



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

**Office of the Schools Division Superintendent**

March 04, 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 issuances for your information and guidance:

1. DepEd Order No. 001 s.2022 entitled Revised Policy Guidelines on Homeschooling Program
2. DepEd Order No. 002 s.2022 entitles Interim Guidelines on Private School Voluntary Closures and Participation in Government Assistance and Subsidies Programs in Light of the COVID-19 Pandemic Effective SY 2021-2022
3. DepEd Memorandum No. 007 s.2022 entitled Adjustments to the Period of Consultation and Application for Changes in Tuition and Other Fees by Private Educational Institutions in Light of the Adjusted School Calendar for School Year 2022-2023

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**

21 JAN 2022

DepEd ORDER  
No. 001, s. 2022

**REVISED POLICY GUIDELINES ON HOMESCHOOLING PROGRAM**

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

1. The Department of Education (DepEd) issues the enclosed **Revised Policy Guidelines on Homeschooling Program**. This is consistent with its mandate to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society (Article XIV, Section 2.2, 1987 Philippine Constitution), and guided by the constitutional directive to support the natural and primary right and duty of parents in the rearing of the youth for civic efficiency and development of moral character (Article II, Sec. 12, 1987 Philippine Constitution).
2. The Homeschooling Program is designed as one among the Alternative Delivery Modes (ADMs), which may be offered by any public or private school as a response to the need of learners who cannot regularly report to school due to medical conditions, family situations, and difficult circumstances that require more regular parental support and supervision, and for learners whose parents opt them to be educated at home by themselves. It also actualizes Sustainable Development Goal (SDG) No. 4, which aims to ensure inclusive and equitable quality education with the parents taking full responsibility for the education of their children.
3. The Homeschooling Program offers families flexibility in deciding and addressing their children's access issues and provides an opportunity for them to contribute to making the curriculum learner-centered, inclusive, developmentally appropriate, responsive, and relevant, while applying pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative (Section 5, Republic Act No. 10533 or the Enhanced Basic Education Act).
4. This policy provides substantive guidance on the implementation of the Homeschooling Program and discusses its underlying principles, objectives, and target learners. It also defines the program's standards, which include program management, the curriculum, learning delivery modalities, parent/guardian as learning facilitator, learning resources, learning environment, and classroom assessment to be used. Implementation protocols and procedures are also described to guide field implementation.

5. This DepEd Order shall take effect beginning School Year (SY) 2022-2023 and shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman Quezon City. It repeals DECS Memorandum No. 216, s. 1997 or the *Homeschool Education Program*, and Section A. Home School in Annex 3: Flexible Learning Options and ALS of DO No. 021, s. 2019 or the *Policy Guidelines on the K to 12 Basic Education Program*.

6. For more information, please contact the **Bureau of Learning Delivery**, 4th Floor Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through telephone numbers (02) 8636-6540 and (02) 8637-4347 and email address [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph).

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

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encls.:

As stated



References:

DECS Memorandum No. (216, s. 1997)  
DepEd Order No. (021, s. 2019)

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

ALTERNATIVE DELIVERY MODE  
CURRICULUM  
LEARNERS  
POLICY  
RULES AND REGULATIONS  
SCHOOLS



## REVISED POLICY GUIDELINES ON HOMESCHOOLING PROGRAM

### I. RATIONALE

The delivery of education of the Department of Education (DepEd) has increasingly diversified over the years to accommodate the various circumstances and situations of learners and their communities. Diversifying education delivery is necessary for DepEd to effectively “*establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society*”, as mandated by the 1987 Philippine Constitution (Article XIV, Sec 2.1).

To fulfill this constitutional mandate, increased collaboration and partnership with the broader community is necessary, as they share a stake in ensuring quality education for all. Increased stakeholder participation improves the educational system’s responsiveness to the diverse contexts of learners.

The Philippine Constitution states that “*The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society*” (Article XIV, Section 2) and that “*The State recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions*” (Article XIV, Section 4). It further provides that the “*State shall establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age*” (Article XIV, Section 2).

In the same vein, Republic Act 10533 stipulates that kindergarten and secondary education are compulsory as well (Section 4). It is also constitutionally demanded that the “*natural and primary right and duty of parents in the rearing of the youth for civic efficiency and the development of moral character shall receive the support of the government*” (Sec. 12, Article II).

The Family Code also specifies that the “*parents and those exercising parental authority shall have, with respect to their unemancipated children or wards, the right and duty to keep them in their company, to support, educate, and instruct them by right precept and good example,*

*and to provide for their upbringing in keeping with their means”* (Par. 1, Article 220, Chapter 3).

The Homeschooling Program has become a viable option for an increasing number of Filipino families who are faced with circumstances that prevent their children from attending formal school. Some parents choose to actively participate in and manage their children's education, believing in the option of taking on the responsibility directly. The Homeschooling Program provides flexibility for parents who prefer to educate their children at home.

Recognizing this education initiative of families, the Department has promulgated support policies to establish homeschooling as an alternative approach to classroom-based education. This includes the issuance of policies, namely: 1) DECS Memorandum No. 216, s. 1997 or the *Home Education Program*; 2) DepEd Order 72, s. 2009 or *Inclusive Education as Strategy for Increasing Participation Rate of Children*; 3) DepEd Order 54, s. 2012 or *Policy Guidelines on the Implementation of Alternative Delivery Modes (ADMs)*; and 4) DepEd Order 21, s. 2019 or *Policy Guidelines on the K to 12 Basic Education Program Annex 3 Flexible Learning Options: ADMs and ALS*. These issuances are intended to strengthen the “*complementary roles of public and private institutions in the educational system*” and to guide the Department in performing its constitutional mandate of exercising “*reasonable supervision and regulation of all educational institutions*” (Article XIV, Section 4.1, the 1987 Philippine Constitution).

Since its inception in 1997, an increasing number of schools, particularly private schools in various parts of the country, have implemented the Homeschooling Program as one of the Alternative Delivery Modes (ADMs) of formal education to address the persistent problem of children being absent from school and/or dropping out for a variety of reasons. This aligns with the Convention on the Rights of Child (CRC), which provides that “*States Parties recognize the right of the child to education*” (Article 28 [1]) and Sustainable Development Goal (SDG) 4 – ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The offering of the Homeschooling Program in both public and private schools shall be in conformity with the CRC, which recognizes the principle that parents and legal guardians have the primary responsibility for the upbringing and development of the child, and the best interest of the child will be their basic concern (Article 18). The program shall also uphold the right of the child who is capable of forming his or her own views and of expressing those views in relation to his or her enrollment in the

Homeschooling Program, the views of the child being given due weight in accordance with the age and maturity of the child (Article 12).

As more families opt for homeschooling to address their children's education needs while responding to their circumstances, the offering of the Homeschooling Program as an Alternative Delivery Mode (ADM) by more schools, including public schools, is called for. The participation of public schools in the Homeschooling Program shall contribute to expanding reach of DepEd in educating more children, as reiterated in DepEd Order 21, s. 2019 or the *Policy Guidelines on the K to 12 Basic Education Program*. Section 5 of the Policy mentioned the curriculum as inclusive and responsive and that it should be flexible enough to accommodate learners in various educational and social contexts.

Therefore, to effectively carry out its goal of improving access to quality, relevant, and liberating education, DepEd issues these policy guidelines to provide bases for more effective and efficient implementation of the Homeschooling Program.

## **II. SCOPE**

These policy guidelines shall apply to all public and private elementary and secondary schools, including those in state and local colleges and universities, and shall be in full effect beginning School Year (SY) 2022-2023.

## **III. DEFINITION OF TERMS**

For this Order, the following terms are defined and understood as follows:

- 1. Alternative Delivery Modes (ADMs)** 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 to regularly attend classes inside the classroom (DO No. 21, s. 2019).
- 2. Formative Assessment** refers to a process that involves teachers using evidence about what learners know and can do to inform and improve their teaching. It is characteristically informal and is intended to help students identify strengths and weaknesses in order to learn from the assessment experience. Formative assessment results, however, are not included in the computation of summative assessment (DO No. 8, s. 2015).

- 3. Flexible Learning Options (FLO)** is a menu of possible learning interventions and pathways that are responsive to the needs, context, circumstances, and diversity of learners. It allows for variations in organization, approaches, and modalities of teaching and learning. It is helpful for learners who are at risk of dropping out, children and youth who are out of school, adults who failed to finish basic education, learners with special needs, learners with extreme difficulty in accessing schools or those who attend overpopulated schools, and learners in an emergency (DO No. 21, s. 2019).
- 4. 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.
- 5. Homeschool Coordinator** is a teacher designated to coordinate with the parents/guardians to monitor the learning progress of the homeschool learner, to provide guidance, advice, and assistance to the parents/guardians as appropriate and needed, and to ensure the inclusion of the learner's data and information in school records.
- 6. Homeschool Learner** refers to a learner who is officially enrolled in a public or private school, does not attend regular classes in such conventional schools, and spends time learning at home with their parents/guardians taking primary responsibility for their learning at home.
- 7. Homeschool Teacher-Adviser** refers to a teacher who has been assigned the responsibility of managing the class in which the homeschool learner is enrolled. He/she is accountable for keeping accurate and comprehensive records of learners' progress and development.
- 8. Learners with Special Educational Needs** refers to learners who, for a variety of reasons, encounter problems of special circumstances that need relevant and appropriate programs and services to address their learning needs during their educational career and are in need of additional support for a longer period.
- 9. Summative Assessment** refers to assessment that is usually administered toward the end of a learning period to measure the extent to which the learners have mastered the essential learning

competencies, the results of which are recorded and are used to report the learner's achievement (DO No. 31, s. 2020).

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

The Department of Education (DepEd) recognizes the Homeschooling Program as an Alternative Delivery Mode (ADM) that aims to provide learners with equitable access to quality basic education through an alternative mode of delivery in a home environment to be managed primarily by parents or authorized guardians.

This policy aims to strengthen the implementation and regulation of the Homeschooling Program at the school level to ensure quality, relevant, responsive, liberating, and inclusive education for homeschool learners.

#### **V. PROGRAM STANDARDS**

##### **A. Program Management**

##### **1. Parents/Guardians**

The parents/guardians shall carefully monitor the work and progress of their children and shall be the primary agent of the teaching-learning process, including its design and execution. To ensure effective implementation of this program, parents/guardians shall have the following responsibilities:

- a. ensure the enrollment of their children in a public or private school authorized to offer the Homeschooling Program, including the submission of relevant documents for enrollment with due consideration of the best interest of their children and the views of their children on their education, taking into account their age and maturity;
- b. ensure that their children shall undergo the K to 12 Curriculum;
- c. prepare the learning plan for their children;
- d. prepare their children's learning schedule for the entire school year aligned with the school calendar;
- e. ensure effective learning delivery of lessons throughout the school year;
- f. make certain the availability of adequate and appropriate learning resources for their children;
- g. plan, implement, and conduct the formative assessment of their children's learning progress;



- h. guarantee the submission of outputs and results of formative assessments;
- i. coordinate and/or consult with the homeschool coordinator as agreed upon and as needed; and
- j. report the progress of their children to the homeschool coordinator.

## 2. Homeschool Coordinator

The Homeschool Coordinator shall be designated by the school head. He/she shall coordinate with parents/guardians whose children are enrolled in the Homeschooling Program. Specifically, he/she shall:

- a. ensure the homeschooler's inclusion in the Learner Information System (LIS);
- b. ensure that homeschool learners are meeting the standards set by DepEd;
- c. monitor the learning progress of the homeschool learners;
- d. report the learning progress of the homeschool learners to the teacher-adviser and/or learning area teacher for possible intervention, if necessary;
- e. plan, direct and communicate academic and auxiliary services available for the homeschool learners;
- f. conduct conference with parents, teacher-adviser and/or learning area teacher, if necessary;
- g. serve as teacher-coach to the parents/guardians;
- h. administer summative assessment prepared by the learning area teachers and the Early Childhood Development (ECD) Checklist to the Kindergarten homeschool learners on an agreed time and venue;
- i. conduct home visitation, when necessary, following health and safety protocols; and
- j. ensure attendance of parents/guardians to school-level relevant training.

## 3. Homeschool Teacher-Adviser and Learning Area Teachers

The Homeschool Teacher-Adviser and/or Learning Area Teachers shall:

- a. closely collaborate with the Homeschool Coordinator on the learning activities, assessment and progress of the homeschool learners;
- b. prepare summative and/or quarterly assessment for homeschool learners;

- c. provide technical assistance to the Homeschool Coordinator on the supervision and monitoring of homeschooling activities, when necessary; and
- d. keep accurate and comprehensive records of progress and development of homeschool learner.

## **B. Curriculum**

DepEd prescribes the K to 12 Curriculum as a minimum requirement for all public and private schools offering the Homeschooling Program. While ensuring that the curriculum standards are maintained and achieved, the content may be contextualized as needed. As long as all topics are covered within the quarter, the chronology of learning contents may be altered, and subject area contents may be incorporated into a single lesson. This allows students to seamlessly transition from the classroom to their homes and vice versa.

If the country remains in a state of emergency, the focus of instruction shall be on the Most Essential Learning Competencies (MELCs) as provided for in DepEd Order No. 12, entitled *Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency*, as continued under DepEd Order No. 29, s. 2021, entitled *School Calendar and Activities for SY 2021-2022*.

In the succeeding school years if the MELCs will no longer be used, the K to 12 Curriculum shall be implemented for the Homeschooling Program.

## **C. Instruction**

### **1. Learners**

The Homeschooling Program caters to various types of learners whose parents/guardians choose to have them educated at home for reasons including, but not limited to, the following:

- a. learners at risk of dropping out;
- b. learners with special educational needs;
- c. learners who are incapable of reporting to school regularly because of a medical condition;
- d. learners who are in emergency situations, national emergency, or in conflict areas;
- e. learners who had unpleasant experiences that affect their health and wellbeing in the regular school;

- f. learners who drop out for personal reasons;
- g. learners whose parents/guardians have jobs that require them to constantly travel; and
- h. learners whose studies are interrupted due to relocation of parents/guardians (within the Philippines or as Overseas Filipino Workers (OFWs)).

Kindergarten to Senior High School learners may avail of the Homeschooling Program being offered in any public or private school.

Kindergarten learners may be admitted to the Homeschooling Program if they meet the five-year-old age qualification pursuant to DepEd Order No. 47, s. 2016 or *The Omnibus Policy on Kindergarten Education*, as amended by DepEd Order No. 20, s. 2018.

## 2. Learning Resources

The learning materials to be provided to the homeschool learner must be aligned with the K to 12 Basic Education Curriculum. These may include text-based materials such as textbooks and printed or digital copies of self-learning modules, as well as non-text-based materials such as tools, devices, equipment, and manipulatives as supplements to the teaching-learning process, digitized learning materials, video lessons, radio-based lessons, and other supplementary materials from various sources, as well as learning materials for performance-based tasks.

Textbooks and modules in print or digital format may be provided by the school. Ensuring the availability of adequate and appropriate learning resources for their children is one among the identified responsibilities of parents/guardians.

## 3. Learning Environment

Homeschooling takes place primarily at home, with the parents/guardians facilitating learning. It does not preclude the use of alternative learning environments as long as they are appropriate for the learner, relevant to the topics, and conducive to the teaching-learning process.

Homeschool learners may participate alongside other learners in physical education classes and in other curricular, co-curricular, and extra-curricular activities organized by their school, subject to appropriate guidance/guidelines from the school.

#### 4. Learning Plan

The school shall require parents/guardians to prepare the learning plan (see Annex 1 for the sample Learning Plan) for their children. The Homeschool Coordinator may provide technical assistance when needed and possible. It may be a weekly, monthly, or quarterly learning plan and shall contain, but is not limited to, the following:

- a. Learning Area
- b. Learning Competencies
- c. Learning Tasks

#### **D. Assessment**

##### **Kindergarten**

The ECD checklist shall be administered to kindergarten homeschool learners by the homeschool coordinator or trained teachers and/or trained parents/guardians under the school's close supervision.

##### **Classroom Assessment**

Classroom Assessment in the Homeschooling Program shall follow the provisions of DO No. 8, s. 2015 or the *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*.

Formative assessments shall be administered primarily by the parents/guardians. Moreover, homeschool learners shall accomplish their written works and performance-based tasks under the supervision of the parents/guardians.

The portfolio/e-portfolio, paper and pencil tests, and other assessment strategies shall be reviewed by the assigned homeschool coordinator, teacher-adviser, and/or learning area teacher to ensure that these assessments reflect quantitative and qualitative information about the homeschooler's learning progress in relation to learning standards.

Homeschool learners shall take summative assessments at the school in which they are officially enrolled. In the context of an emergency or in cases when the learner relocated, such may be done online or in the respective homes of the homeschool learners

by the homeschool coordinator, provided that the minimum health standards and physical distancing protocols are strictly observed.

Homeschool learners shall be required to submit a portfolio/e-portfolio of their accomplishments during a quarter. The portfolio demonstrates educational progress and mastery of learning competencies, which will be credited as part of the learning assessment process.

The policy guidelines on the conduct of work immersion for Senior High School shall also be applied to homeschool learners.

### **National Assessment**

All homeschool learners shall take the National Career Assessment Examination (NCAE) and the National Achievement Test (NAT) at the school where they are officially enrolled. They shall be included on the official list of test-takers and shall take these assessments alongside other learners.

## **VI. PROGRAM IMPLEMENTATION**

Both public and private schools may offer the Homeschooling Program as ADM. The private schools shall secure a Permit to Offer the Homeschooling Program while public schools shall seek authorization from the Regional Office (RO). The Permit/Authorization to Offer the Homeschooling Program to be granted by the RO to qualified public and private schools shall be valid for two (2) years. The RO **may** revoke at any time the said authorization/permit, **upon valid grounds and in accordance with due process.**

### **Availment of the Homeschooling Program**

1. Parents/guardians with children enrolled in a public or private school who decide to avail of the homeschooling program shall signify their intent to avail of the Homeschooling Program through a Letter of Intent addressed to the school head and shall accomplish the Homeschooling Form. A sample Homeschooling Form which contains the learner's profile and reasons for availing of the Homeschooling Program including the list of documentary requirements as means of verification is found in Annex 2, while the sample Homeschooling Letter of Intent is found in Annex 3.
2. Only those residing in the Philippines shall be allowed to enroll in the Homeschooling Program; however, should the family relocate or travel to another country within the school year, the homeschool

learner may continue his/her studies under the Homeschooling Program to finish the school year subject to the existing laws and regulations of the country where the homeschool learner relocated or travelled.

3. Once qualified, the Homeschooling Program Agreement shall be crafted and agreed upon by the learner, parents/guardians, and the implementing school. A sample Homeschooling Program Agreement is found in Annex 4.
4. Learners with disabilities, who, upon recommendation by the family physician, developmental pediatrician, psychometrician, or Guidance Counselor are recommended to be homeschooled, may include in their choice of schools a nearby private or public school offering Special Education Program (SPED) with permit or authority to offer Homeschooling Program.

### **General Implementation Provisions**

5. Schools implementing the Homeschooling Program shall ensure that the following considerations are observed:
  - a. Parents/guardians are willing to assume responsibility for their children's education at home and are capable of providing instruction to their children or are willing to hire a tutor to do so.
  - b. Parents/guardians adhere to the requirements in the implementation of the K to 12 Basic Education Program.
  - c. Parents/guardians ensure the availability of learning materials and other supplementary materials at home.
  - d. Parents/guardians are oriented on the K to 12 Basic Education Program.
  - e. Parents/guardians are trained on assessment in the K to 12 Basic Education Program (BEP).
  - f. Parents/guardians are familiar with the process of accessing the DepEd LR Portal, DepEd Commons, and other online platforms and the utilization of the learning materials from these platforms.
  - g. Parents/guardians adhere to the policy of zero tolerance for any form of child abuse, exploitation, discrimination, violence, bullying, and other forms of abuse under DepEd Order No. 40, s. 2012 or the *DepEd Child Protection Policy* in managing the learning of their child/ward.
  - h. The school has available learning materials to be provided to learners who are enrolled in the homeschool program.
  - i. A coordination plan is crafted and agreed upon by the school

and parents/guardians.

- j. A homeschool coordinator is available to monitor the homeschool program implementation, conduct home visitation when necessary, and administer quarterly assessments.
6. Learners who are officially enrolled in a private school's Homeschooling Program may be integrated into a regular class upon presentation of an Official Report Card/Transcript of Records or Certificate of Course Completion or Certificate of Rating (those written in another language must be translated into English), or its equivalent. Additionally, the receiving school may administer a school-based assessment.
7. When a learner who is enrolled in a school that does not offer the Homeschooling Program expresses an interest to avail of the Homeschooling Program, the school shall facilitate the learner's transfer to a school that offers the program as agreed upon with the parents/guardians, or the school may apply for a permit/authorization to offer the Homeschooling Program if it meets the program's requirements.
8. If a school's permit/authorization to offer the Homeschooling Program is revoked, the school is responsible for assisting the homeschool learners, through the parents/guardians, in transferring to another school offering the program.
9. If a learner transitions to the Homeschooling Program during the school year and is required to transfer to another public or private school, the learner shall take the quarterly assessment immediately following the transfer in the new school.
10. Learners who have been out of school for a year or more may take the Philippine Educational Placement Test (PEPT) in accordance with the rules and regulations established by DepEd through the Bureau of Education Assessment (BEA) to determine their grade level placement. They shall not be allowed to take the A & E, which is intended for ALS learners.
11. The school shall ensure that homeschool learners may use equipment, devices, and facilities such as science laboratories of the school if these requirements are not met at home, subject to appropriate guidance/guidelines from the school.
12. The school, through the School Partnership Focal Person, in coordination with the parent/guardian, shall seek partnership with institutions to accommodate the homeschool learner for work

immersion, or the parent/guardian may choose from the available partner institutions of the school.

### **Provisions for Public Schools**

13. Public schools that intend to offer the Homeschooling Program as an ADM shall send a letter of intent together with the school's implementation plan, training plan for parents on curriculum, instruction, and assessment and assistance to enrollees with their corresponding grade levels to the RO addressed to the Office of Regional Director (ORD) through the SDO addressed to the Office of the Schools Division Superintendent (OSDS).
14. Public schools must comply with the general provisions indicated in these Guidelines and shall ensure that parents/guardians shall commit to follow the school calendar.

### **Provisions for Private Schools**

15. Only private schools with Government Recognition can offer Homeschooling Program as an ADM. They shall secure a Permit to Offer Homeschooling Program from the RO through the OSDS. A Letter of Intent addressed to the ORD through the OSDS shall be submitted together with the following requirements:
  - a. Original Copy of Board Resolution to Offer Homeschooling Program as an ADM;
  - b. Copy of Homeschooling Program Manual, which includes, but is not limited to, a discussion of the program standards: program management, curriculum, instruction, assessment, among others;
  - c. Homeschool Organizational Chart (which shall include the homeschool coordinator) with the corresponding roles and responsibilities of each member;
  - d. Certification of availability of learning resources aligned with the K to 12 Curriculum;
  - e. Orientation/Training Plan for parents/guardians;
  - f. Annual Homeschooling Program Calendar; and
  - g. Schedule of tuition and other school fees for the Homeschooling Program.
16. Application for Permit to Offer shall also follow the rules and regulations set by the Department as stipulated in Section 30.5 of the DO 88, s. 2010 (*2010 Revised Manual of Regulations for Private Schools in Basic Education*), which states that private schools



granted permission should file an application to the Regional Office on or before January 2<sup>nd</sup> preceding the opening of the School Year.

### **Tracking of Learners**

17. All homeschool learners shall be enrolled by the school in the Learner Information System (LIS). Learner Reference Number (LRN) shall be issued in accordance with the existing policies and regulations.
18. If a learner who is currently enrolled in a public or private school intends to shift to the Homeschooling Program, the parents/guardians shall notify the school head through writing a Letter of Intent. The shift has no effect on the learner's status in the LIS or on his/her LRN except that he/she will be tagged as homeschool learner.
19. Learners who would like to transfer to a public or private school offering a homeschooling program may enroll by presenting the Report Card with an indicated LRN/Transcript of Records or Certificate of Course Completion or Certificate of Rating (those that are written in another language/s must be translated to English) or its equivalent. The school shall ensure updating of learner's status in the LIS.

### **Monitoring of Operations**

20. An updated list of public and private schools offering the Homeschooling Program shall be submitted by the RO to the Bureau of Learning Delivery of the Department of Education every January.
21. The SDO shall monitor the operations of all schools that offer the Homeschooling Program to ensure that they continue to adhere to national education standards. Should there be a violation of standards and/or regulations, Item V on revocation of the permit/authorization to offer Homeschooling Program, as well as Section 34 and other relevant provisions of DepEd Order No. 88, s. 2010 shall apply. The Homeschooling Program shall also be included in the RO's/SDO's routine program monitoring.
22. A quarterly conference among parents/guardians and homeschool coordinators may be organized by the public or private schools offering Homeschool Program.
23. The school may provide appropriate interventions, including but not limited to mainstreaming the child into the regular school in the

event of poor performance, a report of abuse, negligence, or bullying directed at the learner, or other similar circumstances, in accordance with the policy of zero tolerance for any form of child abuse, exploitation, discrimination, violence, bullying and other forms of abuse under DepEd Order No. 40, s. 2012, or the DepEd Child Protection Policy, as well as other applicable rules and regulations in the parents'/guardians' management of the learning of their child/ward.

### **Revocation of Permit/Authority to Offer Homeschooling Program**

In case a school, after the conduct of a thorough evaluation by the RO in collaboration with the SDO, be found not compliant with the standards set for the effective implementation of the program, the RO may revoke at any time the said authorization/permit, upon valid grounds and in accordance with due process.

The revocation of permit/authority to offer Homeschooling Program may be made by the Regional Director (RD) upon recommendation of the Schools Division Superintendent (SDS), for valid cause/s, pursuant to these Guidelines and applicable regulations and after due process.

In making the recommendation, the SDS shall inform the school of the substantial deficiencies or causes for the proposed revocation, and the school shall be required to explain and/or otherwise remedy the deficiencies or violations within a reasonable period, which shall not exceed ten (10) days. The recommendation for revocation may be submitted within ten (10) days by the SDS after failure of the school to provide satisfactory response or to correct the deficiency of the proposed revocation within the aforementioned ten (10)- day period provided to the school. The recommendation of the SDS shall have a complete staff work (CSW), which includes the valid ground, procedure undertaken and all pertinent documents.

Within fifteen (15) days from the receipt by the RD of the recommendation of the SDS for revocation, the RD shall render the decision, unless the RD deems it necessary to conduct further evaluation, in which case, the RD will have another fifteen (15) days within which to render the decision. Appeal on the decision of the RD may be made to the Undersecretary for Curriculum and Instruction, through the Office of the Director of the Bureau of Learning Delivery (BLD), within fifteen (15) days from receipt of the decision of the RD. The Undersecretary may render the resolution of the appeal within fifteen (15) days from receipt of the appeal.

Voluntary revocation of permit/authorization may also be made by the school, for valid cause/s and on its own initiative, provided such revocation is undertaken at the end of a school term, and provided further that the school remains obliged to furnish the necessary transfer credentials and records to the students who will be affected by the requested revocation. The voluntary revocation of permit/authorization shall be subject to and be effective only after the approval of the RD, upon recommendation of the SDS. For this purpose, the request for approval of voluntary revocation of permit/authorization shall be submitted by the school to the RD, through the SDO. The abovementioned periods for the SDS and the RD to act on revocation shall also apply.

## **VII. ROLES AND RESPONSIBILITIES IN EACH GOVERNANCE LEVEL**

### **A. The Central Office (CO) through the Bureau of Learning Delivery (BLD) shall:**

1. formulate policies relevant to the implementation of the Homeschooling Program;
2. provide appropriate assessments for homeschool learners for a smooth transition to formal school, which includes PEPT;
3. ensure the provision of institutional support (i.e., funds, capacity building) for the nationwide implementation of the Homeschooling Program;
4. provide technical assistance to ROs with regards to Homeschooling implementation for effective program delivery; and
5. monitor at the national level the program implementation of the Homeschooling Program.

### **B. Regional Offices (ROs) through the**

#### **Curriculum and Learning Management Division (CLMD), Education Support Services Division (ESSD) and Quality Assurance Division (QAD) shall:**

1. provide technical assistance to implementing schools as well as the SDO to ensure the effective delivery of homeschooling program; and
2. monitor the implementation of the Homeschooling Program in the region.

**Quality Assurance Division** shall:

1. grant an Authorization to Offer Homeschooling Program to public schools and a Permit to Offer Homeschooling Program to private schools interested in offering the program as an ADM; and
2. ensure the provision of institutional support (i.e., funds, capacity building) for the region-wide implementation of the Homeschooling Program.

**C. Schools Division Office (SDO) through the Curriculum Implementation Division and School Governance and Operations Division (SGOD)** shall:

1. recommend to the RO the issuance of an Authorization to Offer Homeschooling Program to public schools and the Permit to Offer Homeschooling Program to private schools seeking to offer the program as an ADM;
2. ensure the compliance of public and private schools with the Homeschooling Program implementation guidelines;
3. provide technical assistance and other forms of support to schools offering Homeschooling Program for effective program delivery; and
4. monitor the implementation of the Homeschooling Program.

**D. Homeschooling Program Implementing School** shall:

1. implement the Homeschooling Program following pertinent policies, guidelines, and requirements set forth by the DepEd;
2. designate a Homeschool Coordinator;
3. coordinate with the SDO regarding the implementation concerns; and
4. provide the needed support and protection for the learners under its care.

## **VIII. PROGRAM MONITORING, EVALUATION AND RESEARCH**

The effectiveness of the homeschooling learning option shall be regularly evaluated through the following indicators:

1. Number of field personnel trained on the implementation of Homeschooling Program from the ROs, SDOs, and public and private implementing schools;
2. Number of periodic evaluations conducted on the implementation of the Homeschooling Program;
3. Percentage of homeschool learners promoted to the next grade level;

4. Percentage of homeschool learners who completed elementary/secondary education;
5. Number of quality capacity building programs or initiatives for homeschool parents/guardian;
6. Reasons for enrollment under the program;
7. Feedback from the stakeholders; and
8. Classroom assessment results of homeschool learners.

The Bureau of Learning Delivery (BLD), the Curriculum Learning Management Division (CLMD), the Curriculum Implementation Division (CID), and the School Governance Operations Division (SGOD) shall monitor the compliance of schools with the provisions of these guidelines. A Monitoring and Evaluation (M & E) Plan shall be issued in a separate memorandum.

Areas for research on the Homeschooling Program shall be encouraged to improve its implementation. This shall be the purview of SGOD-Planning and Research Unit at the SDO and the Planning, Policy and Research Division (PPRD) at the RO.

A review of these guidelines shall be conducted by the BLD as necessary, and particularly after SY 2022-2023, for its enhancement. Queries on these guidelines shall be addressed to the Office of the Director, BLD, via email address [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph) or at telephone numbers (02)8637-4346 and (02)8637-4347.

#### **IX. EFFECTIVITY**

This DepEd Order shall take effect beginning SY 2022-2023 and shall be registered with the Office of the National Administrative Registrar (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

It repeals DepEd Memorandum 216 s. 1997 or the *Homeschool Education Program*, and Section A. Home School in Annex 3: Flexible Learning Options and ALS attached to DO 21 s. 2019 or the *Policy Guidelines on the K to 12 Basic Education Program*.

#### **X. REFERENCES**

Cooper, B. et al. (2016). *Homeschooling in the New View*. 2<sup>nd</sup> Edition. USA: Information Age Publishing.

Department of Education (1997). *Home Education Program*. (DECS Memorandum No. 216 s. 1997). Manila: Departments of Education, Republic of the Philippines.

Department of Education. (2010). *2010 Revised Manual of Regulations for Private Schools in Basic Education* (DepEd Order No. 88, s. 2010). Manila: Department of Education. Republic of the Philippines

Department of Education (2011). *Amendments to the 2010 Revised Manual of Regulations for Private Schools in Basic Education* (DepEd Order No. 11 s. 2011). Manila: Department of Education. Republic of the Philippines

Department of Education. *Policy Guidelines on the K to 12 Basic Education Program* (DO 21 s. 2019). Manila: Department of Education. Republic of the Philippines

Donnelly, M.P. (2012). "Homeschooling," In *Balancing freedom, autonomy, and accountability in education*, C.L. Glenn & J. De Groof (eds.) 199-220 Volume 1. Tilburg, NL: Wolf Legal Publishers.

Gerts, S. (n.d.) "Partnering with homeschoolers: Collaborations between homeschoolers and public schools." *Graduate Research Papers* 17. <https://scholarworks.uni.edu/grp/17>

Gutterson, D. (1992). *Family Matters Why Homeschooling Makes Sense*. USA: Harcourt Barce Jovanich Publishers.

Hill, P.T. (2000). *How Homeschooling will Change the Public School*. (2000). Retrieved from <https://www.brookings.edu/articles/how-homeschooling-will-change-public-education/>

Ray, R.(2017). A systematic review of the empirical research on selected aspects of homeschooling as a school choice. *Journal of School Choice*. Vol 11 (4). Retrieved from <https://www.tandfonline.com/doi/full/10.1080/15582159.2017.1395638>

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2016). *Incheon Declaration and SDG 4 – Education 2030 and Framework for Action*. Programme and Meeting Document. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245656>

## Annex 1. Sample Learning Plan

### LEARNING PLAN

Homeschool Learner:		
Grade Level:	LRN	
Learning Areas	Learning Competencies	Learning Tasks
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
Learning Resources		
Submission Date of the Portfolio	Remarks	
Date for Quarterly Assessment		
Communication Plan between the teacher-adviser and the learning facilitator		

## Annex 2. Sample Homeschooling Program Form

### DECLARATION AND DATA PRIVACY CONSENT FORM

In compliance with the Data Privacy Act (DPA) of 2012, and its Implementing Rules and Regulations (IRR) effective since September 8, 2016, the information I have given are true, correct, and complete. I understand that failure to answer any question or giving false answers can be penalized in accordance with the law. I voluntarily and freely consent to the collection and sharing of the indicated personal information only in relation to the HOMESCHOOLING PROGRAM of the Department of Education.

### HOMESCHOOLING PROGRAM FORM

#### LEARNER'S INFORMATION

Learner's Name \_\_\_\_\_  
 LRN (If Any) \_\_\_\_\_  
 Grade Level \_\_\_\_\_  
 Last Grade Completed (If Any) \_\_\_\_\_  
 Last School Attended (If Any) \_\_\_\_\_  
 Contact Number \_\_\_\_\_  
 Parent's Name \_\_\_\_\_  
 Home Address \_\_\_\_\_  
 Contact Number \_\_\_\_\_

#### REASONS FOR HOMESCHOOLING MY CHILD

<b>Reason</b>	<b>Means of Verification</b>
<input type="checkbox"/> At risk of dropping out	<input type="checkbox"/> Anecdotal record
<input type="checkbox"/> With medical condition	<input type="checkbox"/> Teacher's recommendation
<input type="checkbox"/> With special needs	<input type="checkbox"/> Physician's Certification
	<input type="checkbox"/> Developmental Pediatrician, Psychometrician or Guidance Counselor's Certification
<input type="checkbox"/> With emergency	<input type="checkbox"/> Parent's letter
<input type="checkbox"/> In conflict area	<input type="checkbox"/> _____
<input type="checkbox"/> With unpleasant experience in school (e.g., bullying)	<input type="checkbox"/> Anecdotal record
<input type="checkbox"/> Parent's job requires traveling	<input type="checkbox"/> Certificate of employment
<input type="checkbox"/> Relocation	<input type="checkbox"/> Self-Certification
<input type="checkbox"/> Living abroad	<input type="checkbox"/> Self-Certification
	<input type="checkbox"/> Certificate of employment (if parents are employed)
<input type="checkbox"/> Parent's choice to manage child's education at home	<input type="checkbox"/> _____
<input type="checkbox"/> Other Reasons	



### Annex 3. Sample Homeschooling Program Letter of Intent

#### HOMESCHOOLING PROGRAM LETTER OF INTENT

Date

Name of School Head  
Name of School  
Name of SDO  
Address of School

Sir/Madam:

With due consideration of the best interest of my child/children and their views on their education, taking into account their age and maturity level, this is to express my intention to enroll my child/children in the Homeschooling Program offered by your school.

Name of Child/Children	Date of Birth

I ensure/agree on the following:

1. That I shall take primary responsibility for the education of my child/children under the Homeschooling Program;
2. That I shall manage the education of my child/children following the rules and regulations prescribed by the Department of Education and compliant to the K to 12 Basic Education Program and the policy of zero tolerance for any form of child abuse, exploitation, discrimination, violence, bullying and other forms of abuse under DepEd Order No. 40, s. 2012 or the DepEd Child Protection Policy in managing the learning of my child/ward.
3. That I shall perform all the roles and responsibilities of a parent/guardian of a homeschooler as contained in Annex 3 of this DepEd Order.

Parent's/Guardian's Signature : \_\_\_\_\_  
Printed Name : \_\_\_\_\_  
Email/Contact Number : \_\_\_\_\_

Homeschool Coordinator's Signature : \_\_\_\_\_  
Printed Name : \_\_\_\_\_  
Email/Contact Number : \_\_\_\_\_

School Principal's Signature : \_\_\_\_\_  
Printed Name : \_\_\_\_\_  
Email/Contact Number : \_\_\_\_\_

**Annex 4. Homeschooling Program Agreement**  
**HOMESCHOOLING PROGRAM AGREEMENT**

This Homeschooling Agreement is made and entered on \_\_\_\_\_ by  
(Date)  
and between \_\_\_\_\_, represented by  
(Name of School)  
\_\_\_\_\_ and \_\_\_\_\_,  
(Name of School Head) (Name of Parent/Guardian)  
parent/designated guardian of \_\_\_\_\_  
(Name/s of Homeschool Learner/s)

In this Agreement, the party who is contracting to avail of the Homeschooling Program services of the school shall be referred to as "Parent", and the Party that will be implementing the Homeschooling Program shall be referred to as "Homeschooling Program Implementing School".

**DECLARATION AND DUTIES OF PARENT/GUARDIAN**

1. I declare that I am the parent/guardian of the above-named homeschool learner;
2. That I am enrolling my child/children to the Homeschooling Program of \_\_\_\_\_ with due consideration of the best interest of my child/children and their views on their education, taking into account their age and maturity level;
3. That I shall take full responsibility for the education of my child/children under the Homeschooling Program and that I shall perform the roles and responsibilities of parents/guardians of Homeschool Learners as enumerated below:
  - a. Submit relevant documents as required for enrollment to the Homeschooling Program.
  - b. Ensure that my children shall undergo the K to 12 curriculum with enhancements if deemed necessary.
  - c. Manage the education of my children.
  - d. Prepare my children's school year schedule in the home setting.
  - e. Ensure my willingness to follow the school calendar.
  - f. Provide learning opportunities for my children and organize my children's home learning experiences and opportunities.
  - g. Attend orientations/training for parents/guardians of homeschool learners organized by the school.
  - h. Ensure the availability of adequate and appropriate learning resources for my children.

- i. Report the progress of my child/children to the school.
- j. Consult the homeschool coordinator, whenever needed.
- k. Ensure the administration of learning assessments.
- l. Plan, implement and conduct the formative assessment of my children.
- m. Ensure the submission of requirements needed for my children's assessment.
- n. Submit the quarterly portfolio of my children to the school through the homeschool coordinator.
- o. Coordinate and/or consult with the homeschool coordinator as agreed upon and as needed.
- p. Adhere to the policy of zero tolerance for any form of child abuse, exploitation, discrimination, violence, bullying and other forms of abuse under the DepEd Order No. 40, s. 2012 or the DepEd Child Protection Policy in managing the learning of my child/ward.
- q. Perform all other duties and responsibilities of a parent/guardian under the Homeschooling Program in accordance with DepEd Order No. \_\_\_\_\_

**DECLARATION AND DUTIES OF SCHOOL**

- 1. That the school, through the Homeschool Coordinator shall:
  - a. ensure the homeschool learner's inclusion in the Learner Information System (LIS);
  - b. monitor the progress of the homeschool learners;
  - c. serve as teacher-coach to the parents/guardians;
  - d. administer the quarterly assessment to the homeschool learners on an agreed time and venue; and
  - e. conduct home visitation, when necessary.
  
- 2. Perform all the duties and responsibilities of the parent/legal guardian under the Homeschooling Program, in accordance with DepEd Order No. \_\_\_\_\_

That I have read and understood the above roles and responsibilities and that I will ensure the performance of my roles to the best of my abilities.

Signed:

---

Name and Signature of Parent

---

Name and Signature of School Head  
 Homeschooling Program Implementing School Representative



Republic of the Philippines  
**Department of Education**

25 JAN 2022

DepEd O R D E R  
No. **002**, s. 2022

**INTERIM GUIDELINES ON PRIVATE SCHOOL VOLUNTARY CLOSURES AND PARTICIPATION IN GOVERNMENT ASSISTANCE AND SUBSIDIES PROGRAMS IN LIGHT OF THE COVID-19 PANDEMIC EFFECTIVE SY 2021-2022**

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

1. The Department of Education (DepEd) upholds the right of every Filipino to quality basic education by providing access whether through public or private educational institutions. DepEd, pursuant to its constitutional mandate, maintains and supports a complete, adequate, and integrated system of education relevant to the needs of the people and society. As such, it exercises reasonable supervision and regulation of all educational institutions in the basic education sector.

2. DepEd recognizes the complementary roles of public and private educational institutions in the educational system. In support of this, the Department implements several programs under Government Assistance and Subsidies (GAS). Through the GAS programs, DepEd provides financial support aimed at ensuring that private education remains a viable option for learners. This contributes to the overall goal of improving access to quality basic education.

3. Given the unprecedented crisis brought about by the COVID-19 Pandemic, existing policies on private school regulation as well as guidelines on GAS programs must be reviewed, and if necessary, amended to be relevant and responsive to the needs of private schools, learners, and teachers, in support of basic education continuity amid the pandemic. The effects of the continuing COVID-19 Pandemic are expected to pose a significant challenge to the operations of private schools and the continued participation of schools, learners, and teachers in the GAS programs, namely: the Education Service Contracting (ESC) Program, Teachers' Salary Subsidy (TSS) Program, and Senior High School Voucher Program (SHS VP). In view of this, DepEd Order (DO) No. 039, s. 2020 titled **Special Provisions on Private School Voluntary Closures and Participation in Government Assistance and Subsidies Programs in Light of the COVID-19 Pandemic (Amends Certain Provisions of DepEd Order No. 88, s. 2010)** was issued effective School Year (SY) 2020–2021 only.

4. Given the continuing effects of the COVID-19 Pandemic in the education sector, these special provisions are issued to amend pertinent provisions of DO 88, s. 2010 titled **2010 Revised Manual of Regulations for Private Schools in Basic Education**, as amended by DO 11, s. 2011 or the **Amendments to the 2010 Revised Manual of Regulations for Private Schools in Basic Education**, and existing issuances on GAS programs, and extend assistance to beneficiaries of the GAS programs, effective this SY 2021–2022.

5. **Sections 35, 36, and 43 of DO 88, s. 2010, as amended, specifically on the voluntary closure of private schools and the implications of the voluntary closure on their authority to operate, are amended and clarified as follows:**

- a. A private school that intends to voluntarily suspend operations for SY 2021–2022 shall submit a Notice of Temporary Closure to the DepEd Regional Office supervising its area by January 31, 2022. A school that suspends operations for SY 2021–2022 but does not comply with the requirements for Temporary Closure by March 31, 2022 shall be assumed to be permanently closed, and the corresponding provisions on Permanent Closure will apply.
- b. The Notice of Temporary Closure shall clearly indicate that the school will not operate only for SY 2021–2022, and shall contain the following:
  - i. clearly articulated reason/s for the one-year suspension of operations;
  - ii. evidence that parents/guardians and learners were properly informed of the temporary closure, such as a virtual assembly that was called by the school or the school sending a letter/circular via email;
  - iii. action taken/arrangements made to assist parents/guardians, learners, and school personnel affected by the temporary closure (e.g., mapping of nearby schools where the learners can transfer to); and
  - iv. plan for the resumption of operations in SY 2022–2023.
- c. The private school shall work closely and actively with the DepEd Regional Office in facilitating the transfer of records of learners affected by the Temporary Closure as well as other arrangements necessary for a smooth transition and that will ensure affected stakeholders are not unduly disenfranchised by the temporary closure.
- d. A private school with Government Recognition that subjects itself to Temporary Closure in SY 2020–2021 and/or SY 2021–2022 shall not lose its Government Recognition, provided, that it resumes operations in SY 2022–2023 and continues to satisfy the requirements for Government Recognition.
- e. A private school with a Permit to Operate that subjects itself to Temporary Closure in SY 2020–2021 and/or SY 2021–2022 shall have its Permit to Operate automatically renewed, provided, that it resumes operations in SY 2022–2023 and continues to satisfy the requirements for issuance of a Permit to Operate.
- f. Private schools that will temporarily close this SY 2021–2022 and reopen next school year are required to submit a letter to the Regional Office signifying their intent to resume operations in SY 2022–2023 no later than March 31, 2022. For private schools with a Permit to Operate, such communication will trigger the issuance by the Regional Office of a renewed Permit to Operate, effective for SY 2022–2023, provided that the school continues to satisfy the requirements for issuance of a Permit to Operate.
- g. Private schools that did not operate in SY 2020–2021 and will still not operate in SY 2021–2022 must undergo the same abovementioned process for Temporary Closure in SY 2021–2022.
- h. Private schools that will not operate for more than two school years starting SY 2020–2021 shall be guided by the provisions on Permanent Closure in DO 88, s. 2010, as amended, and other applicable DepEd guidelines.

6. Private schools that will operate this SY 2021–2022 are expected to have complied with the requirements under DO 013, s. 2020 or the **Readiness Assessment Checklist for Learning Delivery Modalities in the Learning Continuity Plan of Private Schools** and DO 017, s. 2020 or the **Additional Provisions to DepEd Order No. 013, s. 2020**.

7. For private schools that are found to be operating without the necessary government authority, e.g., Government Recognition or Permit to Operate and Provisional Compliance Certificate for SY 2021–2022, the Regional Office shall apply the provisions on the involuntary closure of violating schools.

8. GAS-participating private schools that will implement DepEd-authorized alternative learning delivery modalities in SY 2021–2022 shall be eligible to continue participation in the GAS programs.

9. **DO 20, s. 2017** titled **Guidelines on the Implementation of the Educational Service Contracting and Teachers' Salary Subsidy (TSS) Programs in Junior High School (JHS) Effective School Year 2017–2018, Section VII, Item A. Terms of the ESC Grant is amended, and the following special provisions shall apply for private schools and learners participating in the Educational Service Contracting (ESC) Program:**

- a. An ESC-participating school that will temporarily suspend operations in SY 2020–2021 and/or SY 2021–2022 may continue to participate in the ESC program should the school decide to reopen in SY 2022–2023. It shall not lose its certification status and shall be allowed to continue to participate in the ESC Program, provided the school shall resume operations in SY 2022–2023. The school shall receive the same fixed slots it was supposed to have in SY 2020–2021 or SY 2021–2022. Upon reopening, the school may accept transfer-in ESC Grantees in the upper grade levels if its slots are sufficient.
- b. An ESC-participating school shall be allowed to have new ESC grantees in the higher grade levels (Grades 8 to 10) this SY 2021–2022, provided the school has available Grade 7 slots. In the selection of grantees, the following prioritization shall be observed:
  - i. transfer-in students from public high schools,
  - ii. non-ESC students in the same ESC-participating school whose families were significantly affected by the pandemic, and
  - iii. transfer-in students from non-ESC-participating schools.
- c. An ESC-participating school that underutilizes its fixed slots allocation in SY 2021–2022 shall still receive the same fixed slots allocation in SY 2022–2023.
- d. An ESC grantee who does not enroll/drops out in SY 2020–2021 may be reinstated in the ESC Program only if they enroll at an ESC-participating school in SY 2021–2022 or SY 2022–2023, provided the said school has available Grade 7 slots.
- e. An ESC grantee who does not enroll/drops out in SY 2021–2022 may be reinstated in the ESC Program only if they enroll at an ESC-participating school in SY 2022–2023, provided the said school has available Grade 7 slots.
- f. An ESC grantee who transferred to a public school or a private non-ESC-participating school in SY 2020–2021 may be reinstated in the ESC Program only if they enroll at an ESC-participating school in SY 2021–2022 or SY 2022–2023, provided the said school has available Grade 7 slots.
- g. An ESC grantee who transfers to a public school or a non-ESC participating school in SY 2021–2022 may be reinstated in the ESC Program only if they enroll at an ESC-participating school in SY 2022–2023, provided the said school has available Grade 7 slots.

10. **DO 19, s. 2017** titled **Guidelines on the Implementation of the Senior High School (SHS) Voucher Program Effective School Year 2017–2018, Section IX. Conditions for voucher program beneficiaries (VPBs) are amended, and the following special provisions for private schools and learners participating in the SHS VP shall apply:**

- a. A VP-participating SHS that will temporarily suspend operations in SY 2021–2022 shall not lose its Permit to Operate and shall be allowed to continue to participate in the SHS VP, provided the school shall reopen in SY 2022–2023.
- b. Reinstatement for VPBs who enrolled for Grade 11 or Grade 12 and dropped-out in SY 2020–2021 or SY 2021–2022 shall be guided by the following:
  - i. If the VPB drops out within the 30 calendar days from the school's opening of classes, and the VPB enrolls at a VP-participating school in SY 2021–2022 or SY 2022–2023, the VPB may be reinstated.
  - ii. If VPB drops out after 30 calendar days from the school's opening of classes, the VP-participating school may already bill for the VPB's voucher, and the VPB may no longer be reinstated in the succeeding school year/s; provided that if the VPB dropped out due to meritorious reasons as may be defined in a separate order issued by DepEd, such VPB may still avail of the program.
- c. Grade 11 VPBs who did not enroll for Grade 12 in SY 2020–2021 or SY 2021–2022 may be reinstated if they enroll at a VP-participating school in SY 2021–2022 or SY 2022–2023.

11. **DO 20, s. 2017 Section VIII, Item A. Teacher Qualifications is amended, and the following special provisions shall apply for private schools and teachers participating in the TSS Program:**

- a. Teachers in ESC-participating JHSs must meet the following criteria to be eligible to receive the TSS:
  - i. Have a valid PRC license, or pass the Licensure Examination for Teachers (LET).
  - ii. Be employed (whether full-time or part-time) by the school on the current school year.
  - iii. Have at least one teaching load teaching ESC grantees, regardless of learning delivery modality.
- b. Teachers who are unlicensed by the beginning of the school year but are able to pass the LET before the end of SY 2021–2022 and prior to the period for billing and payment shall be eligible to receive the TSS, provided, they meet the conditions on full-time or part-time employment and teaching load requirement.

12. This Order shall shall apply beginning SY 2021–2022 until SY 2022–2023.

13. All DepEd Orders and other related issuances, rules and regulations and provisions which are inconsistent with this Order are repealed, rescinded, or modified accordingly.

14. This DepEd Order shall take effect immediately upon its issuance. Its certified copies shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

15. For more information, please contact the **Government Assistance and Subsidies-Program Management Office**, Alonzo Building, Department of Education, Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at [fs.pmo@deped.gov.ph](mailto:fs.pmo@deped.gov.ph).

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



  
**LEONOR MAGTOLIS BRIONES**  
Secretary

References:

DepEd Order: (Nos. 88, s. 2010; 11, s. 2011; 19 and 20, s. 2017; 039, s. 2020)

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

AMENDMENT  
FUNDS  
LEARNERS  
POLICY  
PROGRAMS  
POLICY

RECOGNITION  
SECONDARY EDUCATION  
SENIOR HIGH SCHOOL  
SCHOOLS  
TEACHERS

JDMC/SMMA/APA, DO Special Provisions for Private Schools in Light of the COVID-19 Pandemic...  
0006 - January 11, 2022





Republic of the Philippines  
**Department of Education**

21 FEB 2022

DepEd MEMORANDUM  
No. **007**, s. 2022

**ADJUSTMENTS TO THE PERIOD OF CONSULTATION AND APPLICATION FOR CHANGES IN TUITION AND OTHER SCHOOL FEES BY PRIVATE EDUCATIONAL INSTITUTIONS IN LIGHT OF THE ADJUSTED SCHOOL CALENDAR FOR SCHOOL YEAR 2022-2023**

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

1. Pursuant to Section 181 of DepEd Order (DO) No. 88 s. 2010 otherwise known as the **2010 Revised Manual of Regulations for Private Schools and its amendment through DO 11, s. 2011**, any private school, which desires to revise its rates of tuition or other school fees or charges, or to impose other fees or charges, shall file application therefor with the Regional Director.
2. Pursuant to Section 182 of the same DO, any proposed increase in tuition or other school fees, as well as new fees or charges shall be subjected to appropriate consultations conducted by the school with the duly organized student government and with the parents of the students.
3. DO 12, s. 1997 provides that consultations must be completed not later than **March 30** of every school year and that applications shall be submitted not later than **May 15** of every school year.
4. Pursuant to Republic Act (RA) No. 11480 titled **An Act Amending Section 3 of Republic Act 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 opening of classes for School Year (SY) 2021-2022 was moved to September 13, 2021. Private or non-DepEd schools that had already started classes, or were scheduled to start classes ahead of September 13, were allowed to proceed, provided they strictly use distance learning modalities only and that there are no face-to-face classes.
5. In view of the adjustments made to the School Calendar for SY 2021-2022, which consequently necessitate **adjustments to the school calendar for the upcoming SY 2022-2023**, and in order to provide private educational institutions ample time to assess the necessary fees, as well as fully comply with consultations and other requirements, the Department of Education (DepEd) issues this DepEd Memorandum to adjust the periods for consultation and application, as follows:
  - a. The deadline for consultation is extended **from March 30 to June 30, 2022**; and
  - b. The deadline for submission of application and documentary requirements is extended **from May 15 to August 15, 2022**.

6. **This adjustment shall apply to consultation and application for changes in tuition and other school fees that will be charged in the upcoming SY 2022-2023 only.**

7. In this regard, the Regional Directors are instructed to review the application of new and/or increase in tuition and other school fees in light of its reasonableness for the continued delivery of basic education services under flexible modes and the requirements under existing, applicable policies.

8. For more information, please contact the **Private Education Office** through email at [private.education@deped.gov.ph](mailto:private.education@deped.gov.ph).

9. Immediate dissemination of this Memorandum is desired.



  
**LEONOR MAGTOLIS BRIONES**  
Secretary

References:

DepEd Order: (Nos. 12, s. 1997; 88, s. 2010; and 11, s. 2011)

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

AMENDMENT  
CALENDAR, SCHOOL  
CHANGE  
FEES  
POLICY  
PRIVATE EDUCATION  
SCHOOLS