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Republic of the Philippines
Department of Education



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Office of the Secretary

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**GUIDELINES ON THE PILOT IMPLEMENTATION
OF THE OPEN HIGH SCHOOL PROGRAM (OHSP)**

To: Undersecretaries
Assistant Secretaries
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Secondary Schools

1. It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Philippine Constitution, recognizing this right, mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.
2. The Open High School Program (OHSP) is an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
3. The OHSP aims to:
 - a. retain in school potential dropouts;
 - b. encourage out-of-school youth of high school age (12-16) to return to school; and
 - c. contribute to the accomplishment of the Education For All (EFA 2015) target which is 100% participation rate and zero dropout rate by 2015.
4. The Manual of Rules and Regulations for the implementation of the OHSP aims to guide the schools wishing to adopt or implement the Program. The guidelines are stated in general terms to give the schools enough flexibility to formulate their rules within the framework of an open learning system.
5. Enclosed is the detailed Guidelines on the Pilot Implementation of the Open High School Program (OHSP).
6. Immediate dissemination of and compliance with this Order is directed.



JESLI A. LAPUS
Secretary

Encl.:

As stated

Reference:

N o n e

Allotment: 1—(D.O. 50-97)

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

POLICY
SECONDARY EDUCATION

Madel: Open High School
11-7-06

**GUIDELINES ON THE PILOT IMPLEMENTATION OF THE
OPEN HIGH SCHOOL PROGRAM (OHSP)**

1. Rationale

It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Philippine Constitution recognizing this right, mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.

- 2. The Open High School Program (OHSP)** is an alternative mode of delivering secondary education. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties social or family problems.

3. Goals and objectives

The General objective is to provide learners of high school age access to FORMAL education through an alternative mode of delivery.

The specific objectives of the OHSP are:

- a. to retain in school potential dropouts
- b. to encourage out-of-school youth of high school age (12-16) to return to school
- c. to contribute to the accomplishment of the **Education For All (EFA 2015)** target which is 100% participation rate and zero drop-out rate by 2015.

- 4. To effectively implement the Program, the following guidelines shall be adopted:**

4.1 Participation in the Program

4.1.1 Public and Private Secondary Schools wishing to implement the Program should have;

- potential early school leavers or students-at-risk of dropping out;
- available in-school learning facilities and equipment (library room, workshop room, gymnasium / playground, etc.);

- access to community facilities such as public library, barangay center, learning center, public sports facilities, internet café, etc. for off school learning; and
 - certification of financial support for the program from the Local Government Unit in the case of public schools.
- 4.2 Any Public or Private Secondary school that meets the criteria may signify its intention to adopt the system through a **Letter of Intent (LOI)** addressed to the School Division Superintendent / City Schools Superintendent copy furnished the Regional Director and the Director of the Bureau of Secondary.
- 4.3 The Schools Division / City Schools Division Superintendent shall designate a coordinator who will ensure the effective implementation of the Program.
- 4.4 The schools in the division shall then undergo a capacity building program to be conducted by the Bureau of Secondary Education in preparation for the accreditation of the participating schools. The Division office shall sponsor said training in the Division.
- 4.5 To ensure the effective delivery of the program, regular monitoring shall be conducted for both public and private secondary schools implementing the program by the Division, the Region, and the Bureau of Secondary Education.

5. **Screening and Admission of Students and Organization of Classes**

- 5.1. The Program is open to all Filipino learners of high school age who can demonstrate capacity for independent learning and are willing to undertake self-directed learning.
- 5.1.1 Learner applicants shall present any of the following as an entrance requirement:
- High School Report Card (in case of drop-out)
 - Elementary report card (for high school entrants)
 - PEPT qualifying certificate
- 5.1.2 The learner shall undergo two stages of assessment. The **Independent Learning Readiness Test (ILRT)** shall be given to assess the learner's capacity for self-directed learning. The second stage is the **Informal Reading Inventory (IRI)** which shall measure the learner's reading level as basis for class grouping.

5.1.3 An interview shall also be conducted with the parent/guardian to give the school a complete profile of the learner's socio-economic, health and psycho-social background.

5.1.4 When qualified, the learner and his/her parent/guardian shall sign a learning contract or learning agreement, which includes the following:

- What the school expects from the learner;
- What the school expects from the parent/guardian; and
- The learning modules to be covered and target dates of completion.

6. **Each class in the Open High School Program** shall have a maximum enrolment of twenty (20) learners per class. Learners shall be grouped or assigned to a class based on the results of the Informal Reading Inventory (IRI). The grouping of learners into a class is for the purpose of teacher supervision.

7. **Curriculum and Learner Accountability**

7.1 The Open High School Program shall follow the existing Secondary Education Curriculum (SEC).

7.2 Enrolment in the OHSP shall be in June of every year, following the Prescribed School Calendar.

7.3 Learning in the Open High School Program shall be flexible, multi-channelled and essentially learner-directed.

7.4 For the first semester of the school year, the learner shall be expected to report to the teacher/adviser and the subject area teachers on a weekly basis to establish learner's readiness or independent study. This shall be subsequently reduced to a monthly consultation during the second half of the school year when the learner has demonstrated capacity for self-directed learning. Whenever possible, all learning resources other than modules and textbooks shall be made available to the learner.

7.5 Release of Modules

To following shall be the procedure for the release of modules:

7.5.1 Module I of all subject areas shall be released to the enrollees at the same time.

7.5.2 Module 2, however, shall be released upon attainment of at least 75% conceptual understanding of the lesson on a subject per subject basis and the teacher-facilitator has validated the learning through a parallel test.

7.5.3 If a learner cannot complete the Modules scheduled for a given period, submission may be delayed for a maximum of two weeks per grading, or a total of 2 months for the whole year. Thus, all modules should be accomplished not later than two weeks prior to the opening of classes.

7.5.4 The Bureau of Secondary Education shall determine the modules to be used in the OHSP.

7.5.5 The OHSP learner is expected to:

- Attend the orientation program together with the parent/guardian to understand the program better and to accomplish pertinent documents including the learner's and parents'/guardian's agreements;
- Study independently or work in groups with or without the supervision of the teacher;
- Consult with the subject area teacher or any knowledgeable person in the community on topics or skill areas that may require outside help;
- Secure an appointment with the teacher for face-to-face sessions or for direct instruction relative to lessons that the learner may find difficult to undertake or those that may need reinforcement/enhancement;
- Monitor his/her own progress and assume responsibility for his/her learning; and
- Develop basic computer literacy during his/her First Year in the program.

7.6 Close supervision and monitoring of individual learner's progress shall be conducted by the subject area teacher.

8. Assessment and Evaluation

8.1 Assessment and evaluation for the regular high school shall also apply for the OHSP learners.

8.2 Evaluation of learning in each subject shall include written and oral tests, performance tests with product/outputs.

- 8.3 Promotion is based on the fulfillment of requirements and mastery of at least 75% of the competencies in each subject area.
- 8.4 Retention of the learner in the program is for a maximum period of six years with the option to be mainstreamed in the regular program any time within the period of study.
- 8.5 Acceleration by learning area and by year level shall be determined in highly meritorious cases upon fulfillment of the requirements and mastery of at least 90% of the competencies in the subject area.
- 8.6 In case of acceleration, an evaluation committee composed of the school principal, guidance counselor, teacher-adviser and subject area teachers shall determine the action to be taken based on the learner's portfolio.
- 8.7 A portfolio prepared by the learner and teacher-adviser shall be submitted to the evaluation committee.

8.7.1 A portfolio includes the following:

- Initial summary – states the total rating of the learners in the subject area
- General essay – states the past experiences and the kind of learning for which recognition is sought
 - Written examinations
 - Performance ratings
 - Products/outputs submitted or created
 - Eyewitness "reports" from peers and employer (if employed)
 - Other documents that will provide evidence of meritorious performance

9. **Teacher Loading Responsibilities and / Incentives**

9.1 A teacher-adviser shall be assigned to a class in order to provide support to the learner. The teacher - adviser shall perform the following functions:

9.1.1 Supervise the work of the learner while out of school;

- a. Ensure that the learner has clear understanding of tasks;
- b. Ensure that the learner has access to learning materials/ resources; and

- c. Guide the learner in the performance of tasks where assistance may be needed

9.1.2 Monitor learner's progress regularly

- a. *Conduct periodic assessment/review of learner's progress;*
- b. *Refer learner to appropriate subject area teacher, for assistance when necessary; and*
- c. *Maintain a complete record of learner's performance.*

9.2 Class advisorship shall be considered as one teaching load.

9.3 Teachers who are regularly handling OHSP during Saturdays shall be granted service credit equivalent to one (1) day per day of service.

9.4 Teachers who handle OHSP as part of their teaching loads shall be given maximum plus factor of 2 points every year end in their Performance Appraisal System for the Teachers (PAST).

9.5 The subject area teacher shall provide academic supervision and guidance to the learner. Specifically, he/she shall perform the following functions:

9.5.1 Identify learning needs;

9.5.2 Provide additional intervention(s) to develop prerequisite skills in the subject;

9.5.3 Provide time for consultation to identify and address learning gaps;

9.5.4 Assess learner's progress;

9.5.5 Provide feedback;

9.5.6 Follow-up learner's performance; and

9.5.7 Keep a complete record of learner's learning profile.

9.6 Supervision of the work of two classes shall constitute a teaching load.

9.7 The guidance counselor shall perform the following functions:

9.7.1 Administer the Independent Learning Readiness Test (ILRT) and Informal Reading Inventory (IRI) in collaboration with the English teacher; and or Filipino teacher.

9.7.2 Maintain a complete file of learner's school records.

10. Linkages in the OHSP

10.1 The community and the Local Government Unit (LGU) shall assist the school in the following ways:

10.1.1 Refer to the school the out-of-school youth of high school age who may participate in the program;

10.1.2 Promote the OHSP in the community through the use of any of the following:

- Flyers
- Brochures
- Radio television announcements
- Community assemblies
- Consultation meeting with the school officials, PTCA officers and Barangay council

10.1.3 Identify potential resource persons in the community who can assist the learners; and

10.1.4 Encourage learners to participate in the different community activities as an application of learning.

10.2 The school being the primary institution for learning, shall be responsible for the following:

10.2.1 Collaborate with the Local Government Unit (LGU) in promoting the program in the community;

10.2.2 Identify participants in the program (student-at-risk of

10.2.3 Establish a Learning Management Program (LMP) for OHSP learners to bridge learning gaps and enhance learning;

10.2.4 A Learning Management Program (LMP) shall be established by the School Principal, teacher adviser, guidance counselor and subject area teacher/s.

10.2.4 Coordinate with the community/LGU on the use of community facilities for distance learning;

- 10.2.5 Conduct monthly school-based evaluation of the program;
and
 - 10.2.6 Conduct a one-on-one conference with the learner and
home visitations.
- 10.3 The Division office shall assist the school in implementing the
program.
- 10.3.1 Provide instructional consultancy services when requested
by the school; and
 - 10.3.2 Conduct progress monitoring of the program on a quarterly
basis.
- 10.4 The Regional Office shall assist the Division Office in implementing
the program.
- 10.4.1 Identify the schools division needing assistance;
 - 10.4.2 Provide instructional consultancy services to the division;
and
 - 10.4.3 Conduct results monitoring/outcome evaluation of the
program.

11. OHSP Pilot Schools

REGION	DIVISION	SCHOOLS
I	Ilocos Norte	San Nicolas NHS
II	Isabela	Isabela NHS
III	Olongapo City	Olongapo City NHS
IV CALABARZON	Cavite Lucena City Lipa City	Dasmariñas NHS Quezon NHS Lipa City NHS
IV MIMAROPA	Occidental Mindoro Palawan	Occ. Mindoro NHS Panitian NHS-Española
V	Camarines Norte	Camarines Norte NHS
VI	Sagay City	Sagay City NHS
	Dumaguete City	Dumaguete NHS
VIII	Ormoc City	Ormoc City NHS
IX	Zambaonga City	Don Pablo Lorenzo NHS
X	Camiguin	Camiguin NHS
XI	Davao del Sur	Davao del Sur NHS
XII	Gen. Santos City	New Society NHS
XIII	Butuan City	Agusan NHS
C A R	Baguio City	Baguio City NHS
ARMM	Lanao del Sur	Malabang NHS
N C R	Caloocan City	Caloocan City NHS
	Makati City	Makati City NHS
		Benigno Aquino NHS
		Fort Bonifacio NHS
	Manila	Gregorio Perfecto NHS
	Pasig City	Rizal HS (Main)
	Quezon City	Quezon City NHS
		Lagro NHS

**Child Friendly Schools
(Implementor of OHSP)**

REGION	DIVISION	SCHOOLS
III	Aurora	Umiray National High School
V	Camarines Norte	Jose Panganiban National High School
VII	Cebu City	Mabini Integrated School
VIII	Eastern Samar	Malinao High School
XII	North Cotabato	Aleosa NHS
C A R	Mt. Province	Masla High School
N C R	Quezon City	Commonwealth High School
ARMM	Maguindanao	Mamasapano National High School

12. **Regional Office who will grant permit to Secondary Schools** wishing to implement the OHSP other than the pilot schools mentioned shall take full responsibility for the said implementation. Quality is hereby expected by the Bureau of Secondary Education.