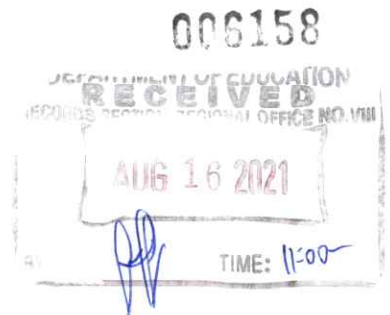


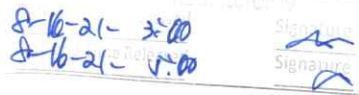


Republic of the Philippines
Department of Education



13 AUG 2021

DepEd ORDER
No. 032, s. 2021



GUIDELINES ON ENROLLMENT FOR SCHOOL YEAR 2021-2022 IN THE CONTEXT OF THE CONTINUING NATIONAL PUBLIC HEALTH EMERGENCY DUE TO COVID-19

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

- Amid the continuing national public health emergency due to COVID-19, the Department of Education (DepEd) remains resolved to find ways to improve the provision of learning opportunities to all Filipino learners for School Year (SY) 2021-2022. Taking into account the challenges and opportunities encountered, the Basic Education Learning Continuity Plan (BE-LCP) shall continue to be the blueprint and guidepost of DepEd continuing efforts ensuring learning continuity.
- In this light, DepEd issues the enclosed **Guidelines on Enrollment for School Year 2021-2022 in the context of the continuing National Public Health Emergency due to COVID-19** to provide schools various options for implementing an enhanced enrollment process that adheres to the guidelines set by the Inter-Agency Task Force on Emerging Infectious Diseases (IATF-EID), the Office of the President, and the Department of Health (DOH).
- These guidelines shall guide parents, legal guardians, and teachers in the enrollment of learners for SY 2021-2022. This policy provides a range of options to facilitate the enrollment of learners for all public schools in basic education and Alternative Learning System (ALS) programs nationwide. State Universities and Colleges (SUCs) offering basic education and private schools in basic education are encouraged to adapt this policy to their specific contexts.
- These guidelines shall govern only the SY 2021-2022 enrollment. DepEd Order No. 03, s. 2018 remains in effect, but its provisions inconsistent with these guidelines are suspended for SY 2021-2022.
- For more information, please contact the **Education Management and Information Systems Division-Planning Service**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at ps.emisd@deped.gov.ph.
- Immediate dissemination of and strict compliance with this Order is directed.



To authenticate this document, please scan the QR code.



DEPED-OSEC-446496


LEONOR MAGTOLIS BRIONES
Secretary

OPD mail
8-16-21

Encl.:

As stated

Reference:

DepEd Order No. (03, s. 2018)

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

BASIC EDUCATION
ENROLLMENT
LEARNERS
POLICY
SCHOOLS
TEACHERS

SMMA/APA/MPC, DO Guidelines on Enrollment for School Year 2021-2022
0227 - August 5, 2021

(Enclosure to DepEd Order No. 032, s. 2021)

Guidelines on Enrollment for School Year 2021-2022 in the Context of the Continuing National Public Health Emergency due to COVID-19

I. Rationale

The COVID-19 pandemic has engendered massive shifts in the functioning of governments and societies around the world. Particularly for the basic education sector in the Philippines, schools were forced to shift to remote learning, thus affecting more than 27 million Filipino learners in more than 60 thousand schools nationwide.

To facilitate learning continuity in the context of the continuing national public health emergency, the Basic Education Learning Continuity Plan (BE-LCP) in the Time of COVID 19, as contained in DepEd Order (DO) No. 012, s. 2020 entitled "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency" shall continue to provide guidance on the delivery of basic education for school year (SY) 2021-2022. The health, safety and wellbeing of all learners, teachers, and non-teaching personnel shall remain as the utmost priority of the Department.

The enrollment process is one of the key activities of the Department conducted in preparation for the school year opening. In this light, DepEd issues these **Guidelines on Enrollment for School Year 2021-2022 in the Context of the Continuing National Public Health Emergency due to COVID-19** in order to clarify the roles of key stakeholders in the enrollment process; to introduce improvements in the reporting mechanisms, the Learner Enrollment and Survey Form (LESF), and the encoding procedure in the Learner Information System (LIS); and to address considerations for vaccinated school personnel.

II. Scope

This policy shall provide guidance to school heads, teachers, and parents/guardians regarding the new enrollment process for SY 2021-2022, which will start on **August 16, 2021** and continue until the start of the School Year on **September 13, 2021**, considering the health and safety measures required to prevent the spread of COVID-19.

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

These guidelines shall apply only for SY 2021-2022. DO No. 03, s. 2018 remains in effect, but its provisions inconsistent with these guidelines are suspended for SY 2021-2022.

III. Definition of Terms

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

- a. **ALS Enrollment Focal Person (AEFP)** – personnel in charge of receiving the ALS enrollment form and respond to queries related to ALS.
- b. **ALS Form 2 (Enrollment Form)** – a basic information sheet of individuals who signified interest to enroll in ALS Program.
- c. **Balik-Aral Learner** - a learner who went back to school and resumed study after year/s of dropping out or discontinuing study.
- d. **Date of Official Enrollment** – refers to the date when the parent/guardian/learner confirmed the enrollment earlier made thru submission of MLESF or the date when the learner started to participate in any learning activities by September 13, 2021 onwards.
- e. **Dropbox Enrollment** – type of remote enrollment strategy where parents may just drop the accomplished MLESF in the enrollment dropbox or kiosk/booth, whichever is appropriate, located in front of the school gate, in front of the Barangay halls and other strategic locations that are accessible to parents and guardians.
- f. **Grade Level Enrollment Chair (GLEC)** – personnel assigned to manage and facilitate a smooth enrollment process for specific grade level.
- g. **Modified Learner Enrollment and Survey Form (MLESF)** - a tool that will be used to register learners for the school year and gather information on household capacity to facilitate the administration of various learning modalities (i.e., available devices, possible facilitators, etc.).
- h. **MLESF Summary Matrix Form** – A tabulation template for the selected MLESF data elements that will be used as reference in encoding/updating enrollment quick count in LIS for the period August 16 to September 13, 2021.
- i. **Remote enrollment** - a process of registering learners conducted without face-to-face interaction.
- j. **School Enrollment Focal Person (SEFP)** – personnel designated by the school to oversee the overall conduct of enrollment and who shall receive all MLESF submitted by parents or guardians.

IV. Policy Statement

DepEd adopts these guidelines to guide parents, legal guardians, school heads and teachers in the enrollment of learners for SY 2021-2022. This policy provides a range of options relating to the enrollment of learners for all public schools in basic education and ALS programs nationwide.

All learners who elect to enroll in public schools nationwide must be accepted and enrolled upon compliance with DO No. 03, s. 2018 or the Basic Education Enrollment Policy, as modified by these guidelines for SY 2021-2022.

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

V. Enrollment Procedures

In keeping with strict physical distancing measures, enrollment for SY 2021-2022 shall primarily be administered remotely particularly in areas under Enhanced Community Quarantine (ECQ) and Modified Enhanced Community Quarantine (MECQ). However, parents and guardians may physically submit the Modified Learner Enrollment and Survey Forms (MLESF) in schools in lower risk areas (i.e., those under General Community Quarantine (GCQ) and Modified General Community Quarantine (MGCQ) and lower) subject to strict observance of existing health protocols. Teachers and non-

teaching personnel of schools who will be assigned to manage the enrollment are preferably vaccinated. Schools may also implement the dropbox enrollment method similarly to last school year.

The school enrollment focal person (SEFP) shall receive all submitted MLESF and turn them over to grade level coordinators, who shall then distribute them to prospective advisers. Prospective advisers shall encode the MLESF in the LIS BOSY Facility.

Instruction to Parents/Guardians and Enrollees

1. For incoming Grades 1-6, 8-10, & 12 learners

Parents of incoming Grades 1-6, 8-10 & 12 learners will be contacted by the school, preferably through previous advisers for remote enrollment procedures. However, parents/guardians may also reach out to their child's adviser for enrollment through the contact numbers published by the school.

2. For incoming kindergarten, Grades 7 & 11

Parents of incoming kindergarten, Grades 7 & 11 learners shall communicate/re-affirm their intent to enroll their children to a school of their choice via digital and/or physical enrollment platforms established by schools, which is similar procedures during the early registration.

3. For transferees

Learners planning to transfer from one school ("the originating school") to another ("the receiving school") shall directly contact the receiving school through its published enrollment contact details. Previous adviser is no longer required to facilitate submission of MLESF of learner that is about to transfer to another school.

4. For Balik-Aral enrollees

All Balik-Aral enrollees shall directly contact their preferred schools for enrollment. The receiving schools shall register enrollee's enrollment and survey data.

5. For ALS enrollees

ALS enrollees may communicate their intent to enroll via digital and/or physical enrollment platforms established by schools and barangays with community learning centers (CLCs). Modified ALS Form 2 (*Annex A*) shall be used for this purpose, consistent with DO No. 58, s. 2017. This form will be made available in digital and physical format.

A. Protocol for Enhanced General Enrollment

This section guides teachers and school administrators in determining how to implement modified general enrollment considering the health risk in their locality, and provides for procedures under each major stage in this process – pre-data collection, data collection, and data retrieval.

1. Pre-Data Collection

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

School heads shall designate a School Enrollment Focal Person (SEFP) who will oversee the overall conduct of enrollment in the school. For very large, large, and medium schools, a Grade Level Enrollment Chair (GLEC) may be designated by the school head to facilitate the smooth implementation of enrollment procedures in their respective grade levels. The GLEC shall receive all MLESF, and turn them over to prospective class advisers who will then review and summarize the result data using the MLESF Summary Matrix Form.

Previous class advisers shall inform their previous advisory class of the need to accomplish the MLESF for SY 2021-2022.

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

b. Establishment of digital and physical enrollment platforms

SDOs and schools shall make the Modified Learner Enrollment and Survey Forms (MLESFs) (*Annex B*) available both in digital and print format.

Digital format of the MLESFs shall be made accessible/downloadable from the websites of the Central Office, Regional Offices (ROs), School Division Offices (SDOs) and Schools. It shall also be made available in the LIS Support page.

In coordination with barangay officials, schools may facilitate dropbox enrollment through setting up booths/kiosks in front of the school, in every Barangay Hall, and in other visible locations that are accessible to parents and guardians. The booths/kiosks will be the venue for schools to distribute printed MLESFs, enrollment procedures and contact details, as well as retrieve the accomplished MLESFs. The process shall strictly adhere to the health and safety standards defined by the IATF.

ROs and SDOs shall maintain or activate hotlines that they established during last year's enrollment period, or set up other communication lines that are dedicated for Oplan Balik Eskwela, to disseminate information and respond to queries on enrollment procedures.

c. Deferment of deadlines for submission of documentary requirements

In recognition of the difficulties presented by the current public health emergency and the guidelines set by the IATF, deadlines for the

submission of documentary requirements under Section V-A of DO No. 03, s. 2018 shall be deferred to December 31, 2021. This shall apply to both public and private schools.

Only schools and their personnel shall coordinate the transmission of learners' records, whether internally (e.g. between a learner's previous and incoming class advisers) or externally (i.e. between schools). As such, **schools shall not compel learners and their parents/guardians to take responsibility for transmission of school records.**

d. Transmittal of electronic format/scanned copy of credential document for specific grade levels

For Grades 6 and 10 completers who already enrolled in Grade 7 and Grade 11 respectively, transmittal of scanned copy of Form 137/SF10 together with other supporting or attached documents to the receiving school is an option, provided that the request shall be made through the LIS portal – Tracking/Transfer facility in accordance with DO No. 54, s. 2016 (Guidelines on the Request and Transfer of Learner's School Records), and that the school official email (schoolid@deped.gov.ph) shall be used in sending/receiving by both schools.

The option to transmit scanned credentials/documents through official email instead of sending hard copies of documents is also available for kinder completers who opted to transfer and enroll to Grade 1 in another school. ALS mobile teachers may also use this option in sending an electronic/scanned copy of the Portfolio Assessment Passer Certificate for Elementary and Junior HS completers who enrolled in Grade 7 and Grade 11 respectively.

e. Dissemination of information on enrollment procedures

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

f. Encouragement of stakeholder participation

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

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

2. Data Collection and Reporting

Collection of MLESFs shall be implemented through various means such as phone call, short message service (SMS), and online submission to ensure the safety of all involved parties. Parents/guardians shall only use printed MLESFs as a last resort for enrolling their child in school.

a. Through previous class advisers

Previous class advisers shall contact each learner or parent in their respective advisory class from SY 2020-2021 using the contact information found in the School Form 1 (SF-1) and data obtained from early registration.

Contact shall as much as possible be done remotely, with priority given to phone calls, SMS, and social media (e.g. Facebook Messenger), whichever is mutually convenient for both parties.

b. Through the initiative of parents/guardians

Schools shall provide specific instructions on how parents/guardians of prospective enrollees may contact the school through the designated SEFPs.

Once contacted by the parents/guardians of prospective enrollees, designated SEFPs shall facilitate the collection of data stipulated in these guidelines through the GLEC.

SEFPs shall accommodate inquiries and facilitate data collection as remotely as possible, whether via phone call, SMS, or social media (e.g. Facebook Messenger), whichever is mutually convenient for both parties.

c. Through established digital and physical platforms

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

d. Enrollment Quick Count Reporting

There will be a daily reporting of enrollment count and summary result of MLESFs from August 16, 2021 until September 17, 2022 using the Quick Count Facility in LIS. Instruction and system tutorial guide will be made available thru LIS support tab.

For teachers without laptops and internet connectivity at home, any physical reporting to school to encode MLESF data shall strictly adhere to the minimum health and safety standards.

e. LIS Encoding

Enrollment and Tracking in LIS

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

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

School heads shall ensure that all teachers have the means to encode MLESF data. School heads shall also extend assistance to teachers who have pre-existing medical conditions and are not permitted to leave their homes, but who are also unable to encode in LIS at home.

Public and private schools shall start their encoding/updating of MLESF data in the LIS BOSY module on the **2nd week of September**.

For Learners who Transferred Out from Private School with Unsettled Financial Obligations

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

To ensure timely and accurate reporting of learners’ movements from one school to another, the Division LIS System Administrator or the Division Planning Officer is reminded to monitor compliance of private and public schools concerned, and to maintain proper utilization of LIS, particularly the Tracking System, which is intended to monitor the physical transfer of learners. Any malicious intent/misutilization of LIS Tracking System that result in delays or in pending transfer transactions between schools shall be reported to the Office of the Schools Division Superintendent for appropriate action, in relation to DO No. 14, s. 2016.

3. Data retrieval

The Central Office (CO) shall retrieve new data pertaining to the MLESF from the LIS and shall process the results. ROs and SDOs shall be given access to the LIS quick count facility dashboard of their respective governance levels to allow them to process their respective enrollment counts.

B. Functions and Responsibilities

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

Governance Level	Pre-Data Collection	Data Collection	Data Retrieval
Central Office	<u>Policy and planning</u> <ul style="list-style-type: none"> • Issue guidelines on enrollment 	<u>Monitoring</u> <ul style="list-style-type: none"> • Monitor data encoding in the 	<u>Analysis and evaluation</u> <ul style="list-style-type: none"> • Retrieve

	<p>procedures</p> <p><u>Data and resource management</u></p> <ul style="list-style-type: none"> • Design the MLESF and offline encoding for data collection • Modify LIS to accommodate new data requirements <p><u>Communication</u></p> <ul style="list-style-type: none"> • Provide information materials on the modified enrollment procedures • Disseminate information on the enrollment 	<p>system</p> <p><u>Support and assistance</u></p> <ul style="list-style-type: none"> • Provide necessary support and assistance to the field 	<p>necessary data from the LIS</p> <ul style="list-style-type: none"> • Process results from the MLESF • Assess how these results may inform related policies and programs • Prepare regular enrollment updates for public consumption
Regional Office	<p><u>Policy and planning</u></p> <ul style="list-style-type: none"> • Issue regional policy document echoing national policy as necessary <p><u>Communication</u></p> <ul style="list-style-type: none"> • Disseminate information on the enrollment • Conduct orientation on the modified enrollment procedures 	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Monitor data collection and encoding in the system <p><u>Support and assistance</u></p> <ul style="list-style-type: none"> • Provide support and assistance to SDOs 	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> • Access summary of results from the MLESF • Assess the implications of results on learning delivery • Prepare regular regional enrollment updates for public consumption
Schools Division Office	<p><u>Support and assistance</u></p> <ul style="list-style-type: none"> • Print enrollment form and excel template for data collection <p><u>Coordination and linkages</u></p> <ul style="list-style-type: none"> • Coordinate with 	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Monitor data collection and encoding in the system <p><u>Support and assistance</u></p> <ul style="list-style-type: none"> • Provide support 	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> • Access summary of results from the MLESF • Assess the implications of results on learning delivery.

	<p>the LGU on the conduct of modified enrollment</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> • Disseminate information on the enrollment • Conduct orientation on the modified enrollment procedures 	<p>and assistance to schools</p>	<ul style="list-style-type: none"> • Prepare regular SDO level enrollment updates for public consumption
School	<p><u>Support and assistance</u></p> <ul style="list-style-type: none"> • Ensure that all teachers have facility and assistance in data collection and LIS encodings <p><u>Coordination and linkages</u></p> <ul style="list-style-type: none"> • Coordinate with the LGU on the conduct of modified enrollment <p><u>Communication</u></p> <ul style="list-style-type: none"> • Disseminate information on the enrollment especially to parents/guardians 	<p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Monitor data collection and encoding in the system <p><u>Technical support</u></p> <ul style="list-style-type: none"> • Provide support to teachers during data collection and encoding 	<p><u>Analysis and evaluation</u></p> <ul style="list-style-type: none"> • Assess summary of results from the MLESF • Assess how these results may affect the learning delivery • Prepare regular community enrollment updates for public consumption

VI. Data Privacy

1. Schools shall properly dispose of accomplished printed enrollment and learner survey forms after these are encoded in the LIS.
2. The Data Protection Officer shall ensure the Department's compliance with the requirements of the Data Privacy Act during the enrollment process. He/she may issue further guidelines as necessary.
3. Regional Directors, Schools Division Superintendents, and School Heads shall act as Data Compliance Officers at their respective levels of governance and

ensure the protection of collected personal information. They may use the results of the survey to plan and develop interventions for their respective jurisdictions consistent with the requirements of the Data Privacy Act.

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

VII. Monitoring and Evaluation

The Planning Service through the Education Management Information System Division (EMISD), and the Bureau of Human Resource and Organizational Development - School Effectiveness Division (BHROD-SED) in the Central Office; the Policy, Planning, and Research Division (PPRD) and Quality Assurance Division (QAD) in ROs; and the School Governance Operations Division (SGOD) in SDOs shall conduct monitoring, provide technical assistance, and gather issues, best practices, and feedback, provided that these activities shall be done remotely.

All stakeholders, particularly parents and guardians, are encouraged to provide feedback relative to the implementation of these enrollment guidelines to ps.emisd@deped.gov.ph.

VIII. Effectivity

These guidelines shall govern only the SY 2021-2022 enrollment and rescind DO No. 08, s. 2020. DO No. 03, s. 2018 remains in effect but its provisions inconsistent with these guidelines are suspended for SY 2020-2021.

Certified copies of this DepEd Order shall be registered with the University of the Philippines Office of the National Administrative Register.

IX. References

DepEd Order No. 08, s. 2020. Guidelines on Enrollment for School Year 2020-2021 in the Context of the Public Health Emergency Due to COVID-19

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

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

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

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



PAGPAPATALA NG MAG-AARAL AT SURVEY FORM

HINDI IPINAGBIBILI ANG FORM NA ITO

Mga dapat sundin:

1. Ang enrollment survey na ito ay sasagutan ng magulang/tagapag-alaga ng mag-aaral.
2. Basaning mabuti ang mga tanong at sagutan ang mga angkop na espasyo at sulat nang maayos sa MALALAKING TITIK ang yong mga sagot. Sa mga aytem na hindi angkop, ilagay ang N/A.
3. Para sa mga katanungan at paglilinaw, humingi ng tulong sa guro/taong nakatalaga.

A. ANTAS AT IMPORMASYON NG PAARALAN

A1. Taong Panuruan:

A2. I-check lamang ang naaangkop: Walang LRN May LRN Return ng (Balik-Aral)

A4. Batang na nais ipatala:

A5. Huling bahang na natalos:

A6. Huling natalos na taon sa paaralan:

A7. Huling paaralang pinasukan:

A8. ID ng Paaralan:

A9. Adres ng Paaralan:

A10. Uri ng Paaralan: Pampubliko Priyado

A11. Paaralan kung saan nais i-enroll ang mag-aaral:

A12. ID ng Paaralan:

A13. Adres ng Paaralan:

PARA LAMANG SA SENIOR HIGH SCHOOL:

A14. Semestre (1st/2nd):

A15. Track:

A16. Strand (if any):

B. IMPORMASYON NG ESTUDYANTE

B1. Numero na nakalagay sa Seripwong ng Kapanganakan (Birth Certificate) mula sa PSA (kung may dala nang kopya):

B2. Learner Reference Number (LRN):

B3. APELYIDO:

B4. PANGALAN:

B5. GITNANG PANGALAN:

B6. EXTENSION NAME e.g. Jr., III (kung mayroon):

B7. Petsa ng Kapanganakan (Buwan/Araw/Taon):

B8. Edad: B9. Kasarian: Lalaki Babae

B10. Nabibilang sa katutubong grupo/ Komunidad ng Katutubong Kultural: Oo Hindi

B11. Kung oo, saang grupo nabibilang:

B12. Kinagisnang wika:

B13. Relihiyon:

B18. Email Address:

PARA SA MGA MAG-AARAL NA MAY KAPANSANAN

B14. Ang mag-aaral ba ay nangangailangan ng espesyal na tulong sa pag-aaral? (hal.: sa pisikal, mental, kondisyong medical, bukod sa iba pa): Mayroon Wala

B15. Kung MAYROON, isulat kung ano ang natatanging kalagayan ng bata:

B16. May nagagamit bang "assistive technology devices" sa inyong bahay tulad ng screen reader, braille or DAISY? Mayroon Wala

B17. Kung MAYROON, isulat kung ano ito:

TIRAHAN

B19. Numero ng bahay at kalye: B20. Subdivisyon/ baryo/ purok/ sitio: B21. Barangay:

B22. Lungsod/ Munisipalidad: B23. Probinsya/ Lalawigan: B24. Rehiyon:

C. IMPORMASYON NG MAGULANG/TAGAPAG-ALAGA

AMA	INA	TAGAPAG-ALAGA
C1. Buong pangalan (Apeydo, Pangalan, Gitnang Pangalan): <input type="text"/>	C4. Buong pagkadalagang pangalan (Apeydo, Pangalan, Gitnang Pangalan): <input type="text"/>	C7. Buong pangalan (Apeydo, Pangalan, Gitnang Pangalan): <input type="text"/>
C2. Pinakamataas na antas na natalos sa pag-aaral: <input type="checkbox"/> Hindi Nakapag-aral <input type="checkbox"/> Hindi Nakapag-aral pero marunong magbasa at magsulat <input type="checkbox"/> Nakatutong ng Elementarya <input type="checkbox"/> Nakapagtapos ng Elementarya <input type="checkbox"/> Nakatutong ng Sekundarya <input type="checkbox"/> Nakapagtapos ng Sekundarya <input type="checkbox"/> Nakapag-aral Pagkatapos ng Sekundarya (Kolehiyo/Masteral/Doktorado) <input type="checkbox"/> Nakapag-aral ng Teknikal/Bokasyonal	C5. Pinakamataas na antas ng pag-aaral na natalos: <input type="checkbox"/> Hindi Nakapag-aral <input type="checkbox"/> Hindi Nakapag-aral pero marunong magbasa at magsulat <input type="checkbox"/> Nakatutong ng Elementarya <input type="checkbox"/> Nakapagtapos ng Elementarya <input type="checkbox"/> Nakatutong ng Sekundarya <input type="checkbox"/> Nakapagtapos ng Sekundarya <input type="checkbox"/> Nakapag-aral Pagkatapos ng Sekundarya (Kolehiyo/Masteral/Doktorado) <input type="checkbox"/> Nakapag-aral ng Teknikal/Bokasyonal	C8. Pinakamataas na antas ng pag-aaral na natalos: <input type="checkbox"/> Hindi Nakapag-aral <input type="checkbox"/> Hindi Nakapag-aral pero marunong magbasa at magsulat <input type="checkbox"/> Nakatutong ng Elementarya <input type="checkbox"/> Nakapagtapos ng Elementarya <input type="checkbox"/> Nakatutong ng Sekundarya <input type="checkbox"/> Nakapagtapos ng Sekundarya <input type="checkbox"/> Nakapag-aral Pagkatapos ng Sekundarya (Kolehiyo/Masteral/Doktorado) <input type="checkbox"/> Nakapag-aral ng Teknikal/Bokasyonal
C3. Numero sa telepono (cellphone/ telephone) & email add: <input type="text"/>	C6. Numero sa telepono (cellphone/ telephone) & email add: <input type="text"/>	C9. Numero sa telepono (cellphone/ telephone) & email add: <input type="text"/>

D. KAPASIDAD AT KAPARAANAN NG TAHANAN PARA SA DISTANCE LEARNING

D1. Ilang miyembro sa inyong tahanan (kabilang na ang i-enrol) ang mag-aaral ngayong taong panuruan 2020-2021? Ilagay kung ilan sa bawat baitang.

Kinder _____	Baitang 4 _____	Baitang 8 _____	Baitang 12 _____
Baitang 1 _____	Baitang 5 _____	Baitang 9 _____	Iba pa: _____
Baitang 2 _____	Baitang 6 _____	Baitang 10 _____	<small>(Hal. Kolonyo Nakapormal at iba pa)</small>
Baitang 3 _____	Baitang 7 _____	Baitang 11 _____	

D2. Sino-sino sa miyembro ng inyong tahanan ang maaaring tumulong sa *distance learning* na pag-aaral ng bata? Piliin ang lahat ng naaangkop.

<input type="checkbox"/>	magulang o tagapag-alaga	<input type="checkbox"/>	iba pa (tutor, katulong)
<input type="checkbox"/>	nakatatandang kapatid	<input type="checkbox"/>	Wala
<input type="checkbox"/>	lolo o lola	<input type="checkbox"/>	may kakayahang mag-aral ang bata nang mag-isa
<input type="checkbox"/>	iba pang kamag-anak		

D3. Anong mga kagamitan sa tahanan ang magagamit ng bata para sa pag-aaral?

<input type="checkbox"/>	cable TV	<input type="checkbox"/>	radio
<input type="checkbox"/>	non-cable TV	<input type="checkbox"/>	desktop computer
<input type="checkbox"/>	basic cellphone	<input type="checkbox"/>	laptop
<input type="checkbox"/>	smartphone	<input type="checkbox"/>	wala
<input type="checkbox"/>	tablet	<input type="checkbox"/>	Iba pa: _____

D4. Mayroon bang internet signal sa inyong lugar?

Mayroon
 Wala
Kung WALA, iaktawan ang D6.

D5. Paano ka nakaka-*connect* sa internet? Piliin ang lahat ng naaangkop.

<input type="checkbox"/>	sanling mobile data
<input type="checkbox"/>	sanling DSL, WIFI o satellite
<input type="checkbox"/>	computer shop
<input type="checkbox"/>	Sa iba pang lugar sa labas ng bahay na may connection ng internet tulad ng silid-aklatan, barangay/munisipyo, kapitbahay o kamag-anak
<input type="checkbox"/>	Wala

D6. Ano-anong pamamaraan ng "*distance learning*" ang nais mo para sa iyong anak? Piliin ang lahat ng naaangkop.

<input type="checkbox"/>	online learning	<input type="checkbox"/>	modyular
<input type="checkbox"/>	telebisyon	<input type="checkbox"/>	magkahalong pagtuturo sa silid-aralan at ang apat na nabanggit sa taas
<input type="checkbox"/>	radyo	<input type="checkbox"/>	Iba pa: _____

D7. Anong mga hadlang ang maaaring makaapekto sa proseso ng pagkatuto ng iyong anak gamit ang *distance education*? Piliin ang lahat ng naaangkop.

<input type="checkbox"/>	kawalan ng gadgets/kagamitan	<input type="checkbox"/>	may mga kasabay na ibang gawaing bahay
<input type="checkbox"/>	kakulangan sa badyet para sa load/data	<input type="checkbox"/>	kawalan ng lugar para sa pag-aaral
<input type="checkbox"/>	Hindi maayos na koneksiyon sa cellphone/internet	<input type="checkbox"/>	mga sagabal sa pag-aaral (hal. social media, ngay mula sa komunidad/kapitbahay)
<input type="checkbox"/>	may sulirang pangkalusugan	<input type="checkbox"/>	nawalan o lumpat ng tiranan dahil sa community quarantine
<input type="checkbox"/>	nahinirapang mag-aral nang mag-isa	<input type="checkbox"/>	Iba pa: _____

E. LIMITADONG "FACE-TO-FACE" NA PAG AARAL

E1. Kung sakaling pahintulutan ang limitadong "face-to-face" na pag-aaral, pumapayag ka ba na dumalo/pumunta sa ganitong klase o paraan ng pagtuturo ang iyong (mga) anak?

Oo pumapayag ako Hindi ako pumapayag

E.2 Kung ang iyong sagot ay **Hindi Ako Pumapayag**, pakisuyong pumili ng isa lamang pangunahing dahilan na nasa ibaba or isulat ang iyong dahilan ng hindi pagpapahintulot.

<input type="checkbox"/>	Takot o pangambang mahawaaan ng virus na Covid-19	<input type="checkbox"/>	Limitado o walang masasakyan
<input type="checkbox"/>	Kasalukuyang may karamdaman or mahinang kalusugan	<input type="checkbox"/>	Tumutulong sa mga Gawain sa Tahanan
<input type="checkbox"/>	Delikado dahil sa Armadong Tungalian o Posibleng Engkwentro sa pagitan ng Militar at nasa Kabilang Panig ng Gobyerno	<input type="checkbox"/>	Nagtatrabaho o tumutulong sa Negosyo ng pamilya
<input type="checkbox"/>		<input type="checkbox"/>	Iba pang kadahilanan (sabihin ang dahilan)

Aking pinatunayan na ang nabanggit na impormasyon ay totoo at tama sa abot ng aking kaalaman at pinahihintulutan kong gamitin ng kagawaran ng edukasyon ang mga impormasyon ng aking anak upang makabuo at/o i-update ang kanyang profile sa learner information system. Ang mga impormasyon dito at dapat na ituring na kumpidensiyal at naayon sa Data Privacy Act of 2012.

Lagda sa ibabaw ng Pangalan ng Magulang/Tagapag-alaga

Petsa

Para lamang sa empleyado ng Paaralan: Sasagulan ng Gurong Tagapayo

*PETA NG OPISYAL NA PAGPAPATALA
(Month/Day/Year)

 / /
 / /
 / /

Baitang _____

Track (para sa SHS) _____



MODIFIED LEARNER ENROLLMENT AND SURVEY FORM

THIS FORM IS NOT FOR SALE

Instructions:

1. This enrollment survey shall be answered by the parent/guardian of the learner.
2. Please read the questions carefully and fill in all applicable spaces and write your answers legibly in CAPITAL letters. For items not applicable, write N/A.
3. For questions/clarifications, please ask for the assistance of the teacher/person-in-charge.

A. GRADE LEVEL AND SCHOOL INFORMATION

A1. School Year: - A2. Check the appropriate boxes only: No LRN With LRN A3. Returning (Balik-Aral)

A4. Grade Level to enroll: _____ A7. Last School Attended: _____ A8. School ID: _____ A11. School to enroll in: _____ A12. School ID: _____

A5. Last grade level completed: _____ A9. School Address: _____ A13. School Address: _____

A6. Last school year completed: _____ A10. School Type: Public Private

FOR SENIOR HIGH SCHOOL ONLY:

A14. Semester (1st/2nd): _____ A15. Track: _____ A16. Strand (if any): _____

B. STUDENT INFORMATION

B1. PSA Birth Certificate No. (if available upon enrollment): B2. Learner Reference Number (LRN):

B3. LAST NAME:

B4. FIRST NAME:

B5. MIDDLE NAME:

B6. EXTENSION NAME e.g. Jr., III (if applicable): _____

B7. Date of Birth (Month/Day/Year): / /

B8. Age: B9. Sex: Male Female

B10. Belonging to Indigenous Peoples (IP) Community/Indigenous Cultural Community: Yes No

B11. If yes, please specify: _____

B12. Mother Tongue: _____

B13. Religion: _____

B18. Email Address: _____

ADDRESS

B19. House Number and Street: _____ B20. Subdivision/Village/Zone: _____ B21. Barangay: _____

B22. City/Municipality: _____ B23. Province: _____ B24. Region: _____

For Learners with Special Education Needs

B14. Does the learner have special education needs? (i.e. physical, mental, social disability, medical condition, giftedness, among others)

Yes No

B15. If yes, please specify: _____

B16. Do you have any assistive technology devices available at home? (i.e. screen reader, Braille, DAISY)

Yes No

B17. If yes, please specify: _____

C. PARENT/ GUARDIAN INFORMATION

Father	Mother	Guardian
C1. Full Name (last name, first name, middle name)	C4. Full Maiden Name (last name, first name, middle name)	C7. Full Name (last name, first name, middle name)
C2. Highest Educational Attainment <input type="checkbox"/> No Formal Schooling <input type="checkbox"/> No Formal Schooling but able to read and write <input type="checkbox"/> Elementary level <input type="checkbox"/> Elementary Graduate <input type="checkbox"/> High School Level <input type="checkbox"/> High School Graduate <input type="checkbox"/> After High School Education (College / Post Grad) or Technical/Vocational	C5. Highest Educational Attainment <input type="checkbox"/> No Formal Schooling <input type="checkbox"/> No Formal Schooling but able to read and write <input type="checkbox"/> Elementary level <input type="checkbox"/> Elementary Graduate <input type="checkbox"/> High School Level <input type="checkbox"/> High School Graduate <input type="checkbox"/> After High School Education (College / Post Grad) or Technical/Vocational	C8. Highest Educational Attainment <input type="checkbox"/> No Formal Schooling <input type="checkbox"/> No Formal Schooling but able to read and write <input type="checkbox"/> Elementary level <input type="checkbox"/> Elementary Graduate <input type="checkbox"/> High School Level <input type="checkbox"/> High School Graduate <input type="checkbox"/> After High School Education (College / Post Grad) or Technical/Vocational
C3. Contact number's (cellphone/ telephone) ; Email Address	C6. Contact number's (cellphone/ telephone) ; Email Address	C9. Contact number's (cellphone/ telephone) ; Email Address

C10. Is your family a beneficiary of 4Ps? Yes No

D. HOUSEHOLD CAPACITY AND ACCESS TO DISTANCE LEARNING

D1. How many of your household members (including the enrollee) are studying in School Year 2021-2022? Please specify each.

Kindergarten _____	Grade 4 _____	Grade 8 _____	Grade 12 _____
Grade 1 _____	Grade 5 _____	Grade 9 _____	Others _____
Grade 2 _____	Grade 6 _____	Grade 10 _____	<small>(if combined, include all)</small>
Grade 3 _____	Grade 7 _____	Grade 11 _____	

D2. Who among the household members can provide instructional support to the child's distance learning? Choose all that applies.

<input type="checkbox"/> parents/ guardians	<input type="checkbox"/> others (tutor, house helper)
<input type="checkbox"/> elder siblings	<input type="checkbox"/> none
<input type="checkbox"/> grandparents	<input type="checkbox"/> able to do independent learning
<input type="checkbox"/> extended members of the family	

D3. What devices are available at home that the learner can use for learning? Check all that applies.

<input type="checkbox"/> cable TV	<input type="checkbox"/> radio
<input type="checkbox"/> non-cable TV	<input type="checkbox"/> desktop computer
<input type="checkbox"/> basic cellphone	<input type="checkbox"/> laptop
<input type="checkbox"/> Smartphone	<input type="checkbox"/> none
<input type="checkbox"/> Tablet	<input type="checkbox"/> others: _____

D4. Is there an internet signal in your area?

Yes
 No
(if NO, proceed to D7)

D5. How do you connect to the internet? Choose all that applies.

own mobile data
 own broadband internet (DSL, wireless fiber, satellite)
 computer shop
 other places outside the home with internet connection (library, barangay/ municipal hall, neighbor, relatives)
 None

D6. What distance learning modality/ies do you prefer for your child? Choose all that applies.

<input type="checkbox"/> online learning	<input type="checkbox"/> modular learning
<input type="checkbox"/> Television	<input type="checkbox"/> combination of face to face with other modalities
<input type="checkbox"/> Radio	<input type="checkbox"/> others: _____

D7. What are the challenges that may affect your child's learning process through distance education? Choose all that applies.

<input type="checkbox"/> lack of available gadgets/ equipment	<input type="checkbox"/> conflict with other activities (i.e., house chores)
<input type="checkbox"/> insufficient load/ data allowance	<input type="checkbox"/> high electrical consumption
<input type="checkbox"/> unstable mobile/ internet connection	<input type="checkbox"/> distractions (i.e., social media, noise from community/neighbor)
<input type="checkbox"/> existing health condition/s	<input type="checkbox"/> others: _____
<input type="checkbox"/> difficulty in independent learning	

E. LIMITED FACE TO FACE

E1. In case limited face to face classes will be allowed, are you willing to allow your child/ children to participate?

Yes No

E.2 If the answer is no, please select only 1 major consideration or state specific reason

<input type="checkbox"/> Fear of Getting Infected of Corona Virus	<input type="checkbox"/> Limited or no available transportation from home to school and vice versa
<input type="checkbox"/> Existing illness or health related concerns	<input type="checkbox"/> Helping in household chores
<input type="checkbox"/> Presence of Arm Conflict	<input type="checkbox"/> Helping Family business or working
	<input type="checkbox"/> Others, specify _____

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

Signature Over Printed Name of Parent/Guardian

Date Accomplished

For questions/clarifications, kindly contact the school through the following:

Telephone/Mobile Number: _____
 Email Address: _____

For use of DepEd Personnel Only. To be filled up by the Class Adviser

* DATE OF OFFICIAL ENROLLMENT
(Month-Day-Year)

/ /

Grade Level _____

Track (for SHS) _____

AF2



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



Date _____ LRN (if available) _____

Personal Information (Part I)			
Last Name _____	First Name _____	Middle Name _____	Name Extension _____
• Address: _____			
House No./Street/Sitio _____	Barangay _____	Municipality/City _____	Province _____
• Birthdate (mm/dd/yyyy): _____		Place of Birth (Municipality) _____	
• Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female		• Civil Status: <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Widow/er <input type="checkbox"/> Separated <input type="checkbox"/> Solo Parent	
• Religion: _____		• IP (Specify ethnic group): _____	
		• Mother Tongue: _____	
		PWD: <input type="checkbox"/> Yes <input type="checkbox"/> No	
• Contact Number/s: _____		4Ps <input type="checkbox"/> Yes <input type="checkbox"/> No	
• Name of Father/Legal Guardian _____			
Last Name _____	First Name _____	Middle Name _____	Occupation _____
• Mother's Maiden Name _____			
Last Name _____	First Name _____	Middle Name _____	Occupation _____

Educational information (Part II)	
• Last grade level completed	
Elementary <input type="checkbox"/> K <input type="checkbox"/> G-1 <input type="checkbox"/> G-2 <input type="checkbox"/> G-3 <input type="checkbox"/> G-4 <input type="checkbox"/> G-5 <input type="checkbox"/> G-6	
Junior High School: <input type="checkbox"/> G-7 <input type="checkbox"/> G-8 <input type="checkbox"/> G-9 <input checked="" type="checkbox"/> G-10	
• Why did you drop out of school? (For OSY only)	
<input type="checkbox"/> No school in Barangay <input type="checkbox"/> School too far from home <input type="checkbox"/> Needed to help family	
<input type="checkbox"/> Unable to pay for miscellaneous and other expenses Others: _____	
• Have you attended ALS learning sessions before? <input type="checkbox"/> YES <input type="checkbox"/> NO	
If Yes:	
Name of the Program: _____	Level of Literacy: <input type="checkbox"/> Basic <input type="checkbox"/> Elem. <input type="checkbox"/> JHS <input type="checkbox"/> InfEd
Year Attended: _____	Have you completed the Program? (Yes/No) _____
If NO, state the reason: _____	

Accessibility and Availability (Part III)							
• How far is it from your home to your Learning Center? _____ in kms _____ in hours and mins.							
• How do you get from your home to your Learning Center? <input type="checkbox"/> Walking <input type="checkbox"/> Motorcycle <input type="checkbox"/> Bicycle <input type="checkbox"/> Others (Pls. Specify) _____							
• When can you attend your Learning Session?							
What specific time can you be at your Learning Center?	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Teacher/Community ALS implementor/Learning Facilitator: Signature and D _____				Learner: Signature and Date _____			