type="checkbox"/> Autism Spectrum Disorder <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Learning Disability <input type="checkbox"/> Physical Disability <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Visual Impairment <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Others													
Is your family a beneficiary of 4Ps? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If Yes, write the 4Ps Household ID Number below</i> <span style="border: 1px solid black; display: inline-block; width: 300px; height: 15px; vertical-align: middle;"></span>													
<b>Name of Father/Legal Guardian</b>													
Last Name	First Name	Middle Name	Occupation										
<b>Mother's Maiden Name</b>													
Last Name	First Name	Middle Name	Occupation										
Educational information (Part II)													
<b>Last grade level completed (Check only if applicable)</b>													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Elementary</th> <th style="width: 33%;">Junior High School</th> <th style="width: 33%;">Senior High School</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Kinder    <input type="checkbox"/> Grade 1    <input type="checkbox"/> Grade 3    <input type="checkbox"/> Grade 5</td> <td><input type="checkbox"/> Grade 7    <input type="checkbox"/> Grade 9</td> <td><input type="checkbox"/> Grade 11</td> </tr> <tr> <td><input type="checkbox"/> Grade 2    <input type="checkbox"/> Grade 4    <input type="checkbox"/> Grade 6</td> <td><input type="checkbox"/> Grade 8    <input type="checkbox"/> Grade 10</td> <td></td> </tr> </tbody> </table>				Elementary	Junior High School	Senior High School	<input type="checkbox"/> Kinder <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 11	<input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 10		
Elementary	Junior High School	Senior High School											
<input type="checkbox"/> Kinder <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 11											
<input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 10												
<b>Why did you not attend/complete schooling? (For OSY only)</b> <input type="checkbox"/> No school in Barangay <input type="checkbox"/> School too far from home <input type="checkbox"/> Needed to help family <input type="checkbox"/> Unable to pay for miscellaneous and other expenses Others: _____	Have you attended ALS learning sessions before? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, check the appropriate program: <input type="checkbox"/> Basic Literacy <input type="checkbox"/> A&E Secondary <input type="checkbox"/> A&E Elementary <input type="checkbox"/> ALS SHS Have you completed the program? <input type="checkbox"/> Yes <input type="checkbox"/> No If No, state the reason: _____												

What learning Modality/ies do you prefer? Choose all that apply.

- Modular (Print)       Online       Radio-Based Instruction       Face to Face  
 Modular (Digital)       Educational TV       Blended

Accessibility and Availability of CLC (Part III)

How far is it from your home to your Learning Center?    in kms \_\_\_\_\_    in hours and mins. \_\_\_\_\_

How do you get from your home to your Learning Center?     Walking     Motorcycle     Bicycle     Others (Pls. specify) \_\_\_\_\_

When can you attend your Learning Session?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What specific time can you be at your Learning Center?							

I hereby certify that the above information given are true and correct to the best of my knowledge and I allow the Department of Education to use my child's details to create and/or update his/her learner profile in the Learner Information System. The information herein shall be treated as confidential in compliance with the Data Privacy Act of 2012.

\_\_\_\_\_  
ALS Teacher/Community ALS Implementor/Learning Facilitator: Signature and Date

\_\_\_\_\_  
Learner: Signature and Date