

SULONG  
EduKALIDAD



Department of  
Education

# ENROLLMENT MANUAL FOR PHILIPPINE BASIC EDUCATION SCHOOLS



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## ATTACHMENTS:

DEPED ORDERS AND MEMO  
ENROLLMENT POPULATION

# A. INTRODUCTION

Every Filipino family values education of their children as the top priority among other things. In this time of pandemic, this should not be put to halt as stressed by Education Secretary Leonor Magtolis Briones in many of her statements. “We push boundaries and explore new paths for quality education to continue and find ways for learning.”

This Enrollment Manual aims to provide salient information on basic questions that the public may ought to know in ensuring that their children will receive proper education as the school year formally begins. However, given the current health situation, there are several factors to be considered depending on the location of the learners, the available means of communications, and the status of their community. One thing is only sure, every school has its unique way of implementing its enrollment policy and procedures to maintain peace and order, while observing the minimum health standards prescribed by the government.

More than ever, relevant, valuable and timely information should be ample

and disseminated in this critical time. Virtual press conference, statements and releases are made regularly to update the general public. Our website [deped.gov.ph](http://deped.gov.ph) makes all the issuances available for reading and downloading. Our Facebook [DepEd\\_Philippines](https://www.facebook.com/DepEd_Philippines) is active to receive queries, while our Public Assistance Center has hotlines, text messaging and emails are also accessible anytime of the day and capable to respond in a jiffy.

The enrollment procedures in public schools combine all activities involved in the entire enrollment process following guidelines issued by several authorities. Due to current health situation, this might happen both online and offline, particularly in private schools, but the overall objective is to help our learners be admitted and enrolled in schools.

Given the current health situation, we should expect any changes and adjustments not only in the enrollment process but in the entire system as well. For our health and safety, everybody is enjoined to persevere, cooperate and be flexible to cope with the changes affecting teaching and learning as part of the new way of living.

## **B. POLICY STATEMENT**

### **(BASED ON DEPED ORDER NO. 8, S. 2020)**

The Department of Education adopts these modified enrollment guidelines to guide parents, legal guardians, school heads and teachers in the enrollment of learners for School Year 2020-2021. This policy provides a range of options relating to the enrollment of learners for all public schools in basic education and Alternative Learning System programs nationwide.

All learners who elect to enroll in public schools nationwide must be accepted and enrolled upon compliance with DO

3, s. 2018 or the Basic Education Enrolment Policy, as modified by these guidelines for SY 2020-2021.

These guidelines seek to ensure continued access to learning opportunities through the conduct of an enrollment process that is efficient and in line with minimum health and safety standards. The learner survey shall provide the necessary information to inform planning, resource allocation, policy formulation, and intervention development for improved service delivery throughout the public health emergency.

## **C. SCOPE**

### **(BASED ON DEPED ORDER NO. 8, S. 2020)**

These guidelines shall provide guidance to school heads, teachers, and parents/guardians regarding the new enrollment process for SY 2020-2021 in light of stringent physical distancing measures required to prevent the spread of COVID-19.

The procedures and policies set forth under these guidelines shall be adopted by all public schools in basic education and personnel implementing Alternative

Learning System (ALS) programs. State Universities and Colleges (SUCs) offering basic education and private schools in basic education are encouraged to adapt this policy to their specific contexts.

These guidelines shall apply only for SY 2020-2021. DepEd Order No. 3, s. 2018 remains in effect, but its provisions inconsistent with these guidelines are suspended for SY 2020-2021.

## D. ENROLLMENT PROCEDURES (BASED ON DEPED ORDER NO. 8, S. 2018)

Enrollment procedures will be modified this school year such that previous advisers will collect and enter the enrollment and survey data into the End-of-School-Year Learner Information System (EOSY-LIS), except for kindergarten, transferees and Balik-Aral enrollees. Thus, parents and/or enrollees shall submit Learner and Survey Forms to their previous class advisers. In addition, new data shall be collected

this school year to capture information that will be relevant in assessing the capacity of the basic education system, and the appropriate targeting of learners, for the continuing delivery of learning in the context of constraints and opportunities presented by the physical distancing measures as a result of the COVID-19 pandemic.

The enrollment period for School Year 2019-2020 is from June 1 to 30, 2020.

### Instruction to Parents/Guardians and Enrollees

#### 1. For Grades 1-12 learners

Parents of incoming Grades 1-12 learners will be contacted by the previous advisers for remote enrollment. However, parents/guardians may also reach out to their child's adviser for enrollment through the contact numbers published by the school.

Making physical appearance in school for enrollment purposes shall be the last recourse for parents and/or learners. Such appearances shall be guided by the minimum health and safety protocols in the locality.

#### 2. For incoming kindergarten enrollees

Parents of incoming kindergarten learners shall communicate their intent to enroll their children via digital and/or physical enrollment platforms established by schools.

#### 3. For transferees

Learners planning to transfer from one school ("the originating school") to another ("the receiving school") shall directly contact the receiving school through its published enrollment contact details.

#### 4. For Balik-Aral enrollees

All Balik-Aral enrollees shall directly contact preferred schools. Receiving schools shall register enrollee's enrollment and survey data.

#### 5. 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). The form to be used is ALS Form 2 (Annex B) based on DepEd Order No. 58, s. 2017. This will be made available in digital and physical format.

# Protocol for Modified General Enrollment

This section guides teachers and school administrators in determining how to implement modified general enrollment considering health risk in their locality.

## 1. Pre-Data Collection

- a. Designate teachers to facilitate enrollment
- b. Appoint Enrollment Focal Person
- c. Establish digital and physical enrollment platforms
- d. Defer deadlines for submission of documentary requirements
- e. Disseminate information on enrollment procedures
- f. Encourage stakeholder participation

### Data collection

- a. Through class advisers
- b. Through the initiative of parents/guardians
- c. Through established digital and physical platforms

## 2. Learner Information System (LIS) Encoding

- For Existing Learners  
Following the same process in updating the enrollment status of learners at the End of School Year (EOSY Updating), the

enrollment status of learners in a school's registry shall be updated based on their SF-9 (Learner Progress Report Card). For this purpose, the previous class adviser shall encode collected learner data from the Learner Enrollment and Survey Form (LESF) in the LIS.

- For Incoming Kindergarten, Transferees, Balik-Aral, and ALS Learners

For incoming kindergarten, transferees, Balik-Aral, and ALS learners, the designated EFP shall encode collected learner data from the LESF in the provided template. This template shall be forwarded by schools to the Planning and Research Unit at the SDO for consolidation.

LIS encoding per region shall take place on a schedule for efficiency. Encoding schedule and instructions shall be posted on the LIS. School heads shall ensure that all teachers have the means and support to encode LESF data. School heads shall also extend encoding assistance to teachers who have existing medical conditions and are not permitted to leave their homes.

Public and private schools shall complete their encoding of LESF data in the LIS EOSY module no later than 07 July 2020.

## 3. Data retrieval

The Central Office (CO) shall retrieve new data pertaining to the LESF from the LIS and process the results. Regional Offices (ROs) and Schools Division Offices (SDOs) shall also be given access to the new data and the processed results.

## Late Enrollment

According to Section V.D of DepEd Order No. 3, s. 2018, a school may accept late enrollees after August 24, 2020 provided that the learner will be able to meet eighty percent (80%) of the prescribed number of school days for each school year and the quarterly requirement to pass the grade level as governed by the latest existing applicable DepEd issuances.

If the learner cannot meet the required number of school days and the quarterly requirement, the school head may exercise his/her discretion to accept the enrollee and implement catch-up activities or interventions under acceptable circumstances.

## Data Privacy

1. Schools shall properly dispose of accomplished printed enrollment and learner survey forms after these are encoded in the LIS.
2. The Data Protection Officer shall ensure the Department's compliance with the requirements of the Data Privacy Act during the enrollment process. He/she 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 survey to plan and develop interventions for their respective jurisdiction consistent with the requirements of the Data Privacy Act.

4. The Planning Service (PS) shall process the results of the survey for policy and program development purposes consistent with the requirements of the Data Privacy Act.

## Monitoring and Evaluation

The Planning Service through the Educational Management Information System Division (EMISD) and the School Effectiveness Division (SED)–BHRD; the Policy, Planning, and Research Division (PPRD), Quality Assurance Division (QAD) of the Regional Offices; and the School

Governance Operations Divisions (SGOD) of Schools Division Offices shall conduct monitoring, provide technical assistance, and gather issues, best practices, and feedback, provided that these activities shall be done remotely.

# E.SCHOOL CALENDAR

1. School opening date: August 24, 2020

RA 7797, Sec. 3. Start of the School Year. 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, prescribed that the school year shall start on the first Monday of June but not later than the last day of August

School ending date: April 30, 2021

2. School opening does not necessarily mean in-classroom; Other modes of delivery shall be implemented depending on the local COVID-19 situation; Distance learning implemented if local COVID-19 situation does not allow.
3. The conduct of end of school year rites shall be set on May 3-7, 2021.
4. Teachers to start rendering services on June 1, 2020.
5. Enrollment period: June 1 to 30, 2020.
6. The academic quarters will have 8 weeks of teaching-learning activities

- Q1: 24 August 2020-16 October 2020

- Q2: 19 October 2020-12 December 2020
- INSET Break: 14-19 December 2020
- Q3: 4 January 2021- 26 February 2021
- Q4: 1 March 2021-30 April 2021

7. Periodical examinations on last 2 days of the final week of each quarter.
8. Curricular and co-curricular activities involving gatherings such as science fairs, showcase of portfolios, trade fairs, school sports, campus journalism, festival of talents, job fairs, and other similar activities are cancelled, except those conducted online.
9. Private schools, particularly those capable of providing alternative learning modalities, are allowed to decide on their own school opening strategies, consistent with RA 7797, subject to submission to DepEd of their compliance to the Minimum Health Standards
10. The conduct of end of school year rites shall be set 3-7 May 2021.

## 11. School Opening

- Section 3 of RA 7797 (1994) provides that “the school year shall start on the first Monday of June but not later than the last day of August.”
- The government perceives a flattening of the infection curve by end of April. However, it shall be noted that with the current trend, the desired downward trend of the infection is unlikely to be achieved by end of April. Also, a downward trend is desired instead of a simply “flattened curve” to ensure lesser vulnerability of the learners from infection.
- One-month preparation is not enough to disinfect the entire school, to repair, renovate or construct wash facilities, to purchase health and hygiene kits for personnel and learners, and equipment and chemicals for cleaning and disinfecting, and to repair all other facilities may not be enough. A deadline for LGUs must be set relative to their use of schools as quarantine facilities/ isolation areas so that proper disinfection will be done.
- We will also need time to build the capacity of our personnel and learners and to re-orient them to the “new normal” that will ensure the protection of our learners, personnel, and community stakeholders against the threat of COVID-19.

## 12. Specific advantages of moving the Opening of the School Year

- Cleaning of schools. Allow enough time for schools to disinfect the school premises, including perimeter area of the school, especially schools that have been used as quarantine or isolation facilities.
- Re-enrollment due to change in residence. Learners who moved to another location (i.e., provinces, cities outside Metro Manila) due to the ECQ, may opt to stay in their current location (especially if perception continues that Metro Manila or other areas with high incidence of confirmed and probable cases is “still unsafe”

This implies that learners will have to enroll/ transfer to the public school where they are currently located. Additional time will be needed for new enlistment of learners and school preparation, such as: adjustments to teacher assignments, class schedules, classroom requirements, etc.

- Ensuring learners are physically and mentally fit for school. Given the gravity of the situation, schools should ensure that all learners will not, in any way, be a probable COVID-19 suspect. Hence, it is suggested that time should be allotted to perform the basic health screening and interview of learners prior to school opening.
- Two major-types of responses are expected after screening:

i. Learners would need to have additional quarantine time

ii. Psycho-social support to those greatly affected by the COVID- 19 issue (in addition, a briefing may be given to learners to address stigma and probable bullying)

- Preparation time for change in approach. In consideration of the physical distancing policy, the Department will benefit from having ample time to set-up the infrastructure and mechanism/s for various delivery models such as: online learning, home schooling, blended learning modalities, etc.
- Association of the rainy season with the emergence of water-borne diseases. Most waterborne diseases affecting learners and teachers manifest signs and symptoms that would require medical attention and further observation at home, requiring especially children to absent from school.
- Financial preparedness of families. Given the impact of the community quarantine on the income and finances of most families, moving the opening of classes to a later date will provide room for families to prepare financially for the needs associated with their children's participation in school (e.g., healthy baon, school supplies, transportation costs, etc.).

We will need either minimum tight two months (May and June 2020)

or a better and practical period of three months (May to July 2020) in order to physical prepare our schools for the School Year 2020-2021

## 12. Adopting the Same School Year Across the Entire Country

- It is still best to adopt the same School Year Schedule across the entire country no matter the conditions in each area (assuming the worst condition is in Metro Manila).
- Since the Summer Period belongs to the children and our school houses are not conducive for classes in summer, the opening of the next School Years may be adjusted to July 2021 for SY 2021-2022 (in order also to accommodate the National Elections in May 2022), and June 2022 for SY 2022-2023, and from thereon have the same opening every June.
- On another note, the August to May School Year Period may be tried from 2020 to 2023, three school years, and the same may be continued (August opening) or reverted (June opening) depending on evaluation and on the preference of the next administration.

# F. FEES

No fees shall be collected from any learner during enrollment. For membership fees and contributions that may be collected on a voluntary basis after enrollment, refer to the latest existing applicable DepEd issuances. Non-payment of voluntary contributions shall not prohibit enrollment of learners.

Collection of authorized voluntary contribution should not be done during the schedule of release of financial assistance for Conditional Cash Transfer (CCT) or 4Ps recipients. In no instance must the school collect contribution out of the 4Ps subsidy.

# G. HEALTH

1. Protect the health, safety and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19;
2. Facilitate the safe return of teaching and non-teaching personnel and learners to work and schools, based on various scenarios projected by the Department of Health (DOH) and the IATF, complemented by other credible sources;
3. DepEd Minimum Health Standards (Preliminary):
  - Reduce Vulnerability
    - School-based feeding for undernourished students
    - Health education and nutrition advocacy and instruction
    - Mental health interventions
    - Vitamins and minerals supplements
  - Reduce Transmission
    - School readiness standards
    - Wash in Schools (with provision of soap, etc)
    - Provision and use of masks
    - Regular disinfection
    - Close monitoring by teachers (symptoms, social distancing, respiratory and hand hygiene)
    - Students and teachers with symptoms not allowed in school
  - Health and safety standards not only in school, but also at home and on travel
  - Reporting protocols
  - Reduce Contact
    - Reduced class size (15-20 class size)
    - Multi-modal delivery of instruction
    - Alternative work arrangements
    - Enforcement of stringent social distancing
    - Ventilation of classrooms

- Reduce duration of infection
- Testing protocol (in coordination with LGU, local health and partners)
- DepEd's own designated quarantine facilities
- Internal contact tracing
- Availability of PPEs for emergency situations and for management of quarantine facilities
- Pre-agreed referral system for symptomatic patients

#### 4. Governance

Continued activation of Task Force COVID 19  
 Help hotline  
 IATF Membership  
 Coordination with LGUs

#### 5. Health Service Delivery

- Medical, nursing, and dental professionals providing frontline services to/ addressing health concerns of DepEd personnel and learners, providing technical expertise on health education and advocacy efforts in DepEd
- OK sa DepEd programs support COVID-19 response (e.g., WASH in Schools; Medical, Dental, and Nursing Services, SBFP, School Mental Health)
- Referral system with the DOH, LGUs and other health professionals and facilities

## Minimum Health Standards Non-Pharmaceutical Interventions in “New Normal”

| Objective            | Strategies   | Examples  |
|----------------------|--|---|
| Reduce vulnerability | <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Physical activity</li> <li>• Mental health</li> </ul>  | <ul style="list-style-type: none"> <li>• Provision of meals, drinking water</li> <li>• Appropriate exercise programs</li> <li>• Counselling, relations-building</li> </ul>  |
| Reduce transmission  | <ul style="list-style-type: none"> <li>• PPE</li> <li>• Basic hygiene</li> <li>• Regular disinfection</li> </ul>   | <ul style="list-style-type: none"> <li>• Use and provision of cloth masks</li> <li>• Availability of soap, alcohol, sanitizer, water</li> <li>• Disinfect high contact areas after every use</li> </ul>   |
| Reduce contact       | <ul style="list-style-type: none"> <li>• Reduce personnel</li> <li>• Reduce face to face</li> <li>• Reduce movement</li> <li>• Physical distancing</li> <li>• Appropriate ventilation</li> </ul> | <ul style="list-style-type: none"> <li>• Review sequence of work, shifting</li> <li>• ICT solutions, limit meetings, self-service</li> <li>• One-directional walkways, sectioning</li> <li>• Workstation barriers, table/seat sharing (2m)</li> <li>• Reduce use of closed spaces, elevators</li> </ul> |

| Objective                     | Strategies  | Examples  |
|-------------------------------|---|---|
| Reduce duration of infection  | <ul style="list-style-type: none"> <li>• Identify carriers</li> <li>• Isolate high risk groups</li> <li>• Referral</li> </ul> | <ul style="list-style-type: none"> <li>• Temperature scanning, symptom monitoring</li> <li>• Designated sections, proactive measures for essential high-risk personnel</li> <li>• Referral to health system entry points</li> </ul>   |
| Governance and accountability | <ul style="list-style-type: none"> <li>• Policies</li> <li>• Investments</li> <li>• Workforce welfare</li> </ul>              | <ul style="list-style-type: none"> <li>• Policies to reduce vulnerability, transmission, contact, and duration of infection</li> <li>• Appropriate supplies and inventory</li> <li>• Commitment to provide healthcare to affected workforce</li> <li>• Housing and transport for essential staff, as appropriate</li> </ul> |

Source: IATF

# H. LEARNING MATERIALS

## 1. From Private Sector:

- Globe ELibrary - provides students and educators with free and quick access to digital story books and eLearning videos

Available only for limited period:

- Buri Books – largest ebook library of Filipino children’s books
- Frontlearners – contains e-lessons and e-quizzes for English, Filipino, Mathematics, Science, and Social Studies
  - Textbooks

- ADM modules, printed and digitized
- Educational TV
- Open educational resources
- Activity sheets and worksheets
- Lesson exemplars
- Assessment tools

2. DepEd LR Portal – contains quality assured materials that can be printed for use in home-based activities

3. DepEd Commons – currently being populated with interactive e-books that provide weekly lessons for use in home-based activities

## Inventory of Available Learning Resources

| Grade Level   | List of Materials   |
|---------------|---|
| Kindergarten  | K to G3 - Story books thru Competition Writing, Kindergarten Activity Sheets, ADM K Learning Kit        |
| Grade 1 to 3  | Primer Lessons for Grade 1, Story books thru Competition Writing, G1 Eng - Activity Sheets, LMs and TGs |
| Grade 4 to 6  | LMs & TGs for Grade 4, TM and TX for 5 & 6  |
| Grade 7 to 10 | TXs & TMs, TGs and LMs  |
| Grade 11-12   | TXs & TMs, LMs & TGs, Readers, Manuals, PRIMALS PLUS Self-Learning Modules for Core Subjects            |

- ADM Self-Learning Modules crafted by all Regions from Kindergarten to Grade 12 Core Subjects plus Applied Subjects covering all Essential Learning Competencies
- 2016 Grade 5 Buffer Materials for all Learning Areas
- 2017 Grade 6 Activity Sheets for All Learning Areas
- IMPACT Modules crafted and reviewed by SEAMEO Innotech
- Levelled Readers by BASA Pilipinas for Grades 1 to 3
- SHS Modules crafted by CHED
- \*\*\*\*Knowledge Channel Session Guides for each Episode- on going
- \*\*\*\*\* Frontlearners' online materials – to be mapped
- \*\*\*\*\* Learner's Materials – to be mapped

- MG self-instructional tools for learners available in MG schools
- Learning resources such as activity sheets for enrichment, reinforcement, and formative in support to DAILY LESSON PLAN EXEMPLARS and INTEGRATED MG LESSONPLAN EXEMPLARS.
- The tools were designed in different levels of difficulty by grade level and subject based on the principles of differentiated instruction. Available subjects: MT, FIL, ENG, SCIE, MATH, AP... Other subjects are also available but still for refinement: EPP, EsP, MAPEH

1. Ensure learning continuity through Kto12 curriculum adjustments, alignment of learning materials, various modalities of delivery, corresponding teacher and parent/guardian training;
2. Linking and bridging the LCP with DepEd's pivot to quality and into the future of education, under the framework of *Sulong EduKalidad* and Education Futures;
3. Conduct of curricular and co-curricular activities involving gatherings such as science fairs, showcase of portfolios, trade fairs, school sports, campus journalism, festival of talents, job fairs, and other similar activities are cancelled, except those conducted online;
4. The academic quarters will have 8 weeks of teaching-learning activities
  - Q1: 24 August 2020-16 October 2020
  - Q2: 19 October 2020-12 December 2020
  - INSET Break: 14-19 December 2020
  - Q3: 4 January 2021- 26 February 2021
  - Q4: 1 March 2021-30 April 2021
  - Periodical examinations on last 2 days of the final week of each quarter
5. To ensure quality of learning, classroom assessment, namely, formative and summative assessments shall be conducted by the teachers to track and measure learners' progress and to adjust instruction accordingly. Paper-based, offline or online format assessment shall be conducted, whichever is appropriate in the context of the learner;
6. Regions, Divisions, and Schools are authorized to decide on the specific learning modalities which they may deem appropriate to their contexts;
7. a. Learning Delivery Modes, Technologies and Strategies:
  - Traditional Face to Face
  - Face to Face combined with Modular Learning
  - Distance Learning through Modules, Online, and Educational Television (ETV)
    - Printed
    - Offline Digital
    - Online Digital
    - Educational Television
    - Homeschooling
- b. Modality depending on local COVID situation and access to platforms
- c. Local choice and contextualization
8. Curriculum Adjustments - Identification of Most Essential Learning Competencies
9. Preparation/Professional Development of Teachers and School Leaders for Multi-Modal Learning Delivery
  - Prepare teachers to adopt, implement and manage distance learning modalities
  - Capacitate school leaders to implement and manage the distance learning system at the school and community level
  - Regular Professional Development Program
10. Preparation / Orientation of Parents and Household Partners
  - Improve readiness of household partners in supporting learners while on remote learning at home setting

## 11. Anchoring to Sulong EduKalidad

- Bridging LCP into the broader Sulong EduKalidad and into the future
- Elements of the LCP that can be part of the new normal and futures
- NEAP Transformation Priorities: Multi-Skilled Teachers and Multi-skill Units
- Classroom, Online, Broadcast, and Off-Classroom Modules: Reimagining the Learning Space

## 12. Training of Teachers, School Leaders and Household Partners

- Prepare teachers to adopt, implement and manage remote learning modalities as alternative and/or complementary delivery modality to face-to-face (in-school) learning
- Capacitate school leaders to implement and manage the remote learning system at the school and community level
- Improve readiness of household partners in supporting learners while on remote learning at home setting

## 13. Suggested activities

The DepEd Mobile App must be enhanced to cover the inventory of potable water, sanitation and hygiene (WASH), availability of health and hygiene kits and equipment, state of internet and connectivity, state of health of personnel and learners (school health records), Preventive Alert System in Schools (PASS as per D034s03), safety and emergency tracking, and Rapid Damage Assessment Report (RADAR as per D021s15), among others.

- Policies must be issued to prepare and ensure safe learning environment:

- Contextualizing OK sa DepEd given the “new normal” (e.g., development of modules, health services available through mobile apps, website and social media platforms for OK sa DepEd)
- Convergence of programs between BLSS, DRRMS, and ICTS
- Health promoting practices in schools which should be practiced as soon as the school opens (e.g., Rapid Classroom Inspection/daily random inspection by class not only for hygiene but also for common ailments requiring medical interventions at the school clinic; handwashing; bringing of masks in schools for use if one learner in a classroom develops mild cough/ colds; bringing of own handkerchief, spoon, and fork; required thermo-scanning, serving of vitamin C-rich juices and other healthy food options)
- Mobilization and capacity building of school health personnel to conduct:
  1. Regular health inspections in the classroom
  2. Intensify health education and promotion giving emphasis on school social distancing measures, promotion of good hygiene
  3. Distribution of health commodities, among others
  4. Home-based health education/promotion utilizing multimedia platforms (e.g., health modules on DepEd Commons)
- Ensure community participation in learner’s safe and successful return to school (enhanced Brigada Eskwela) factoring in COVID-19 protective measures and in ensuring continued health practices at home, and intensified partnership, especially with professional organizations, for COVID-19 response.
- Schools shall adopt national COVID-19-related policies to be incorporated in the Annual Improvement Plan (AIP).

## 14. Proposed Lesson Continuity Plans

- Face-to-face classes resume as is – Status quo scenario.
- Face-to-face classes resume with social distancing – Learners will be allowed to bring home DCP devices which will be preloaded with the appropriate lessons so some of the learners

can do their classes at home, others may also use personal devices.

- The remaining learners will attend traditional face-to-face classes with social distancing.
- Learners will only go to school for assessments, for socialization, and for lessons which cannot be conducted online, but this should be done on a shifting basis to ensure that social distancing parameters can still be implemented.
- Quarantine occurs in a specific locality – Online classes will be the primary mode of delivery using personal devices and DepEd Tablet PCs with preloaded lessons that will have to be picked up or delivered to the learners. TV, radio, and paper-based lessons will also be adopted for children who will not have access to any device.
- Assessments can be done only after the quarantine period is lifted.
- This requires that the DepEd Commons will have content for each week in the school calendar for the 12 grade levels and each of the subject areas.
- The DepEd needs to produce 60 e-learning resources per week assuming that there are five subject areas for a total of 2,400 resources in a 40-week school calendar.
- The Bureaus under the Curriculum and Instructions (CI) strand are already mobilizing their field personnel to come up with weekly lessons per grade level and subject area. CI is also currently mapping out their Alternative Delivery Mode (ADM) materials vis-à-vis the essential competencies, and from there identify the gaps for ADM materials development.
- ICTS started online trainings on how to convert the weekly lessons that would be quality assured by the CI strand into e-learning resources that would be uploaded into the DepEd Commons.
- By end of April, ICTS will have trained via online webinars at least 1,000 DepEd personnel who can be mobilized to convert the weekly lessons into e-learning resources. These e-learning resources

would be interactive, would have audibles for the visually blind, and have text embedded in video materials for the hearing impaired at least for materials that are in English. For materials that are in the vernacular, there are ongoing discussions with external partners to translate these into the Philippine sign language which would be embedded into the interactive materials.

- As the Education Cluster lead in the country's NDRRMC, the DRRMS has convened the Education Cluster and other partners in a video conference with the CI strand, together with ICTS, to discuss support for education continuity, ranging from developing or providing ADM learning materials aligned to the K-12 curriculum, including those on COVID-19 and precautionary measures, supporting digitization of materials, providing equipment for online delivery, printing out and disseminating hard copy materials to schools through their field networks/chapters.
- The DRRMS will review and consolidate the materials on COVID-19, including those relating to mental health, that can be used for the ADM learning materials; while the SHD will do the same for WINS and health and nutrition.
- Discussions with Knowledge Channel have also commenced to map out all their content, video and audio, against the curriculum so they can be aired through these mediums if the learners do not have any device available.
- Paper based modalities will be adopted in cases where technology cannot be used because of the unavailability of devices. Local radio networks shall also be mapped out to extend the delivery of lessons via this modality. CI will determine the appropriate combination of online, TV, radio, and offline modalities of delivery.
- Activities which still need to be threshed out is the training of teachers using online modalities to prepare them to adjust to the new landscape of using technology and other modalities in conducting classes while ensuring that social distancing is implemented.
- The DepEd Commons must be enhanced to make it into a more complete solution which would allow teachers to track the

progress of the learners, blend online discussions and other activities into their classes, incorporate selective access of proprietary content to the appropriate learners, incorporate analytics that would allow DepEd to better respond to the requirements of learners and incorporate more security parameters to protect the information of our learners.

- In addition to the enhancement of the DepEd Commons, the Learner Information System (LIS) must also be enhanced to make it more flexible in terms of rapidly collecting new learner data that may be needed to respond to the COVID-19 situation.

- A Learning Management System (LMS) must also be procured/developed to facilitate blended learning and digital tests.
- A Classroom Management System (CMS) is needed to be procured/ developed to facilitate the use of technology in the classroom while social distancing practices are being implemented.
- There is also a need to establish an Education Technology Division under the ICT Service which would further conceptualize and operationalize the use of technology to enhance teaching in the classroom and as a means of delivering alternative education in the context of COVID-19 and future disasters, calamities or crises.

## Sample Distance Learning Approaches in Context of Technology Inequity (Front learners, Inc.)

| CHALLENGES           |                                  | FRONTLEARNERS READY-TO-USE SOLUTIONS          |  |
|----------------------|----------------------------------|---|--|
| FAST INTERNET ACCESS | WITH COMPUTER, MOBILE, OR TABLET | E-SCHOOL LIVE Full Service                    |  |
| SLOW INTERNET ACCESS | WITH COMPUTER                    | E-SCHOOL LIVE Full Service                    |  |
|                      | WITH MOBILE OR TABLET            | E-SCHOOL-TO-GO Full Service + Data Collect    |  |
| NO INTERNET          | WITH COMPUTER                    | E-SCHOOL-ON-STICK Full Service + Data Collect |  |
|                      | WITHOUT COMPUTER                 | WITH MOBILE OR TABLET                         | E-SCHOOL-ON-CARD Full Service + Data Collect         |
|                      |                                  | WITH HOME TV & CD/DVD PLAYER                  | E-SCHOOL-ON-DISC w/ Printed Answer Sheets - Serviced |
|                      |                                  | WITH HOME TV AND CABLE                        | E-SCHOOL-ON-CABLE Printed Answer Sheets - Serviced   |
|                      |                                  | WITH HOME TV                                  | E-SCHOOL-ON-AIR Printed Answer Sheets - Serviced     |
|                      |                                  | WITHOUT TV                                    | E-SCHOOL-ON-PRINT Printed Lessons, Quizzes, A-Sheets |

# I. PRIVATE SCHOOLS

1. Private schools, particularly those capable of providing alternative learning modalities, are allowed to decide on their own school opening

strategies, consistent with RA 7797, subject to submission to DepEd of their compliance to the Minimum Health Standards

## J. ALTERNATIVE LEARNING SYSTEM

1. Curriculum - Further enrich and make the ALS Curriculum relevant to the learners through integration of lessons on health promotion, living through public emergencies and introduction of skills training programs that will be useful in the new normal.
2. Learning Delivery
  - To address the issue of social distancing and limited learner access to internet (which limits possibilities for online instruction), various teaching learning delivery approaches can be adopted
    - Blended approach for advanced Elementary and Secondary level learners.
    - Radio-Based Instruction (RBI) or ALS TV episodes of Knowledge Channel.
    - Learners in the Basic Literacy Program and lower elementary to be given priority in face to face session.
    - Online ALS classes is an option for those with access to internet, mostly younger learners.
3. Learning Resources
  - The existing modules for AE and SL are instructionally designed to be self-learning. The modules can be supplemented by LRs used in formal school system.
  - Critical to ensure that all Community Learning Centers have adequate copies of the Learning Modules and activity sheets which learners can take home.
  - Digitize existing AE and SL modules. Develop/ disseminate/ upload facilitator's guides, activity sheets, learner's worksheets.
4. Learning Environment - Ensure that administrators of community based learning centers are trained on the protocols and if possible, provision of WASH facilities in type 3, 4, 5 CLCs.
5. Assessment
  - Moving toward an online test is a long-term goal but development and pilot testing have to be done first
  - Continue development of online and offline assessment tool to determine learner's level and progress
  - Ensure that all learners have a working folder/ portfolio which will be included in their assessment
6. Mainly adult learning

## K. REMEDIAL/SUMMER CLASSES

1. Efforts to provide remediation and enhancement activities shall also be prioritized given the adjustment of learners to the delivery modes being employed.

# L. SHS VOUCHER PROGRAM

The Senior High School Voucher Program (SHS VP) is a program of financial assistance wherein subsidies in the form

of vouchers are provided to qualified SHS learners in participating private and non-DepEd SHS (DO 11, S. 2015).

## Eligibility for SHS VP

| Not Eligible   | Qualified Voucher Recipients (QVRs) (no need to apply)  | Voucher Applicants (need to apply)   |
|--|---|--|
| Grade 10 Completers before SY 2019-2020                            | Category A: Grade 10 completers in DepEd public schools | Category D: Grade 10 completers in private schools who are not ESC grantees          |
| High School graduates of March 2015 or earlier                     | Category B: Grade 10 completers in SUCs and LUCs        | Category E: Learners who took/will take the ALS A&E Test* in the current school year |
| Incoming Grade 12 learners who were not part of SHS VP in Grade 11 | Grade 10 completers who are ESC grantees                | Category F: Learners who took/will take the PEPT* in the current school year         |
| Non-Filipino learners  |   |  |

\*For VAs who fall under categories E and F, they may apply for the voucher while waiting for results of the ALS A&E Test and PEPT, respectively.

## Voucher Application Procedures

Application may be done manually or online; both are free of charge. VAs are highly discouraged from submitting multiple applications. All applications shall be coursed through Private Education Assistance Committee National Secretariat (PEAC NS) via Online Voucher Application Portal (OVAP) for online application and the PEAC NS

office for manual application. DepEd shall not accept submissions of applications. VAs are encouraged to apply online as this mode carries a number of features not available for manual applications. Online applications allow VAs to have a longer period to apply, submit the required documents in parts, and track their applications.

## Required Documents as Proof of Financial Means

| If the parents or guardian/s and the other person/s:  | Required Document   | Where to obtain document if not readily available                    |
|---|---|--|
| Employed in the Philippines (including self-employed) | Latest Income Tax Return Or Certificate of Employment                           | Bureau of Internal Revenue (BIR) Employer                            |
| Employed abroad                                       | Certificate of Employment   | Employer or Recruitment Agency                                       |
| Unemployed but with other sources of income           | Affidavit of source of income stating average monthly earnings/support received | Notary Public  |
| Unemployed and without income                         | Certificate of Non-Filing of Income Tax Return OR                               | Bureau of Internal Revenue   |
|   | Municipal Certificate of Unemployment   | Mayor's Office (Not from the Barangay or the City Assessor's Office) |

## M. EDUCATING SERVICE CONTRACTING PROGRAM FOR JHS

The Education Service Contracting (ESC), which aimed at democratizing and improving access to quality secondary education, is a government financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools (DO 31, s. 2010). ESC grant starts at Grade 7 and represents a four-year funding commitment of the government.

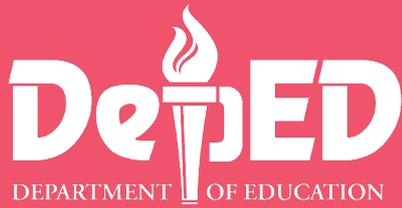
Program beneficiaries of ESC are awarded certificates as evidence of the Government's commitment to support their education in a private high school for as long as they meet the entrance requirements, as well as those for regular promotion to each of the succeeding school years until they graduate.

# N. BAYANIHAN SA PAARALAN - JOINT BRIGADA ESKWELA AND OPLAN BALIK ESKWELA

For this year, the Department of Education's 2020 Brigada Eskwela (BE) and Oplan Balik Eskwela (OBE), the annual activities of DepEd to prepare for the opening of classes, were reconfigured to be implemented under a joint theme of "Pagpapanatili ng Bayanihan Tungo sa Kalidad na Edukasyon para sa Kabataan", which will run on June 1 until August 29, 2020.

The new concept of Brigada Eskwela shall focus on preparations and strengthening partnership engagement to ensure

that learning continues even in the time of COVID-19. The activities shall highlight partnership initiatives that complement the Department's efforts to ensure that quality basic education will continue despite the challenges posed by COVID-19, and to implement the BE-LCP. For more details on the mandated partnership activities and stakeholders engagement, see Enclosure No. 2 of DepEd Memorandum No. 053, s. 2020. ([https://www.deped.gov.ph/wp-content/uploads/2020/05/DM\\_s2020\\_053.pdf](https://www.deped.gov.ph/wp-content/uploads/2020/05/DM_s2020_053.pdf))



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