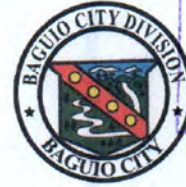




Republic of the Philippines
 Department of Education
 Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY
 82 Military Cut-off Road, Baguio City



DEPARTMENT OF EDUCATION
 DIVISION OFFICE
 BAGUIO CITY
 APR 29 2019
RELEASED

DIVISION MEMORANDUM

No. 196, s. 2019

2019 OPLAN BALIK ESKWELA

To: **All Functional Division Chiefs**
Section/Units Heads
Public District Supervisors/ Education Program Supervisors
Others Concerned

1. Pursuant to Department of Education (DepEd) Memorandum No. 29 s. 2019 entitled *2019 Oplan Balik Eskwela*, the Schools Division of Baguio City will launch the **Oplan Balik Eskwela (OBE) for School Year (SY) 2019-2020 on May 29- June 7, 2019.**
2. The OBE aims to address the problems commonly encountered at the start of the school year to ensure that learners are already properly enrolled and able to attend school by the first day of classes.
3. The **Division Office Oplan Balik Eskwela (OBE) Information and Action Center (DOBEIAC)** will oversee the implementation of the project and address local concerns. It shall set-up an Information and Action Center with hotlines to receive calls, text messages, fax messages, and emails on complaints, requests and suggestions from parents, students, and other concerned citizens; and set-up a help desk to accommodate walk- in concerns, and updates. **Refer to Enclosure 1 of this Memorandum for the list of personnel involved and the terms of reference.**
4. To ensure the smooth conduct of activities, the following matrix shall serve as a guide:

NO.	ACTIVITY	OBJECTIVES	PERSONS INVOLVED	SCHEDULE
1	Conduct of Oplan Balik Eskwela (OBE) Information and Action Center	To address problems, queries and other concerns commonly encountered by the public schools at the start of the school year	All committees	May 29- June 7, 2019
2	Oplan Balik Eskwela Monitoring with the Regional Team Leader and Sub-team Leader	To monitor and submits relevant findings /issues from public schools	Regional and Division Monitoring Team	June 3-7, 2019
3	Division OBE post Conference	To present findings during the OBE for appropriate action during flag ceremony	All Division personnel	June 10, 2019

5. Enclosure No. 2 of this Memorandum is the OBE Frequently Ask Questions (FAQs) for guidance and reference and DepEd Information and Action Center Form for documentation.
7. Immediate and wide dissemination of this Memorandum to all concerned is **desired.**

FEDERICO P. MARTIN, EdD, CEEd, CESO V
 Schools Division Superintendent

For the SDS:

SORAYA T. FACULO, PhD
 OIC – Assistant Schools Division Superintendent



Enclosure No. 1 to Division Memorandum No. 196 , s. 2019

DIVISION 2019 Balik Eskwela (OBE) Information and Action Center Committee ((DOBEIAC))		
Consultant: Federico P. Martin, EdD, CEEd, CESO V		
Chairperson: Soraya T. Faculo, PhD		
A. Public Assistance Hotline		
	NAME	TERMS OF REFERENCE
1	Jesse Lance Dawaton	a) Attend to callers with queries, complaints, problems, requests among others concerning school opening and other education matters; b) Provide immediate appropriate actions/ solutions for issues/ concerns received from callers; c) Refer complaints/ cases that need immediate investigation to the Quick Response Team ; d) Submit the required daily morning and afternoon reports to the Monitoring Unit for consolidation and evaluation.
2	Harris Sandhu	
3	Erlena Trinidad	
B. Social Media (Fb Messenger) Email and Text Messaging Service		
1	Harris Dizon	a) Reply/ respond to messages received and print the messages if necessary, b) Refer complaints/ cases that need immediate investigation to Legal Team if Necessary, and c) Submit the required daily morning and afternoon reports to the Secretariat for consolidation and evaluation.
2	Josef Eric Oliveros	
3	Lester Libangen	
C. Walk-in Assistance		
1	Djaizel Dacay (CID)	a) Attend to issues/ concerns/ complaints of walk- in clients; b) Prepare endorsement letters/ communications to school concerned; c) Provide information needed by the clients; d) Submit the required daily morning and afternoon reports to the Secretariat for consolidation and evaluation.
2	Lodee Basali (CID)	
3	Jimmy Santos (SGOD)	
4	Samuel Bab-anga (SGOD)	
5	Racquel Janelle Tigcangay (OSDS)	
6	Jowellrey Orpilla (OSDS)	



D. Legal Assistance		
Curriculum Implementation Division Concerns		a) Provide immediate resolution to complaints that are classified as urgent; b) Conduct on- the- spot investigation and monitoring of schools as the need arises; and c) Submit the required daily reports to the Secretariat for consolidation and evaluation.
1	Juliet Sannad, EdD	
2	Fernando Eleponga	
School Governance and Operations Division		
1	Arthur Tiongan	
2	Asuncion Saguid	
Office of the Schools Division Superintendent		
1	Atty. Annette Doyaoen	
2	Nieves Ebanio	
E Secretariat		
1	Reynalyn Padsuyan	a) Oversee and supervise the daily operations of the activity; b) Prepares the daily reports for the Schools Division Superintendent's information based on the submitted reports of the team; c) Make print and video documentation; d) Gather and consolidate data from the different units of the OBEIAC, and generate all reports; e) Document and finalize the 2019 OBE Narrative report; f) Provide the technical needs of the team; and g) Assist all teams if necessary.
2	Olivia Gomez	
3	Alejandro Ferry	
4	Fevie Cosi	
5	Mark Malidom	
6	May Ann Aglit	
F Media Relations		
1	Marilyn Api-it	a) Set and coordinate schedules for press conferences; b) Prepare media advisories and briefers of the activity for the committee and stakeholders; c) Facilitates the press conference and assist the media; d) Attend to media requests for data and interviews; and e) Coordinate with the partners and stakeholders
2	Armi Victoria Fiangaan	
3	Elaine Cabuag	
4	Cristopher Oliva	



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E. MONITORING UNIT			
	NAME	POSITION	ROLE
	Jennifer P. Ande	Chief	Regional Team Leader
	Charlene T. Balahyas		Regional Documenter
1	Elaine B. Cabuag	SOCMOB	D.O. PARTNER
2	Amil S. Flamiano	SOCMOB	D.O. PARTNER
3	Sharon Christiannie Castillo	SMME	D.O. PARTNER
WEST BAGUIO CENTRAL DISTRICT and BAGUIO CENTRAL DISTRICT (ELEM)			
	Patricio T. Dawaton	Regional Assistant Team Leader	
1	Leticia Hidalgo	PSDS	Sub-team Member
2	Susana Aliping	PSDS	Sub-team Member
3	Jocelyn Coldeg	EPS II	Sub-team Member
BAGUIO CENTRAL AND WEST BAGUIO CENTRAL DISTRICT (SEC) and MABINI DISTRICT (ELEM)			
	Annie Rose Cayasen	Regional Assistant Team Leader	
1	Lourders Lomas-e	PSDS	Sub-team Member
2	Simeon Yang-yang	PSDS	Sub-team Member
3	Francisco Copsiyan	EPS	Sub-team Member
NORTH QUEZON DISTRICT and QUEZON DISTRICT (ELEM)			
	Marites Calica	Regional Assistant Team Leader	
1	Marina Tabangcura	EPS	Sub-team Member
2	Julia Ladiiong	PSDS	Sub-team Member
3	Rufina Suanding	PSDS	Sub-team Member
LUCBAN DISTRICT (ELEM) and LUCBAN AND MABINI DISTRICT (SEC)			
	Angeline F. Calatan	Regional Assistant Team Leader	
1	Jocelyn De Jesus	H & N	Sub-team Member
2	Santiago Bugtong	PSDS	Sub-team Member
3	Jerry Ymson	EPS	Sub-team Member
QUEZON AND NORTH QUEZON DISTRICT (SEC) and BAGUIO CITY HIGH SCHOOL AND ANNEXES			
	Daisy P. Eswat	Regional Assistant Team Leader	
1	Jennifer Polido	Engr. III	Sub-team Member
2	Brenda Lee Awingan	PSDS	Sub-team Member
3	Lolita Manzano	EPS	Sub-team Member



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Executive Rapid Assessment Action & Debriefing

Members:		
1	Federico P. Martin	SDS
2	Soraya T. Faculo	ASDS
3	Arthur Tiongan	Chief SGOD
4	Juliet Sannad	Chief CID
Schedule		
Date:	School:	
June 3, 2019	Magsaysay Elementary School	
	Pinsao Elementary School	
	Lucban Elementary School	
	Lucban Senior High School	
June 4, 2019	Rizal National High School	
	Rizal Elementary School- Liteng Annex	
	Don Mariano Elementary School	
June 5, 2019	Roxas Elementary School	
	Roxas National High School	
	Doña Aurora H. Bueno	
June 6, 2019	Laurel Elementary School	
	Doña Aurora Elementary School	
	Doña Aurora National High School	
	Kias Elementary School	
June 7, 2019	Irisan Elementary School	
	Sto. Tomas Elementary School	
	Sto. Tomas National High School	



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TERMS OF REFERENCE FOR OBE MONITORING TEAM	
ROLE	RESPONSIBILITY
Team Leader	<ul style="list-style-type: none">a) Leads the Ro and D.O Team in the Monitoring activity for the whole OBE Schedule; reminds the team on agreed-upon mechanics for monitoring;b) sees to it that all members accomplished expected tasks as members and sub-team leaders;c) Guides the documenter in consolidating team report; monitors assigned schools, acts appropriately on urgent school concerns, leads post conference with school personnel to report significant findings;d) Leads exit conference with SDS or ASDS to report significant findings after the monitoring activity.
Documenter	<ul style="list-style-type: none">a) Consolidates reports from each sub-team following agreed-upon format or template;b) Goes with the teal leader and assists him or her in the monitoring activity
Sub-team Leader	<ul style="list-style-type: none">a) Leads the sub-teams in attaining expected monitoring tasks in assigned schools for the whole OBE duration;b) Whenever capable, appropriately acts on school issues and concerns needing attention or response;c) Gathers and reports significant findings needing urgent attention by the Schools Division;d) Prepares sub team report following provided tool;e) Leads the post conference with the school personnel to present significant and relevant findings
Executive Rapid Assessment Action & Debriefing	<ul style="list-style-type: none">a) Provide Technical Assistance to School Heads;b) Provide immediate solution to major issues & concerns that are classified as urgent.

2019 OPLAN BALIK ESKWELA

REFERENCE NO : _____ Date _____

NAME _____

INQUIRER TYPE

- Teacher Parent LGU Others
 Media Student Anonymous

ISSUE CONCERN

- ENROLLMENT CONCERN
 Teacher Concern Enrollment Process (SHS) Others
 Enrollment Process (K to 10) Enrollment Requirement
- CONCERNS ON BASIC EDUCATION RESOURCES
 Textbook Seats Others
 Classroom Teachers / Personnel
- DEPED PROGRAMS
 PEPT, A & E Exam, NCAE, NAT LIS/LRN Others
 Special Education (SPED) SHS Concerns
 GASTPE, ESC, TSS Alternative Learning Systems (ALS)
- SHS CONCERNS
 SHS Voucher Program SHS Strand/Tracks SHS Accredited School
 Others
- SCHOOL POLICY & OPERATION
 Schools Rules & Regulation School Operating without Permit
 School Personnel Concern PTA Concerns
 Collection of Fees / Compulsary Contribution & Selling of workbook/Modules
 Others
- LEGAL MATTERS
 OTHERS

MEDIUM OF COMMUNICATIONS

- Facebook Email
Acct. Name _____ email add : _____
- Twitter Voice Call
Acct. Name _____ Phone No _____
- Text (SMS) Walk in
Mobile Number _____ Contact Details _____

NATURE OF ASSISTANCE

- Query Request Complaint Suggestion

DETAILS

STATUS

- | | | |
|--|--|--|
| <input type="checkbox"/> Resolved | <input type="checkbox"/> Escalated to PEAC | <input type="checkbox"/> Escalated to OBE Command Center |
| <input type="checkbox"/> For Resolution | <input type="checkbox"/> Escalated to DepEd CO Focal Person | <input type="checkbox"/> Referred to Communications Division |
| <input type="checkbox"/> Escalated to PAAC | <input type="checkbox"/> Escalated to Regional / Division Office | |

FOR UPDATE (IF NEEDED)

STATUS

- | | | |
|--|--|--|
| <input type="checkbox"/> Resolved | <input type="checkbox"/> Escalated to PEAC | <input type="checkbox"/> Escalated to OBE Command Center |
| <input type="checkbox"/> For Resolution | <input type="checkbox"/> Escalated to DepEd CO Focal Person | <input type="checkbox"/> Referred to Communications Division |
| <input type="checkbox"/> Escalated to PAAC | <input type="checkbox"/> Escalated to Regional / Division Office | |

ACTION TAKEN

Action Officer

(Printed Name / Signature)

Alternative Learning System (ALS)

QUESTION/CONCERN	ANSWER	REFERENCE
What is ALS?	It is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute. Its mission is to provide learning opportunities that will empower out-of-school youth and adult learners to continue learning in any manner at any time and place they prefer to achieve their goals of improving their quality of life and becoming more effective contributors to society. ALS includes both the non-formal and informal sources of knowledge and skills.	
Why is there a need for Alternative Learning System in the Philippines?	Despite significant improvements in primary and secondary education in recent years, the number of students who drop out of school remains worryingly high. World Bank estimates that there are more than five million youths who failed to complete basic education. In line with the Duterte Administration's thrust of accelerating human capital development through the implementation of inequality reducing transformation (Pagbabago), the Department of Education is expanding and intensifying the implementation of the Alternative Learning System (ALS).	
What is the basis of ALS?	1987 Constitution of the Philippines declares 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 concisely encourages nonformal informal and indigenous learning system as well as	Article XIV, Sec. 2 Paragraph 1 Paragraph 4
How does ALS work?	The Governance Act for Basic Education, otherwise known as the Republic Act 9155, stipulates the establishment of ALS to provide out-of-school children and youth and adult population with basic education DepEd is implementing two programs under ALS that are modular and flexible. This means that learning can take place anytime and any place, depending on the convenience and availability of the learners on ALS. The said programs are: a) Non-formal Education Program: a) the Basic Literacy Program (BLP) for illiterates and the b) Continuing Education: Accreditation and Equivalency (A&E) Program for elementary and high school drop outs b) Informal Education Program: Includes skills and livelihood training, entrepreneurship, personal interest and community development sessions	Republic Act 9155
	To reach this marginalized group of learners, DepEd implements nonformal and informal education, or education that takes place outside the formal school system.	

Alternative Learning System (ALS)

QUESTION/CONCERN	ANSWER	REFERENCE
What is the difference between Non-formal Education and Informal Education?	Republic Act 9155 defines Nonformal Education as “any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population”.	
	The Department of Education carries out two Nonformal Education Programs: a) the Basic Literacy Program (BLP) for illiterates, and the b) Accreditation and Equivalency (A&E) System for elementary and high school drop-outs.	
	On the other hand, Informal Education is defined as “a lifelong learning process acquired outside the formal school system but which complements learning” acquired in both NonFormal Education (NFE) and Formal Basic Education (FBE).	
	InfEd creates opportunities for self-development, for community development, entrepreneurship/livelihood skills development in response to the individual’s learning interest.	
	Also it has already developed a special curriculum for Indigenous Peoples (IPs). With this construct, greater learning needs will be addressed and funneled to promote lifelong learning in all streams of education.	
What is the difference between Formal Education System & ALS Non-Formal Education?	Formal Education system is classroom-based, managed by trained formal school teachers. ALS, being a Non-formal Education program, is learner-centered, flexible in time and place where learners choose to learn and how they will learn. It is community-based where sessions are usually conducted outside the classroom, managed by ALS learning implementers.	
Where can I ask for information about ALS in the field?	Visit the nearest DepEd District and/or Division Office, or <i>barangay</i> hall for information about the existing ALS learning sessions in the area. DepEd schools can also provide information about the ALS.	
Who are the target learners in ALS?	ALS is intended for illiterates, elementary and high school dropouts. These potential learners are limited from going to formal school either because of geographical location or socio-economic/ physical/ socio psychological/ socio cultural conditions. The age requirement is 15 years old or older. In extreme cases, school age children can also be accepted in the program.	
What curriculum is used in ALS?	Comparable to the formal school curriculum, the ALS curriculum reflects the set of knowledge, skills, and competencies that learners should develop to meet the minimum requirement of basic education Includes both the formal and informal sources of knowledge and skills	
	DepEd-delivered	

Alternative Learning System (ALS)

QUESTION/CONCERN	ANSWER	REFERENCE
Who delivers ALS?	DepEd-procured is contracted by DepED to service providers such as NGO, church-based organizations, civil society organization and literacy volunteers.	
	DepEd partners-delivered refer to the implementation of ALS Program by non-DepEd such as LGUs, NGOs, other GOs, international donors, private individuals using their own resources.	
How does learning intervention take place in ALS?	The learning facilitator conducts a survey in sitio or in barangay on the need of the learners.	
	ALS programs are delivered in various modes such as face-to-face, radio-based, eSkwela/computer-based or independent learning through the modular approach.	
What are the learning-teaching materials used in ALS?	ALS utilizes learning modules. Each module is complete in itself. It contains the description of the module, objectives, learning activities and pre and post tests.	
What are the learning areas in ALS?	Learning strands are the equivalent of "subjects" in the formal school system.	
	1. Communication Skills (listening, speaking, reading and writing)	
	2. Problem-Solving and Critical Thinking (numeracy and scientific thinking)	
	3. Sustainable use of Resources /Productivity (ability to earn a living through self-employment, entrepreneurship, sustainable use of resources and appropriate technology and productivity)	
	4. Development of Self and a Sense of Community (self-development, a sense of personal and national history and identity, cultural pride and recognition and understanding of civil and political rights)	
	5. Expanding One's World Vision (knowledge, respect, and appreciation for diversity, peace and non-violent resolution of conflict and global awareness and solidarity)	
Is there an entrance test in ALS?	The potential learner in ALS undergoes a screening process to determine whatever past learning he/she may have through the Functional Literacy Test (FLT)	
	FLT is composed of 5 parts:	
	1. Demographic Information Sheet	
	2. Listening and Speaking	
	3. Reading	
	4. Writing	
	5. Numeracy	

**National Career Assessment Examination (NCAE)
Philippine Educational Placement Test (PEPT)
Accreditation and Equivalency (A & E)**

QUESTION/CONCERN	ANSWER	REFERENCE
What is NCAE?	To assess the skills of HS students planning to proceed to SHS and other career options;	
	To help students make wise career decisions; and	
	To provide guidance to individual learners for their future educational and career choices; and	
	To provide basis for profiling learners' aptitude in the SHS tracks	
Who takes the NCAE?	1. All G9 HS students in public and private high schools operating with permit	
	2. G10 HS students who were not able to take the NCAE in G9	
	3. Passers of A & E Test planning to enroll in G11	
What is PEPT?	To retrieve OSY and place them in formal school system	
	To validate and accredit skills in academic areas into formal school, job promotion, entry to job training, and employment	
NOTE: PEPT is NOT conducted for purposes of grade/level acceleration		
Who takes the PEPT?	1. Learners from schools without government permit;	
	2. Learners from non-formal and informal education programs;	
	3. Learners who have incomplete or no record of formal schooling;	
	4. Learners with back subjects;	
	5. Learners who need grade level standards assessment; and	
	6. Learners who are overage for their grade levels	
Other PEPT takers	Visually Impaired (Braille PEPT; for non-Braille readers, an alternate form of the test is given)	
	Hearing Impaired: they are included in the regular testing room but with separate instructions	
PEPT Requirements	1. Birth Certificate issued by NSO or Local Civil Registrar duly authenticated (original and 2 photocopies);	
	2. ID Pictures: 2 pieces, identical and recently taken (size 1"x1");	
	3. School records (original and 2 photocopies)	
	> Elementary level: Form 137 or Form 138	
	> Secondary level: Form 137	
Note: F137: Transcript of Records with school seal and signature of school Head or Registrar		
F138: Report Card with school seal and signature of School Head or Registrar		

**National Career Assessment Examination (NCAE)
Philippine Educational Placement Test (PEPT)
Accreditation and Equivalency (A & E)**

QUESTION/CONCERN	ANSWER	REFERENCE
What is A & E ?	The A&E provides an alternative means of certification of basic education for learners in ALS. The results shall be utilized to:	
	1.Determine if learners are meeting the learning standards for specific exit points (G6 and G10);	
	2.Help provide information to improve instructional practices; 3.Assess/evaluate effectiveness and efficiency of education service delivery; and	
	4.Provide information as bases for curriculum, learning delivery, assessment and policy review and formulation	
Who takes the A & E ?	1. Learners in the ALS and non-formal education programs	
	2. Out-of-school children and youth who are prepared for assessment	
	3. Adults seeking certification of learning	
NOTE : The minimum age for elementary exam is 12 and for high school exam is 16.		
A&E Requirements	1. Original and Photocopy of Certification of Completion of ALS Program (if any)	
	2.Original and Photocopy of Certificate of Rating of Portfolio	
	3.Original and Photocopy of Birth Certificate (NSO)	
	4.If NSO BC is not available, any of the following documents may be presented:	
	a) baptismal certificate;	
	b) Voter's ID (with picture and signature);	
	c) Passport;	
	d) Driver's License;	
e) Any legal document bearing the applicant's picture, name and signature; and		
5. Two (2) ID photos (white background with name tag)		

Lost NCAE- What are the requirements? How much? TAT?
Was not able to take NCAE -What are the requiremntns? Process?
Results TAT?

**Government Assistance to Students and Teachers in Private Education (GASTPE)
Fund for Assistance to Private Education (FAPE)
State Universities and Colleges (SUC)
Voucher Program Beneficiary (VPB)
Qualified Voucher Recipient (QVR)**

QUESTION/CONCERN	ANSWER	REFERENCE
What is GASTPE?	GASTPE stands for Government Assistance to Students and Teachers in Private Education.	
	This was provided for by Republic Act (RA) 6728, called the GASTPE Act, which was amended by RA 8545 known as the Expanded GASTPE Act.	
Why is there GASTPE?	To fulfill the government's responsibility to provide and promote quality education that is accessible to all Filipino citizens	
	To recognize the complementary roles of public and private educational institutions in the educational system and the invaluable contribution that the private schools have made and will make to education	
	To provide the mechanisms to improve quality in private education by maximizing the use of existing resources of private education	
Who are covered by GASTPE?	Filipino students and teachers in:	
	•Private	
	•Secondary (high school) education	
	•Post-secondary vocational and technical education and higher education	
	•Community colleges in degree and non-degree programs	
	Those who will be given assistance shall be based on a set of criteria which shall include, among others:	
	•Tuition charged by schools	
	•Socio-economic needs of each region giving priority to the Social Reform Agenda (SRA) provinces	
	•Overall performance of the schools	
	•Academic qualifications	
	•Financial needs of the students and the teachers	
•Financial needs of the schools		
•Geographic spread and size of student population		
•Preference shall be given to students whose family income is not more than seventy-two thousand pesos (P72,000.00) or such amounts as may be determined by the State Assistance Council (SAC)		
What are the programs provided by GASTPE?	•Educational Service Contracting (ESC)	
	•Teachers' Salary Subsidy (TSS)	
	•In-Service Training (INSET)	
	•Senior High School Voucher Program (SHS VP)	

**Government Assistance to Students and Teachers in Private Education (GASTPE)
Fund for Assistance to Private Education (FAPE)
State Universities and Colleges (SUC)
Voucher Program Beneficiary (VPB)
Qualified Voucher Recipient (QVR)**

QUESTION/CONCERN	ANSWER	REFERENCE
<p>What is PEAC?</p>	<p>The Department of Education (DepEd) is the institutional owner and regulator of the GASTPE programs it implements to fulfill RA 8545.</p>	
	<p>The Private Education Assistance Committee (PEAC) has been contracted by the DepEd to administer the GASTPE Programs: ESC, TSS, SHS VP, among others.</p>	
	<p>PEAC is represented nationally by its National Secretariat (PEAC NS) and in each region by its Regional Secretariats (PEAC RS).</p>	
<p>What does PEAC do?</p>	<p>The PEAC NS has the following responsibilities:</p>	
	<ul style="list-style-type: none"> •Provides the infrastructure, systems, coordination and controls required for the smooth implementation of the GASTPE programs – handles the Voucher Management System and Online Voucher Application Portal (http://ovap.deped.gov.ph/) 	
	<ul style="list-style-type: none"> •Provides in-service training of teachers in ESC-participating JHSs and conduct pertinent research 	
	<p>The PEAC RSs shall be the first line of program support to GASTPE-participating schools in the regions. The PEAC RS has the following responsibilities:</p>	
	<ul style="list-style-type: none"> •Manages day-to-day implementation and coordinate its efforts with its Regional Program Committee (RPCo) and the PEAC NS 	
	<ul style="list-style-type: none"> •Advises, guides and/or assists schools in complying with the program guidelines 	
	<ul style="list-style-type: none"> •Conducts field audits and training and mentoring sessions as may be needed in their regions 	

Educational Service Contracting (ESC)

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
What is ESC?	ESC is a GASTPE program wherein financial assistance (in the form of tuition subsidies) is extended to qualified elementary school graduates who wish to pursue secondary education in private schools.	
How does ESC work?	•Junior High Schools (JHSs) apply and are accredited by PEAC to be part of the program.	
	•JHSs that become ESC-participating schools are given a number of slots that come with subsidies called ESC grants.	
	•Program beneficiaries are called ESC grantees.	
Who are ESC grantees?	Those who want to be ESC grantees must enroll for Grade 7 in ESC-participating schools with ESC slots. ESC grantees are selected in Grade 7. No new ESC grants are awarded at higher grade levels.	
	In selecting grantees, ESC-participating JHSs shall give preference to graduates of public elementary schools. The School Committee shall profile and assess the students considered for ESC grants and select grantees based on need, given the limited slots allocated to the school.	
How much is the ESC grant?	The amount of subsidy given to the grantee at Grade 7 is the same amount the grantee will receive until Grade 10. For this school year:	

Grade Level	Schools in NCR	Schools outside NCR
Grade 7	Php11,000	Php8,500
Grade 8	Php11,000	Php8,500
Grade 9	Php11,000	Php8,500
Grade 10	Php10,000	Php7,500

	However, if the total school fees declared by the school in the ESC Information Management System are lower than the amount of the ESC grant, the school will only be paid the total school fees.	
What are the requirements for ESC grantees?	No maintaining grades are required of grantees within a school year. The grant remains in force for the next school year if the grantee is promoted to the next grade level and enrolls in an ESC-participating JHS.	
	•The grant is terminated if a grantee does any one of the following:	
	–Drops out in the middle of the school year;	
	–Does not re-enroll the following school year;	
	–Fails to be promoted to the next grade level or is retained at the same grade level;	
	–Is suspended for more than two (2) weeks, dismissed or expelled by the school for disciplinary reasons; or	
–Transfers to a non-ESC-participating JHS		

Educational Service Contracting (ESC)

QUESTION/CONCERN	ANSWER	REFERENCE
What are the requirements for ESC grantees?	Grantees who drop out due to prolonged illness, accident, force majeure, or death of a parent or guardian may be reinstated in the ESC program, provided they submit relevant documents to PEAC. The documents to be submitted are to support their claim i.e. for illness, a medical certificate issued by a licensed medical doctor.	
Can ESC grantees transfer schools?	•Transfers to another ESC-participating JHS are allowed.	
	•In cases when the applicable subsidy amount of the releasing school is different from that of the accepting school, the accepting school will be paid the lower of the two applicable subsidy amounts.	
	•The accepting school is responsible for reporting transfer details in the ESC Information Management System.	
Can I give my ESC slot to someone else?	No, the ESC grant is not a legal tender and cannot be transferred from one student to another.	
How and when do ESC-participating schools get paid?	ESC-participating JHSs must create their ESC and TSS billing statements by the second Friday of August and submit the billing statement packages by the third Friday of August of the current year.	
	ESC-participating JHSs can monitor the status of all their billing statements at the Tools section in the ESC Information Management System. The PEAC RS, the PEAC NS and the DepEd AD update the status in the ESC IMS as the billing statement package is processed at their offices.	
Where can I check other details on ESC and TSS?	DepEd Order No. 20, s. 2017 Guidelines on the Implementation of the Educational Service Contracting and Teachers' Salary Subsidy Programs in Junior High School Effective School Year 2017-2018	

KINDERGATEN

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
	<ul style="list-style-type: none">•Children who have completed alternative Kindergarten programs not sanctioned by the Department of Education (i.e. non-DepED accredited learning centers offering Kindergarten, day care centers offering Kindergarten, home-schooled students) must undergo a validating test administered by the Bureau of Education Assessment (BEA) in the DepEd Central Office. A representative from BEA may be requested by the SDOs to administer the validating test in their respective SDOs.	

KINDERGATEN

QUESTION/CONCERN	ANSWER	REFERENCE
R.A. 10157 - Kindergarten Education Act	<ul style="list-style-type: none"> •“Kindergarten Education Act of 2012” (Republic Act No. 10157) and the 	
	<ul style="list-style-type: none"> •“Enhanced Basic Education Act of 2013” (Republic Act No. 10533), provides equal opportunities for all children to accessible, mandatory and compulsory kindergarten education that effectively promotes physical, social, cognitive, and emotional skills stimulation and values formation is offered to all five (5)-year-old Filipino children to sufficiently prepare them for Grade One. 	
	<ul style="list-style-type: none"> •Kindergarten education is vital to the development of the Filipino child “for it is the period when the young mind’s absorptive capacity is at its sharpest” 	
	<ul style="list-style-type: none"> •Policy of the State to make education responsive to the needs, circumstances, and diversity of learners, schools, and communities using developmentally-appropriate and culturally-sensitive practices. 	
	<ul style="list-style-type: none"> •The Policies and Guidelines on the implementation of Kindergarten Catch Up Education Program (KCEP) 	DO No. 11 s. 2014
	<ul style="list-style-type: none"> •An educational intervention for children five (5)-year-old and above who do not have access to schools or daycare centers or those who live under difficult circumstances: chronic illness, displaced due to armed conflict, urban resettlement, disasters, extreme poverty child abuse such as domestic violence, neglect and abandonment, and who are not able to finish the General Kindergarten Program. 	
	Omnibus Policy on Kindergarten Education	DO No. 47 S. 2016
	<ul style="list-style-type: none"> •sets the basic standards for an efficient and effective Kindergarten Education Program implementation for both public and private schools nationwide, and 	

KINDERGATEN

QUESTION/CONCERN	ANSWER	REFERENCE
Kindergarten Policy	<ul style="list-style-type: none"> •shall serve as basis for accreditation and/or recognition of those intending to put up early learning centers 	
	Comprehensive components:	
	<ul style="list-style-type: none"> •Curriculum 	
	<ul style="list-style-type: none"> •Instruction, such as teaching methodologies and strategies 	
	<ul style="list-style-type: none"> •Assessment 	
	<ul style="list-style-type: none"> •Learning resources and instructional materials 	
	<ul style="list-style-type: none"> •Learning space and environment 	
	<ul style="list-style-type: none"> •Monitoring and evaluation for the standard delivery of kindergarten services 	
	<ul style="list-style-type: none"> •Age qualification for Kindergarten learners should be five (5) years old by June 1 of every school year 	DO 16 s. 2015
Kindergarten Policy	<ul style="list-style-type: none"> •School may consider learners entering Kindergarten who will turn five (5) years old by the end of August on the condition that the Philippine Early Childhood Development (ECD) Checklist must be administered to the learner to ensure that the learner is capable to meet the expectations of the grade level 	
	Study reveal that:	
	<ul style="list-style-type: none"> •Children who start formal too early may encounter difficulties in meeting the content and performance standards across all developmental domains and experience unnecessary stress that may lead to long-term negative effects such as poor self-esteem, loss of motivation to learn and mental health problems 	
	<ul style="list-style-type: none"> •The Phil. Early Childhood Development (ECD) Checklist shows the range of behaviors that children from the ages of 3.1 to 5.11 can do in the various domains of development. The differences between what a 5 year old can do from what those who are below 5 can do are markedly different especially in the socio-emotional domain 	
Enrollment	Eligibility for Grade 1	D.O. 47, s. 2016

KINDERGATEN

QUESTION/CONCERN	ANSWER	REFERENCE
<p>procedures</p>	<ul style="list-style-type: none"> •Children who have completed DepEd-accredited Kindergarten programs are eligible for Grade 1. 	
	<ul style="list-style-type: none"> •Children who are six years old and above who have not completed Kindergarten will have to complete KCEP. At the end of the KCEP, teachers will have to assess the learners using the Philippine ECD checklist, and the learner's Progress Report. Assessment result will be used by the Grade 1 teacher to design or modify instruction to meet the learner's specific needs 	
	<ul style="list-style-type: none"> •Children who have completed alternative Kindergarten programs not sanctioned by the Department of Education (i.e. non-DepED accredited learning centers offering Kindergarten, day care centers offering Kindergarten, home-schooled students) must undergo a validating test administered by the Bureau of Education Assessment (BEA) in the DepEd Central Office. A representative from BEA may be requested by the SDOs to administer the validating test in their respective SDOs. 	

K TO 12

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
What is K to 12 Program?	The K to 12 Program covers 13 years of basic education with the following key stages:	
	· Kindergarten to Grade 3	
	· Grades 4 to 6	
	· Grades 7 to 10 (Junior High School) · Grades 11 and 12 (Senior High School)	
Why are we now implementing 13 years of basic education?	The Philippines is the last country in Asia and one of only three countries worldwide with a 10-year pre-university cycle (Angola and Djibouti are the other two).	
	A 13-year program is found to be the best period for learning under basic education. It is also the recognized standard for students and professionals globally.	
How will K to 12 affect the college curriculum?	The College General Education curriculum will have fewer units. Subjects that have been taken up in Basic Education will be removed from the College General Education curriculum.	
	Details of the new GE Curriculum may be found in CHED Memorandum Order No. 20, series of 2013.	
Under K to 12, will Kindergarten be a pre-requisite for entering Grade 1?	Yes. Republic Act No. 10157, or the Kindergarten Education Act, institutionalizes Kindergarten as part of the basic education system and is a pre-requisite for admission to Grade 1.	
With K to 12, will there be an overlap between the Day Care program of Local Government Units (LGUs) and DepEd Kindergarten?	No. Day Care Centers of LGUs take care of children aged 4 or below, while the DepEd Kindergarten program is intended for children who are at least 5 years old by the end of August of the current school year.	
With K to 12, should schools prepare permanent records for Kindergarten students?	Yes. While the assessment on readiness skills of students in Kindergarten is not academically driven, a good measure of the child's ability to cope with formal schooling is needed for future learning interventions.	
Who is in charge of Kindergarten teacher compensation?	DepEd is the main agency that employs and pays Kindergarten teachers in public schools. However, there are LGUs that help in the Kindergarten program and provide honoraria for additional Kindergarten teachers in public schools.	

LEGAL MATTERS

QUESTION/CONCERN	ANSWER	REFERENCE
	While this moratorium is still in full effect, all DepEd regional, schools division and school officials, and personnel shall not endorse any plans, proposals, and intentions relative to the conduct of educational field trips.	
TUITION FEES	Prohibiting the Exaction of Interest on Unpaid Tuition Fees in Private Schools	DO 63, s. 1999
	No interest shall be exacted on unpaid tuition fees by any private school unless expressly stipulated in the enrollment contract	
FINAL EXAMS	Enjoining Schools to Allow Students with Unpaid Fees to Take their Final Exams	DO 15, s. 2010
	To protect every child's human right to basic education, all schools, both public and private, are enjoined to allow students with unpaid fees to take their final exams. It has to be emphasized that civil liabilities of parents should not in any way jeopardize their children's continued schooling	
Change of Name	•Requirements:	
	1) Birth Certificate duly certified true as a true copy by the Local Civil Registrar which issued the same authenticated by the Civil Registrar General, National Statistics Office (NSO), Philippine Statistics Authority, East Avenue, Quezon City or if there is no Certificate of Live Birth, proof of loss or non-availability thereof duly attested by the Local Civil Registrar concerned and/or the Civil Registrar General together with the Baptismal Certificate of the student.	
	2) Joint Affidavit of two (2) disinterested persons attesting to the fact/among others, that the assumed name(s) and the legal name of the student refer to one and the same person.	
	3) Affidavit of the student if of legal age, or that of the parents or guardian, if still a minor, explaining the circumstances that led to the use of the assumed/erroneous name or alias, attesting the same fact as called for previously.	
Change of Name	4) Letter-request for correction of name addressed to the Secretary of Education specifying the schools attended/graduated from Elementary to Secondary, as the case may be, and the name(s) used.	
	5) School records bearing the erroneous name: e.g. Diploma, Transcript of Record or Registration Card (any one of these schools records will suffice except that when there are several name(s) appearing in the school records, each school records bearing different names must be submitted for purposes of verification and identification of the requesting student,.	

LEGAL MATTERS

QUESTION/CONCERN	ANSWER	REFERENCE
Regulation of Private Schools	For Complaints against Private Schools, reference is made to DepEd Order No. 88, s. 2010, as amended by DepEd Order No. 11, s. 2011.	DepEd Order No. 88, s. 2010 / DepEd Order No. 11, s. 2011.
	Refer formal complaints before the Office of the Regional Director exercising jurisdiction over the school concerned	
No Collection Policy	The sale of tickets and/or the collection of contributions in any form whatsoever, by any person for any project or purpose, whether voluntary or otherwise, from school children, students and teachers of public and private schools, colleges and universities is hereby prohibited:	RA 5546
	Provided, however, That this prohibition shall not cover membership fees of school children and students in the Red Cross, the girl scouts of the Philippines and the boy scouts of the Philippines: Provided, finally, That this prohibition shall not cover the contributions of parents and other donors for the support of barrio high schools.	
	•a. no fees shall be collected from school children in Kindergarten up to Grade 4 anytime during the School Year (SY);	DepEd Memo 143, s. 2016
	•b. no collection of fees shall be made for Grade 5 to High School learners from June to July;	
	Further, in DO 41, s. 2012, it is stressed that in no case shall non- payment of voluntary school contributions Or membership fees shall be made as a basis for admission, nonpromotion, or non-issuance of clearance to a student by the school concerned.	
End of School Year Rites	•DO 8, s. 2017 - School Year 2016-2017 End of School Year Rites (Public Schools only)	
	•Expenses relative to the activity should be charged to the school Maintenance and Other Operating Expenses under the 2017 Budget;	
	•Any DepEd personnel should not be allowed to collect any graduation/moving up/closing ceremony fees or any kind of contribution;	
	•Parent-Teachers Association (PTA) may give donations in cash or in kind; and	
	•Contribution for the annual yearbook, if any, should be on a voluntary basis.	
MORATORIUM ON FIELD TRIPS	There shall be a moratorium, as guided by DepEd Order Nos. 56, s. 2001; 51, s. 2002; and 52, s. 2003, on the conduct of educational field trips and other similar activities for all public elementary and secondary' schools. This shall be observed until the review and revision of related policies have been finalized. All private schools are also encouraged to abide with the provision of this Memorandum if deemed necessary.	DepEd Memo. No. 47, s. 2017

LEGAL MATTERS

QUESTION/CONCERN	ANSWER	REFERENCE
Children in Conflict with the Law	When a pupil/student commits a serious offense punishable under special laws or under the Revised Penal Code, the school head/principal with the assistance of the guidance counselor or guidance teacher shall report the case immediately to the law enforcement officer and refer the case to the Local Social Welfare Development Officer for appropriate action.	
DISCIPLINARY PROCESSES	For administrative complaints against employees of the Department	DepEd Order No. 49, s. 2006.
	Administrative Complaints may be filed before the proper disciplinary authority or through the DepEd Action Center.	
Disciplinary Authority	Regional Director – Teachers, Principals, Personnel in Regional Office, Persons with supervisory capacity	
	Schools Division Superintendent – Non-teaching personnel within the Schools Division Office	
	Secretary – Employees within the Central Office. Presidential appointees such as Regional Directors and Schools Division Superintendents.	
Commencing a Complaint	Proceedings may also be commenced upon sworn written complaint.	
	Administrative proceedings may be commenced motu proprio by the Secretary of Education, the Regional Director, in case of DepED Officials and teaching and non-teaching personnel, and the Schools Division Superintendents in Case of non-teaching personnel within their jurisdiction.	
DISCIPLINARY PROCESSES		
Form of Complaint	A complaint shall be under oath and shall be written in a clear, simple, and concise language so as to inform the person complained of, about the nature and cause of accusation against him to enable him to intelligently prepare his defense or answer.	
Content of Complaint	a. Full name and address of the complainant	
	b. Full name and address of the person complained as well as his position and office in the Department of Education	
	c. A narration Of the relevant and material facts which should show the acts or omissions as allegedly committed by the person	
	d. Certified true copies of documentary evidence and affidavits of his witnesses if any; and	
	e. Certification or statement on non-forum shopping	

LEGAL MATTERS

QUESTION/CONCERN	ANSWER	REFERENCE
Bullying	This is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation.	
Cyber Bullying	This is any conduct defined in the preceding paragraph, as resulting in harassment, intimidation, or humiliation, through electronic means or other technology, such as, but not limited to texting, email instant messaging, chatting, internet, social networking websites or other platforms or formats.	
	For Cyber Bullying, refer the client to the DepEd CyberSafe Manual accessible online in the DepEd Website	
Handling Bullying Incidents	1) Upon the filing of a complaint or upon notice by a school personnel or official of any bullying or peer abuse incident, the same shall be immediately reported to the School Head	
	2) Schools Head shall inform the parents or guardian of the victim and the offending child, in a meeting called for the purpose.	
	3) The victim and the offending child shall be referred to the Child Protection Committee for counseling and other interventions.	
	4) The penalty of reprimand, if warranted, may be imposed by the School Head in the presence of the parents or guardians.	
	5) If bullying is committed for a second or subsequent time, after the offending child has received counseling or other interventions, the penalty of suspension for not more than one (1) week may be imposed by the School Head, if such is warranted.	
	During the period of suspension, the offending child and the parents or guardians may be required to attend further seminars and counseling.	
	The School Head shall likewise ensure that the appropriate interventions, counseling and other services, are provided for the victim or victims of bullying.	
Bullying that results in serious physical injuries or death	If the bullying or peer abuse resulted in serious physical injuries or death, whenever appropriate, the case shall be dealt with in accordance with the provisions of Republic Act 9344 and its Implementing Rules and Regulations.	
	Refer client to DepEd Order No. 40, s. 2012;	
	Refer client to the Child Protection Committee in the School;	
Children in Conflict with the Law	Crimes and/or Offenses committed by a child	DepEd Order No. 18, s. 2015

LEGAL MATTERS

QUESTION/CONCERN	ANSWER	REFERENCE
CHILD PROTECTION POLICY		
Prohibited Acts	1. Child abuse;	
	2. Discrimination against children;	
	3. Child Exploitation;	
	4. Violence Against Children in School;	
	5. Corporal Punishment;	
	6. Any analogous or similar acts.	
Corporal Punishment	1) Physical Blows	
	2) Striking of a child's face or head, such being declared as a "no contact zone";	
	3) Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;	
	4) Forcing a child to perform physically painful or damaging acts	
	5) Deprivation of a child's physical needs as a form of punishment;	
	6) Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, and other materials	
	7) Tying up a child;	
	8) Confinement, imprisonment or depriving the liberty of a child;	
	9) Verbal abuse or assaults;	
	10) Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;	
	11) Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and 12) Other analogous acts.	
Complaints in Public Schools:	1. Report incident to school head or schools division superintendent (SDS);	
	2. Have schools head/SDS ensure compliance with proper form and forward the same to disciplinary authority;	
	3. Have disciplinary authority order the conduct of Fact Finding Investigation	
Complaints in Private Schools:	1) Have complaint against school personnel or official filed with the School Head/Chief Executive Officer	
	2) It shall be acted upon pursuant to the school's rules of procedures on administrative cases. The penalty shall be that which is provided by the rules of the school, subject to the requirements of due process	

Learner Information System (LIS)

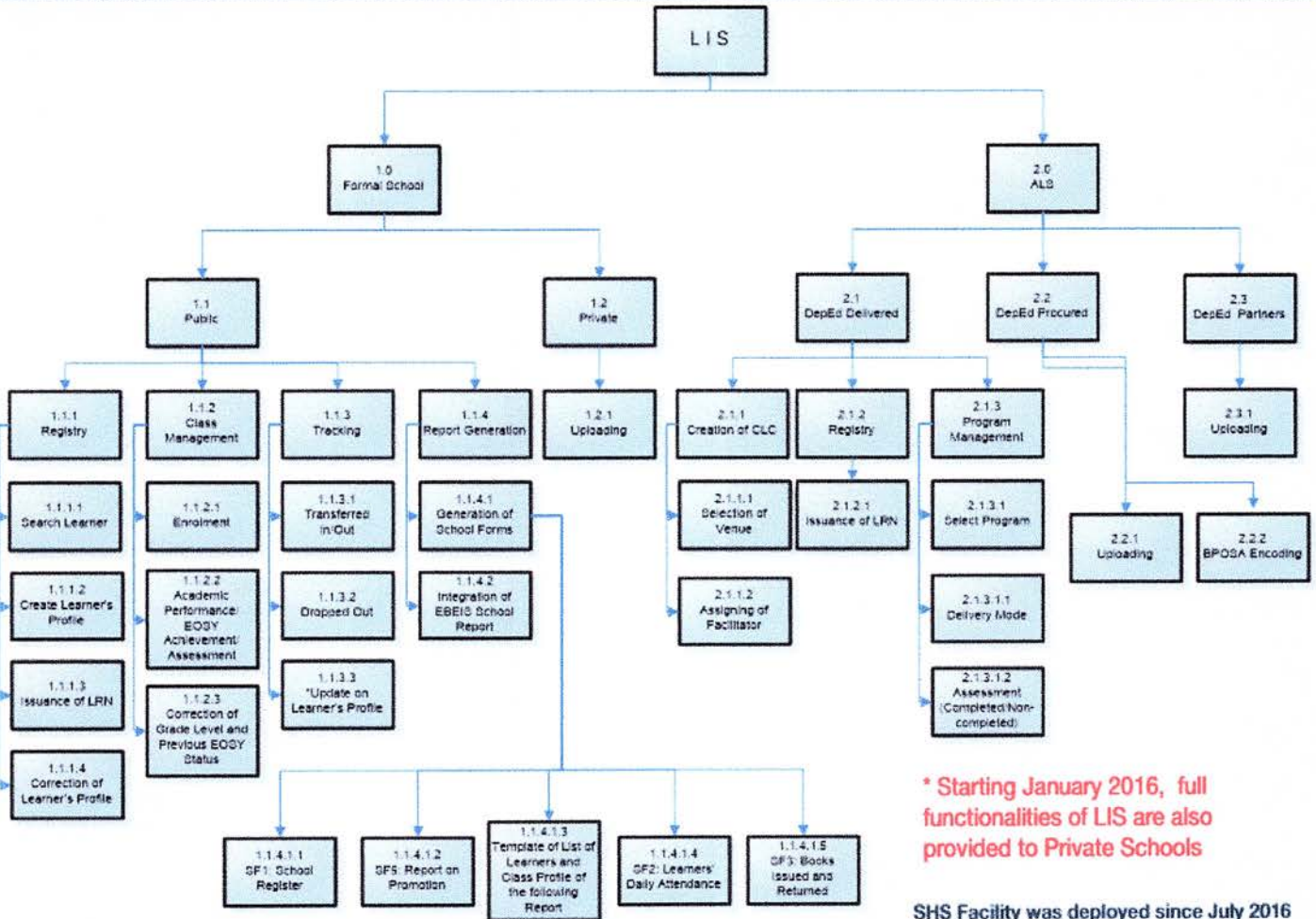
QUESTION/CONCERN	ANSWER	REFERENCE																											
What is LIS?	The Learner Information System (LIS) is an online facility that provides for the registration of learners enrolled in all schools run or licensed by the Department of Education (DepEd) in the Philippines.																												
	It is the national registry of all learners in Basic Education.																												
Purpose and Scope	•Provide a standardized registration system for learners																												
	•Track learner progress/performance																												
	•Provide learner information for better program planning and supervision of schools and learning centers																												
	•Enhance management of learner records																												
Quick History of the LIS																													
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Data in LIS	•Basic personal data of the learner																												
	•Enrollment history (formal and non-formal)																												
	•Classes and class advisers (for formal)																												
	•Learning facilitators (for ALS and Abot-Alam)																												
	•Grades and evaluation results;																												
	•Indication of benefits (4Ps, CCT, ESC, QVR)																												
	•Health and nutritional status																												
	•Etc.																												
Who's in charge?	•Owned by the Department of Education																												
	–Process Owner: EMISD-PS																												
	–Development: ICTS-SDD with BEST UIS																												
	–Support & Training: ICTS-USD																												
LIS Users	•The following must register and update their learners' profile in the LIS	(DO 22 s. 2012, DO 16 s. 2015, and DO 52 s. 2016)																											
	–All public and private elementary and secondary schools																												
	–State universities and colleges (SUC), local universities and colleges (LUC), and higher education institutions (HEI) offering elementary and secondary schools																												

Learner Information System (LIS)

QUESTION/CONCERN	ANSWER	REFERENCE
LIS Users	-All programs under the Alternative Learning System (ALS, including Abot-Alam, whether DepEd-delivered, -procured, or -partnered)	

LIS Functional Design

LIS Functional Design



DEPARTMENT OF EDUCATION

Registry			
Search		•Exact Parameters	
		•Global	
Creation		•Unique (no special characters)	
		•Required Basic Information	
		•Other Tags	
		•Issuance of LRN	
Correction		•Valid Reference	
		•Protocol	
		•Merge to Existing Record	

Learner Information System (LIS)

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
Class Management		
Enrollment	•Create Class/Section	
	•Eligibility	
	•Date of First Attendance	
Academic Performance	•Acceleration	
	•End of SY Status, Tagging of Honors, and General Average	
	•Pre-requisite for enrollment in succeeding SY	
Correction	•Valid Reference	
	•Protocol	
	•Merge to Existing Record	
Tracking		
Transfer	•Public to Public	
	•Public to Private	
	•Private to Public	
	•Private to Private	
	•Date Effective	
Drop Out (NLS)	•Reason	
	•Effective Date	
Balik Aral	•Revised definition	
	•Automatic Tagging	
	•Identify where the last school attended	
	•Recent SY attended	
Transfer of Documents		
Transfer IN	•You enrolled learner that formerly attended classes in any date from other school	
	•Wait for confirmation from originating school	
	•Public to Public	
	•Public to Private	
	•Private to Public	
	•Private to Private	
	•Date Received of Document	
Transfer OUT	•Your former learner was enrolled to another school in the current SY	
	•Accept or Decline	
	•Effective Date of Transferring Out	
	•Date of Transmitted of document	
	•Remark Message	
Division Support	•Alternative to school to school transaction (Learner who is no longer attending basic education or about to transfer to school abroad)	
	•Coordinate to school concern	
	•Provision of SF 5 as substitute in the absence of form 137	
Report Generation		

Learner Information System (LIS)

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
School Forms	•SF1 – Master List of Learners	
	•SF2 – Daily Attendance Template with pre-loaded list of learner per section	
	•SF3 – Books Issues and Returned Template with pre-loaded list of learner per section	
	•SF4 – Monthly Report of Movements	
	•SF5 – Report on Promotion	
	•SF6 – Summary of Report on Promotion	
Enrollment Related Data Pushed to EBEIS	•Age Profile	
	•No. of Learner by Grade/Level/Gender	
	•Movements	
Other Customized Reports	•Alternative to school to school transaction (Learner who is no longer attending basic education or about to transfer to school abroad)	
	•Coordinate to school concern	
	•Provision of SF5 as substitute in the absence of form 137	
What are the LIS policy basis?	•The DepEd Child Protection Policy	DO 40 S. 2012
	•The accountability of school heads and their teachers	DO 4 S. 2014, DO 26 S. 2015
	•The process of assessment of learner's progress	DO 8 S. 2015
	•School Calendar	DO 23 S. 2016
	•The Omnibus Policy on Kindergarten Education	DO 47 S. 2016
	•Key performance indicators of schools and learners	DO 52 S. 2016
	•Data Privacy Act of 2012	RA 10173
Data Protection Policy	•Sensitive learner information (SLI) includes the LRN, name, documents, enrollment history, and other personally identifiable information of the learner	
	•All SLI and procedures related to its processing are CLASSIFIED and HIGHLY PRIVILEGED information, and must NEVER be accessed, disclosed, or processed by unauthorized entities at any given time	
	•DepEd officials and employees, class advisers, ALS facilitators, school heads, teaching and non-teaching members, and other authorized personnel MUST protect SLI from unauthorized access, disclosure, or processing at all times	
	•Under NO CIRCUMSTANCES can anyone post SLI on publicly available channels, including social media (Facebook, Twitter, etc.)	

Learner Reference Number (LRN)

QUESTION/CONCERN	ANSWER	REFERENCE
What are the policies on LRN?	•Only the following institutions are authorized to issue LRN to learners	DO 52 s. 2016
	–Public schools (includes DepEd-managed schools, SUC, and LUC)	
	–Private schools licensed by DepEd (with permit and/or recognition)	
	–ALS Community Learning Centers (DepEd-managed, -procured, and -partnered).	
	•Every learner in the basic education system can possess only one PERMANENT and PERPETUAL LRN.	
	•The DepEd Central Office and the Regional Offices CANNOT issue LRN to new learners, and WILL NOT disclose an existing learner’s LRN	
	•The learner receives their LRN immediately upon first entry to Kinder, Grade 1 (Kindergarten Catch-up Education Program/KCEP), and ALS	
	•LRN issued to learners in Grades 1 (non-KCEP) to 12 require approval from the Division Office	
	•The school, CLC, or SDO must issue the learner an LRN free of charge, and must NEVER accept gifts or collect fees from learners or parents	
•Unauthorized or fraudulent issuance of LRN is STRICTLY PROHIBITED		

Learner Reference Number (LRN)

QUESTION/CONCERN	ANSWER	REFERENCE
What is LRN?	Learner Reference Number	
	•A unique and permanent 12-digit number assigned to anyone enrolled into the Philippine basic education system	
	•To be used by all schools in the Philippines	
	•The Philippines' national student identification number	
	•Offers access to learner profiles in the registry and even performance data as the learner completes the program, whether it be in the formal or non-formal mode of learning	
	•This applies regardless of the learner's transfer to another school or learning center in the public or private sector, and promotion/moving up to the secondary level	
•The LRN shall be incorporated in all documents, forms, examinations, surveys, and databases when referring to specific learner		DO 22 s. 2012

LRN FORMAT

XXXXXXX YY ZZZZ

<p style="font-size: 1.2em; font-weight: bold;">School ID</p> <p>Starts with:</p> <p>1, 2, 3, 5 – Public schools 4 – Private schools 6 – SUC & LUC</p>	<p style="font-size: 1.2em; font-weight: bold;">School Year</p> <p>Last two digits of the year when the student was enrolled in the LIS</p>	<p style="font-size: 1.2em; font-weight: bold;">Student Number</p> <p>A four-digit unique and sequential number assigned to each learner</p>
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For example:

198765150721

POLICIES ON SCHOOL OPENING

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
What are the documentary requirements upon enrollment?	Birth Certificate If not available during early registration, the birth certificate must be submitted within the school year.	
Who may enroll in Kindergarten?	-5 years old by the end of August Requirements: -Presentation of birth or baptismal certificate (may be submitted within the school year) -Affidavit of identity of the learner, if birth or baptismal certificate is not available	DO 47 s. 2016 & DO 6, s. 2017
Who may enroll in Grade 1?	-Completers of DepEd-accredited Kindergarten programs -Kindergarten Catch-Up Education Program (KCEP) completers and passed the Philippine ECD checklist -Children who completed alternative Kindergarten programs and passed the validating test (PVT)	DO 47 s. 2016
Who are the priority learners for admission in a public school?	Priority preference for admission to new entrants who are residents of the locality where the school is located, subject to the maximum class size (Grade 1 to 4 – maximum of 40 learners per class; Grade 5 to 12 – 15 students to a maximum of 60 per class) is maintained. However, excess entrants (new or old), who are residents of the locality where the school is located shall be admitted, subject to the provisions of alternative delivery modes and adoption of double shift policy.	DO 32 s. 2003
Will the school accept transferees without transfer requirements?	Learners from either public or private school who wish to transfer to a public school shall bring their Form 138 (Report Card) to the school where they intend to transfer. If this document is not available, the child can be admitted on the condition that the Report Card shall be submitted not later than the end of the First Grading Period (August).	

POLICIES ON SCHOOL OPENING

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
Can a student get clearance even if the authorized school contributions, such as BSP, GSP, Red Cross, Anti-TB Fund and PTA, were not paid?	DO 41, s. 2012 stressed that in no case shall non-payment of voluntary contributions or membership fees be made a basis for non-admission, non-promotion or non-issuance of clearance to a student by the school concerned.	DO 41 s. 2012
TRANSFER OF LEARNERS	-Learner Information System (LIS) as platform in the request and release of learner's school records.	DO 54 s. 2016
	-School to school transfer of Form 137 (permanent records) should not be hand carried by either the parent or learner	
WEARING OF UNIFORMS AND IDs	-School uniforms are not required	DO 41 s. 2012
	-IDs will be provided by the school at no cost	
NO COLLECTION POLICY	For Kinder to Grade 4 levels	DM 143 s. 2016 / DO 41 s. 2012
	» NO collection of any fees	
	For Grade 5 to High School levels	
	» NO collection of any type during enrolment period up to the first (1st) month of classes.	
	»Starting second (2nd) month of every school year, authorized contributions may be collected but on a voluntary basis only.	
	•No teacher, school officials nor school personnel, shall collect fees or contributions, nor shall they be entrusted with the safekeeping and disbursement of collections made by the PTA.	

POLICIES ON SCHOOL OPENING

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
	<ul style="list-style-type: none"> •In no case shall non-payment of voluntary school contributions or membership fees be made a basis for non-admission, non-promotion or non-issuance of clearance to a student by the school concerned. 	
School Year 2017-2018	-204 school days (June 5, 2017 – April 6, 2018)	DO 25 s. 2017
	-195 class days; 5 days INSET; 4 days for the Parent-Teacher Conferences	
	-Conduct of General Assembly to orient stakeholders on the curriculum, co-curricular programs and ancillary services	
	-Private Schools may deviate from this calendar but should notify Regional Offices in advance	
	-Deviation should not be earlier than the first Monday of June and not later than the last day of August.	
Private Schools	<ul style="list-style-type: none"> •Establishment of a private school shall be subject to prior approval of the Department thru its Regional Director having jurisdiction over the place where the school or branch shall be established. 	DO 88, s. 2010
	<ul style="list-style-type: none"> •Two kinds of authority to operate: 	
	-Permit – valid for one school year	
	-Recognition – valid for an indefinite period provided that the requirement of law, rules, and standards will be satisfied.	
	<ul style="list-style-type: none"> •A student is deemed officially enrolled after s/he has submitted his/her appropriate admission or transfer credentials, has made an initial payment of his school fees which has been accepted by the school, and has been authorized to attend classes in the school 	

POLICIES ON SCHOOL OPENING

QUESTION/CONCERN	ANSWER	REFERENCE
Private Schools	<ul style="list-style-type: none"> •A pupil or student enrolled in one school is entitled to transfer to another school, provided s/he has no unsettled obligations with the school s/he was enrolled in. 	DO 88, s. 2010
	<ul style="list-style-type: none"> •The release of the transfer credentials of any student may be withheld for reasons of suspension, expulsion, or nonpayment of financial obligations or property responsibility of the student in the school. The credentials shall be released as soon as his obligation is settled or the penalty of suspension or expulsion has been lifted. 	
	<ul style="list-style-type: none"> •In meritorious cases as may be determined, a student without any appropriate admission or transfer credentials may be provisionally enrolled, allowed to attend classes, and to earn credits for the subjects enrolled during the school year given s/he submits his/her valid admission or transfer credentials on or before the last day of the school year. 	
	<ul style="list-style-type: none"> •Each private school shall determine its rate of tuition and other school fees or charges. 	
	<ul style="list-style-type: none"> •Any private school which desires to revise its rates of tuition or other school fees or charges shall file an application with the Regional Director. 	
	<ul style="list-style-type: none"> •The increase in tuition or other school fees as well as new fees or charges shall be subject to the following conditions: 	
	<ul style="list-style-type: none"> –Consultation with duly organized student government, parents, and students 	
	<ul style="list-style-type: none"> –No increase in tuition or other school fees shall be approved 	
	<ul style="list-style-type: none"> –In no case shall the return to investments exceed 12% 	

POLICIES ON SCHOOL OPENING

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
School MOOE Eligible Expenses	<ul style="list-style-type: none"> •Rental and minor repairs of tools and equipment deemed necessary for the conduct of teaching and learning activities 	DO 13, s. 2016
	<ul style="list-style-type: none"> •Wages of full-time janitorial, transportation, and security services 	
	<ul style="list-style-type: none"> •Utilities (electricity and water) and communication (telephone and Internet) expenses 	
	<ul style="list-style-type: none"> •Reproduction of teacher-made activity sheets or exercises that were downloaded from the LRMDs 	
	<ul style="list-style-type: none"> •Procure small capital expenditure items worth Php15,000 as provided in the new GAM 	
Teacher Hiring	<ul style="list-style-type: none"> •Applicants shall register to the DepEd's online system and select the schools division where they want to be ranked, an applicant number will be issued. 	
	<ul style="list-style-type: none"> •An applicant shall submit to the head of school where a vacancy exists with the required documents. 	
	<ul style="list-style-type: none"> •The applicants shall be evaluated and assessed. 	
	<ul style="list-style-type: none"> •For the required documents and evaluation criteria, DepEd Hiring Guidelines are as follows: 	
	<ul style="list-style-type: none"> – DO 7, s. 2015 (Hiring Guidelines for Teacher I Positions) 	
	<ul style="list-style-type: none"> – DO 22, s. 2015 (Hiring Guidelines for the Remaining Teaching Positions) 	
	<ul style="list-style-type: none"> – DO 3, s. 2016 (Hiring Guidelines for SHS Teaching Positions) 	
	<ul style="list-style-type: none"> – DO 49, s. 2016 (Guidelines for Hiring Contractual [Full-Time and Part-Time] in SHS) 	
	<ul style="list-style-type: none"> – DO 50, s. 2016 (Hiring Guidelines for Teacher I Positions Implementing IP Education) 	
	<ul style="list-style-type: none"> •Registry of Qualified Applicants (RQA) is the list of qualified applicants for appointment. Cut-off score for inclusion is 70 points. 	
<ul style="list-style-type: none"> •RQAs should be ready on the last week of April of every year so that qualified applicants may be appointed by May 1. The RQA is valid for a period of one school year. 		
Field Trips	<ul style="list-style-type: none"> •In line with the review of DepEd's policies on field trips, a moratorium on field trips is currently in effect. DepEd officials and personnel shall not endorse any plans, proposals, and intentions relative to the conduct of the field trips. 	
	<ul style="list-style-type: none"> •Schools where all arrangements have been set up including approved permits prior to the moratorium may proceed provided that existing guidelines are strictly observed. 	

POLICIES ON SCHOOL OPENING

QUESTION/CONCERN	ANSWER	REFERENCE
What are the activities in preparation to school opening?	Early Registration	D.M. No. 1, s. 2019 - Early Registration for School Year 2019-2020
	<ul style="list-style-type: none"> • last Saturday of January to the last Friday of February of each year 	
	Brigada Eskwela	DM 36 s. 2019
	<ul style="list-style-type: none"> • May 15-20, 2017 	
	<ul style="list-style-type: none"> • Bringing together of all education stakeholders to participate and contribute to prepare public school facilities before the opening of classes 	
	Oplan Balik-Eskwela	DM 29 s. 2019
<ul style="list-style-type: none"> • Ensure smooth opening of classes 		

SENIOR HIGH SCHOOL PROGRAM

Educational Service Contracting (ESC)

Local Universities and Colleges (LUC)

State Universities and Colleges (SUC)

Voucher Program Beneficiary (VPB)

Qualified Voucher Recipient (QVR)

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
What is the SHS Voucher Program?	The SHS Voucher Program is a financial assistance program for Grade 10 (JHS) completers who wish to continue their Grade 11-12 education in private high schools, private or public universities or colleges, and technical-vocational institutions offering SHS.	
	Through the SHS Voucher Program, students and their families are able to exercise greater choice in deciding the Senior High School that is most relevant to their needs and career goals.	
	The voucher enables students to claim a “discount” or a deduction from the cost of tuition and other fees charged by a non-DepEd SHS where the student will enroll.	
Where can I check other details on the SHS VP?	Guidelines on the Implementation of the Senior High School Voucher Program Effective School Year 2017-2018	DepEd Order No. 19, s. 2017
	DepEd Order No. 66, s. 2016 Detailed Guidelines on the Applications for the Senior High School Voucher Program	DepEd Order No. 66, s. 2016
Who are the recipients of the voucher program?	Automatically qualified (no need to apply): public Grade 10 completers and private Grade 10 completers who are Education Service Contracting (ESC) grantees	
	May be qualified subject to approval of application: private non-ESC Grade 10 completers	
How will I know if my voucher application is successful?	You may view the results of your application through the Online Voucher Application Portal (OVAP) –ovap.deped.gov.ph.	
	Date of release of results:	
	–1st batch (manual/online): March 31, 2017 –2nd batch (strictly online): May 16, 2017	
Can I still apply for the voucher program?	The voucher application for private non-ESC Grade 10 completers is already closed.	
	Deadline of application:	
	–1st batch (manual): Jan. 13, 2017 –1st batch (online): Feb. 10, 2017	
	–2nd batch (strictly online): May 15, 2017	

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<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
I have already applied for the Voucher Program this School Year 2017-2018. How do I know if my application is approved?	Applicants should visit http://ovap.deped.gov.ph to find out if their application was approved.	
I have already received a Qualified Voucher Recipient from PEAC but when I visited the OVAP website, I cannot find my name anymore.	All approved Voucher Program applicants shall be issued a Qualified Voucher Recipient (QVR) certificate and a formal notice via e-mail. All QVRs will be honored upon enrollment.	
Can a student with no Learner Reference Number (LRN) avail the Voucher Program?	All public and private Grade 10 students of School Year 2016-2017 (who are expected to proceed to SHS in June 2017) are registered in the Learner Information System (LIS) and are assigned a Learner Reference Number (LRN). Grade 10 ESC grantees in private JHS also have unique student numbers and are registered in the ESC Information Management System, which is linked to the DepEd LIS.	
	A student who has graduated from secondary school prior to March 2015 and who was not assigned a Learner Reference Number while he/she was a student can still opt to enroll in SHS (although he/she is not required to do so). This student, however, is not eligible to participate in the SHS Voucher Program. He/she may opt to enroll in a DepEd SHS, which does not charge tuition fees.	
Is there a grade requirement for a student to be able to be qualified for the Voucher Program?	No grade requirement for a student to qualify for the SHS Voucher Program. However, a Grade 10 completer who wishes to enroll in a private school would need to comply with the school's admission requirements like any other applicant. If a student applicant does not meet grade requirements, for example, the private school may not grant him/her admission. In this case, the student can opt to apply in other SHS provider where he/she will qualify, or he/she can decide to enroll in a DepEd SHS instead.	

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QUESTION/CONCERN	ANSWER	REFERENCE
I applied for the voucher when I was incoming Grade 11 but my application was not approved. Can I try again to avail of the voucher for Grade 12?	Unfortunately, this will not be allowed and vouchers can only be granted and used at beginning of Grade 11 only.	
Is the voucher application open to Filipinos overseas transferring from Philippine schools abroad?	Yes. Filipino citizens who finished Grade 10 in Philippine schools overseas and wish to pursue Grade 11 at a school in the Philippines can apply to be a beneficiary in the Voucher Program.	
Will all non-DepEd SHS participate in the voucher program?	You may directly ask your chosen non-DepEd SHS if they will participate or not. You may also contact your regional or division office.	
How much is the value of the voucher that I will get?	Voucher amount is based on where the student completed Grade 10 (JHS) and where the student will enroll for Senior High School. (Use quick reference table below). Probing questions : Where did you finish Grade 10? Is this a public or a private school? Are you an ESC grantee? Where do you plan to enroll for Grade 11?	

Grade 10 Completers from PUBLIC SCHOOLS

Public Schools are DepEd Schools and State or Local Universities and Colleges (SUCs/LUCs) with Junior High Schools

Grade 10 Completers from PRIVATE SCHOOLS (ESC grantees)

Education Service Contracting scheme or ESC is a program whereby DepEd "contracts" the excess capacities of private high schools through the provision of subsidies for incoming Grade 7 students who, otherwise, would have gone to the public high schools

Grade 10 Completers from PRIVATE SCHOOLS (Non-ESC grantees)

Not an ESC grantee and not from a public JHS

I will enroll in...	...a Private School with DepEd SHS permit	...an SUC/LUC offering SHS	I will enroll in...	...a Private School with DepEd SHS permit	...an SUC/LUC offering SHS	I will enroll in...	...a Private School with DepEd SHS permit	...an SUC/LUC offering SHS
National Capital Region (NCR):	P22,500	P11,250	National Capital Region (NCR):	P18,000	P11,250	National Capital Region (NCR):	P18,000	P11,250
Highly Urbanized City* (outside of NCR):	P20,000	P10,000	Highly Urbanized City* (outside of NCR):	P16,000	P10,000	Highly Urbanized City* (outside of NCR):	P16,000	P10,000
non-HUC (outside of NCR):	P17,500	P8,750	non-HUC (outside of NCR):	P14,000	P8,750	non-HUC (outside of NCR):	P14,000	P8,750
What to bring upon enrollment: School ID with Learner's Reference Number (LRN)			What to bring upon enrollment: ESC Certificate (request for a printed copy from your JHS)			What to bring upon enrollment: QVR Certificate (issued to successful voucher applicants) Visit http://ovap.deped.gov.ph/results.aspx for more details.		

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<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
Will the voucher amount be the same if I transfer from a school in NCR to outside NCR and vice versa?	Transfer from one voucher tier location to another is allowed, but the voucher amount to be received by the voucher program beneficiary (VPB) shall be whichever is lower.	
What if I wasn't able to enroll in School Year 2016-2017? Can I still use it this year?	The voucher must be used in the school year immediately following the year of JHS completion. A VPB may only avail of the voucher subsidy for two (2) successive years.	
	A VPB who passed Grade 11 but was not able to enroll in the next school year because of medical reasons will still be able to avail, provided that the medical period is not more than one school year.	
Does the voucher amount cover other fees (registration, books, etc.)?	The voucher amount covers tuition and other school fees. Should the total school fees exceed the voucher amount, the beneficiary is expected to shoulder the top-up.	
	A top-up is the difference between total school fees and the voucher amount applicable to the student.	
Will the voucher amount be given to the parents or the students?	No. Voucher amounts are not given to parents/students in the form of cash. The payments shall be settled directly by DepEd to the participating SHS.	
Will the voucher amount be deducted from the total school fees upon enrollment?	You may ask the school about this. Some schools will discount the voucher amount upon enrollment, while others may charge the full school fees and then reimburse the voucher amount once they receive the payment from DepEd.	
What should I present to the school upon enrollment to prove that I'm a VPB?	If you're automatically eligible, you need to present your report card or your certificate of completion.	
	If you applied for the voucher and your application was successful, you need to present your QVR certificate, which may be downloaded from the OVAP – ovap.deped.gov.ph .	

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<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
GENERAL SENIOR HIGH SCHOOL CONCERNS		
What is Senior High School?	Senior High School (SHS) covers the last two years of the K to 12 program which includes Grades 11 and 12. In SHS, students will go through a core curriculum and subjects under a track of their choice.	
Will SHS mean two more years of High School?	Yes. These two additional years will equip learners with skills that will better prepare them for the future, whether it be:	
	· Employment	
	· Entrepreneurship	
	· Skills Development (Further Tech-Voc training)	
	Higher Education (College)	
Will the additional two years of High School mean additional expenses?	Not necessarily.	
	Senior High School “completes” basic education by making sure that the high school graduate is equipped for work, entrepreneurship, or higher education. This is a step up from the 10-year cycle where high school graduates still need further education (and expenses) to be ready for the world.	
	SHS will be offered free in public schools and there will be a voucher program in place for public junior high school completers as well as ESC beneficiaries of private high schools should they choose to take SHS in private institutions.	
	This means that the burden of expenses for the additional two years need not be completely shouldered by parents.	
How will students choose their Senior High School specializations?	Students will undergo assessments to determine their strengths and interests. These will include an aptitude test, a career assessment exam, and an occupational interest inventory for high schools. Career advocacy activities will also be conducted to help guide students in choosing their specialization or track.	
How will student specializations/tracks be distributed across Senior High Schools?	Specializations or tracks to be offered will be distributed according to the resources available in the area, the needs and interests of most students, and the opportunities and demands of the community.	
Will SHS ensure employment for me?	SHS creates the following opportunities:	
	Standard requirements will be applied to make sure graduates know enough to be hireable.	
	You will now be able to apply for TESDA Certificates of Competency (COCs) and National Certificates (NCs) to provide you with better work opportunities.	
	Partnerships with different companies will be offered for technical and vocational courses.	

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<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
Will SHS ensure employment for me?	You can now get work experience while studying; and companies can even hire you after you graduate.	
	Entrepreneurship courses will now be included. Instead of being employed, you can choose to start your own business after graduating, or choose to further your education by going to college	
How will SHS affect my college education?	SHS, as part of the K to 12 Basic Curriculum, was developed in line with the curriculum of the Commission of Higher Education (CHED) the governing body for college and university education in the Philippines.	
	This ensures that by the time you graduate from Senior High School, you will have the standard knowledge, skills, and competencies needed to go to college.	
Is SHS really necessary? Must I go to SHS?	Yes, according to the law. Beginning SY 2016-2017, you must go through Grades 11 and 12 to graduate from High School.	
If I choose not to go to SHS, what happens to me?	You will be a grade 10 completer, but not a high school graduate. Elementary graduates are those who finish grade 6; high school graduates must have finished grade 12.	
What will I learn in SHS that the current high school curriculum doesn't include?	Senior High School covers eight learning areas as part of its core curriculum, and adds specific tracks (similar to college courses) based on four disciplines:	
	Academic (which includes Business, Science & Engineering, Humanities & Social Science, and a General Academic strand)	
	Technical-Vocational-Livelihood (with highly specialized subjects with TESDA qualifications)	
	Sports	
	Arts & Design	
	SHS Students may pick a track based on how he or she will want to proceed after high school graduation. You can learn more about the tracks and strands (as well as their curriculum) on deped.gov.ph .	
Where will Senior High School be implemented? Will my school offer SHS?	Existing public and private schools, including colleges, universities and technical institutions may offer Senior High School.	
	There may also be stand-alone Senior High Schools established by DepEd or private organizations.	
	Go to http://deped.gov.ph/k-to-12/shs	

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<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
Can a private school offer Senior High School before SY 2016-2017?	Private schools may offer Grade 11 as early as SY 2015-2016 to interested students. However, Senior High School before SY 2016-2017 is voluntary for both private schools and students, and there will be no funding assistance from the government to private Senior High School before SY 2016-2017.	
Will SHS modeling schools that implemented the SHS program in SY 2012-13 be allowed to implement the SHS Program?	SHS modelling schools listed in DepEd Order No. 71, s. 2013 may implement the SHS program, but they must go through the process of applying a provisional SHS permit, and must meet the standards and requirements for the SHS Program.	
Which private institutions are allowed to offer Senior High School?	All schools and organizations must first apply for a permit from DepEd. Different institutions may also partner with each other and apply to offer SHS as a group.	
	Temporary permits will be issued by DepEd to those who meet the requirements for the Senior High School Program.	
	If you are interested in applying for a Senior High School permit, please visit: https://bit.ly/AppGuidelinesforSHS	
What other information should school applicants remember in applying for a SHS permit?	All applications must only be submitted via email to [kto12@deped.gov.ph].	
	Applications must contain the requirements detailed in DepEd Memo No. 4, series of 2014, viewable at https://bit.ly/AppGuidelinesforSHS . Only applications with complete documentary requirements will be processed by the SHS-NTF on a first come, first-served basis. Letters of intent only will not be processed.	
	The proposed SHS Curriculum consistent with the final SHS Curriculum issued by DepEd must be submitted upon application.	
Who receives, evaluates and approves the applications for provisional SHS permits? Who issues the permits?	The SHS-National Task Force (SHS-NTF) will receive applications from interested parties, establish the process and criteria in evaluating selected applicants, and evaluate the SHS applications of non-DepEd schools.	
	Regional Offices will be deputized to conduct on-site validation for all applicants. The on-site validation will focus on the provision of SHS requirements for the proposed track/strand, and will certify that a school exhibits the necessary SHS requirements to implement the program.	

SENIOR HIGH SCHOOL PROGRAM

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<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
Who receives, evaluates and approves the applications for provisional SHS permits? Who issues the permits?	The DepEd Secretary approves applications for the SHS Program and issues provisional permits to applicants, upon the recommendation of the Undersecretary for Programs and Projects.	
	The Regional Office releases the provisional permit to the applicant.	
Where can I find out more about SHS?	You can find out more at www.deped.gov.ph/k-to-12 . You can also ask your school administration (public or private) to contact the DepEd division office to help organize an orientation seminar.	
SHS VOUCHER PROGRAM FEES / PAYMENTS, BILLING		
What is a top-up?	A top-up is the difference between total school fees and the voucher amount applicable to the student.	
The school I am enrolling in accepts vouchers but is asking me to pay additional amounts. Why is this the case?	Schools are allowed to charge top-up amounts, which are additional school and miscellaneous fees that the student must shoulder if these fees exceed the student's voucher value.	
Does the voucher amount cover other fees (registration, books, etc.)?	The voucher amount covers the tuition and other school fees. Should the total school fees exceed the voucher amount, the beneficiary is expected to shoulder the top-up.	
Will the voucher amount be given to parents of the beneficiaries? Is the SHS Voucher Program same as Pantawid Pamilya?	No. The voucher amounts will be released by DepEd directly to the non-DepEd SHS. The SHS Voucher subsidy is different from the subsidy provided under the Pantawid Pamilyang Pilipino Program.	
SHS VOUCHER PROGRAM ADMISSION, TRANSFERS		
I am a public Grade 10 completer; what do I need to bring when I enroll in a private SHS high school?	Upon enrollment, public school students who will avail of the SHS Voucher Program need to present the following:	
	- Report Card with Learner Reference Number	
	- Philippine Statistics Authority or National Statistics Office-Certified Birth Certificate	
	- Certificate of Junior High School completion, and	
	- Certificate of Good Moral Character	

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<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
I am an ESC Grantee, and I will use my voucher to a private SHS. What do I need to present to the private SHS where I intend to enroll?	Education Service Contracting (ESC) grantees, who are also automatically qualified voucher recipients, need to bring the following:	
	- ESC Certification Letter	
	- Philippine Statistics Authority or National Statistics Office-Certified Birth Certificate	
	- Certificate of Junior High School completion - Certificate of Good Moral Character	
I am a private Grade 10 completer. I qualified for the SHS voucher. What do I need to bring when I enroll in a SHS voucher participating school?	Private school students who qualified for the voucher program will need to show the following documents:	
	-Qualified Voucher Recipient Certificate	
	- Philippine Statistics Authority or National Statistics Office-Certified Birth Certificate	
	- Certificate of Junior High School completion - Certificate of Good Moral Character	
I am enrolling in a public SHS but the school refuses to admit me because I am not a voucher recipient. What should I do?	All public SHS are mandated to accept students who wish to enroll in SHS. Likewise, public Senior High Schools should not require incoming Grade 11 SHS students to be voucher recipients.	
I am enrolling in a private SHS but the school refuses to admit me because I am not a voucher recipient. What should I do?	Questions to validate/gather more information:	
	o What is your Junior High School and/or where do you want to enroll/apply for Senior High School? (Determine if student completed Grade 10 in: a) public Junior High School; b) private Junior High School and is ESC grantee; or c) private Junior High School but not ESC grantee).	
	o What track/strand are you interested in taking up in SHS?	
	o Where do you live? OR Where do you want to enroll in SHS? (to be able to look up other SHS in area, if issue/question is about looking for a SHS that accepts voucher recipients.	
	It is the private school's prerogative and mandate to accept only voucher recipients. If you did not apply, or are not approved or eligible to be part of the Voucher Program, maybe you can consider other SHS that also offer the tracks that you want to take up.	

SENIOR HIGH SCHOOL PROGRAM

Educational Service Contracting (ESC)

Local Universities and Colleges (LUC)

State Universities and Colleges (SUC)

Voucher Program Beneficiary (VPB)

Qualified Voucher Recipient (QVR)

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
<p>I am an incoming Grade 11 student and voucher recipient. The school that I am attending in tells me that voucher recipients are not allowed to shift tracks. Is this true?</p>	<p>According to DepEd Order 46 s. 2015, voucher recipients are allowed to shift to another track under the following situations:</p>	
	<p>· After the first semester of Grade 11 (within the same school)</p>	
	<p>· After Grade 11 (whether in the same school or another school)</p>	
	<p>NOTE: Students may shift anytime - whether to another school, within the school year or at the end of the school year. BUT if they shift or transfer outside the situations cited above, they will no longer be eligible to receive the voucher subsidy.</p>	
<p>I am a qualified voucher recipient and I just finished enrolling in my track and strand. Can I still change this before the school year starts? Can I still use my voucher if I shift my track?</p>	<p>The school should allow this since the school year has not yet started. However, as soon as the school year opens, based on DepEd Order 46, s. 2015, the student is allowed to shift to another track only on two instances:</p>	do 46 S. 2015
	<p>· He/she shifts track after the first semester of Grade 11 (within the same school)</p>	
	<p>· He/she shifts track after completing Grade 11 (whether in the same school or another school)</p>	
<p>I am a qualified voucher recipient and I just finished enrolling in a tech-voc institution. I would like to transfer to another SHS before the school year starts, taking an academic track. Can I still use my voucher?</p>	<p>Yes, you may re-enroll to another SHS before the school year starts and use your voucher.</p>	
<p>Can the voucher be transferred to another student?</p>	<p>No. The voucher is not a legal tender and cannot be transferred from one student to another.</p>	

SENIOR HIGH SCHOOL PROGRAM

Educational Service Contracting (ESC)

Local Universities and Colleges (LUC)

State Universities and Colleges (SUC)

Voucher Program Beneficiary (VPB)

Qualified Voucher Recipient (QVR)

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
<p>Will the voucher amount be the same if the student transfers from a private SHS provider in NCR to a private SHS provider outside NCR and vice versa?</p>	<p>Transfer from one voucher tier location to another is allowed, but the voucher amount to be received by the voucher program beneficiary in the accepting school shall be the voucher amount of the accepting school or the voucher amount from the releasing school, whichever is lower.</p>	
	<p>Example 1: A Grade 11 voucher student enrolled in a non-DepEd SHS in NCR decides to transfer to a non-DepEd SHS in Rizal. The student will receive a voucher subsidy amounting to PhP17,500 in Grade 12 since he is now enrolled in a school that is not in NCR and that is not in an HUC.</p>	
	<p>Example 2: A Grade 11 voucher student enrolled in a non-DepEd SHS in Cebu City decides to transfer to a non-DepEd SHS in Makati City. The student will receive a voucher subsidy amounting to PhP20,000 in Grade 12, even if he is now enrolled in a school that is in NCR because since it is DepEd policy that the voucher amount can only be equal to or lower than the subsidy the student receives from the originating school for a transferring student.</p>	
<p>I have registered in a private school already, but I want to transfer to another school before the school year starts. Can I still use my voucher? The school where I registered doesn't want to give my documents?</p>	<p>The student may report to the Division if the school refuses to release their transfer documents/credentials. They should be allowed to transfer.</p>	
<p>I am from a public JHS and the school that I am applying in tells me that I cannot be accepted using my voucher because I do not have an LRN. What should I do?</p>	<p>A Grade 10 certificate of completion should be sufficient in lieu of the LRN to show that the student has finished in a public JHS. This is if the public JHS refuses to give the LRN. (Note: it is not the student's responsibility to obtain the LRN, this is assigned by the school where the student is enrolled.)</p>	

SHS TEACHER HIRING GUIDELINES

QUESTION / CONCERN	ANSWER	REFERENCE
What are the legal basis in hiring SHS teacher?	"Hiring Guidelines for Senior High School (SHS) Teaching Positions Effective School Year (SY) 2016-2017	DO 3 s. 2016
	"Addendum to DepEd Order No. 3, s. 2016)	DO 32 s. 2016
	"Guidelines on the Hiring of Contractual (Full-Time and Part-Time) Teachers in Senior High School	DO 49 s. 2016
Announcement of Vacancies	•2017 allocation: 33,569 SHS teaching positions, of which 21,868 have already been approved	
	•SDOs to publish the vacant positions in CSC Bulletin of Vacant Positions and other modes (website, newspaper, and at least 3 conspicuous places in SDO and schools) at least 10 calendar days prior to the start of application period.	
	-Documentary and eligibility requirements	
	-Qualification standards (QS)	
	-Evaluation criteria	
	-Application processes and procedures	
	-Deadline of submission	
What are the application requirements for an SHS teaching position?	•Letter of intent	
	-Statement of purpose/expression of interest	
	-Subject group	
	-Preferred school(s), if any	
	•PDS in 2 copies with latest 2x2 ID photo	
	•Certified photocopies of certificates of relevant specialized trainings, if any	
	•Voter's ID / any proof of residency	
	•NBI clearance	
•Omnibus certification of authenticity and veracity of all documents submitted, signed by applicant		
Are there additional requirements?	Permanent	
	•Bachelor's degree diploma	
	•Transcript of Records	
	•PRC ID/certificate of registration/license	
	•LET/PBET ratings	
	Part time	
	•Written approval from his/her head of unit if he/she is currently employed by the national government or LGU	
For TVL Track	Appropriate TESDA Certifications	
For Arts & Design and Sports Track	Certificates of proficiency from recognized associations/organizations	
HEI/TVI Faculty	Status of employment/Service record	

SHS TEACHER HIRING GUIDELINES

<i>QUESTION / CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
What are the SHS Subject Group	GROUP 1 HUMMS	
	I-A Oral Communication, Reading and Writing, English for Academic and Professional Purposes, Practical Research	
	1-B Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino, Pagbasa at Pagsusuri ng Iba't ibang Teksto sa Pananaliksik, Pagsulat sa Filipino sa Piling Larangan	
	I-C 21st Century Literature from the Philippines and the World, Contemporary Philippine Arts from the Region, Understanding Culture, Society and Politics, Introduction to the Philosophy of the Human Person and related specialized HUMSS subjects	
	I-D Media and Information Literacy; Empowerment Technologies (for the Strands)	
	GROUP II ABM and Entrepreneurship, Research and Work Immersion	
	GROUP III STEM	
	III-A General Mathematics, Statistics and Probability and related-specialized STEM subjects	
	III- B Earth Science, Earth and Life Science, Physical Science and related-specialized STEM subjects	
	GROUP IV TVL	
	IV - A Specialized TVL/Agri-Fisheries	
	IV - B Specialized TVL/Industrial Arts	
	IV - C Specialized TVL/ICT	
	IV - D Specialized TVL/Home Economics	
	GROUP V SPORTS	
GROUP VI ARTS & DESIGN		

SHS TEACHER HIRING GUIDELINES

QUESTION / CONCERN	ANSWER	REFERENCE		
Evaluation Criteria & Points Distribution				
CRITERIA	Academic and Core Subjects <small>(Groups I-A, I-B, I-C, I-D, II, III-A and III-B)</small>	TVL <small>(Groups IV- A, IV-B, IV-C and IV-D)</small>	Arts and Design <small>(Group V)</small>	Sports <small>(Group VI)</small>
a. Education	20	15	15	15
b. Teaching/Industry/ Workplace Experience	15	20	20	20
c. Specialized Training	10	20	15	15
d. Interview	15	15	15	15
e. English Communication Skills	10	5	5	5
f. Portfolio/Outstanding Achievements	10	10	15	15
g. Demonstration Teaching	20	15	15	15
TOTAL	100	100	100	100
Constituting & Utilizing the RQA	•Cutoff score is 70			
	•Six (6) separate RQAs shall be prepared by the Division Selection Committee according to the six SHS Subject Groups			
	•Only applicants with professional teaching licenses from PRC shall be given permanent appointments			
	•Per RQA, displaced HEI/TVI faculty shall be appointed first before all other qualified applicants may be appointed			
	•If the RQA has already been exhausted and there are still positions to be filled, applicants who obtained ratings of 65.00 to 69.99 points may be hired			
	-Permanent if the applicant has LET			
	-Contractual if the applicant has not passed the LET			
Determination of Rank & Salary to be Offered	•Teaching rank (with corresponding salary) to be offered shall be based on the applicants' qualifications			
	•Options for status of employment:			
	üPermanent			
	üProvisional			
	üContractual			
	•For internal applicants, DO 66, s. 2007 shall apply except for "Part III. Computation of Points"			

SHS TEACHER HIRING GUIDELINES

<i>QUESTION / CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
Considerations for Applicants Already Teaching with the DepEd	•No prioritization of internal applicants; RA 10533 prescribes that priority shall be given to displaced HEI faculty	
	•A DepEd teacher having both JHS and SHS teaching loads will only be considered an SHS teacher (with an SHS item) if he/she has satisfied all requirements, successfully undergone the application process for a SHS teaching position, and has a predominantly SHS teaching load, that is, more than fifty percent (50%) of his/her teaching load are those of SHS	
Part-timers (Contractual Appointments)	•Under Civil Service Law and rules, contractual appointment is governed by CSC Memorandum Circular No. 40, s. 1998, as amended.	
	•May teach in one or more schools within the Division provided that the teaching load will not exceed 1/2 of the regular teaching load	
	•Prior to application, applicants currently employed by the national government or LGU shall seek approval from the head of his/her unit to teach in SHS with supporting evidence thereto	
Is DepEd still accepting applications?	Check with your local DepEd division office. We do not have a national schedule of opening/closing of applications; this shall depend on the division's teacher requirements.	
Can I teach in SHS without being a LET passer?	Yes, but only on a provisional or contractual basis.	
	A provisional appointment is given to those who meet all requirements except the LET. These applicants must pass the LET within the first 5 years of hiring.	
	A contractual appointment is given to those who opt for it (usually practitioners) or those have not passed the LET but obtained a rating of 65-69 (to be considered only if RQA has been exhausted and there are still vacancies)	
If I am a public elementary/JHS teacher, do I still need to apply?	Yes. SHS items and their qualification standards are different.	
What committee will evaluate me?	The Personnel Selection Board (DO 66, s. 2007)	DO 66 s. 2007
What criteria will be used to evaluate me?	The criteria found in DO 3, s. 2016 shall apply to all who wish to apply for SHS.	DO 3 s. 2016

SHS TEACHER HIRING GUIDELINES

QUESTION / CONCERN	ANSWER	REFERENCE
What will be the position title and SG of a JHS Master Teacher who successfully applies for SHS teaching position?	Position title (academic rank) and SG shall depend on the qualifications he/she possesses. Refer to Annex A of DO 3, s. 2016	
If I want to apply for a subject group other than what I am currently teaching, should I undergo a different evaluation process?	All SHS teacher applicants shall be evaluated according to the subject group they intend to teach. Appropriate criteria of Part VII of DO 3, s. 2016 shall apply	
What happens to the item of a JHS teacher who becomes an SHS teacher?	It becomes a natural vacancy; the teacher will not carry his/her item to SHS.	
How are part-time SHS teachers compensated?	Compensation for part-time services will be computed proportionately.	
	Ex. SHS Teacher I (P19,077)	
	Salary 9,538.50	
	PERA: 1,000.00	
Can a JHS teacher be a part-time teacher?	No, but a JHS teacher may apply for a full-time teaching position. A JHS teacher, however, may be given SHS teaching load.	
Can fresh graduates apply for SHS teaching positions?	Yes, but they may only be given Teacher I positions should they qualify.	
•Will those who have already taken the English Proficiency Test (EPT) have to take it again?	Those who have taken the EPT in 2014 or later may opt to retake the test. The Division Testing Coordinator shall request from BEA the official scores of applicants who declared that they have taken the EPT in 2014 or later.	

SPECIAL EDUCATION

<i>QUESTION/CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
	The Child is one of the most important assets of the nation. Every effort should be exerted to promote his welfare and enhance his opportunities for a useful and happy life."	Article 1. PD 603
What is Special Education ?	The education of persons who are physically, mentally, emotionally or culturally different from so-called "normal" to such that they require modification of school practices and services to develop them to their maximum capabilities.	Education Act of 1982
Who are children with special needs?	Those with:	
	Visual Impairment	
	Hearing Impairment	
	Communication disorders, language and Speech	
	Orthopedic and Other Health Impairments	
	Mental Retardation	
	Learning Disability	
	Emotional and Behavioral Disorders	
	Autism	
	Gifted and Talented	
What are the contemporary issues in	School Drop - out	
	Distance Education	
What is the curriculum for SPED ?	Regular curriculum aligned to the K to 12, the enhance Basic Education Program	
	Modified Curriculum	
	Special Education Curriculum	
What is the prevalence of SPED in the Philippines?	3.5 million maybe categorized as disabled. If including the talented and gifted there will be more than 4 million Filipino children and youth with special education needs. Only 2.5% number of children is provided with special needs education in both public and private institutions. The remaining 97.5% are either out of school or in school but not identified.	
What is the physical setting provided for in SPED?	Inclusion	
	∅ Full inclusion model	
	∅ Partial inclusion model	
	Mainstreaming	
	Segregation (Self-contained)	
What are the present provisions (programs) for SPED?	Exclusion	
	Community-Based SPED Program	
	Home-Based Instruction for the Handicapped	
	Vocational Program	
	Mainstreaming Program	
	Distance Education	

OTHER CONCERNS

QUESTION / CONCERN	ANSWER	REFERENCE
How much should a learner pay for a lost textbook?	The amount to be paid = acquisition cost – depreciation amount, where the depreciation amount is equal to the acquisition cost divided by 5 (the estimated useful life of the TXs and TMs) multiplied by the number of years the lost TX or TM has been used.	
I have school documents that needs to be Certified/Authenticated/Verified (CAV) May I know the process?	1. To what specific DepEd Office should I go for CAV of the needed documents?	
	The documents must be photocopied first in 3 copies then it will be stamped "Certified True Copy" by the school who issued the document. Then the documents will be brought to the DepEd Regional Office which has jurisdiction over the said school, they will issue a claim stub that you will present in DFA. They will also require submission of the Birth Certificate and ID pictures.	
	2. What time should I or my authorized representative can visit your office to process CAV?	
	There is no need to come to our Office. It is the school and the Regional Office that process the documents for CAV during Office hours only.	
	3. How long should it take to have the documents Certified/Authenticated/Verified?	
	Depending on the availability of authorized signatories, you may ask their records division regarding the date of release of the document with red ribbon.	
	4. How much are we expecting to pay for CAV of documents?	
	The cost for CAV of documents is minimal amount only for the processing fees, school fees, and other relevant fees as may deemed necessary, and it varies from the DepED Regional Offices in-charge for CAV. In addition, there will also be payment upon claiming of the Document with Red Ribbon.	
	5. What is the turn-around time for CAV process? Can it be processed within a day?	
One day processing can be expected from the school if documents are complete and signatories are present, the same with the Regional Office. However, we don't know exactly with the DFA.		

OTHER CONCERNS

<i>QUESTION / CONCERN</i>	<i>ANSWER</i>	<i>REFERENCE</i>
Suspension of Classes	Cancellation or suspension of classes due to typhoon, flooding, other weather disturbances and calamities is under the authority of Philippine Atmospheric Geophysical and Astronomical Services Administration (PAGASA) and the respective Local Government Unit (LGU).	
	Signal No. 1 - Kindergarten classes in the affected areas shall be automatically cancelled or suspended.	
	Signal No. 2 - Kindergarten, elementary and secondary classes in the affected areas shall be automatically cancelled or suspended.	
	In the absence of typhoon signal warnings from PAGASA, localized cancellation/suspension of classes in both public and private schools and work in government offices may be implemented by local chief executives in their capacity as	
School records request if school is already closed	We advise you (or any authorized representative in the Philippines) to write a formal request addressed to the school head/principal of the school, and/or seek the assistance of the nearest DepEd Division Office. Kindly provide us the exact name and location of the school you're referring to so we can give you the telephone number of the office you need to call. Thank you	
Lost diploma / Wants to request for a new one	Please be informed that a Diploma is given only once. If it was already issued and there is a need for another copy, the school can only issue a certification that the concerned student graduated from their school stating the year of graduation with the school's dry seal. We advise you (or any authorized representative) to write a formal request letter addressed to the school head/principal of the school, and/or seek the assistance of the nearest DepEd Division Office. Kindly provide us the exact name and location of the school you're referring to so we can give you the telephone number of the office you need to call. Thank you.	

OTHER CONCERNS

QUESTION / CONCERN	ANSWER	REFERENCE
Filing a Formal Complaint	If you want to file a complaint against a teacher or school personnel, may we advise you to consult with the school head/principal first for immediate action and assistance.	
	If no action was made, you can ask for assistance from the DepEd Division Office which has jurisdiction over the said school. Kindly provide us the exact name and location of the school you're referring to so we can give you the telephone number of the office you need to call.	
	You can also call, text or e-mail the Public Assistance Action Center for further action/assistance regarding complaint.	
	Public Assistance Action Center	
	Address: Unit M-1114 Ground Floor Mabini Bldg. DepEd Complex, Meralco Avenue Pasig City	
	Tel. Nos.: (02) 636-1633 / 633-1942	
	Cell phone: 09194560027	
	Email: action@deped.gov.ph	
	Office Hours: Monday to Friday, 8:00 am-5:00 pm	
	Thank you.	

CONCERN	DEPT. NAME	CONTACT INFORMATION
Incident Report	Communications Division	02-633-6033 / 633-2120 / 633-7254
		facebook : www.facebook.com/DepEd.Philippines
		twitter : twitter.com/DepEd_PH
		email : pas.cd@deped.gov.ph
ALS / SPED	SID - BLD	631-9993
PEPT / NCAE / A & E	ERD/EAD-BEA	6312591 / 631-2589
		Email: bea.od@deped.gov.ph
Complaints	Public Assistance Action Center	Hotline Numbers: 636-1663 and 633-1942; 636-6549; 631-8495; 635-0552; 633-2120; 631-6033; 638-7530; 638-7531; 635-9817; 638-7529; 636-6550; 637-9814; 633-7252; 632-1370; 632-1364; 638-1793; 632-1368 and 632-1361
		Fax Numbers: 638-8641; 634-0222
		Cell phone: 09194560027 (Txt message only)
		Email: action@deped.gov.ph
LIS/LRN	ICTS – LIS Helpdesk	+63 2 636 4878 and + 63 2 633 2658
	<i>Mobile:</i>	+63 939 436 1390 (SMART)
		+63 977 771 2285 (Globe)
	<i>E-mail:</i>	icts.usd@deped.gov.ph
	<i>Address:</i>	Ground Floor, Bonifacio Building, DepEd Complex, Meralco Ave. Pasig City
	<i>Schedule:</i>	Monday to Friday, 07:00 AM to 06:00 PM
		Closed during weekends and national holidays.
	<i>Facebook:</i>	www.facebook.com/groups/lis.helpdesk/
K to 12	TLD-BLD	02-638-4799 / 687-2948
Disasters / God Act	DRRMS	(02) 637 – 4933, (02) 635 - 3764
		0977-659-2926 (GLOBE)
		0928-871-8053 (SMART)
		Email : drmmo@deped.gov.ph
GASTPE / ESC / SHS Voucher	Private Education Assistance Committee (PEAC)	Tel. Nos.: (02) 840-6000
		Fax No.: (02) 511-7695
		Main website: www.fape.org.ph
		Email: shs.vms@fape.org.ph
College Concerns	CHED	(02) 352-1871 / 441-1030 / 441-1216
Vocational Courses	TESDA	Tel. No: (02) 887-7777
		Send Text to 0917-4794370 (Globe)
		Email: contactcenter@tesda.gov.ph